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The Making of the Modern World

Paul Ashton – Mark Anderson

STAGE 5

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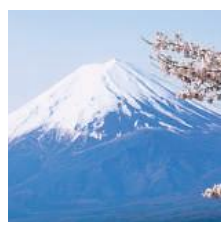

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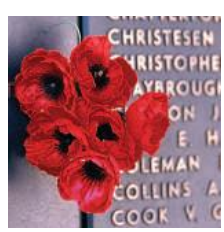

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How to use this book

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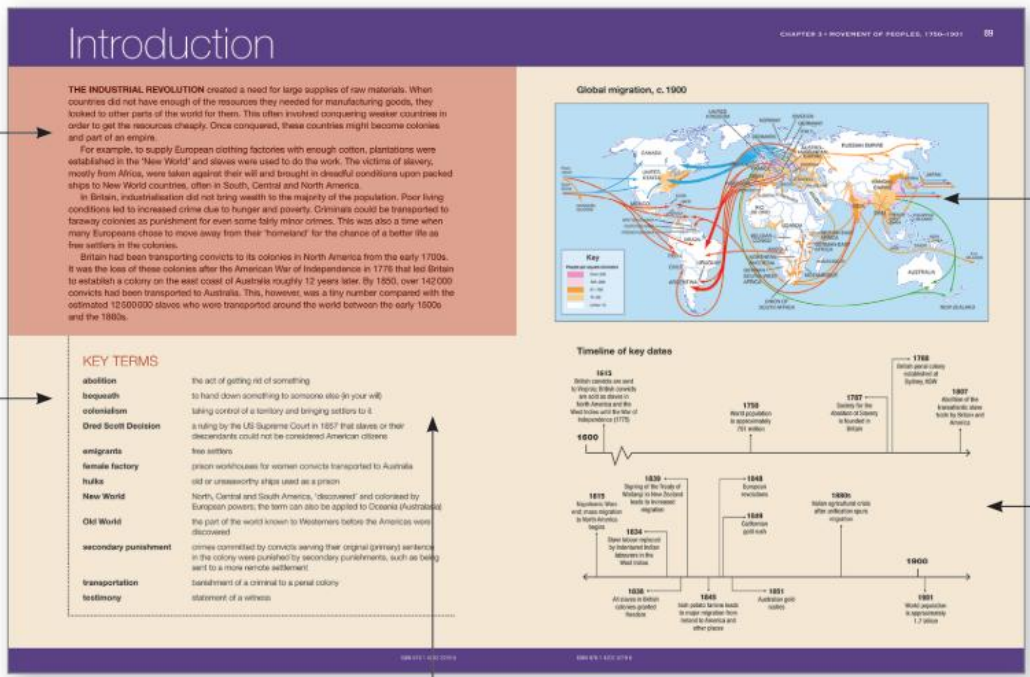


Short introduction to put the chapter in context

Key terms used throughout the chapter

Strong, powerful sources are used in every chapter

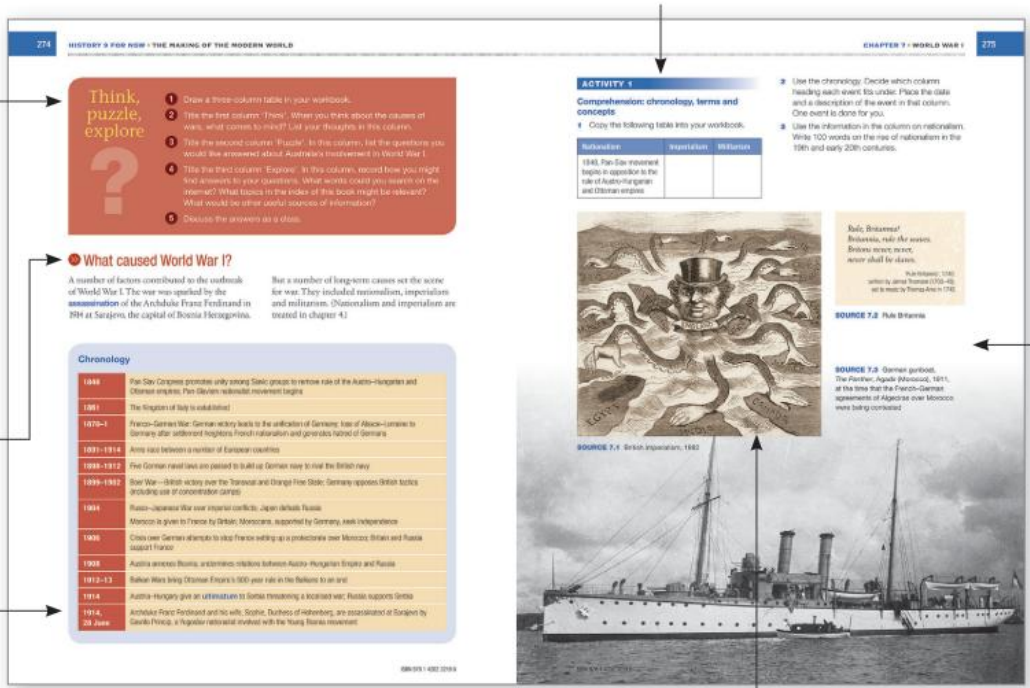
Map showing key geographic areas and themes discussed in the chapter

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

Timeline showing key events, periods and dates

Digital boxes for additional content and exercises

Activities are structured under clear headings and graded throughout the chapter



'Think, puzzle, explore' activities at the start of 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 used throughout the chapters to provide context for themes

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

Digital boxes for additional content and exercises

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 can apply key concepts and historical skills in a range of ways

A variety of sources used throughout the book

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Introduction

History 9 for NSW: The Making of the Modern World specifically covers the NSW History Syllabus and the agreed Australian Curriculum content.

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

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

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

The NSW History Syllabus specifies three depth studies for this historical period. For each depth study, up to three electives focus on a particular society, event, movement or development. It is expected that one elective will be studied in detail.

The NSW Syllabus specifies three depth studies for this historical period, summarised in 'Chapter 1—an overview of the making of the modern world'. 'Making a better world?', covered in Section 1 of this book, is a depth study in which one of three electives must be studied.

In the depth study 'Australia and Asia', covered in Section 2, there are two electives of which one must also be studied in detail. 'Australians at War: World War I and World War II' is the final depth study, covered in Section 3 of this book. The World Wars can be studied separately or as a broad comparative study.

History 9 for NSW employs a skills- and inquiry-based model of teaching and learning. The skills of historical inquiry are developed through the questions and activities, all of which are clearly labelled to identify those that address comprehension: chronology, terms and concepts; research; analysis and use of sources; perspectives and interpretations; empathetic understanding; and explanation and communication. Also incorporated within the content and activities are the seven general capabilities of literacy; numeracy; information and communication technology (ICT); critical and creative thinking; ethical behaviour; personal and social competence; and intercultural understanding.

OneStopDigital

OneStopDigital is the website via which you will find all the digital support material for *History 9 for NSW: The Making of the Modern World*. Every digital object has specifically been chosen to engage students and make teaching History easy. OneStopDigital is easily accessible and includes resources that assist students to use an inquiry approach to explore historical concepts. OneStopDigital includes multiple choice questions, weblinks, podcasts, 3D animations and additional activities. Every link to OneStopDigital is denoted by the following symbol:

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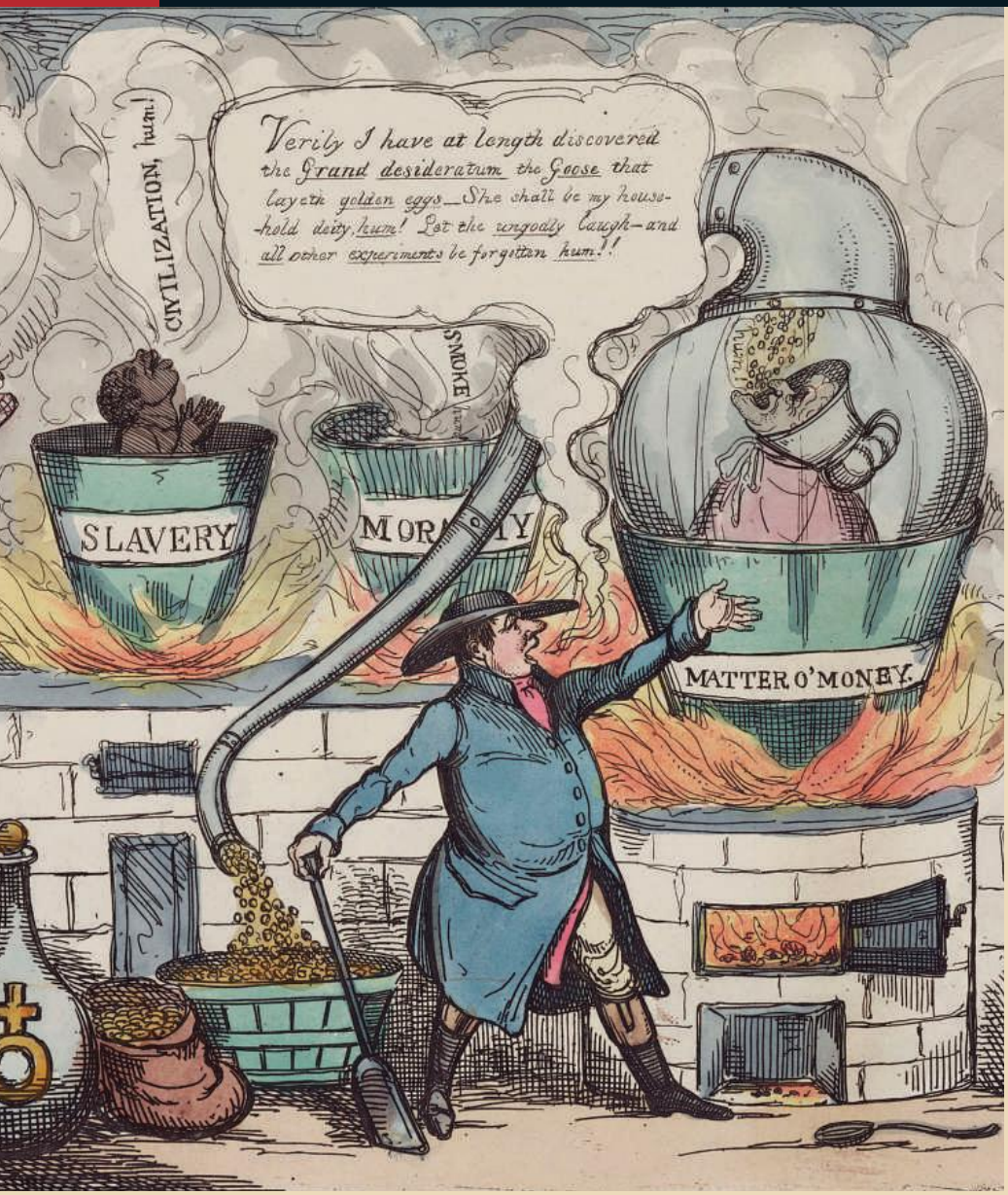
Chapter 1

Overview—the making of the Modern World »



The Modern Alchymist, 1827. In this coloured etching, an English alchemist is creating gold. The Bank of England was situated on Threadneedle Street and was known as 'the Old Lady of Threadneedle Street'. The old lady in the etching spitting out gold probably represents the Bank of England.

INVESTIGATION FOCUS AND OUTCOMES

In this chapter you will gain an overview of:

- the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- the nature and extent of the movement of slaves, convicts and settlers in the period
- the extent of European imperial expansion and different responses, including in the Asian region
- the emergence and nature of significant economic, social and political ideas in the period, including nationalism
- the interwar years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.

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Inquiry questions

1. What were the changing features of the movements of people from 1750 to 1918?
2. What was the origin, development, significance and long-term impact of imperialism in this period?
3. How did new ideas and technological developments contribute to change in this period?
4. What was the significance of World Wars I and II?

Introduction

THIS OVERVIEW INVESTIGATES the sudden and massive changes that took place across the globe from the mid-1700s until World Wars I and II. The Industrial Revolution, beginning in Britain, led to economic changes that had a major impact on society. The growth of urban centres, involving the movement of people from the countryside to towns, was an obvious consequence. However, the Industrial Revolution also contributed to other population movements, such as the slave trade, emigration and convict transportation. While the Industrial Revolution created wealth for some, the process was uneven and unequal, producing unemployment, economic depression and slums. A cause and effect relationship can also be traced between the Industrial Revolution and the rise of European nationalism and imperialism.

Such changes also saw the rise of new economic, social and political ideas. Some of these sought to justify the emergence of capitalism and of empires, or to explain why these processes produced winners and losers. Other ideas emerged that were critical of some of the outcomes of modernisation. Socialists, for example, developed theories about capitalism as a process that exploited the working classes.

By the beginning of the 20th century, rivalry and tensions among the European powers contributed to the outbreak of World War I. The war ended with Germany signing the Treaty of Versailles. Hopes for lasting peace following the establishment of the League of Nations remained high during the Roaring Twenties, but the impact of the Great Depression and rise of fascism would culminate in World War II.

KEY TERMS

capital	assets that can be used to generate wealth
fraternity	brotherhood; a body of people with a common purpose and interests
insanitary	unclean and likely to spread infection
liberal	a person who favours representational forms of government while supporting the maintenance of individual freedoms
libertine	a person who is free from convention and morality
monopoly	having full control of a market and no competition
mass production	manufacturing large amounts of the same goods
reparations	payments or compensation for causing damage
republican	involving a system of government in which the head of state is elected or appointed by the people

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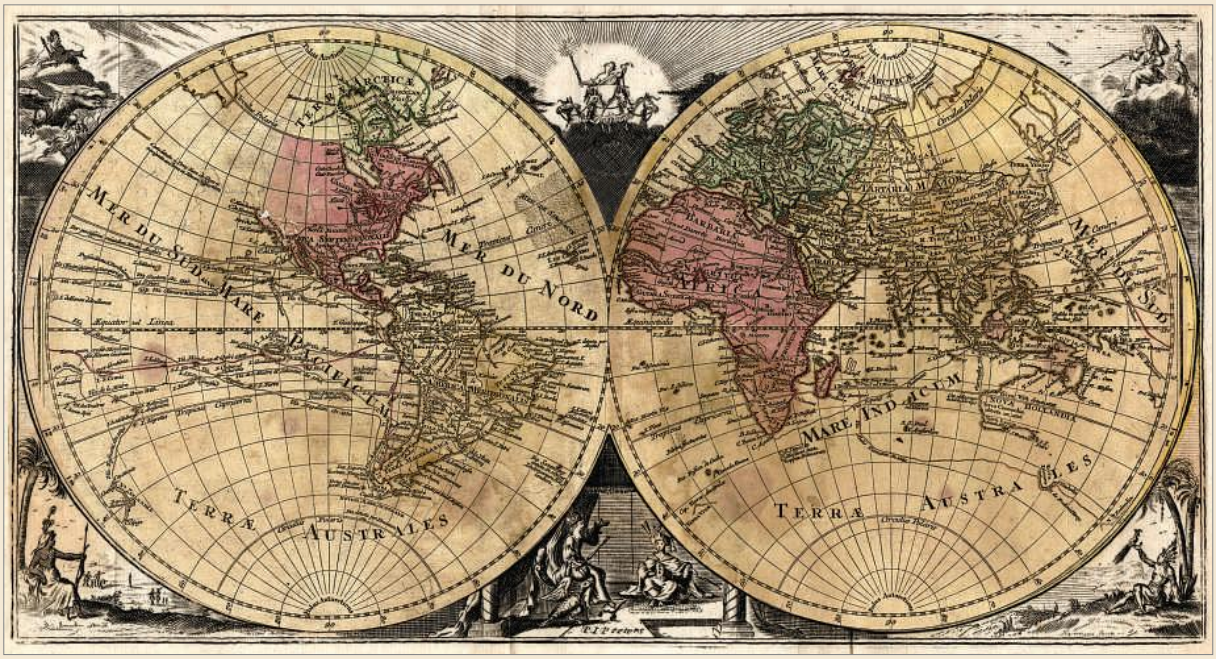
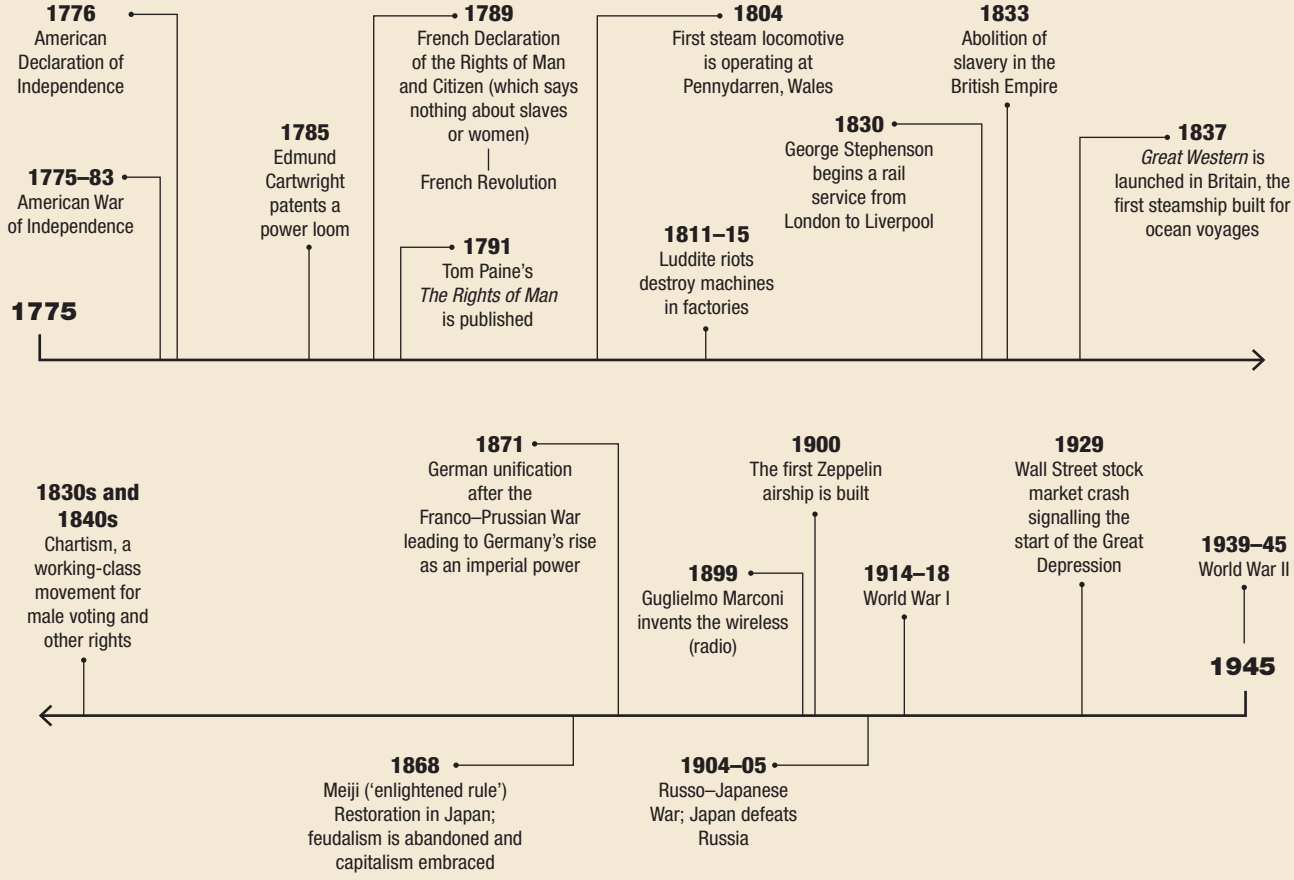
Map of the known world in the 18th century



Timeline of key dates



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What was the nature and significance of the Industrial Revolution?

The Industrial Revolution began in Britain in the second half of the 18th century. It transformed the country's economy from one based on agriculture to one based on manufacturing. It also transformed the three main elements in the process of production: land, labour and **capital**. The Industrial Revolution led to radical changes in technology, machinery and transport. While the Industrial Revolution created wealth for some, it led to a life affected by unemployment, economic depression and slums-living for others.

A major effect of the Industrial Revolution was population shifts. In Britain, people moved from rural areas into towns and cities. This process is called urbanisation. Massive ironworks were also built in areas where coal was located. People were attracted to these places for work.

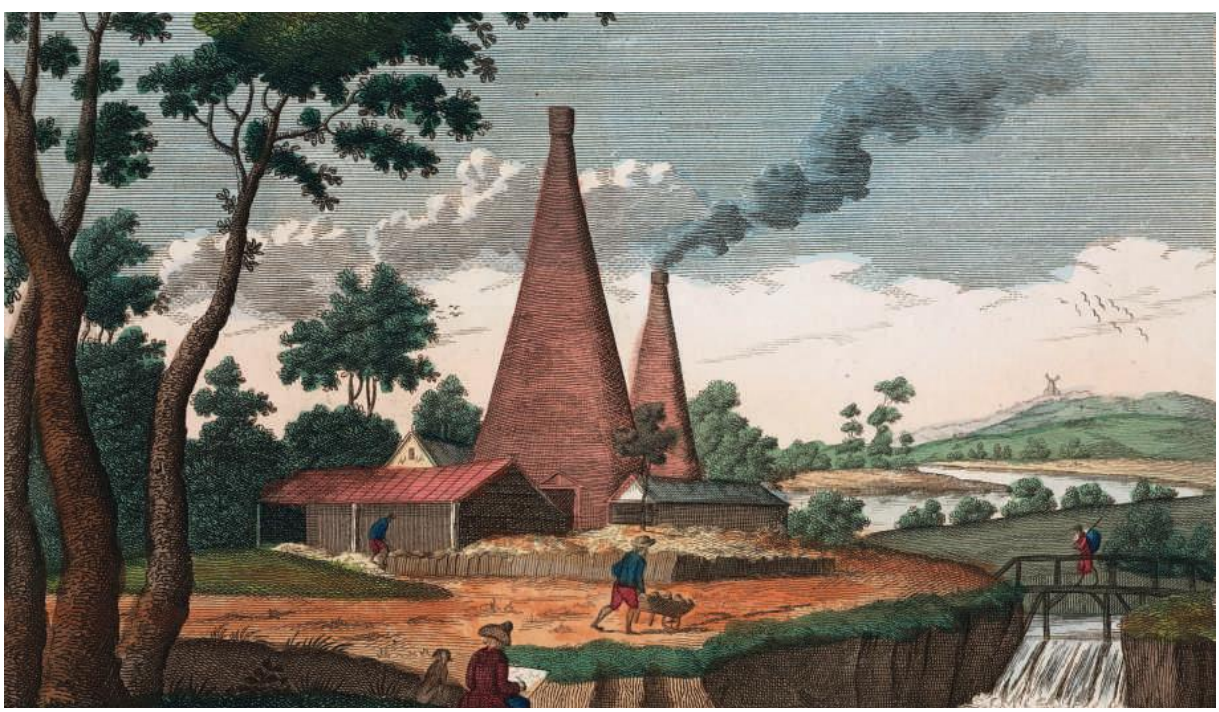
While the new factory system was more efficient, it was also generally brutal. Men, women and children were exploited in dirty and often dangerous working environments. Working hours were also long and employers kept wages as low as possible. The Industrial Revolution led English poet William Blake to write 'Jerusalem' (source 1.1). Overcrowded and **insanitary** slums grew up around factories or in poor, working-class parts of towns and cities.

And did those feet in ancient time
Walk upon England's mountains green?
And was the holy Lamb of God
On England's pleasant pastures seen?
And did the Countenance Divine
Shine forth upon our clouded hills?
And was Jerusalem builded here
Among these dark Satanic Mills?

SOURCE 1.1 Extract from 'Jerusalem', by William Blake

Industrialisation took place from around the end of the 18th century in Europe and North America. It was also at this time that Britain colonised Australia. The First Fleet anchored in Sydney Cove in January 1788.

It was not long before technologies that gave rise to industrialisation were employed in Australia. A steam mill, for example, was used in Sydney's Darling Harbour from 1813. However, for the next century Australia would mainly rely on the industrial output of Britain rather



SOURCE 1.2 Hand-coloured etching showing a factory with two kilns, c. 1800

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than develop its own manufacturing industries. Agriculture remained the primary industry of the country.

The Industrial Revolution had a significant impact on the lives of many people. It contributed to the rise of European nationalism and imperialism and led to new economic, social and political ideas.

ACTIVITY 1

Comprehension: chronology, terms and concepts

1 Describe the Industrial Revolution.
2 Define 'capital'.
3 What is urbanisation?

Analysis and use of sources

Use source 1.1.

1 How does Blake describe England in the first six lines of the poem?
2 What happened to England?
3 What is Blake's view of industrialisation?
4 Look at source 1.2. What Information does it provide to historians studying the Industrial Revolution?
5 Look at source 1.3. What is its origin? What does it show?
6 Look at source 1.4 (overleaf). What was its purpose?
7 Look at source 1.5 (overleaf). Why would this source be useful to historians studying the Industrial Revolution?
8 What type of source is source 1.6 (page 7)? Is this type of source more useful to historians than a painting (source 1.3) or a cartoon (source 1.4)?
9 Look at the caption for source 1.7. What do you think is meant by the 'cut and cover' method?

Explanation and communication

1 Using the sources and your own knowledge, explain the ways the Industrial Revolution affected the lives of people living in Britain.

Perspectives and interpretations

1 Compare sources 1.2 and 1.3. How do they differ in the information they provide about impact of the Industrial Revolution on the landscape?
2 Look at sources 1.2 and 1.3. Which one better illustrates the point of view of William Blake in his poem 'Jerusalem' (source 1.1) about the effect of the Industrial Revolution? Give reasons for your answer.

Empathetic understanding

1 Choose one of the sources. Imagine that you created the source. Explain the feelings that motivated you to create it.

SOURCE 1.3 *Coalbrookdale by Night*, 1801. This oil painting by Philippe Jacques de Loutherbourg shows the Bedlam furnaces on the Severn River in England at night while the blast furnaces were being 'tapped' (when the molten metal is taken from the bottom).

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SOURCE 1.4 A cartoon from 1827, satirising engineer Sir Marc Brunel's proposed tunnel under the Thames River. Commenced in 1825, the tunnel flooded in 1828 and was not completed until 1843. At the opening of the tunnel, 50 000 walked through it. It is now part of the London Underground.

SOURCE 1.5 The trade card of Robert Stephenson and Company, engineers, c. 1820

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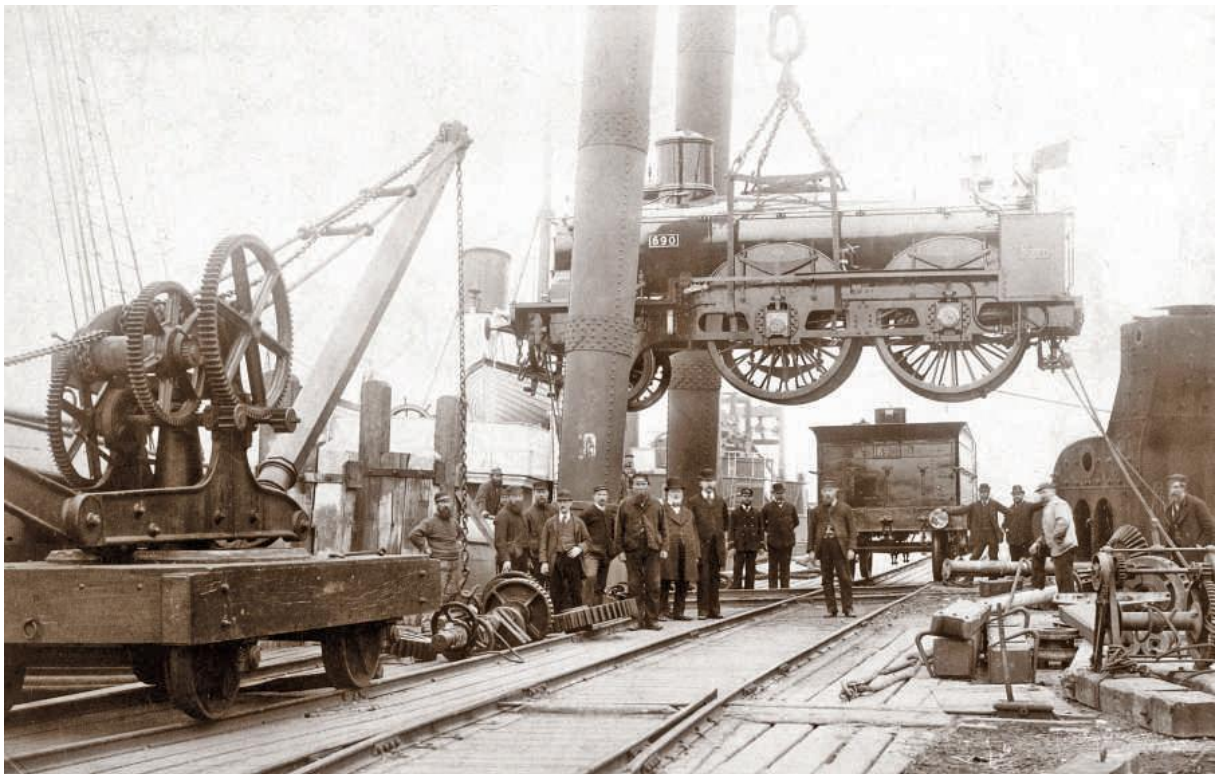

SOURCE 1.6 Locomotive no. 690, made by Neilson and Company, Glasgow, being loaded onto a ship at Newhaven, East Essex, 1883

SOURCE 1.7 Building the Metropolitan Railway, London, 1862. This was the first underground railway in the world, constructed using the 'cut and cover' method. The line opened on 10 January 1863.

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Impact of mass production

The methods of **mass production** employed during the Industrial Revolution were not as sophisticated as they were to become in the 20th century. However, early mass production techniques allowed for huge increases in the volume of goods produced. Greater quantities of goods also meant lower per unit costs. This meant that mass-produced goods became cheaper, so the lower classes could purchase items that they could have never afforded in the past.

SOURCE 1.8 Interior view of Sir Samuel Way's home 'Montefiore', Palmer Place, North Adelaide, c. 1895

SOURCE 1.9 A small section of the Adelaide Jubilee International Exhibition, where manufactured goods and other items from all over the world were displayed (North Terrace, Adelaide, 1887–88)

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For example, dinner plates made of porcelain began to be produced in Europe in the 1700s, but only wealthy people could afford to buy them. Dinner plates began to be mass-produced from around 1815 and they became increasingly affordable to more and more people.

ACTIVITY 2

Analysis and use of sources

1 a What was the effect of the introduction of early mass-production techniques?
   b Give an example.
2 a What is source 1.8 and when was it created?
   b How can this source help us to understand the impact of the Industrial Revolution on Australian life?
3 a What is source 1.9 and when was it created?
   b What is an International Exhibition? (See the caption for source 1.9.)
   c How does this source help us to investigate the origin of some of the manufactured goods in Australia at the time?
4 a What is source 1.10?
   b In earlier colonial times, how did people regard pianos?
   c What impact did mass production have on the purchase of pianos in Australia?

The first piano to come to Australia belonged to Surgeon George Worgan, who arrived on the Sirius with the First Fleet in 1788. Pianos were valued possessions in the colony ...

During the 1890s many piano manufacturers began business in Sydney and Melbourne, although some workshops only assembled imported parts. About seven hundred thousand pianos were imported into Australia during the 19th century. [Australia's population by 1900 was 3.6 million] The turn of the century saw the Australian piano market dominated by German instruments, which were thought to have a superior tone, stronger construction, and more attractive case work. German pianos could also be supplied more cheaply than the instruments of English manufacturers, who failed to meet delivery dates and gave poor service.

R Palmieri (ed.), 'Australia—Piano Industry', *The Piano: An Encyclopedia*, 2nd edn, Routledge, New York, 2003, pp. 27–28

SOURCE 1.10 The piano in Australia

What was the nature and extent of the movement of peoples from 1750 to 1918?

The Industrial Revolution saw many millions of people move. Not all of them wanted to move. Many were displaced, like the English rural workers who lost their employment due to the

SOURCE 1.11 Sydney Cove from Government House grounds, 1858, looking east to The Rocks

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enclosure movement (discussed in chapter 2). Most Scottish people who lived in the Highlands were forced off the land in the 18th and 19th centuries. The 'Highland clearances', as this process has been called, saw mass migration of people to other parts of Scotland and to North America.

Around 11 000 000 slaves were forcibly removed from their countries from 1500 to the 1850s. Approximately 50 000 British convicts were transported to the North American colonies. And about 150 000 convicts were sent to Australia from 1788 until the mid-19th century.

For those who moved by choice, the main motivation was to find employment. People also wanted to make a better life for themselves and their children. Some moved within their country, from the rural areas to the city. Others left their country, with many British migrants moving to other parts of the British Empire, including Australia, America, Canada and South Africa.

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 What impact did the Industrial Revolution have on people?
2 Why did people move?
3 What were the Highland clearances?
4 How many slaves were transported between 1500 and the mid-1850s?
5 What happened to British convicts?
6 Where did some free British migrants move to?

SOURCE 1.12 Charles Dawnes, convict, Port Arthur, 1874

Analysis and use of sources

1 What does source 1.11 tell us about the transportation used for immigration?
2 a What is source 1.13?
  b Name two places where a researcher might go to find this type of historical resource. (Think about the resources provided by major libraries.)
3 a Look back at the image at the opening of this chapter. What is this source and when was it created?
  b Carefully view the source and read its caption. Describe what is shown.
  c What was happening around the time that this source was created? (Check the list of events on page 11.)
  d What is the artist's view of slavery? Explain.

SOURCE 1.13 Convict uniform for prisoners doing 'secondary punishment' for committing offences after conviction, c. 1830s to 1840s

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Important events in the development of photography and film

1727	Johann H Schulze, German physicist, proves that light darkens silver salts; photography becomes possible
1780	Swedish chemist Carl Scheele discovers that darkened silver salts can be fixed
1878	Eadweard Muybridge, British photographer, takes first moving images (of people and animals moving)
1882	Étienne Marey, French scientist and chronophotographer, invents a camera that takes 12 frames per second
1889	Thomas Edison and WK Dickson invent the Kinetoscope
1826	Nicéphore Niépce, French inventor, makes the world's first photograph
1893	Thomas Edison exhibits the Kinetoscope
1895	Brothers Louis and Auguste Lumière patent a movie camera–projector
1830s	French inventor Louis Daguerre converted Niépce's experiment into a commercial product, the daguerreotype
1896	22 August, first moving pictures screened in Australia in Melbourne by American magician Carl Hertz
1834	William Henry Fox Talbot discovers the negative process for photography
1888	George Eastman's handheld Kodak camera is introduced

Research

1. Source 1.13 is an example of material culture. Find out what the term 'material culture' means. What does material culture allow historians and others to do?
2. Go to your digital support for weblinks to assist you in researching the following:
   - **a** What was assisted migration?
   - **b** What event in the 1850s increased the movement of people to Australia?
   - **c** Select and list 10 significant events in the period 1788 to 1918 related to the movement of people to Australia.

Explanation and communication

1. Create a timeline using the list of events you produced when answering question 2c.

ACTVITY 4

Comprehension: chronology, terms and concepts

1. Make two chronologies based on the events in the development of photography and film (opposite). The first should be a chronology of photography; the second, one for film.
2. Use your chronologies to write two paragraphs about the development of photography and two about film.

Analysis and use of sources

1. What advantages do photographs as historical evidence have compared with paintings and drawings?
2. What advantages do paintings and drawings have as historical evidence compared with photographs?

Research

1. Find two to three early films on YouTube or a similar site. Use the following key words to search for films: 'Exiting the Factory', 'Lumiere', 'Roundhay Garden Scene', 'Edison', 'New York City 1896'.
2. What were the films *Exiting the Factory*, *Roundhay Garden Scene* and *New York City 1896* made about? Why were they made?

What was the extent of European imperial expansion?

Maritime exploration in the 15th century opened up the Atlantic Ocean to Europeans. Exploration across the Indian Ocean from the 1490s into the 1500s brought Europeans into contact with Asia.

The Portuguese were the first to discover a route around the Cape of Good Hope in 1505. They had established themselves in the East by 1516, and they went on to build an empire larger than that of Rome. In 1602, the Dutch East India Company was formed. It established a headquarters in Batavia, modern-day Jakarta, in Indonesia, and eventually crushed the Portuguese

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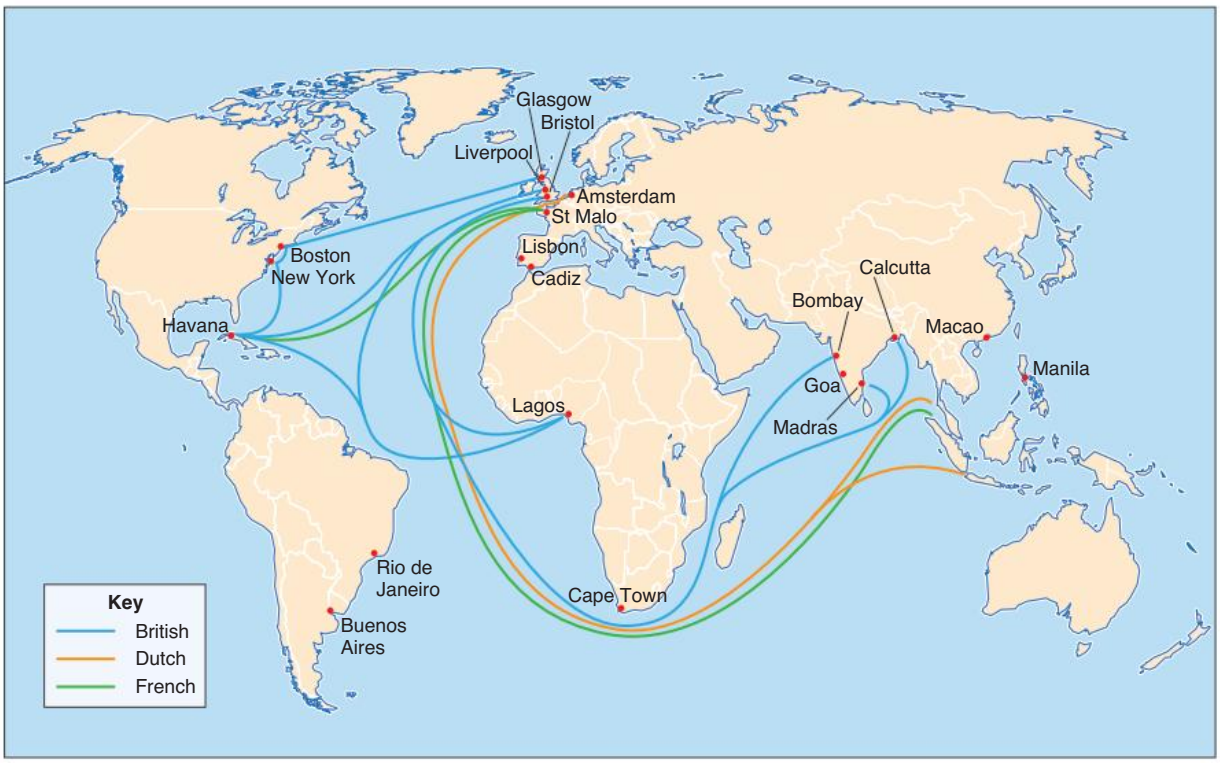
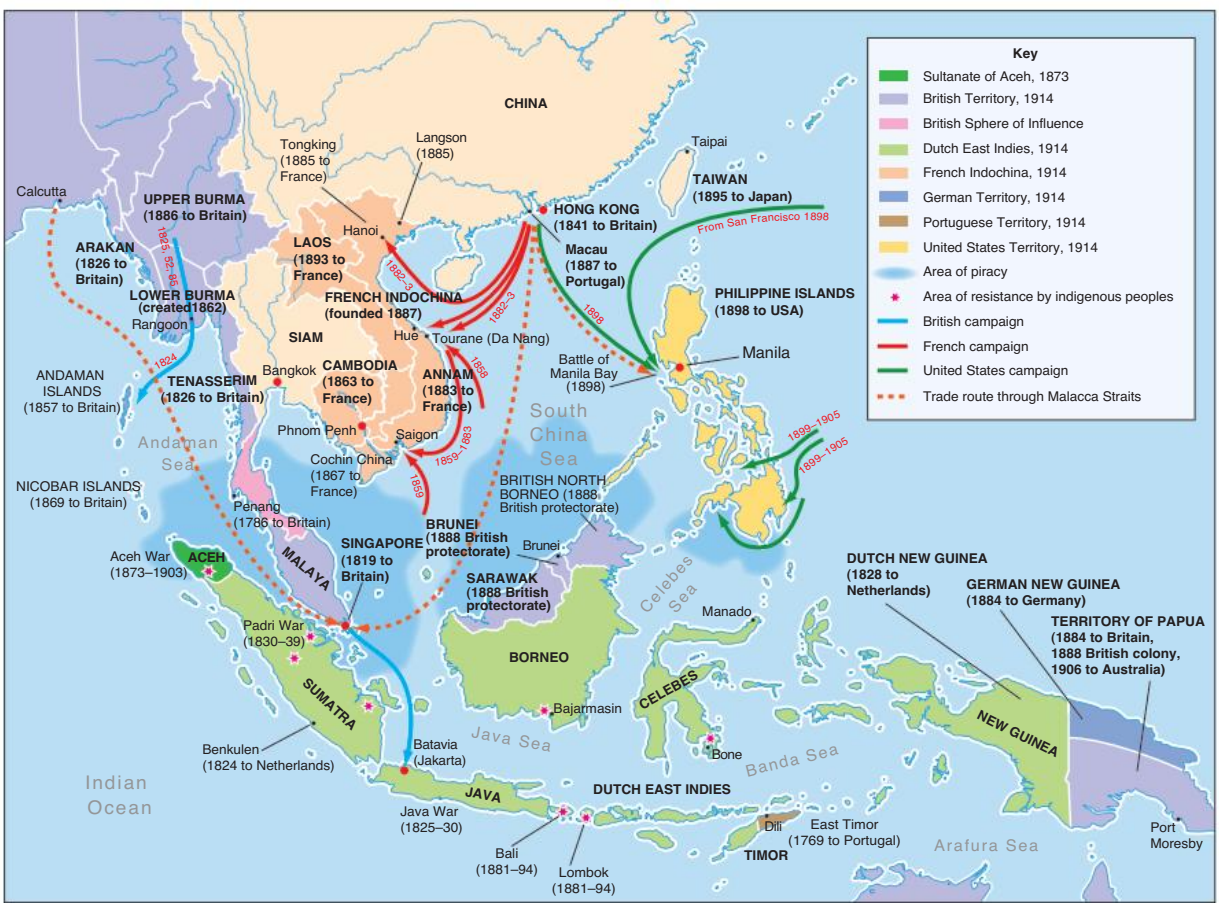


SOURCE 1.14 Global trade from the 1490s to the 1780s



SOURCE 1.15 Colonialism, South-East Asia, 1769 to 1914

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trade **monopoly**. Over the next two centuries, the company imported around 2.6 million tonnes of cargo from Asia to Europe. This included trade with Japan. The British East India Company was established in 1600. It commenced trading with India and was to become extremely powerful on the subcontinent (see source 1.14).

Initially, European desires for oriental merchandise drove trade in Asia. But the Industrial Revolution generated demands for raw materials. Industrialising countries looked to Asia, as well as to such countries as Australia and Canada, for raw materials. As competition grew between European countries for markets for the goods that were coming off production lines, Asian countries became doubly attractive.

The old imperialism was based largely on commercial activities. It gave way to 'New Imperialism'. In the latter half of the 19th century, old powers such as Britain, Holland and France greatly expanded their empires. Under New Imperialism they took formal control of these empires. New and rising imperial powers such Germany, Japan, Russia and the United States also began to carve out new empires. Responses to European and other imperial expansion included collaboration, the rise of independence movements and wars, such as the Russo–Japanese War in 1904–05.

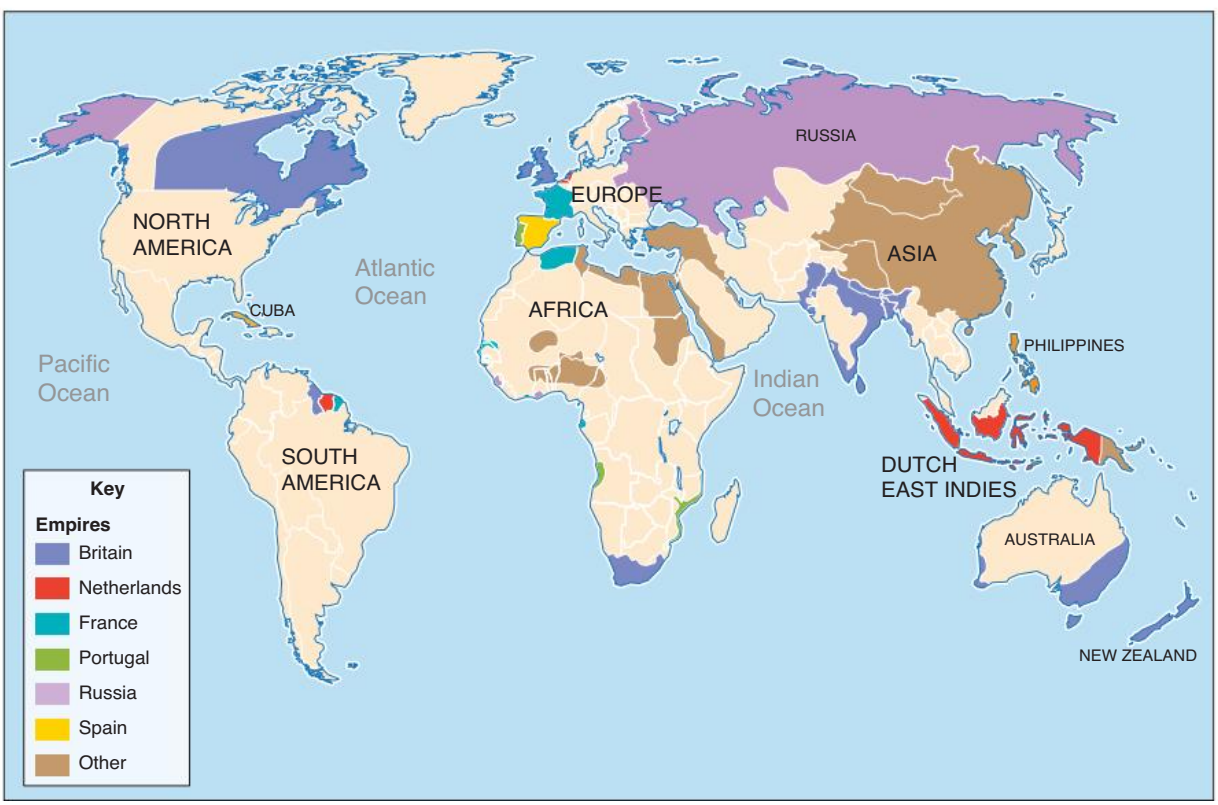
ACTIVITY 5

Comprehension: chronology, terms and concepts

1 What initially drove trade with Asia?
2 How did this change and why?
3 What happened under New Imperialism?
4 What were some of the responses to European imperialism?

Analysis and use of sources

1 Use source 1.14. Draw a map of the world or print one from the internet. Mark on the map:
   a the British trade routes around 1780
   b the main places that the British went to.
2 Use source 1.15. Draw a map of South-East Asia or print one from the internet.
   a Shade in the areas that were British territory.
   b Indicate on your map where indigenous peoples were resisting imperial powers.



SOURCE 1.16 World empires in 1848

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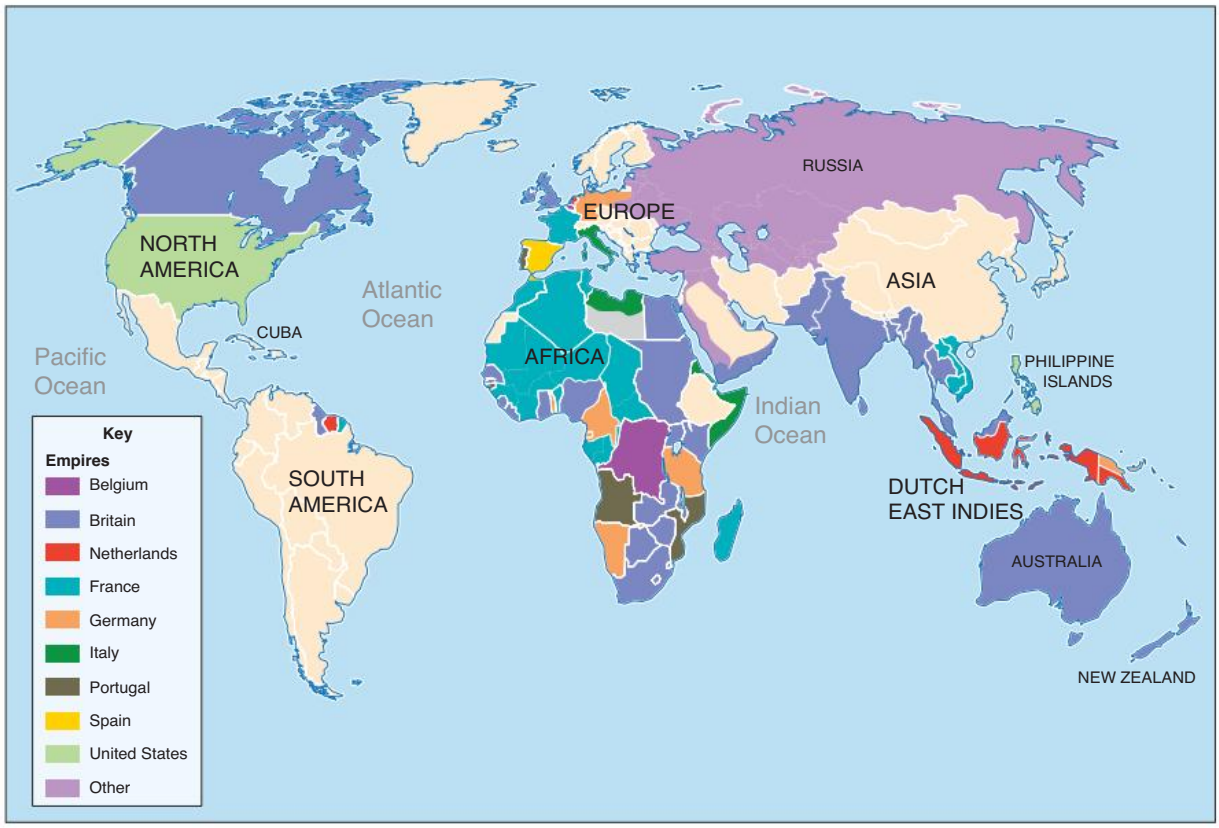

SOURCE 1.17 World empires in 1914

ACTIVITY 6

Analysis and use of sources

1 a Draw up a table with two columns. Title the first column 'Empires' and the second 'Colonies'.

b Use source 1.16. Write the name of each imperial power with colonies in the first column.

c Write the name of the areas controlled by the imperial power in the second column.

2 a Draw up a table as for question 1a.

b Use source 1.17. Write the name of each imperial power with colonies in the first column.

c Write the name of the areas controlled by the imperial power in the second column.

3 Compare sources 1.16 and 1.17.

a Between 1848 and 1914 had the number of empires increased or decreased?

b Which were the older, established empires?

c Which were the new imperial nations?

Explanation and communication

1 Choose one of the empires appearing in source 1.17. Draw a world map showing the imperial country and its colonies. Make them all the same colour on your map and include the names of the countries.

What were the significant economic, social and political ideas from 1750 to 1918, and why did they emerge?

Ideas about social and political equality

Source 1.18 shows some of the ideas about social and political equality that arose during the Industrial Revolution. It also indicates the contexts in which these ideas arose, as well as some of the groups of people involved.

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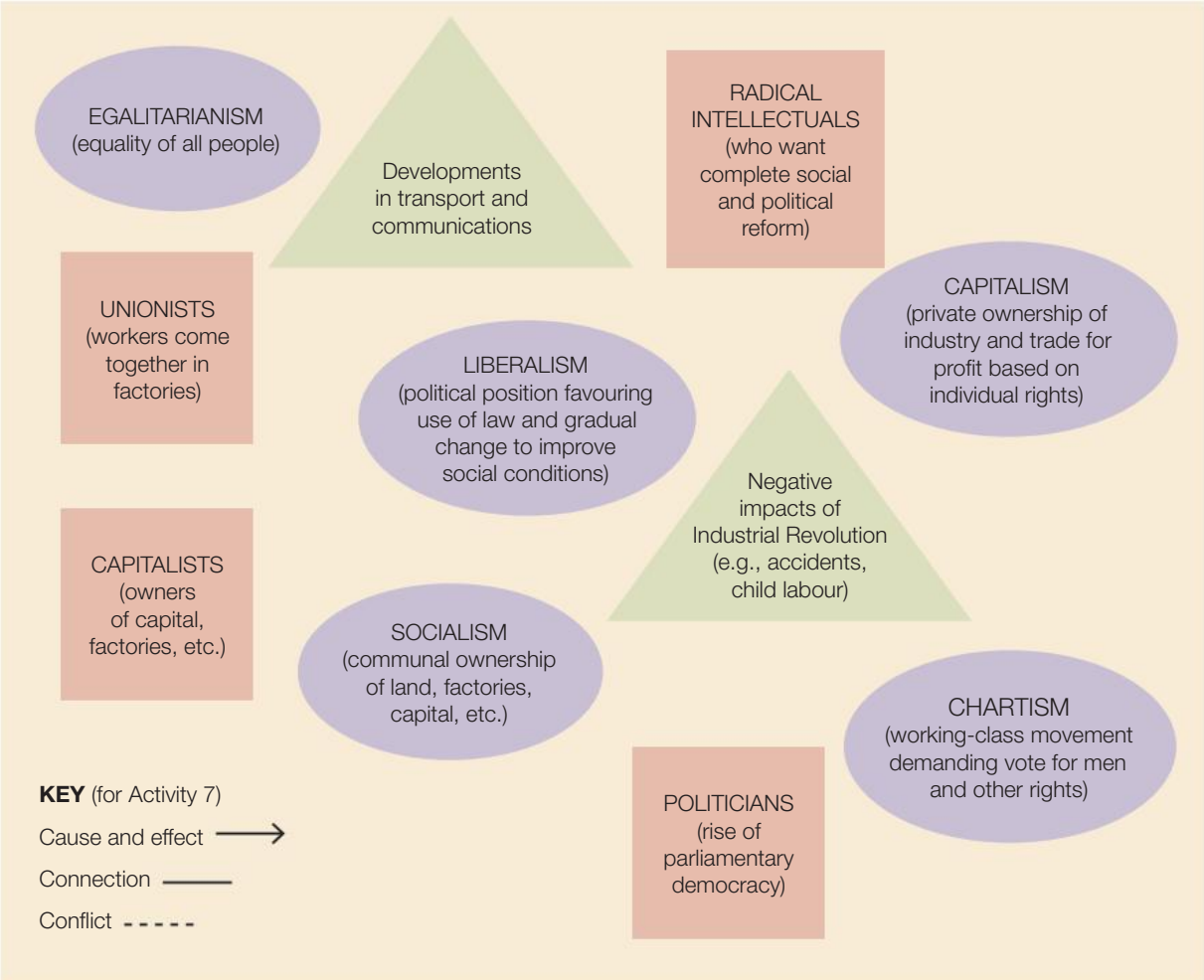

SOURCE 1.18 Ideas about social and political equality in context

ACTIVITY 7

Explanation and communication

1 Copy or photocopy source 1.18. Look at the key in the source. Use the 'cause and effect' line to link the causes (in triangles) to ideas (in ovals). For example, developments in communication (that is, the circulation of books and newspapers) helped spread ideas about socialism.

2 Use the 'connection' line to link connected ideas, groups of people or developments.

3 Use the 'conflict' line to link ideas or groups that were opposed to one another.

Perspectives and interpretations

1 a Use source 1.19. What was Attorney-General Stephen's view on Australian attitudes towards education?

> ...it appears to me, as far as I can judge, that a large majority of the country, and of the representatives of the people in this House [of Parliament]...are in favour of these three cardinal points, namely, secular [not religious], compulsory, and free education...
>
> Parliament of Victoria, *Parliamentary Debates*, 12 September 1872, vol. XV, p. 1343

SOURCE 1.19 The Victorian Attorney-General, JW Stephen, on education in Australia

b What might the Catholic Archbishop of Sydney have thought about this view?

2 a Use source 1.20 (overleaf). According to this source, are Australians egalitarian?

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> Australians have not been thorough egalitarians, but they have been egalitarian in their own way ...
>
> What became the most distinctive form of egalitarianism in Australia was ... an absence of deference [great respect] in working people ... This has been ascribed to ... the shortage of labour and the opportunity of ordinary working people to live well ... The new freedom for these people was not so much the opportunity to rise, but the release from fear of the boss ...
>
> John Hirst, 'Egalitarianism', in G Davison, J Hirst and S Macintyre (eds), *Oxford Companion to Australian History*, Oxford University Press, Melbourne, 2001, p. 10

SOURCE 1.20 Egalitarianism in Australia

- **b** What does the writer say is the most distinctive form of egalitarianism in Australia?
- **c** What was the cause of this egalitarianism?

3 **a** Use the internet. Find one official and one unofficial source about Australian egalitarianism.

- **b** What is the official interpretation of Australian egalitarianism?
- **c** What is the unofficial interpretation of Australian egalitarianism?
- **d** Do the two interpretations agree or conflict with each other?
- **e** How do the perspectives of the sources align or differ?

4 Do you think that Australia is an egalitarian society? Explain.

5 **a** Ask 10 of your classmates whether they think that Australia is an egalitarian society.

- **b** How many agree with the interpretation given in source 1.20?

Events that influenced ideas about equality

A number of major events affected ideas about equality. Two of the most significant were the French Revolution (1789–95) and the American War of Independence (1775–83).

Before the French Revolution, France had an absolute monarchy. This meant that the French people had no say in government. The French people rose up with a cry for 'liberty, equality and **fraternity**', and overthrew the French monarchy.

The American War of Independence—or the American Revolution—was fought between Britain and the American colonies that Britain controlled. The colonies were backed by Spain, France and Holland. These countries were Britain's rivals. The war was sparked over British taxes on the American colonies, but the main cause was the American colonists' desire for self-rule.

> In Congress, July 4, 1776
> The unanimous Declaration of the thirteen united States of America
> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

SOURCE 1.21 The American Declaration of Independence

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 When was the French Revolution?

2 What was France before the revolution?

3 What did the French people want?

4 Define the term 'fraternity'.

5 When was the American War of Independence?

6 What was the main cause of the war?

Analysis and use of sources

1 From reading source 1.21, outline when the Declaration of Independence was made.

2 What did the declaration say were self-evident truths?

3 Where, according to the declaration, should governments gain their power?

4 What should people do if a government does not treat people justly?

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SOURCE 1.22 'Death or liberty ... Or Britannia and the virtues of the Constitution in danger of violation from the great political libertine', by cartoonist George Cruikshank, London, 1819. The hat being carried by the skeleton is the cap of liberty, an emblem of the French Revolution.

5 Would the people who wrote the Declaration say that the actions of the French revolutionaries were justified or unjustified? Explain.

6 a What is source 1.22 and when was it created?
  b What does the skeleton represent?
  c What does the lion represent?
  d What is the lion defending?
  e What is the cartoonist's view of the French Revolution?
  f What was happening in Britain at the time?
  g What might a British industrialist have thought about this cartoon?

Classical models of democracy

Democracy is a system of government in which ultimate power is in the hands of the people. This power is used by them, or by the people elected to represent them. Representatives of the people are elected in a free electoral system.

Modern Western democracy is based on ideas and values that originated in Ancient Greece and Rome. Classical Greece left us the civic republican tradition. Roman law evolved from the 1st century CE and gave us the basis of the liberal tradition.

ACTIVITY 9

Explanation and communication

1 Use source 1.23 (overleaf). Was Athenian democracy representative or direct?
2 What were Athenian citizens before the law?
3 Who could attend the People's Assembly?
4 Who elected magistrates?
5 Who elected the council?
6 Who could debate and pass laws?
7 Which groups in Athenian society could not participate in politics?
8 Was Athenian society democratic, partly democratic or undemocratic?

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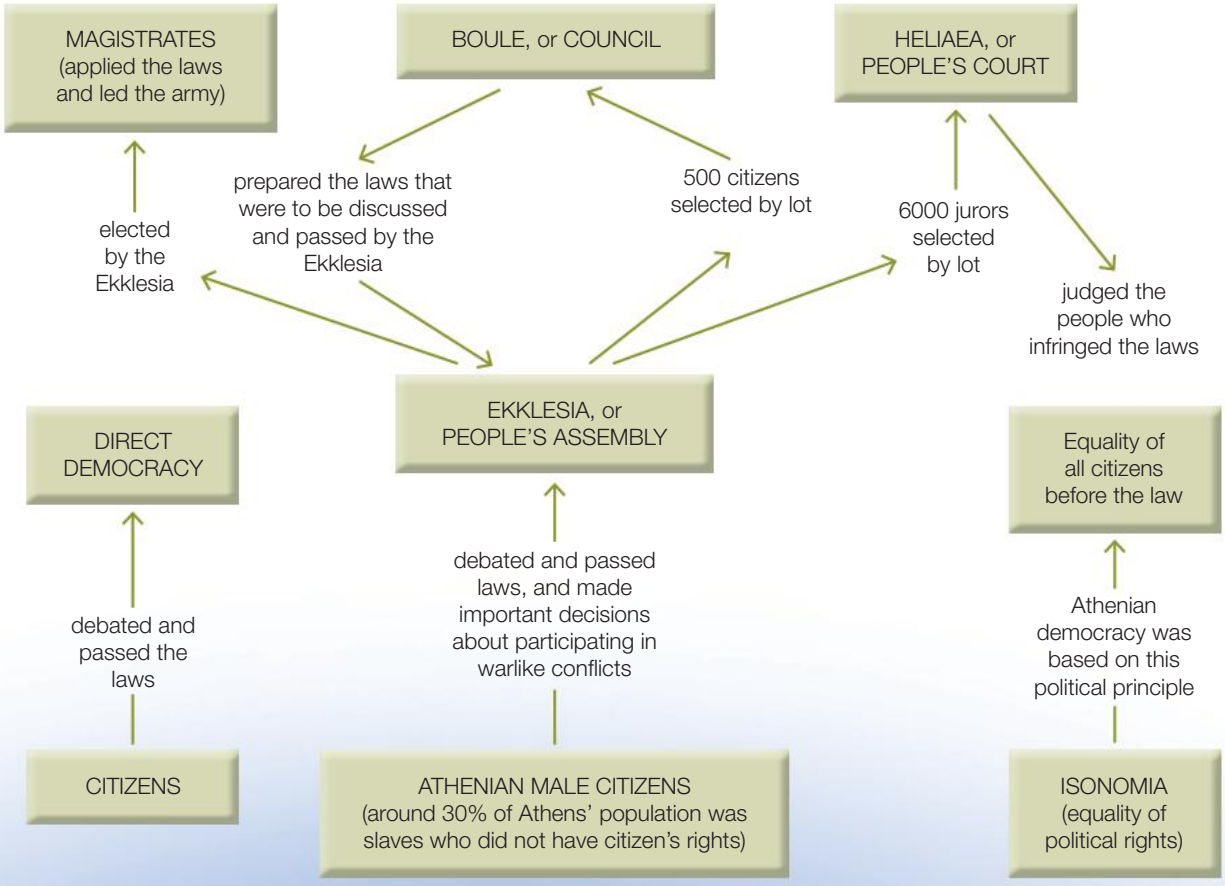

SOURCE 1.23 The ancient Athenian model of democracy

SOURCE 1.24 Temple of Hephaestus in the Agora of Athens, Greece

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Nationalism

Nationalism is a state-based ideology. It is a system of ideas intended to promote the construction and maintenance of the nation state. The nature and intensity of nationalism can vary over time and place.

Nationalism can be a powerful force in unifying people in a country, even if they have little in common. It makes people feel that they share a similar past, present and future. Nationalism is also used to justify imperialism. It can also become racist when one nation sees itself as superior to others.

SOURCE 1.25 Cover for patriotic sheet music, Ohio, USA, 1861

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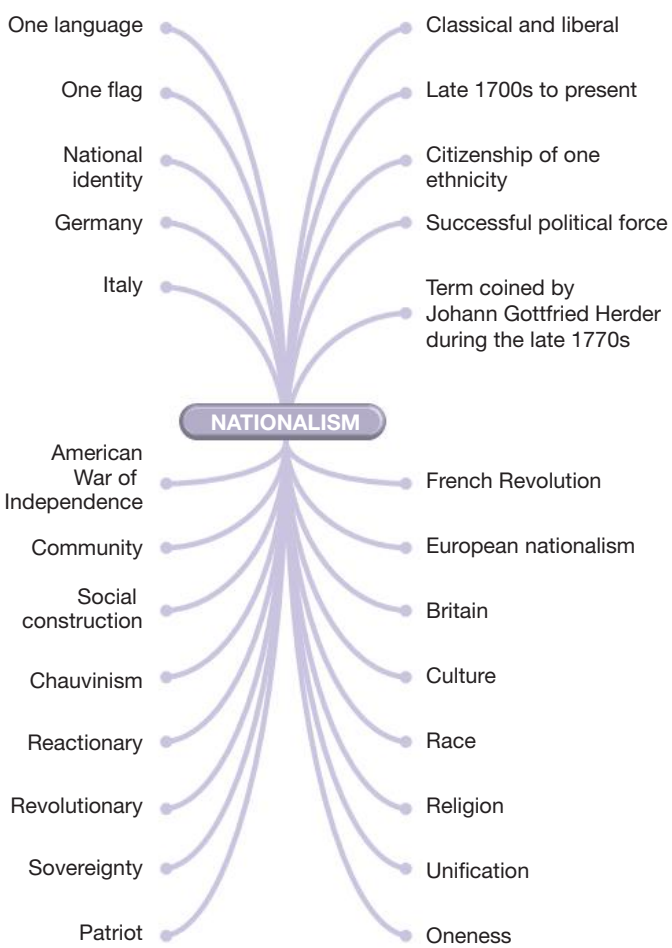
ACTIVITY 10

Comprehension: chronology, terms and concepts

1 Your task is to determine whether source 1.25 is a product of nationalism.
   a What symbols appear in the image that support your answer? Describe them and their meaning.
   b Why are ships included in the background of the image. What significance might they have in terms of nationalism?
2 Use the mind map on nationalism in source 1.26 as a checklist. Write which words or phrases match source 1.25.
3 Use some or all of the words and phrases in source 1.26 to think again about the following question: 'Is source 1.25 a product of nationalism?'



SOURCE 1.26 Mind map for nationalism

What were the key events during the interwar years?

The significance of World War I

By the start of the 20th century, tension had developed between the European powers. Much of this could be linked to the outcomes of the Industrial Revolution—rivalry for markets, desire for colonies and new ideas about nationalism. The outbreak of World War I in 1914 led to the worst global destruction in world history to that time. We cover the outbreak and nature of World War I in chapter 7.

By the time the war ended in 1918, millions were dead, including 60 000 Australians. Germany was blamed for causing the war, and its traditional enemy, France, ensured that the peace settlement punished the Germans and made the country pay heavily for the cost of the war. The map of Europe was redrawn after World War I without the former empires of Russia, Austria-Hungary and Turkey. New countries such as Yugoslavia and Czechoslovakia were created. The first communist state, the USSR, emerged from the collapse of the Russian monarchy.

The end of World War I saw an international desire to create an organisation that would ensure world peace. Led by America in its new role as a world power, the League of Nations was formed.

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 the treaties to be made with each of the defeated powers. Negotiations were dominated by Britain (represented by prime minister David Lloyd George), France (represented by prime minister Georges Clemenceau), Italy (represented by prime minister 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. Division existed among these representatives

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on how harshly the defeated countries should be treated. The United States wanted a fair and just settlement, for example, whereas France (and Australia) wanted Germany to be severely punished.

The French were to have their way. Under the terms of the Treaty of Versailles, signed on 28 June 1919, Germany was reduced in size, lost its overseas colonies, could not have an airforce or tanks, forbidden to unite with Austria and had to pay **reparations** to the Allies for the cost of the war.

Under the Treaty of Versailles, Germany had to:

- surrender all of its colonies
- 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
- allow Danzig, which had been an important German port, to become a free city (the surrounding land became part of Poland)
- allow the Saarland (a resource-rich area) to come under French control
- take responsibility for starting the war (covered by the 'war guilt' clause)
- accept a plebiscite (vote) to be held in northern Schleswig to settle whether the territory was part of Germany or not
- be demilitarised and allow the Rhineland to be occupied for 15 years
- pay war reparations of £6600 million (this is equivalent to approximately $2.6 trillion today, or more than two-and-a-half times the value of the entire Australian economy—its gross domestic product—in 2011)
- agree that Germany and Austria were never to be unified
- limit its army to 100 000 men and agree that Germany was not to have conscription, heavy artillery, poison gas, tanks, aircraft or airships, that its navy could not have vessels of more than 100 000 tonnes and that no submarines were allowed.

Germany made protests about the severity of the treaty but eventually signed it. The alternative was to be invaded by the Allied powers.

Some historians have argued that the Treaty of Versailles helped the Nazis to come to power. The harshness of the treaty caused economic problems in Germany and created a desire for revenge. In Germany, demonstrations and protests were held against the treaty. Even Prince August Wilhelm, one of Kaiser Wilhelm's sons, became a great supporter of Adolf Hitler and joined in the protests (source 1.28, overleaf).

SOURCE 1.27 *Peace Treaty of Versailles 1919*, by William Orpen, oil on canvas. The painting shows the signing of the Treaty of Versailles (the peace treaty with Germany) in the Hall of Mirrors of the Palace of Versailles, France. In the centre are Woodrow Wilson, Georges Clemenceau and David Lloyd George.

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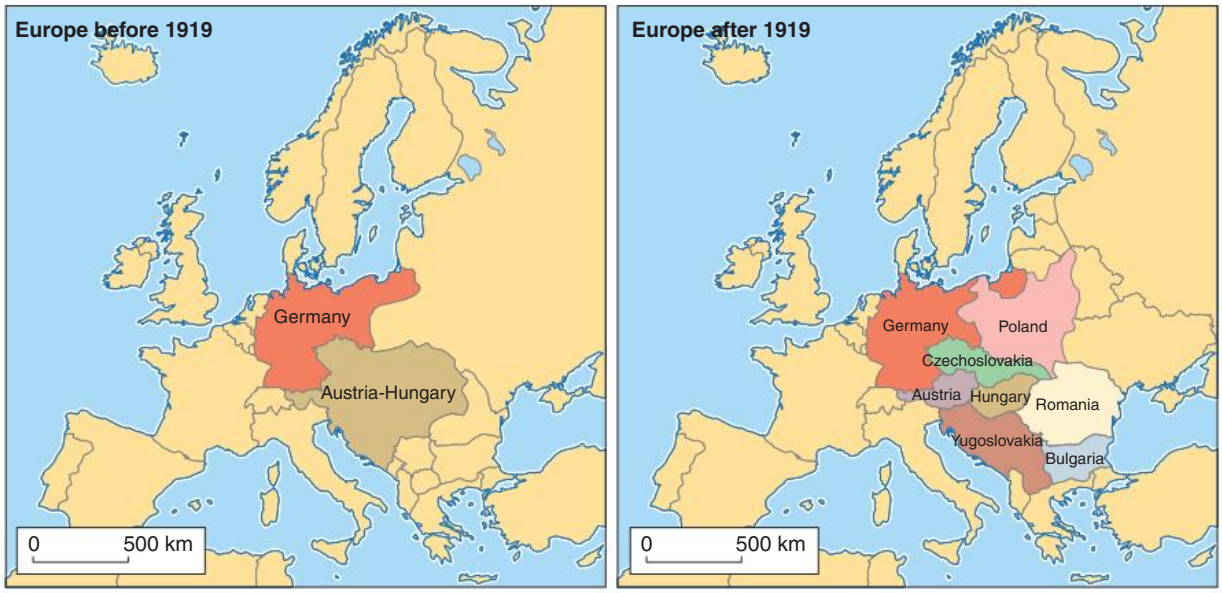

SOURCE 1.28 Europe before and after World War I

ACTIVITY 11

Comprehension: chronology, terms and concepts

1. In your own words, define 'reparations'.
2. When did the Paris Peace Conference begin?
3. When was the Treaty of Versailles signed?
4. Who were the leaders representing the following countries at the Paris Peace Conference: Britain, France, America and Australia?

Analysis and use of sources

1. Use the bullet points summarising what Germany had to do under the Treaty of Versailles to create a table with three columns. In the first column, list all the territory Germany lost under the terms of the Treaty of Versailles; in the second column, list all the restrictions on Germany's military forces; and, in the third column, list any other conditions imposed on Germany under the treaty.
2. What type of source is source 1.27? Describe its content and purpose.
3. How is source 1.28 useful to historians studying the changes to Europe following World War I? What does it show?

Explanation and communication

1. Explain why the Treaty of Versailles would have imposed restrictions on Germany's military forces.
2. Why would some historians argue that the Treaty of Versailles helped the Nazis to come to power?

Empathetic understanding

1. How would Germans have felt after learning of the terms of the Treaty of Versailles?
2. Why would the French have wanted the Treaty to be harsh on Germany?
3. Find out what countries attended the Paris Peace Conference. Assign a different country to each member of your class—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.

Research

1. Use the internet to locate a map of Europe in 1919 that shows the territories mentioned in the bullet points summarising what Germany had to do under the Treaty of Versailles.
2. Use the internet to locate political cartoons about the Treaty of Versailles.

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Chronology of key events between the wars

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 and 29 October, Wall Street stock market crash; beginning of global depression
1932	James Chadwick discovers the neutron
1932	Worst Great 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

SOURCE 1.29 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

The Roaring Twenties

The Roaring Twenties is a term used by historians to describe the period from the end of World War I to the Wall Street (New York) stock market crash of 1929. During this decade, mainly in North America and in European cities such as London, Paris and Berlin, people looked for good times to overcome the misery caused by the war.

SOURCE 1.30 Australian motorists take time out for refreshments, April 1929

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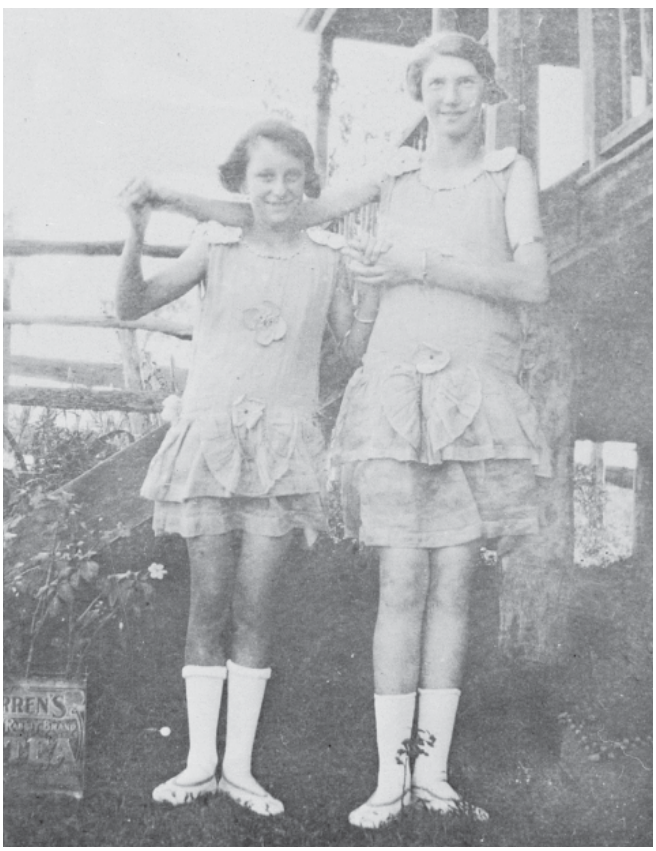
Some of the features of the Roaring Twenties were:

- new forms of entertainment such as radio, movies and dance crazes
- the 'Jazz Age' and the 'flapper'
- technological advances and greater mass production, leading to greater purchasing of consumer and household goods.

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 Australians, and radios and telephones came into the homes of wealthier people. In 1921 87 000 motor vehicles were registered 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 shorter dresses that showed their ankles and even their knees (and a few women even wore trousers). They drove motor cars and danced to the new music craze—American jazz.



SOURCE 1.31 Two Australian girls doing a dance routine—their dresses are influenced by the flapper style

These 'flappers', as they were called, ignored conventional behaviour. In *History 10 for NSW: The Modern World and Australia*, you have the opportunity to undertake a depth study of the Roaring Twenties if you would like to investigate this topic further.

Spotlight

Who ran Australia between the wars?

The Australian prime ministers between World War I and World War II were as follows:

- **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 19 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.

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The boom conditions of the 1920s 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.

ACTIVITY 12

Comprehension: chronology, terms and concepts

1 In your own words, define the Roaring Twenties.

2 What event signalled the end of the Roaring Twenties?

3 List three features of the Roaring Twenties.

Analysis and use of sources

Sources 1.30 and 1.31 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 1.30 and when was it created?

b What does it tell us about life in the 1920s?

2 a What is source 1.31 and when was it created?

b How can the use of this source help to investigate modern features of the interwar years?

Research

1 Use the internet to locate information on the following:

a flappers

b 'talkies'

c advertising in the 1920s.

ICT

1 Go to your digital support 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).

The Great Depression

In October 1929, the New York stock market, located on Wall Street, experienced a loss of confidence by share traders. Prices of stocks dropped dramatically, leading to a financial crisis that would affect the world.

SOURCE 1.32 Crowd in front of the New York Stock Exchange on Wall Street, October 1929

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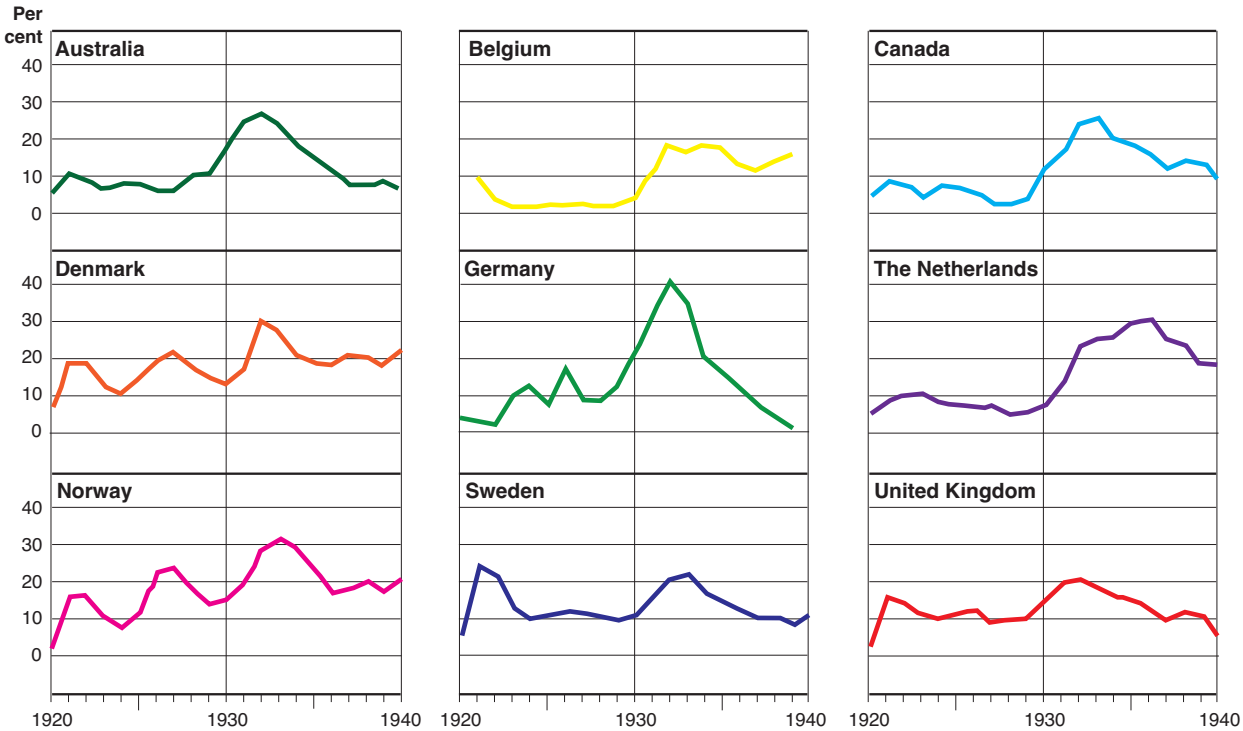

SOURCE 1.33 Unemployment rate in selected countries, 1920–40

International borrowing during World War I meant that the economies of many countries were linked. Although historians use 1929 to define the start of the Great Depression, its causes can be linked to financial decisions made by countries and individuals throughout the 1920s.

Each country tried to find a solution to the Great Depression, but their attempts often made the situation worse. The most obvious and common result was high unemployment.

In Britain, the once strong manufacturing and mining industries of the Industrial Revolution had declined in the 1920s. With the crash on Wall Street, America called on countries, including Britain, to repay war loans. This worsened economic conditions, and, by 1933, unemployment in Britain had risen to 2.5 million, or 25 per cent of the workforce. Although the Great Depression meant misery for many families in northern England, Scotland and Wales, improvements occurred during the 1930s in other parts of the United Kingdom. Three million new houses were built, free milk for school children was introduced in 1934 and ownership of cars increased.

The 1930s also saw the rise of radical political parties that offered extreme solutions to Britain's economic problems. Both the British Union of Fascists (BUF) and the British Communist Party gained in popularity. Although the BUF never won a seat in Parliament, the Communists attained one in 1935 elections.

In Germany, the effects of the Great Depression were felt when the United States stopped providing loans after the Wall Street crash. By 1931, as factories and businesses closed, over five million Germans were unemployed. In the 1933 election campaign, Adolf Hitler promised that if he was elected, he would tear up the Treaty of Versailles, end unemployment and make the nation strong once more. On coming to power that year, he commenced actions that reduced the effects of the Great Depression for many German people. By 1936 Hitler had almost eliminated unemployment by increasing government spending, particularly in the area of the manufacture of machinery and weapons in preparation for war. This increase in spending was the opposite to the approach taken by other governments at the time.

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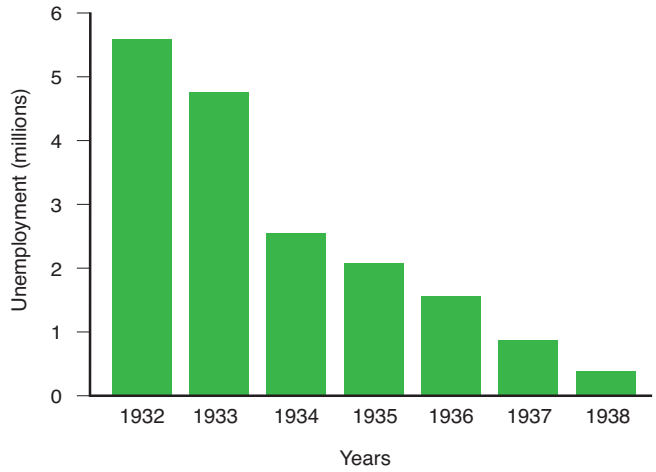

SOURCE 1.34 Unemployment in Germany in the 1930s

> I have just returned from a visit to Germany ... I have now seen the famous German leader and also something of the great change he has effected. Whatever one may think of his methods—and they are certainly not those of a Parliamentary country—there can be no doubt that he has achieved a marvellous transformation in the spirit of the people, in their attitude towards each other, and in their social and economic outlook ... He is also securing them against that constant dread of starvation which is one of the most poignant memories of the last years of the war and the first years of the Peace.

SOURCE 1.36 David Lloyd George, British politician, speaking of Hitler's Germany in 1936

In the United States, the 1920s had been a decade of prosperity. Many Americans invested their savings in shares and during the boom time they watched the value of their shares rise. All this came to an end when the share market crashed. Sources 1.37 to 1.40 provide information on the effects of the Great Depression in America.

Although many American industries shut down during the 1930s, one industry experienced rapid growth. This was the manufacturing of pinball machines. Pinball provided cheap entertainment to those with little to spend during the depression era. When David Gottlieb produced the game Baffle Ball in 1931, over 50 000 machines were sold in 12 months. By the end of 1932, nearly 150 pinball manufacturing companies had been established. The early machines were relatively small and designed to sit on a shop counter. The cost to play was one cent. With the introduction of electricity to pinball machines in 1933, the industry continued to grow throughout the Great Depression.

SOURCE 1.35 American men playing pinball machines, c. 1935

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	1929	1933
Banks in operation	25 568	4771
Privately earned income	$45.5 billion	$23.9 billion
Personal and business savings	$15.3 billion	$2.3 billion

Historical Statistics of the United States, pp. 235, 236 and 1007

SOURCE 1.37 Effects of the Great Depression on American finances

Consumer spending (in billions)	1929	1933
Food	$19.5	$11.5
Housing	$11.5	$7.5
Clothing	$11.2	$5.4
Cars	$2.6	$0.8
Medical care	$2.9	$1.9
Value of shares on Wall Street	$89.0	$19.0

Historical Statistics of the United States, p. 319

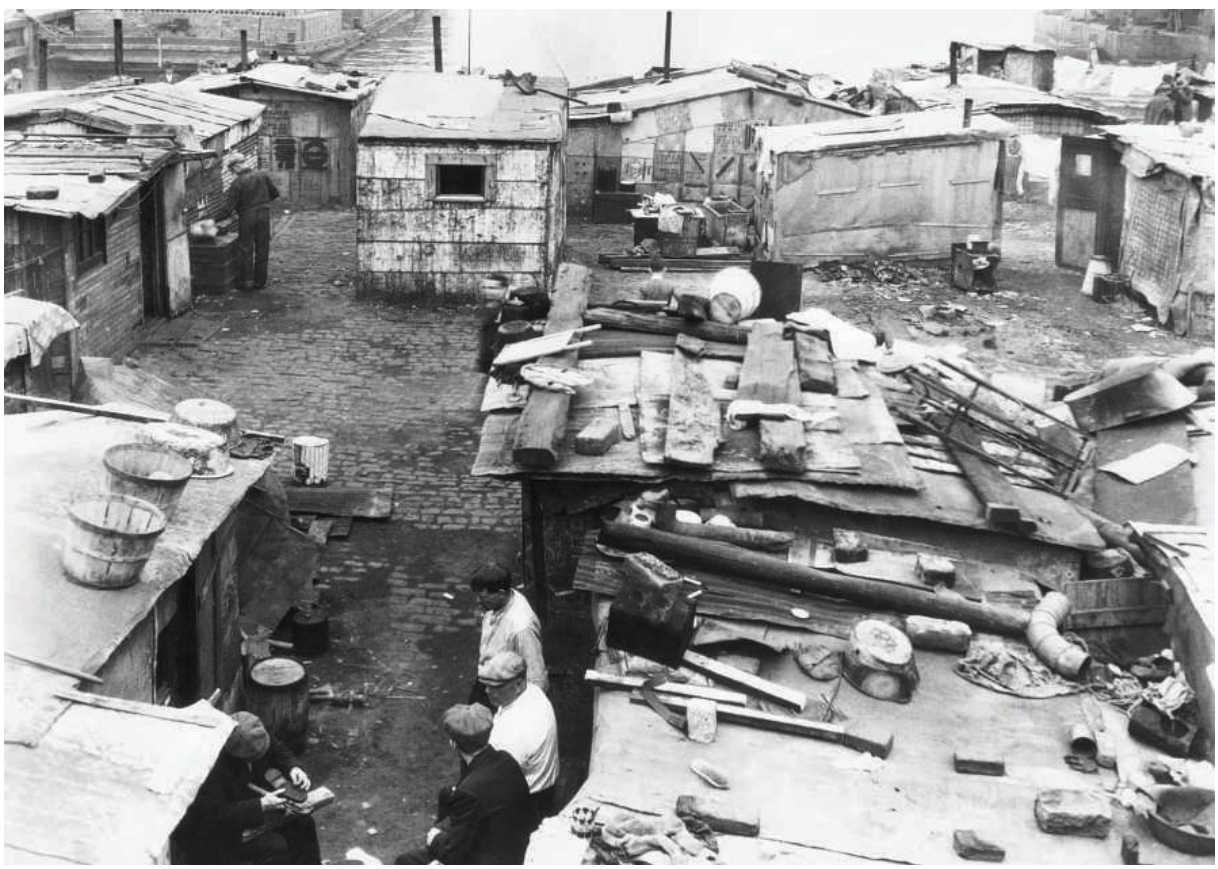
SOURCE 1.38 Effect of the Great Depression on people in the United States

The Great Depression affected Australia because of its overseas borrowing, mainly with Britain. Between 1919 and 1929, the Australian government had borrowed over £200 million. When Britain was required to pay its loans back to America, Britain then expected Australia to repay its loans.

The Australian government, under Joseph Scullin, called on the British banker Sir Otto Niemeyer for advice on how to solve the economic crisis caused by the Great Depression. Niemeyer's advice was that the Australian government must:

- cut costs and reduce spending
- pay back loans to England
- reduce wages and the standard of living of the Australian people.

To assist the unemployed, sustenance payments (the 'susso') were introduced. This was not cash but coupons that could be exchanged for food. Some states, including New South Wales, provided relief work to the unemployed.



SOURCE 1.39 Unemployed people living in a US shanty town during the Great Depression

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This involved working on road building and other construction projects. By 1938, the worst of the Great Depression was over.

You can further investigate the Great Depression in *History 10 for NSW*.

ACTIVITY 13

Comprehension: chronology, terms and concepts

1 Draw a timeline and place the following events on it:
   - a Wall Street crash
   - b Hitler coming to power in Germany
   - c Communist Party member elected to parliament in Britain
   - d Gottlieb producing the Baffle Ball pinball game.

2 Why did the pinball industry in America grow during the Great Depression?

3 What was 'the susso'?

Analysis and use of sources

1 Use source 1.33 to answer the following questions:
   - a Which countries had increasing unemployment after 1938?
   - b What evidence supports the view that Australia dealt more effectively with unemployment compared to Britain?
   - c Which countries did not experience unemployment greater than 30 per cent

2 How does source 1.34 support the view that Hitler solved the unemployment problem in Germany?

3 What evidence is contained in source 1.36 that Hitler was not ruling in a democratic way?

4 How and why are sources 1.37 and 1.38 useful to historians studying the effects of the Great Depression on America?

Research

1 Use the internet to locate images of life in Australia during the Great Depression

2 Various Australian governments attempted to find solutions to the Great Depression. Locate information on
   - a the Theodore Plan
   - b the Premiers' Plan
   - c the United Australia Party Plan
   - d Jack Lang's view of how Australia should fight the Great Depression.

Empathetic understanding

1 Look at source 1.39. How would the unemployed living in this shanty town feel?

Explanation and communication

1 Use information from source 1.33 to write an historical argument against the view that all countries were recovering from the Great Depression by 1938.

2 Use the information in source 1.38 to create a bar graph that compares spending in 1929 with that in 1933.

3 Explain why the Wall Street crash caused the Great Depression.

4 Use the images and information you located in your research to prepare a slideshow presentation that explains how Australians were affected by the Great Depression and the attempts by various governments to solve it.

The significance of World War II

The rise of Hitler in Germany is seen by many historians as the main cause of World War II. When British and French diplomacy failed to prevent Germany invading Poland on 1 September 1939, World War II commenced two days later. The Australian prime minister, Robert Menzies, quickly committed Australia in support of Britain.

Unlike World War I, which was mainly fought in Europe, the entry of Japan on the side of Germany made World War II a more global war. It would be the first war in which atomic weapons were used. You can study this war in greater depth in chapter 8.

When World War II ended in 1945, the major powers again had hopes that an international organisation would be able maintain world peace. The United Nations was established to do this and we will investigate its success in *History 10 for NSW*. The postwar era saw significant migration from Europe to other parts of the world,

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including Australia. Many of the old empires and colonies of parts of Asia and Africa (which had origins in the Industrial Revolution) crumbled as ruled countries asserted their independence. French Indo-China eventually saw the rise of Vietnam; the Dutch East-Indies gave way to a self-governing Indonesia. Australia moved from its traditional dependence on Britain to more strongly determining its own course in foreign affairs. However, it would be several decades before Australia would begin to view itself as part of the Asian region.

The developments in technology that came out of the war effort paved the way for an improved lifestyle in Western countries in the 1950s—from jet airplanes and portable radios to microwave ovens and penicillin. The world was ready to become 'modern'.

ACTIVITY 14

Comprehension: chronology, terms and concepts

1 Compared to World War I, what made World War II a more global war?

2 From what former empire did Indonesia emerge?

Research

1 Locate a map showing the Asia–Pacific region prior to World War II and another map showing the same region in 1950. List the changes you note.

2 Source 1.40 shows the crew of a Royal Air Force Bomber that crashed over Italy during World War II. The remains of the aircraft were unearthed in 2011 by an Italian amateur archaeological society that searches for World War II aircraft relics. See if you can locate two other recent examples of the discovery of 'lost' aircraft or ships from World War II.

SOURCE 1.40 The crew of a Royal Air Force Bomber that crashed over Italy during World War II

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History challenges

Critical and creative thinking

Design a national flag for the country 'Freedonia'. Use the following description of the country to develop your design.

Freedonia is a small but prosperous island nation. It is located in the Coral Sea. It is made up of three provinces, each with its own governor. It is famous for its spectacular white cliffs and it is associated with the constellation Cygnus.

Visual communication

What does source 1.41 tell us about the end of the war between Russia and Japan?

Getting the message across

Use source 1.42. Fill out the mind map (source 1.43) to show Parker Moon's view of imperialism.

SOURCE 1.41 Postcard, 1905

To begin with, there are the exporters and manufacturers of certain goods used in the colonies. The makers of cotton and iron goods have been very much interested in imperialism. Their business interests demand that colonial markets should be opened and developed and that foreign competitors should be shut out. Such aims require political control and imperialism.

Finally, the most powerful of all business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines. They also make loans to colonial plantation owners, importers, and exporters.

The imperialist business interests have powerful allies. Military and naval leaders believe strongly in extending the white man's rule over the 'inferior races'. To this company may be added another element—the missionary. Missionaries went forth to preach a kingdom beyond this world. But they often found themselves the builders of very earthly empires ... Last, but by no means least, let us add politicians to our list of empire builders.

Parker T Moon, *Imperialism and World Politics*, Macmillan, New York, 1926

SOURCE 1.42 Imperialism and world politics, 1926

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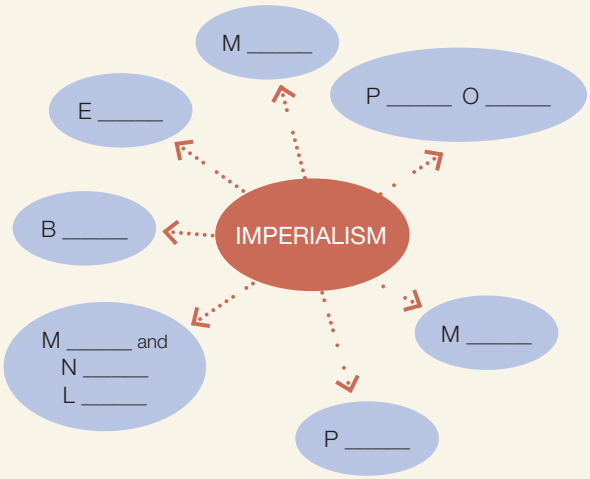
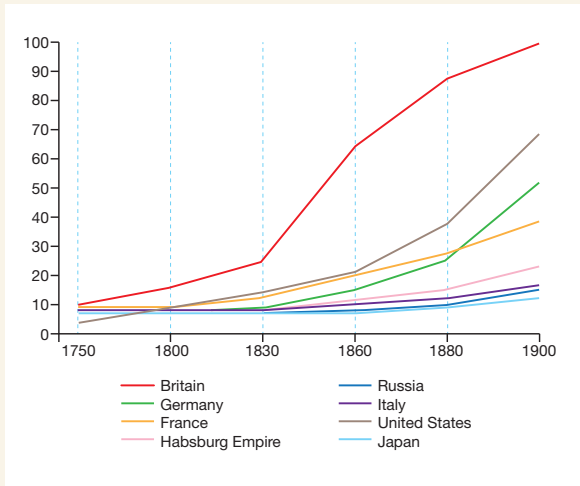


SOURCE 1.43 Mind map for Parker Moon's view of imperialism



SOURCE 1.44 Relative percentage levels of industrialisation, 1750–1900

ICT

Design a database template to collect information about the Industrial Revolution. Collect a range of sources including photographs, moving images, textual sources, map, plans and cartoons.

Develop themes to categorise your data. For example, you may choose themes such as working life, transport or trade unionism. Develop a list of key words to make your database searchable.

Figure it out

1. Use source 1.44. By approximately how much had Britain industrialised between 1750 and 1900?
2. Which was the least industrialised country in 1900?
3. By 1900, how much more industrialised was Britain than Germany?
4. Use source 1.44 to make a bar graph showing relative level of industrialisation in 1880. Place each country along the horizontal axis. Make the scale of the vertical axis 1 centimetre = 10 units.
5. Make another bar graph for 1900.

Intercultural understanding

What was the connection between America and France that led the French to give America the gift shown in source 1.45?

SOURCE 1.45 Statue of Liberty, New York, a gift from France to commemorate the centenary of the American Declaration of Independence, dedicated on 28 October 1886

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Section 1

Making a better world? »

Coloured engraving of the Dublin International Exhibition, 1865. The exhibition hall is filled with people viewing instruments, cotton, velvet, silk, china and glass, among other things, from all over the world. This illustration appeared in the *Illustrated London News* on 19 August 1865.

1

What made the Modern World?

The history of the Modern World from 1750 to 1918 is characterised by industrialisation and rapid change in the ways people lived, worked and thought. In the lead up to, and during, World War I, new ways of thinking emerged that would contribute to radically changing the world.

Industrialisation

The Industrial Revolution began in Britain in the 1750s and then spread to Europe, North America and elsewhere during the 19th century.

As a result of the Industrial Revolution, machine-based manufacturing was introduced. New machines were large and expensive, so manufacturing could no longer be done in homes. Wealthy textile merchants set up factories and workers had to come to the factories, leading to the growth of industrial cities. A workforce of cheap labour was provided when an agricultural revolution led to many small farmers being pushed from their land and forced to move to urban centres for employment. Transport was revolutionised by the use of steam energy to create the railroad engine.

Britain was the first country to undergo major industrialisation and urbanisation. The earliest centre of industrial production in Europe other than Britain was Belgium, where coal, iron, textile, glass and armaments production thrived. By 1830, railway lines began to appear across western Europe. Industrialisation was also underway in the United States of America and the American Civil War (1861–65) stimulated the need for industrial war products including weapons and railroads for troop transport.

Large-scale production required a supply of raw materials and access to markets. New World countries provided Britain and Europe—the Old World countries—with resources. To control the supply of resources, Old World countries occupied foreign territories and settled their people in these new lands. For many British and European people, migrating to the New World offered hope for a better way of life. Indigenous peoples lost their lands in the process.

European migration transformed the social, economic and political conditions of many parts of the world. Among them were Australasia, India, North and South America and Africa. The establishment of a penal colony by Britain in New South Wales in 1788 would begin European colonisation of Australia.

Old World countries also created empires on other continents. This saw the migration of diplomats, administrators, educators, clergy, guards, spies and soldiers to oversee colonial possessions.

New ways of thinking

Developments in science and philosophy were critical to the making of the Modern World. Plants and animals were investigated, and Charles Darwin's discoveries changed the way humans thought about themselves. The development of socialism and nationalism transformed the way society functioned in many places, and nation states became the main form of political organisation.

By 1914, strong nationalism and competition between countries had led to a delicately balanced situation in Europe. This balance was tipped into a war that would end four years later after the loss of millions of lives and the downfall of a number of empires. But did all this make a better world?

ACTIVITY

Comprehension: chronology, terms and concepts

1 In what year did the following events begin or occur?
First British penal colony established in Australia
The American Civil War
World War I

2 What invention revolutionised transport?

3 Name two countries that were part of the New World.

Research

1 Many countries reflect their history in their postage stamps. Use the internet to locate images of stamps from Australia, Britain and the US that reflect historical events in the period 1750 to 1918.

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Chapter 2

The Industrial Revolution, 1750–1914 »

Blast furnaces for the production of iron at Coalbrookdale, England, c. 1830

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the main reasons the Industrial Revolution began in Britain
- describe key features of the agricultural revolution in Britain, including the emergence of a cheap labour force
- locate the growth and extent of the British Empire from 1750 to 1900
- identify the raw materials Britain obtained from its empire
- identify key inventors and their inventions and discuss how some of these inventions affected transport and manufacturing in this period
- explain how industrialisation contributed to the development of Britain and Australia
- outline population movements in Britain
- describe the changes to the way of life of men and women who moved from the country to towns and cities
- use sources to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour
- discuss positive and negative consequences of the Industrial Revolution
- assess the short-term and long-term impacts of the Industrial Revolution.

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Inquiry questions

1. What technological innovations led to the Industrial Revolution?
2. What conditions influenced the industrialisation of Britain?
3. What conditions influenced the industrialisation of Australia?
4. What population movements and changing settlement patterns occurred between 1750 and 1914?
5. What were the experiences of men, women and children during the Industrial Revolution?
6. What were the short-term and long-term impacts of the Industrial Revolution?

Introduction

THE INDUSTRIAL REVOLUTION transformed Britain from an agrarian to a manufacturing nation from the second half of the 18th century. The process involved new technology and machinery, changes in transportation and massive increases in investment. It also involved major shifts of population from the country into cities. This urbanisation occurred later in other countries.

Not only was Britain's landscape transformed but so was its economy. Great wealth was produced by the new factory system for the owners. Capitalism, the name given to this economic system, did not benefit everyone. Masses of men, women and children who had moved from farms to the cities to work in factories did not share in the profits. Usually, they were forced to work long hours in poor conditions for low wages. The factories in which they worked were insanitary and often dangerous. And they were for many years left uninspected by government. The industries were also extremely competitive. This contributed to cycles of boom and bust. The mineral and energy source location map opposite shows us why some industrial areas developed.

KEY TERMS

agrarian	an agricultural or rural way of life
bourgeois	someone who is concerned with materialistic pursuits and property
capitalist	a person who uses large amounts of capital in business enterprises for private profit
conservative	a person who does not like change and prefers tradition
cottage industry	manufacturing of goods by workers in their homes
cultural imperialism	the growing influence on a nation of a more dominant country
enclosure	the process of joining small strips of land into large fields then enclosing them with fences, ditches or hedges
Factory Acts	laws for regulating conditions in factories
globalisation	a process by which borders and distance become less important, and the world becomes more interconnected
historiography	examining how and why history is written
industrialisation	developing industry on a large scale
modernisation	the process of transforming a traditional society into a modern one
paternalistic	applying regulations in order to manage a group in the manner of a father dealing with his children
radical	a person who is critical of society and wants to reform it
technology	machines and systems; application of tools and methods
urbanisation	the development of towns and cities

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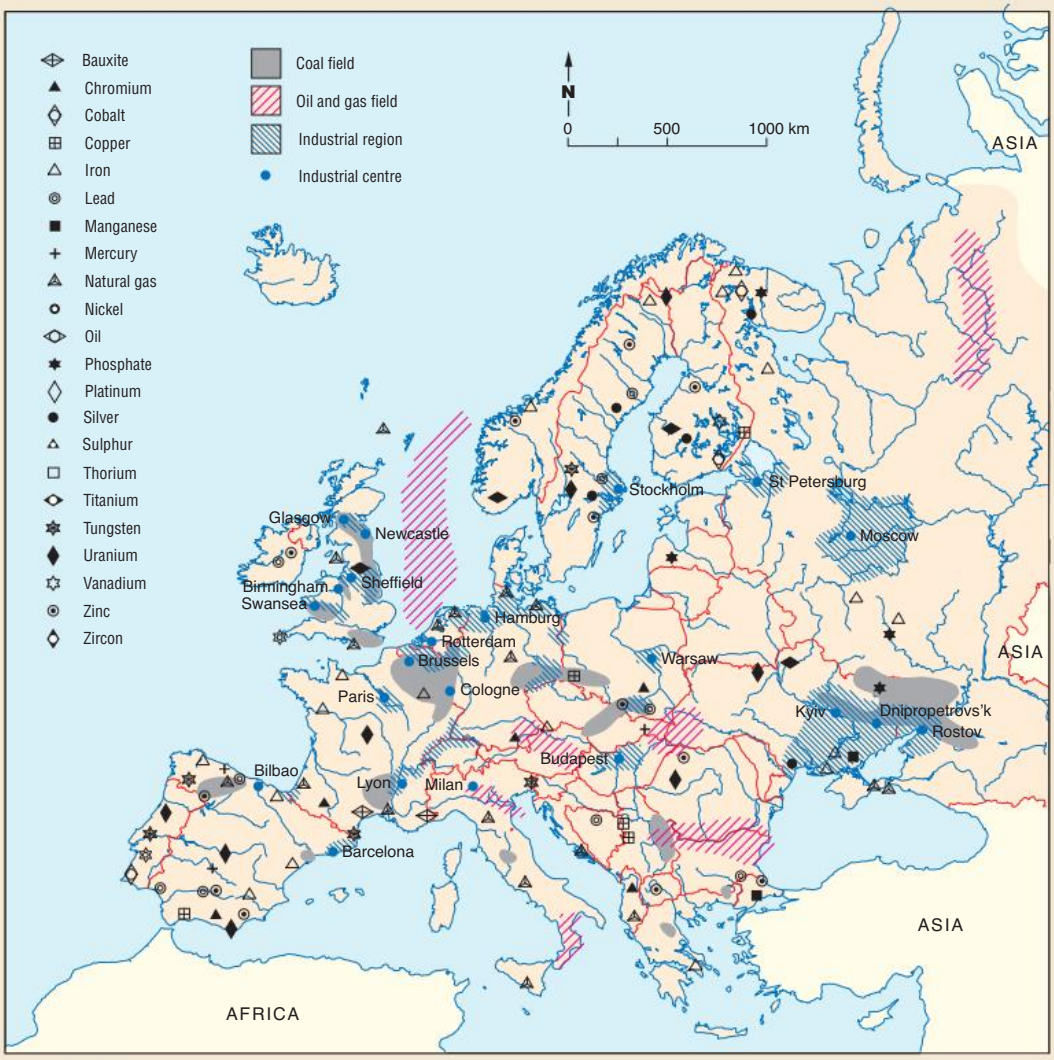
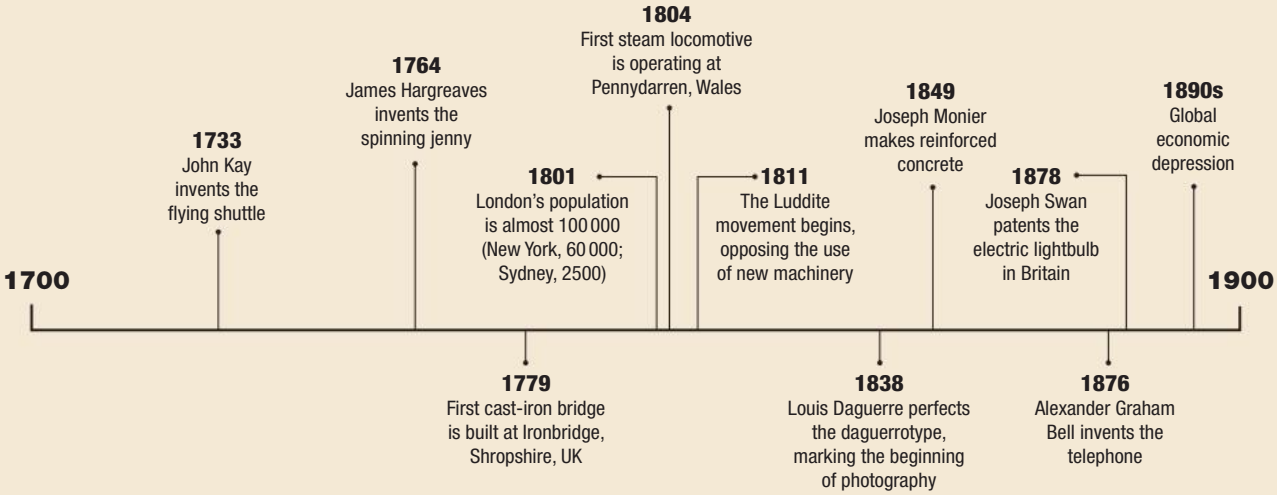
The location of minerals and energy sources in Europe



Timeline of key dates



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Focus on history skills

SKILL 1

Explanation and communication (part 1)

The skills of the historian include the ability to write a text that explains how or why an event occurred.

A good historical explanation will use:

- evidence from primary and secondary sources to support the answer
- appropriate historical terms and concepts
- a correct chronology of events
- acknowledgement or referencing of source material.

The explanation scaffold

The 'scaffold' or structure of an historical explanation includes:

1. A paragraph introducing the topic being explained.
   - This paragraph tells the reader what your explanation will be about.
2. A sequence of sentences or paragraphs that explain how or why.
   - These tell what happened and give the reasons (or how) it happened.
   - The explanation must be in the correct order, and show cause and effect.
3. A conclusion
   - This signals the end of the explanation.

Useful words for introducing evidence in explanations are:

- for example
- these include
- for instance
- as shown by
- such as
- including.

Useful words for showing cause and effect in explanations are:

- was caused by
- this caused
- therefore
- led to
- as a result of
- resulted in
- because
- brought about
- produced by
- an outcome of
- an effect of
- contributed to
- gave rise to
- as a consequence of.

Tips for writing an explanation

- Use a title that clearly indicates what you are explaining.
- Have a think about whether charts, diagrams or other kinds of images might help to explain your topic.
- The first paragraph should define key words to be used throughout, as well as introducing the subject. If you need to, pull these key words together into a glossary.
- Be attentive to how your writing is organised. Make sure the ideas flow logically.
- Make sure you use words that show cause and effect.
- Don't be afraid to use technical language or language that is specific to your topic; just make sure you explain what things mean.
- Finish up with a concluding paragraph that draws your reasons together in a consistent manner.
- Once you have finished, go back and reread your explanation, imagining you know nothing about the topic. Does it still make sense, and are your thoughts clearly outlined?

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Focus on history skills activities

Write a short explanation that answers the question 'Why did workers join the Luddite movement?' using the information below.

Background information

The term 'Luddite' is used today to refer to people who oppose **technology** and new ways of doing things. Historically, the Luddites were members of an English protest movement in the early 1800s. They wanted to defend their jobs and wages from the effect of technology. The Luddites would smash new machines in factories and protest against changes in the textile industry.

The Luddite movement was named after Ned Ludd, a young man who, thirty years earlier, had smashed some stocking frames in a factory. Ned Ludd became mythologised into 'General Ludd' or 'King Ludd', a mythical figure who lived in Sherwood Forest and supposedly led the movement.

The Luddites began assembling in Nottinghamshire, when they would meet in fields and practice drills and manoeuvres. From there the movement quickly spread throughout England, especially to Yorkshire, Lancashire, Leicestershire and Derbyshire. They were angry that new machinery was causing unemployment, and in Yorkshire they tried to get rid of the machinery.

Workers broke into factories to destroy the new machines that were being brought in—for example, power looms, which had been replacing hand weavers. They physically attacked their employers, as well as others such as magistrates and food merchants. The rebellion became so intense that fights even broke out between Luddites and British Army soldiers.

To try to stop the attacks, local men were paid to guard the factories, cash rewards were offered for information, and spies were employed to give information to the government. In 1812, to break a machine became a crime punishable by death, and in 1813, 17 men were executed for the crime.

> An example of Luddite activity occurred on 11 March 1811 in a factory in Nottingham. In the month before, knitters (also called 'stockingers') had broken into factories and removed wires from wide knitting frames to make them useless. The 11 March attack was the first in which machines were actually smashed and the name 'Ludd' was used. The concerns of the Luddites were 1) the use of wide knitting frames to produce large amounts of cheap, inferior material and 2) the employment of 'colts' who were workers who had not completed the seven-year apprenticeship to be a stockinger.

SOURCE H2.1 Historian's account of Luddite activity

> The *Nottingham Journal* of 23 March 1811 and 20 April 1811 reported several weeks of almost nightly attacks in the factories by Luddites. By July, these attacks had almost ended, but a bad harvest in October led to renewed Luddite raids.

SOURCE H2.2 Research taken from the *Nottingham Journal*

Year	Weekly wage
1800	27 shillings
1815	15 shillings
1820	8 shillings

SOURCE H2.3 Wages of hand-loom weavers

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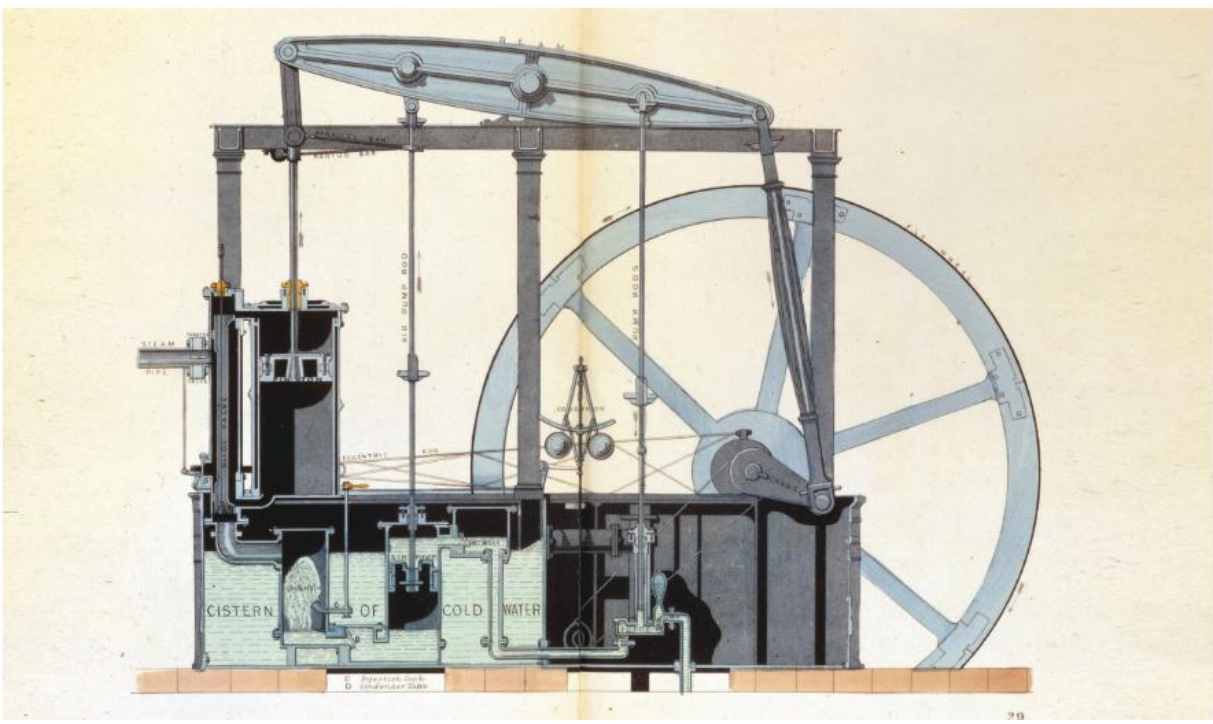
Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. When you think about the term 'industrialisation', what comes to mind? List your thoughts in this column.
3. Title the second column 'Puzzle'. In this column, list any questions you would like answered about industrialisation.
4. Title the third column 'Explore'. In this column, record how you might find answers to your questions. What words could you use to search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?
5. Discuss the answers as a class.

What technological innovations and conditions brought about the Industrial Revolution?

'Industrial revolution' is a term meaning a rapid change in a country's economy whereby power-driven machinery replaces manual work. It usually results in many people moving from being farm labourers to workers in factories.

The Industrial Revolution is a specific term used by historians to describe the massive changes in producing goods that occurred in the 18th and the 19th centuries. The revolution started in Britain and spread to the rest of Europe and North America. Agriculture, mining and transport were rapidly developed.



SOURCE 2.1 This engraving of the steam engine taken from Reynolds's *Pictorial Atlas of Arts, Sciences, Manufacturers and Machinery* shows a double-acting, condensing rotative steam engine. The development of the steam engine was critical to starting and speeding up the Industrial Revolution.

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The way everyday people lived changed dramatically during this time. It was a major event in human history.

In the 1750s no cars, buses, trains, aeroplanes or even sealed roads existed, so moving people or things from one place to another was difficult. Most people lived their entire lives in their local community and relied upon themselves and their community to provide just about all the things they needed. Most lived in rural settings and were involved in agriculture. Nearly all the food produced was used within the community. Clothing was made locally from natural materials because synthetic fibres would not be invented for another 200 years. Factories did not exist; therefore, no mass production of goods took place. Any machines used to produce food or goods were powered by animals, wind or water.

People living in towns relied on supplies from those living in the rural communities. As little was left over to sell, towns were few and small. Towns would not grow into cities unless food supplies could be increased and work was made available for those who lived there.

The Industrial Revolution occurred because a number of technological innovations led to improved farming and manufacturing methods. This happened at a time when the conditions were right for these changes to develop and spread. This saw the rise of mass production.

ACTIVITY 1

Comprehension: chronology, terms and concepts

1 a Define 'Industrial Revolution'?
  b Where did the Industrial Revolution start?
  c Where did it spread?
  d Why did it occur?
2 What is mass production?

Analysis and use of sources

1 a What is source 2.1 and where was it published?
  b How important was the steam engine?
  c Why do you think people would have published an atlas on arts, sciences, manufacturing and machinery?

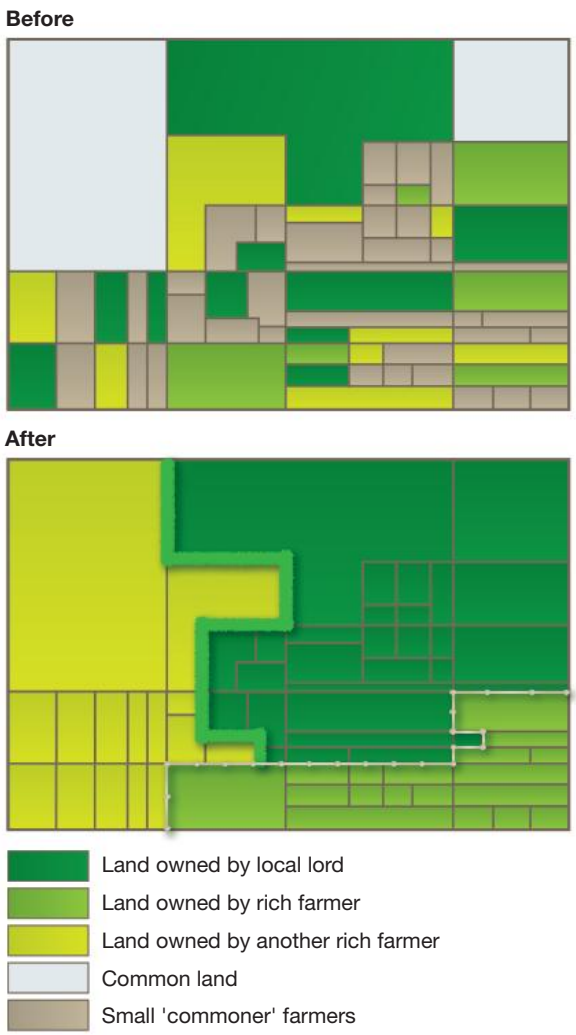
Changes in technology: agricultural

Around 1750, agriculture (farming) was the main way of life for most people. Not only did it provide food and work for the majority of the population, but it also produced the raw materials for the textile industry. Each year from 1750, the yield from farming increased in many European countries. The reason for this can be explained by two factors:

- the **enclosure** movement
- improved farming techniques.

The enclosure movement

Until the 18th century in Britain, most farming was done by 'commoners', who worked strips of land, often scattered around a village, to grow crops or keep animals.



SOURCE 2.2 A typical English village before and after enclosure

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When new methods of agriculture began to develop, it became clear that such agriculture would be more efficient on larger plots of land. Enclosure (called inclosure at the time) was the process of joining small strips of land into large fields and then enclosing them with fences, ditches or hedges. Much of the land that was enclosed had been common land and, now that the enclosed land was owned by the local lord or by a few rich farmers, many of the poorer farmers no longer had access to an area of land to farm. When necessary, Acts of Parliament were passed in Britain to legalise the enclosing of land. In the ten years between 1750 and 1760, more than 150 acts were passed, and between 1800 and 1810, Parliament passed more than 900 acts of enclosure.

Enclosure contributed to increased agricultural output, necessary to feed a population that would double in the 18th century. Farmers who had been left without land made their way to the newly developing cities to look for work.

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 What was enclosure?

2 How were enclosures brought about?

Analysis and use of sources

1 What is source 2.2?

2 How useful is it in helping us to understand the results of the enclosure movement?

Explanation and communication

1 How did the enclosure movement lead to increased agricultural output?

Research

1 For more information on the enclosure movement, go to your digital support to obtain the web addresses for the Witheridge village website or for the BBC website to listen to a radio program, *In Our Time*.

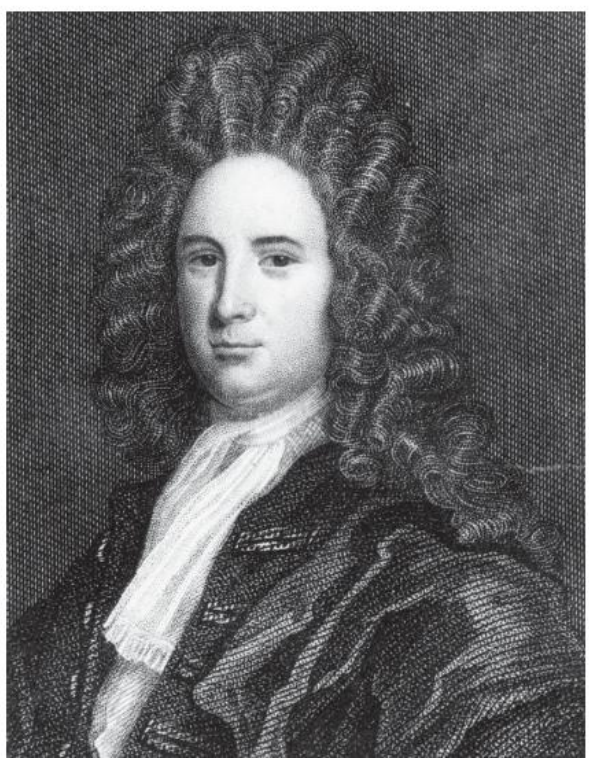
Improved farming techniques

A common practice in early agriculture was to allow the land to lie fallow (unused) after it had been cultivated. In a farming system with three fields, this meant that one field would not be used to grow crops each year. Later it was discovered that growing clover and other plants would help to restore the fertility of the soil.

Other advances in agriculture included the use of stronger farm implements made from metal. Until this time, most farming implements had been made entirely out of wood.

Changes in technology: steam-driven machinery

Steam engines developed greatly in the 18th century. Although the idea of using steam as a source of energy was around in ancient times, it was Thomas Savery (1650–1715) who began modern developments with his invention of the steam pump in 1698. He was followed by Thomas Newcomen (1664–1729) in 1711, who invented the first real steam engine, and John Smeaton (1724–92), who in the 1770s designed a steam-driven machine for removing coal from mines. When James Watt (1736–1819) improved on these designs, the steam engine became a key technological innovation that contributed to the Industrial Revolution.



SOURCE 2.3 Thomas Savery, English inventor and military engineer (1650–1715)

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ACTIVITY 3

Comprehension: chronology, terms and concepts

1 What were two developments in farming techniques that improved agriculture?

2 a When did steam engines develop greatly?

b Name four inventors who developed steam engines.

c What did the steam engine become?

Changes in technology: the textile industry

The manufacturing of cloth before the Industrial Revolution was a **cottage industry**. The cottage industry was replaced by the factory system.

Cottage industry

- Most work was done by hand, in much the same way that it had always been done since the time of the Romans.
- Workers would receive the raw materials, take them home and build whatever was required, and then return the finished product.
- Usually the work was done in the labourer's own home, although in the late 16th and early 17th centuries, some labourers worked together in large 'factories' or workrooms.

Factory system

- The factory system developed in the late 18th century, chiefly due to the advances being made in the textile industry.
- With inventions such as the flying shuttle and the spinning jenny, the making of cloth became much faster, and could be done on a much larger scale. As a result, hand weavers were driven out of business by big new factories.
- These factories were first run by water and then by steam, and their output greatly improved the nation's economy.
- Instead of one worker completing an item, such as a length of material, a variety of machines made the fabric. Instead of one worker following the same piece of material from raw wool to dyed cloth, each worker concentrated on only one task. This 'assembly-line' approach was very efficient.
- Working conditions were very poor. Factory labourers—mainly young children—had to work very long hours, were poorly paid, and worked in dangerous settings. During the first part of the Industrial Revolution, no laws were in place to protect workers.

SOURCE 2.4 Cottage industry versus the factory system

Chronology of developments in the textile industry

1733	The flying shuttle invented by John Kay; this was an improvement to looms that enabled weavers to weave faster
1742	Cotton mills first opened in England
1764	The spinning jenny invented by James Hargreaves—first machine to improve upon the spinning wheel
1764	The water frame invented by Richard Arkwright; this was the first powered textile machine
1769	Arkwright patents the water frame
1770	Hargreaves patents the spinning jenny
1773	The first all-cotton textiles produced in factories
1779	Samuel Crompton invents the spinning mule, which allowed for greater control over the weaving process
1785	Edmund Cartwright patents the power loom
1787	Cotton goods production has increased ten times since 1770
1789	Samuel Slater brings textile machinery design to the US
1790	Arkwright builds the first steam-powered textile factory in Nottingham, England
1792	Eli Whitney invents the cotton gin, a machine that automated the separation of cottonseed from the cotton fibre
1804	Joseph Marie Jacquard invents the Jacquard Loom, which weaved complex designs; Jacquard had invented a way of automatically controlling the warp and weft threads on a silk loom by recording patterns of holes in a string of cards

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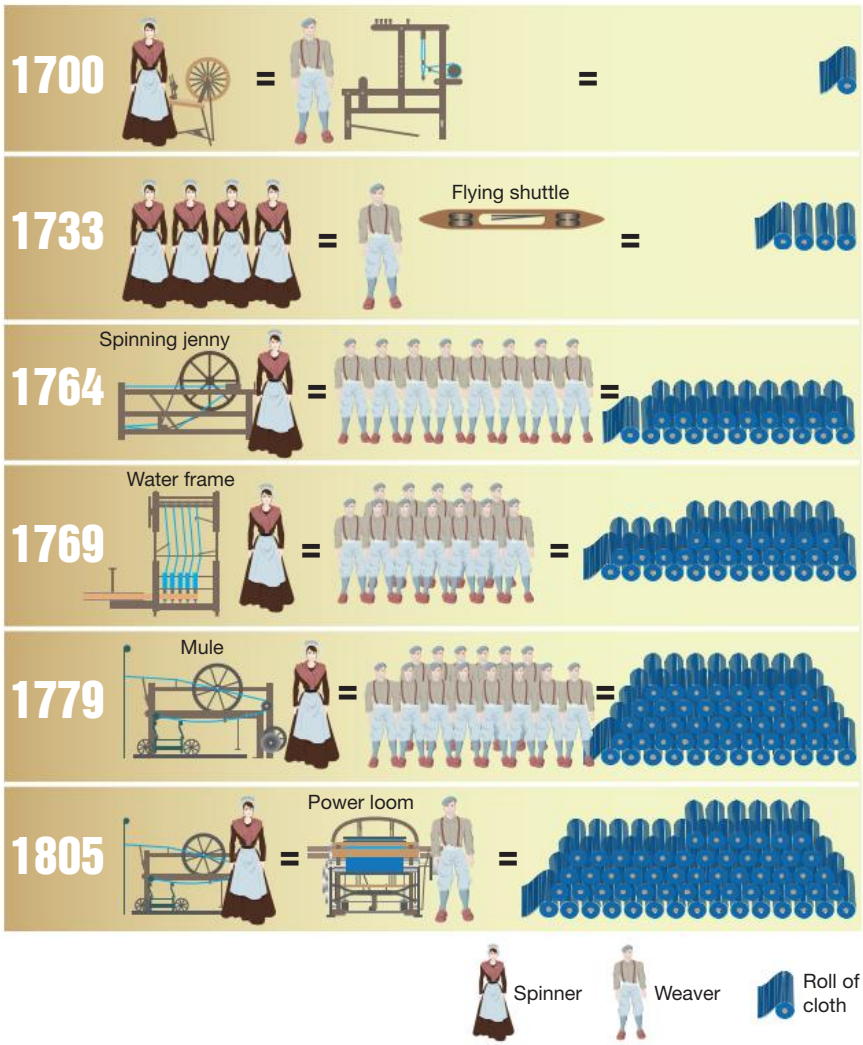

SOURCE 2.5 Increasing production

Spotlight

Who started the Industrial Revolution?

One of the great unanswered questions of modern history is whether the credit for kick-starting the Industrial Revolution was given to the wrong men.

The textbooks tell us that James Hargreaves invented the spinning jenny, Richard Arkwright the water frame and Samuel Crompton the spinning mule.

But there is a… possibility that another man, now virtually unknown, was robbed of the title to two, if not all three, of the machines that helped to change the world.

It's a story of intrigue, collusion and outright skullduggery, a nasty game played for the highest stakes with one man—almost certainly the wrong man—coming out on top. Read it, and draw your own conclusions.

Doug Peacock, 'Thomas Highs', Cotton Times: Understanding the Industrial Revolution, www.cottontimes.co.uk/highs.htm

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 a Define 'cottage industry'.

b Use source 2.4. Define 'factory system'.

2 Use the chronology of developments in the textile industry to create a timeline for technology and the textile industry.

Explanation and communication

1 Do a mind map about the cottage industry. Include five key ideas about cottage industry in your map.

2 Do a mind map for the factory system. Include nine key points about the factory system in your map.

3 How does source 2.5 help us to explain why technological improvements increased production?

Industrialisation of textiles in America

The Beverly Cotton Manufactory, built in 1787, was the first cotton mill to be built in America and the largest cotton mill to be built during this time. Being the birthplace and testing ground of the cotton milling industry at the time, the Manufactory has been called the birthplace of the American Industrial Revolution.

Eli Whitney (1765–1825) is considered to be a pioneer in the mass production of cotton. He was born in Massachusetts and graduated from Yale College in 1792. By 1793, Whitney had designed and constructed the cotton gin, a machine that automated the separation of cottonseed from the cotton fibre.

Whitney's invention of the cotton gin revolutionised the cotton industry in America. Prior to his invention, farming cotton required

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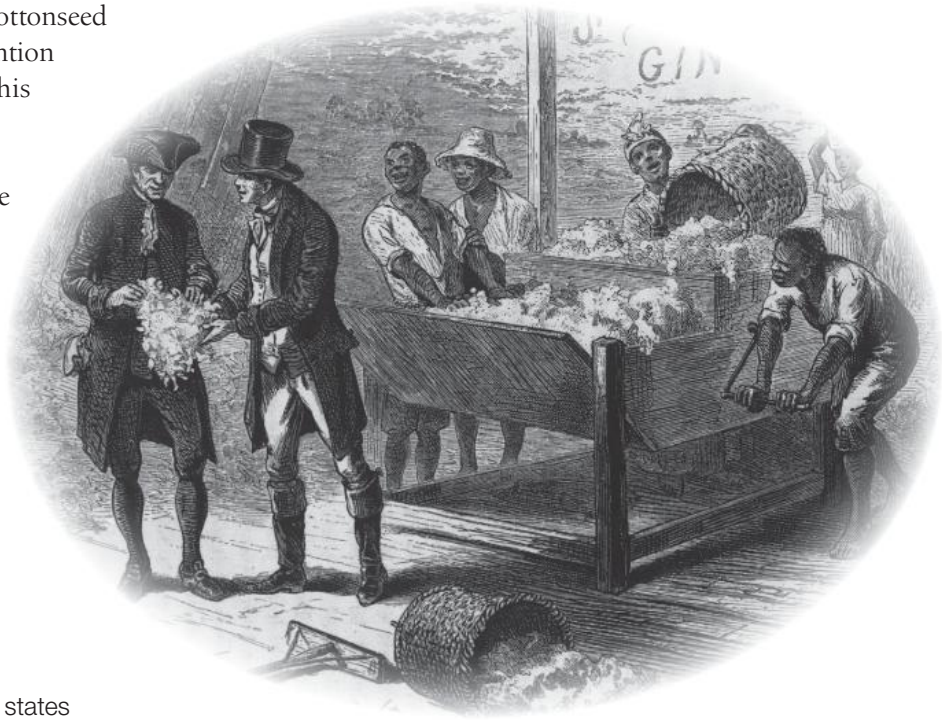
hundreds of hours to separate the cottonseed from the raw cotton fibres. His invention automated the seed separation and his machine could generate up to 20 kilograms of cleaned cotton daily, making cotton production profitable for the southern states.



SOURCE 2.7 Slaves working on Eli Whitney's cotton gin, c. 1793

ACTIVITY 5

Comprehension: chronology, terms and concepts

1 a What was the Beverly Cotton Manufactory?
  b What has it been called?
2 a Who was Eli Whitney?
  b What does source 2.7 tell us about Whitney?
3 a Describe the cotton gin.
  b What did it do for the southern states of America?

Changes in technology: the railways

George Stephenson was born in the coal mining village of Wylam, England, in 1781. In 1804, he moved to Scotland to work in a coal mine that used one of James Watt's steam engines. He returned to England and began building his first locomotive. At this time in history, every part of the engine had to be made by hand. In 1814, George Stephenson's locomotive 'Blucher' was completed and tested. It hauled eight wagons of coal weighing thirty tonnes at a speed of about 6 kilometres per hour. This was the first steam-powered locomotive to run on railroad tracks. In 1825, Stephenson built the track and the locomotive for a new railway between the towns of Stockton and Darlington. It was the first passenger steam railway in the world.

SOURCE 2.6 Eli Whitney (1765–1825), American inventor and slave owner

In 1829, with his son Robert, George built his most famous locomotive—the 'Rocket'. It won a competition to be the first locomotive used on the new Liverpool to Manchester (L&M) railway when it was opened on 15 September 1830. Although it was a success, this was also the day the first person in history would be killed by a train when William Huskisson, a politician attending the opening, was hit by the 'Rocket'. Railways were to become a major form of transport for both goods and people. Over 2850 km of railway was built in Britain in the 10 years following the opening of the L&M railway. Within 20 years, this had risen to over 10 000 km of track.

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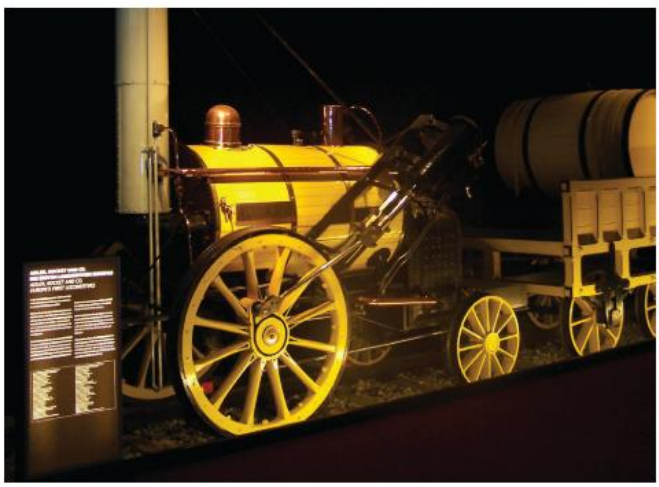
SOURCE 2.8 George Stephenson (1781–1848) known as the 'Father of Railways' in Britain



SOURCE 2.9 A replica made in 1935 of Stephenson's 1829 locomotive, Rocket

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 Create a timeline which includes these events:
- George Stephenson born
- Stephenson builds 'Blucher'
- George and Robert Stephenson build 'Rocket'
- George Stephenson dies

2 Who was William Huskisson and what happened to him on 15 September 1830?

Analysis and use of sources

1 Look at source 2.9. Is this a primary or secondary source?

2 What care would historians need to take when using source 2.9 as evidence for studying Stephenson's 'Rocket'?

Research

1 George Stephenson also invented a number of other things. Use the internet to find out what these were.

2 Use the internet to locate further information on the railway building of George and Robert Stephenson. Before starting, make a list of the questions which would guide your inquiry.

Explanation and communication

1 Use source 2.10 to draw a line chart showing the kilometres of rail line open in England and Wales. Place the years along the bottom of the graph. Make the vertical axis 5 cm for every 10 000 kilometres of rail.

2 Use source 2.11. Explain how technological innovations in the textile industry led to the Industrial Revolution.

Year	Kilometres of rail lines open	Passengers carried	Revenue from passenger traffic in £000s	Revenue from freight traffic in £000s
1832	267	–	–	–
1841	2856	–	–	–
1851	10 947	–	–	–
1861	12 587	145 797	11 246	12 775
1871	17 461	328 553	17 450	22 392
1881	20 611	558 676	23 346	30 994
1891	22 782	747 862	29 907	36 765
1901	24 628	1 021 179	39 609	44 895

SOURCE 2.10 Growth of the rail system in England and Wales

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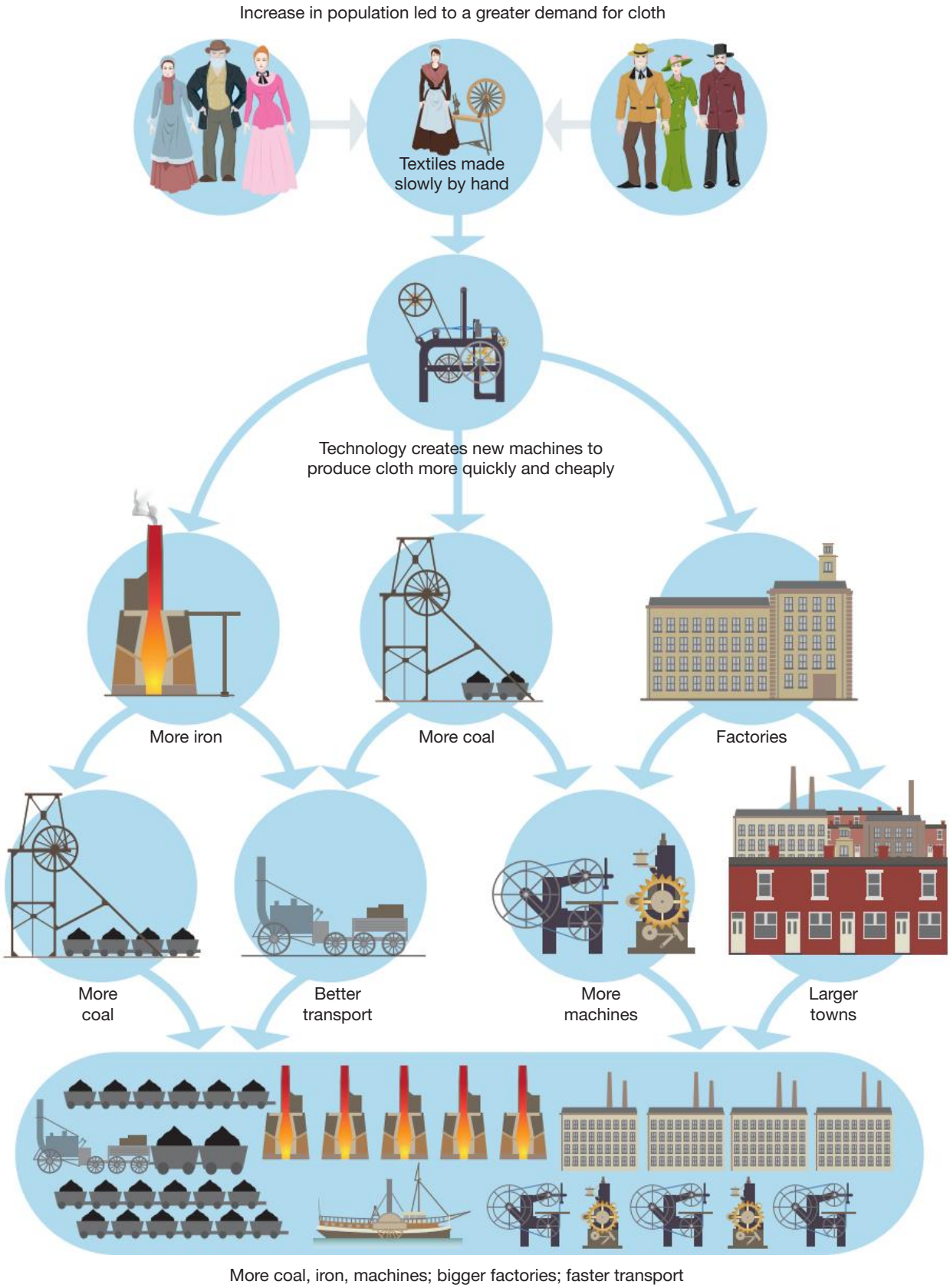

SOURCE 2.11 How technological innovations in the textile industry led to the Industrial Revolution

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The innovations in the use of steam power led to many changes and created the Industrial Revolution. Once started, the revolution in technology continued. It would affect not just the way of life of those living in industrialised countries. The need for resources to manufacture goods and for markets in which to sell the goods would influence the course of history and affect millions of people in many parts of the world.

What conditions influenced the industrialisation of Britain?

Why was Britain first to industrialise?

The change from an agricultural to an industrial economy in Britain occurred between 1750 and 1830. It happened because all the conditions needed for the Industrial Revolution were present. These conditions were:

- a willingness to innovate
- resources
- a transportation system
- a large market
- stable government
- money.

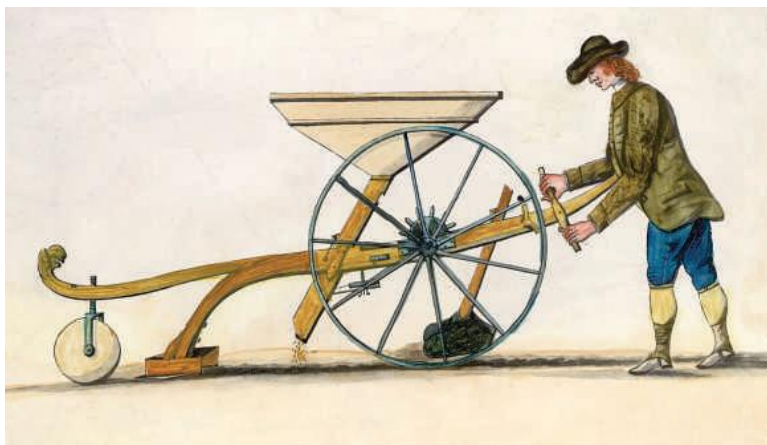
Willingness to innovate

Farmers in Britain at the time were some of the most productive in Europe. They were continually adopting new methods of farming and experimenting with new types of crops. An agricultural revolution had occurred in the years just prior to the Industrial Revolution that resulted in the increased use of fertilisers, the planting of new crops, better farming technologies and more productive land use following the enclosure movement.

Jethro Tull (1674–1741) invented a horse-drawn hoe for clearing weeds, as well as a mechanical seed drill that allowed seeds to be sowed more effectively. Charles 'Turnip' Townshend (1674–1738) introduced England to a new crop rotation system utilising four fields for different crops, rather than letting land lay completely bare at any stage. Both innovations improved production.

With the enclosing of land in the years after 1750, the output of farming increased. It also meant many people who had earned their living as farmers no longer had land and moved to towns and cities to search for work.

The constant shortage of thread in the textile industry led to innovations to improve the spinning of cotton. We have learnt about the inventions of James Hargreaves, Richard Arkwright and Samuel Compton. The innovators in the use of steam power—Savery, Newcomen and Watt—were all born in Britain.



SOURCE 2.12 Jethro Tull's seed drill contributed significantly to the mechanisation of agriculture

SOURCE 2.13 Jethro Tull (1674–1741), inventor, farmer and writer, c. 1720

Resources

Along with the growth in the cotton industry, the mining of coal was able to rapidly increase in the 18th century in Britain. Coal is an essential ingredient in iron making, and England and Wales had vast quantities of it.

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The English discovered that they could substitute coal for wood in the melting of metals, including iron, and this increased production. Mining coal, however, was not an easy task. As more and more coal was taken out of the ground, the mine needed to go deeper and deeper. The deeper the mine, the more it filled with water. In 1712, Thomas Newcomen's new steam engine was used to pump water from mines, allowing for more coal to be extracted.

Those resources Britain did not have at home could be obtained from its empire, which spread across the world and provided raw materials for the newly developing industries. It also provided luxuries for the wealthy including sugar from Jamaica (known as the British West Indies) and tea from India (known as the 'jewel in the British crown'). Sources 2.14 and 2.15 show how the British Empire expanded between 1750 and 1914.

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 Define 'agricultural revolution'.

2 a Name two British innovators in agriculture.

b What did they contribute to?

3 Who was Thomas Newcomen?

4 From where did Britain obtain additional resources?

Explanation and communication

1 Make a mind map about the six conditions existing in Britain that influenced its industrialisation.

2 Explain how and why coal mining increased in Britain.

Analysis and use of sources

1 What is source 2.12 and when was it created?

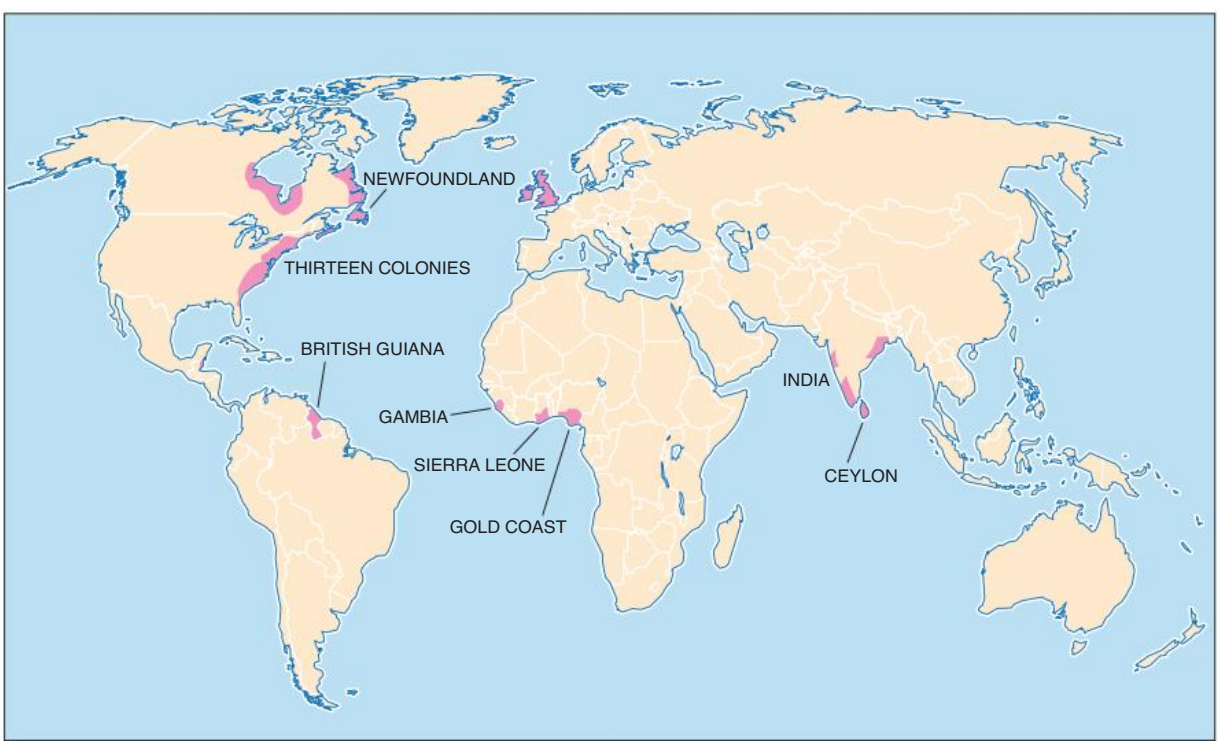
2 Sketch the seed drill shown in source 2.12 in your workbook.

Research

1 Use source 2.14. Choose three British colonies from the 1750s. Find out what resources Britain obtained from them.

2 Research Jethro Tull's seed drill. On the sketch you created, label parts of the machine to indicate what it did.

3 Use the internet to find maps of the British Empire in c. 1800, 1850 and 1900. Use these to describe the growth and extent of the empire.



SOURCE 2.14 The British Empire, c. 1750

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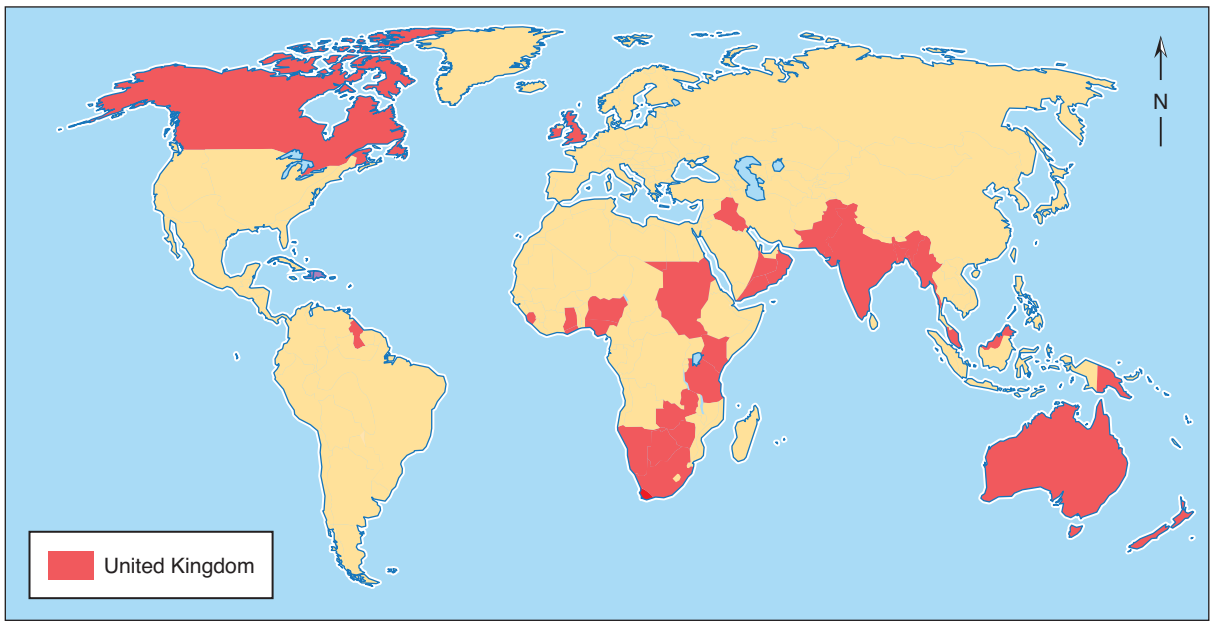
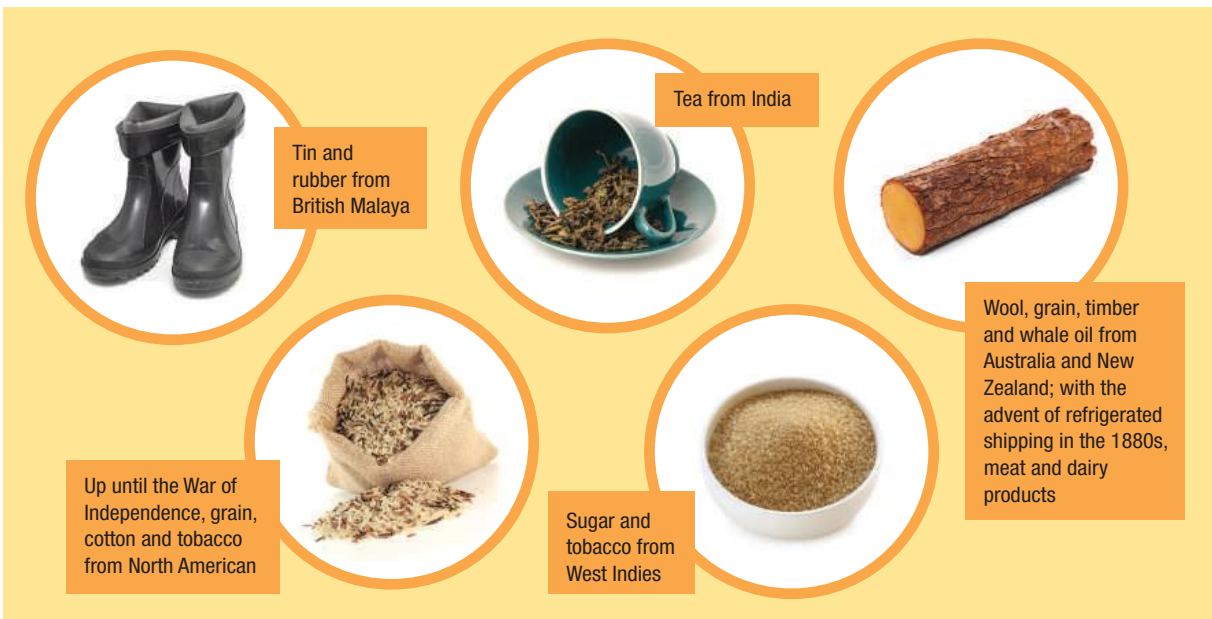


SOURCE 2.15 The British Empire in the early 20th century



SOURCE 2.16 Examples of raw materials from parts of the British Empire

Transportation

Britain had several advantages with transport. In England, the inland waterways allowed the development of a canal system. As roads at the time were unsealed, and horse-drawn carts could become bogged, the canals allowed large loads to be moved from place to place.

As the need for coal to power steam-driven machines increased, coal was transported by canals from the mines to the factories.

The construction of the Bridgewater Canal, which was opened in 1761, is considered to be the beginning of the great age of canal building. The initiative of the third Duke of Bridgewater, this pioneering waterway was designed to transport coal to the large and rapidly industrialising city of Manchester. The duke owned coalmines at Worsley, to the north-west of Manchester, and he employed John Gilbert and the engineer James Brindley to design and build a series of

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SOURCE 2.17
Map of the canal system in England, c. 1750

canals to move the coal from the mines to the city. Consequently, the price of coal fell by up to 75 per cent in Manchester, as the new mode of transport made deliveries cheaper.

'Canal mania' soon began, and construction started on a number of long-distance routes as well as the extension of existing canals, including the Bridgewater Canal. Brindley became well-known as a master canal engineer. Although no coalmines were near London, canals soon enabled coal to be brought to this major centre of industry. Canal transport remained the major form of transportation until the development of railways.

Britain also had a strong maritime tradition. British merchants sailed the seas of the world and provided the transport for both imports and exports. For manufacturing to succeed in a country about to industrialise, it needed raw materials and markets to sell the goods. British merchants, protected by the British navy, were an important influence in the coming of the Industrial Revolution.

ACTIVITY 8

Comprehension: chronology, terms and concepts

Answer the following questions in bullet points.

1 What allowed the development of the canal system?

2 What did the great age of canal building start with?

3 What was an economic impact of the building of canals in Manchester?

4 What followed next?

Analysis and use of sources

1 a What is source 2.17?

b How useful is it to understanding the development of the canal system in Britain?

c Name two canals that were improved rivers.

d Name two canals that were entirely built.

ICT

1 Use your bullet-point answers from activity 8, questions 1–4, to develop a PowerPoint presentation with four slides. Illustrate your presentation.

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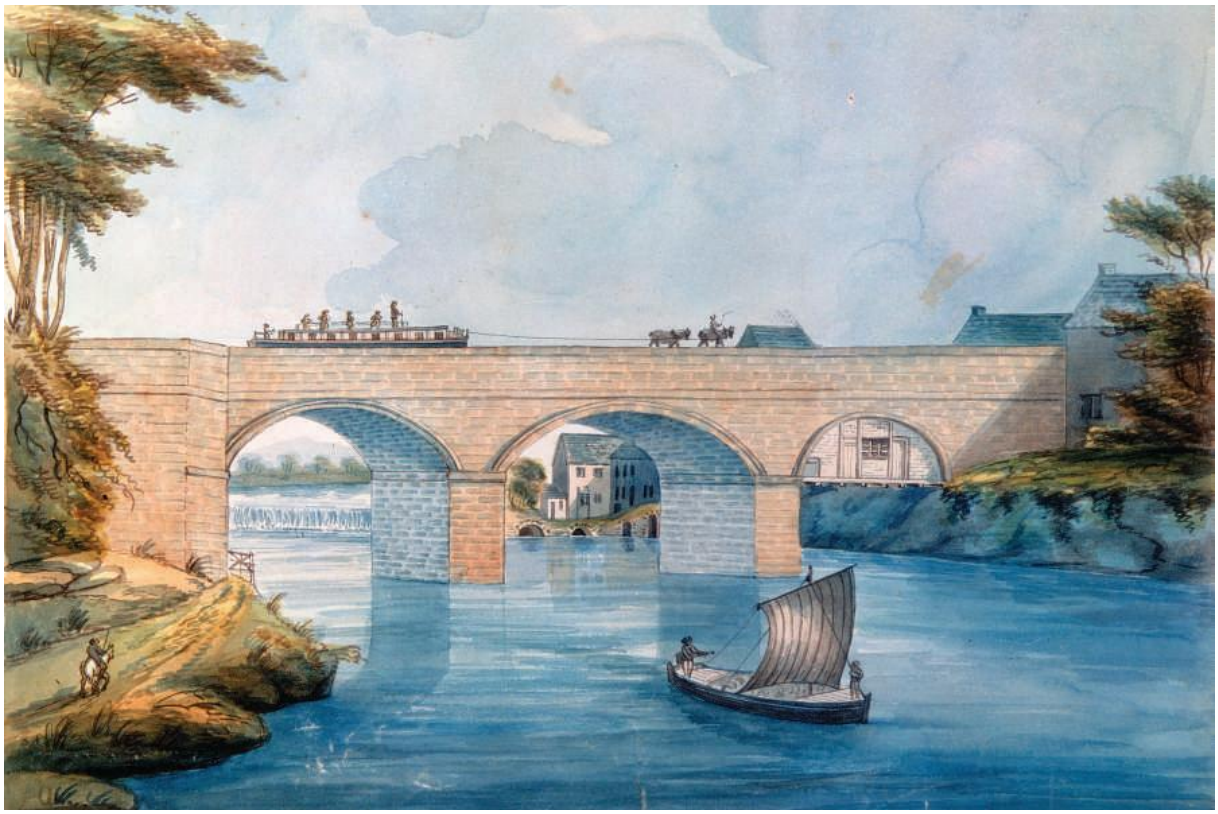


SOURCE 2.18 The Bridgewater Canal, 1873, close to Manchester. A horse-drawn barge is moving through the canal, which runs across the aqueduct; a river barge has just passed under the aqueduct.

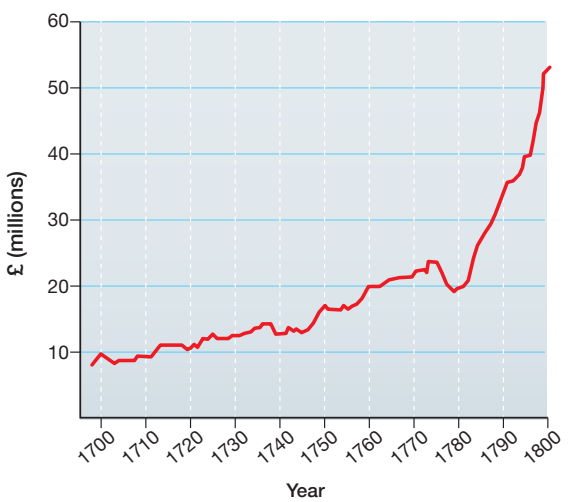
Large market

Trade thrived in Britain, both within the country and overseas. Unlike in Europe, England had no internal tariffs or duties on goods moved from one region to another. In comparison, every time goods were transported across borders in Europe, taxes were added and this increased the price when sold.

In addition, England had come to monopolise overseas trade. Every time England fought a war in the 17th and 18th centuries, it gained new overseas territory. English merchants sent out ships to trade with the new colonies of North America and the West Indies. About 350 000 people had emigrated from England across the Atlantic Ocean by the end of the 17th century, providing a large market for English industry. These colonies also shipped goods and raw materials to London.

Exports to the colonies consisted mainly of woollen textiles; imports included sugar, tobacco and other tropical foods and spices.

With the largest empire in the world, Britain had the largest market in the world. High demand for goods encouraged improvements in production, a necessary condition for the Industrial Revolution.



The Economic History of Britain since 1700—Volume 1: 1700–1800, 2nd edition, 1994, Cambridge University Press, Cambridge, UK

SOURCE 2.19 English foreign trade in the 18th century

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Destination of exports			
Year	Europe (%)	Americas (%)	Rest of world (%)
1700–01	85.3	10.3	4.4
1750–51	77.0	15.6	7.4
1772–73	49.2	37.3	13.5
1797–98	30.1	57.4	12.5
Source of imports			
1700–01	66.4	19.9	13.7
1750–51	55.3	30.1	14.7
1772–73	45.1	36.4	18.5
1797–98	42.4	32.1	25.5

The Economic History of Britain since 1700—Volume 1: 1700–1800, 2nd edition, 1994, Cambridge University Press, Cambridge, UK

SOURCE 2.20 English exports and imports, 1700–98

ACTIVITY 9

Explanation and communication

1 Summarise the four paragraphs in the preceding 'Large market' section into four short statements.

Analysis and use of sources

1 a What is source 2.19?
  b Which quarter century (1700–25, 1725–50, 1750–75, 1775–1800) saw the greatest increase in foreign trade for Britain?
  c Look back over your work on the large market. Why do you think this increase happened?

2 a What does source 2.20 tell us about?
  b Did the proportion of English exports to the Americas go up or down during the 1700s? Explain.
  c Did the proportion of English exports to Europe go up or down during the 1700s? Explain.
  d Why might this proportion of exports have gone down?
  e At the beginning of the 1700s, where did England get most of its imports from?
  f What had changed in terms of English imports by the end of the 1700s?
  g What sort of things might the British have been importing from the Americas and the rest of the world?

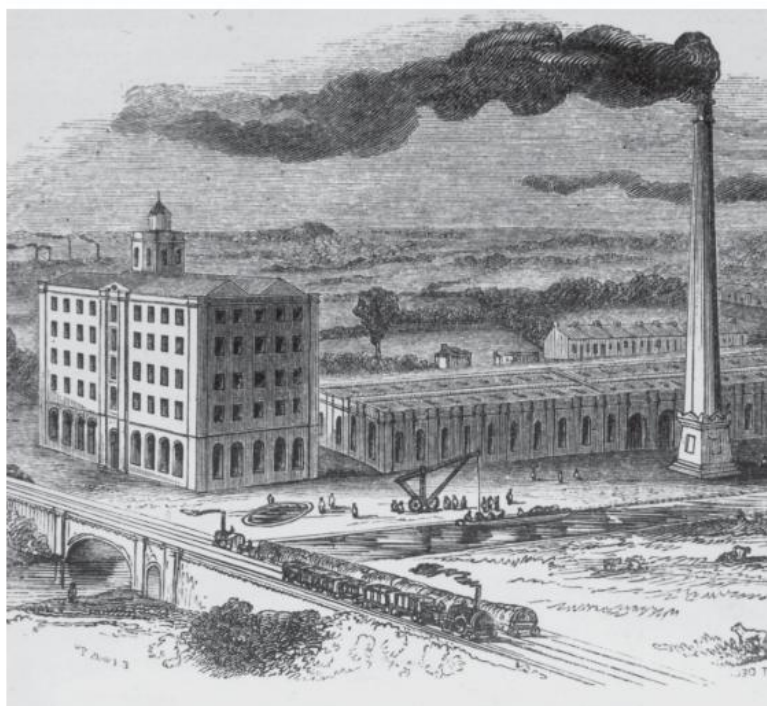
Stable government

The British system of government, with its monarchy and parliament, was more stable than governments in other parts of the world. Britain also had a central banking system and common legal system. This gave confidence to investors and to owners of land and wealth.

The English Parliament, unlike the monarchies of Europe, was strongly influenced by merchants and investors, so the 18th century saw laws passed that favoured **capitalist** interests. The role of the aristocracy in English government and society was less than that in other countries. This allowed for ideas on increasing wealth to spread.

Money

Industrialisation required money and a strong finance system. Both were present in Britain. The wealth obtained from new industries and the colonies created a class of people who could afford to invest in new ideas. Britain was not opposed to capitalism—that is, an economic system that allowed individuals to create personal wealth. The national income in Britain more than doubled in the years between 1688 and 1770.



SOURCE 2.21 The Bridgewater Foundry on the Bridgewater Canal, c. 1830s

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ACTIVITY 10

Comprehension: chronology, terms and concepts

1 How did stable government contribute to the rise of industrialisation in Britain?

2 How did wealth help Britain to industrialise?

Analysis and use of sources

1 What is source 2.21 and when was it created?

2 Compare this source with source 2.18
   - a What had stayed the same in the two images?
   - b What had changed?

3 How useful is source 2.21 in investigating why Britain was the first country to industrialise?

What conditions influenced the industrialisation of Australia?

In our previous inquiry, we developed an understanding of what led to the Industrial Revolution in Britain. In this section we will explore how Australia became industrialised.

When European settlement was established in Australia in 1788, the Industrial Revolution was in its early stages in Britain. It was expected that the main activity of the new colony would be farming in order to feed the settlers. No steam-powered machinery was included in the supplies brought from England. Because Australia was a penal settlement, the British government also expected work to be undertaken there by convict labour.

Spotlight

The new wealthy middle class

SOURCE 2.22 Engraving of a middle-class couple from London, 1804

The 'middle class' is term used to describe those people who, in the social order, are below the aristocracy (upper class) but above the labourers (working class). Their rise is connected to the growth of cities and the expansion of the economy during the Industrial Revolution.

Dr Donna Loftus, lecturer in History at the Open University (UK) describes the new middle class as striving to establish a society based on merit rather than on one's birth:

> Through education reform, schemes of civic improvement and the growth of the market the ... middle class saw themselves as facilitating equality of opportunity ... [T]his emerging middle class emphasised competition, thrift, prudence, self-reliance and personal achievement as opposed to privilege and inheritance.
>
> Dr Donna Loftus, 'The rise of the Victorian middle class', BBC History, www.bbc.co.uk/history/british/victorians/middle_classes_01.shtml

The wealthy middle class included capitalists and entrepreneurs who owned or invested in companies. They encouraged the government to follow policies that would expand the economy so that trade and opportunities to make money would increase.

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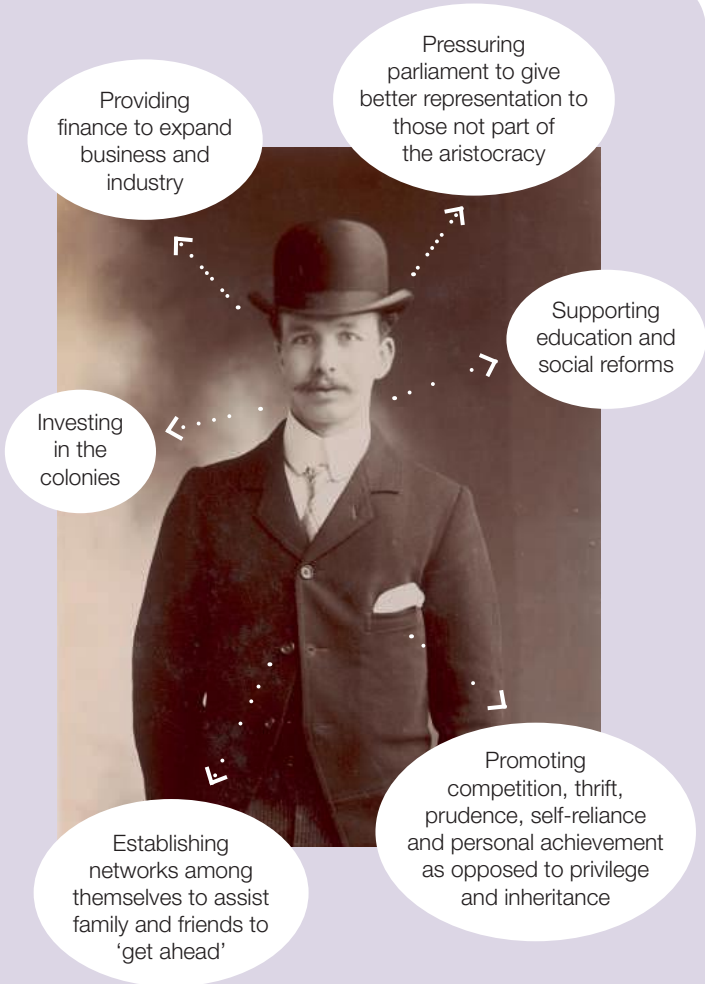
They also played a role in financing:

- new inventions
- expeditions in the colonies seeking raw materials and precious metals
- new factories both at home and in the colonies
- benevolent societies and charities.

Because the new wealthy middle class were not always accepted into society by the aristocracy, they formed networks among family and friends to provide jobs and opportunities for each other. They played an important role in ensuring their children were 'given a start'.

In larger industrial towns in England and Scotland, the wealthy middle class assisted in the establishment of Mechanics' Institutes. These institutes provided adult education, particularly on scientific and technical subjects, to working men. The middle class did this in the belief that they would gain from having better skilled and more productive employees.

By the time of the Second Industrial Revolution (c. 1860 to 1914), the wealthy middle class had become known as the nouveau riche (new rich). As the prosperity of many of the old aristocracy and landowners declined, the nouveau riche continued to play an increasing role in politics and the economy.



SOURCE 2.23 The role of the wealthy middle class

SOURCE 2.24 The Australian Agricultural Company's coal works at Newcastle in the 1840s

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Coal

In 1791, coal was first discovered by Europeans in Australia at the mouth of the Hunter River in New South Wales by the escaping convict William Bryant. His wife, Mary, is thought to be the first European woman to use Australian coal for cooking. The next discovery of coal was on the south coast of New South Wales by William Clarke near present-day Thirroul in 1797. This was an important resource for assisting industrialisation to occur in the colony.

The first coalmine in Australia was established near the mouth of the Hunter River in 1801. In 1804, Governor King set up a permanent settlement there, naming it Newcastle. It became the centre for the development of Australia's coal trade. One of the first uses of Newcastle coal was for the production of salt. Seawater was boiled using local coal for fuel. This process operated from 1804 to 1808. In the same area, seashells were burnt to produce lime, mainly for building.

ACTIVITY 11

Comprehension: chronology, terms and concepts

1 Develop a timeline for early coal mining in Australia.

Analysis and use of sources

1 How useful is source 2.24 in investigating the early coal industry in Australia?

Steam in Sydney and beyond

As the settlement at Sydney progressed from being solely a penal colony to one that included private business, signs of industrialisation also started to occur. Small privately owned industry for flour milling, beer brewing and the making of footwear, soaps, candles and blacksmithing equipment, and shipbuilding sprang up around the harbour.

In 1813, the first steam engine to be shipped to the colony of New South Wales arrived. Until this time, mechanical work had been done by windmills, convict treadmills or animals. The steam engine was installed in John Dickson's flourmill at Darling Harbour. Today, the area is known as Dixon Street, a misspelling of Dickson's name but a reminder of the site of Australia's first steam engine.

More steam engines were introduced in 1825, 1826 and 1829. By 1831 six engines were in use, including one at the Australian Agricultural Company's Newcastle coalmine. By 1840, 26 were in flourmills and ten in other industries.

Transporting goods was important to the success of the European settlement. Industrialisation would progress through the development of the shipping and railways.

The *Sophia Jane* was the first paddle steamer to regularly operate in Australian waters. It was built in England and arrived in Sydney in 1831.

SOURCE 2.25 View of Pyrmont and Balmain in Sydney from Mr James Martyr's drawing room in the 1840s

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While the *Sophia Jane* was having its paddles fitted in readiness for its maiden voyage, another steamer, the *Surprise*, made its first voyage from Sydney to Parramatta on 1 June 1831. It became the first steam-powered vessel in Australia.

> Steam navigation will help greatly to raise the character of this Colony abroad, and to improve it at home. The addition of such a vessel as the *Sophia Jane* to our coasting trade is a most gratifying event ... Persons will shortly be able, we expect, to breakfast in town, lunch at Newcastle, dine at Port Stephens, and put up comfortably at Port Macquarie next morning, at half the present expense and in quarter the time ...
>
> *The Australian*, Friday, 20 May 1831, p. 3

SOURCE 2.26 Launch of the *Sophia Jane*

By 1852, steamships were running services between ports including Sydney, Newcastle, Melbourne, Moreton Bay (Brisbane), Adelaide and Tasmania.

Another significant event in the industrialisation of Australia occurred when Peter Russell took over the Sydney Foundry and Engineering Works in 1841. This foundry, thought to be the first foundry established in Australia, produced both iron and brass castings along with stoves, gratings, railings and architectural building columns, as well as many steam-engine parts. The business became PN Russell and Company. Russell made two large donations to the University of Sydney to establish an engineering school, and also played an important role in founding the Institute of Engineers in 1870.

> [In the 1850s] the horizontal engine began to supplant all other kinds of steam engines on shore and by the end of the decade Messrs. P. N. Russell & Co. had complete sets of working drawings for horizontal engines of all sizes in general use made ... to a standard design.
>
> Proceedings of the Royal Society of NSW, 1900

SOURCE 2.27 PN Russell and Company, 1855

The growth of engineering works stimulated greater need for iron and steel. Imports for the five years to 1835 totalled about 5500 tonnes of iron and steel, and a further 7500 tonnes were imported to the end of 1840.

ACTIVITY 12

Comprehension: chronology, terms and concepts

1 Develop a chronology for steam use in early colonial Australia.

Analysis and use of sources

1 a What is source 2.25 and when approximately was it created?
  b How does this source relate to source 2.26?
2 a Where and when was source 2.26 published?
  b How useful is this source in assessing what some people thought the impact of steam navigation would be on the colonies?
3 What does source 2.27 tell us about the transfer of technology coming out of the Industrial Revolution?

Explanation and communication

1 Use source 2.26 to write a new caption for source 2.25.

Iron and steel

The first attempt at establishing iron and steel smelting in Australia was made in 1848 near Mittagong, NSW. The smelting plant was not economical and was closed by 1877. Another attempt was made in Victoria in 1873, with the formation of Victoria Iron Company—later to become the Lal Lal Iron Mining Co. Ltd in 1874. A small blast furnace was built in 1875 and operated into the 1880s, but was never an economic proposition. Even though an employee was sent to Britain to learn the technology associated with construction of the blast furnace, it was five years before satisfactory production was achieved. One of its products was iron locomotive wheels.

Broken Hill Proprietary Company Limited

With the establishment of the Broken Hill Proprietary Company Limited (BHP) in 1885, Australia was to have its first major mining and steel production company.

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SOURCE 2.28 Ploughing engine operating John Fowler patent steam-ploughing equipment in Victoria's Gippsland in 1886

Chronology of BHP

1883	Charles Rasp, a boundary rider on the Mt Gipps sheep station, believes he has discovered tin on the 'broken hill' in the Barrier Ranges in western New South Wales. The Broken Hill Mining Company is established by seven men from the Mt Gipps sheep station.
1885	The Broken Hill Mining Company is dissolved and incorporated into the Broken Hill Proprietary Company Limited (BHP). BHP begins mining silver, lead and zinc deposits.
1890	Smelting commences at Port Pirie, South Australia
1891	First export of lead to China by BHP
1899	Leases are obtained over Iron Knob and Iron Baron iron-ore deposits in South Australia
1900	BHP commences iron-ore mining at Iron Knob
1915	BHP begins steelworks operation at Newcastle, NSW, on 2 June

ACTIVITY 13

Comprehension: chronology, terms and concepts

1 What does BHP stand for?

2 Develop a timeline for iron and steel smelting up to the establishment of BHP.

Explanation and communication

1 Use the chronology of BHP to write a 50-word summary of BHP's history to 1915.

Perspectives and interpretations

Environmental historians are concerned with the interactions between humans and their environments. Look at source 2.28 as an environmental historian.

1 How would the use of this sort of machinery change agricultural production in Australia?

2 What impact would this sort of machinery have on the environment?

Research

1 To learn more about Australia's mineral resources, obtain the web address for the Australian Mines Atlas from your digital support.

2 To learn more about BHP, obtain the web address for the ABC from your digital support.

The effects of the gold rushes on industrialisation

The gold rushes of 1851 in both New South Wales and Victoria brought not only wealth but also an increase in population. Sydney and Melbourne suddenly became growing cities, with buildings to rival those in other parts of the world.

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Australians embraced the new technology of the times with enthusiasm. Very soon after the technology was invented, Australians were using such exciting innovations as the electric telegraph, telephones, trams, gas and the electric light. Gold gave a huge financial boost to Australia, leading to the boom of the 1880s when the infrastructure for the development of an industrial society was put in place.

The rapid opening up of goldfields in the 1850s created a growing demand for picks, shovels and the various tools needed for fossicking for gold. When it became necessary to mine gold, steam engines began to be used.

In Ballarat, 13 steam engines were in use in 1855, 135 in 1858 and 342 in 1861, mainly used to pump out water from the goldmines.

The increasing need for repairs and maintenance of the machines led to the growth of iron foundries and the engineering industry. In 1856, Scott Clow and Prebble opened the first cast-iron foundry in Melbourne. In 1860, Enoch Hughes established a rolling mill in Melbourne and later was to play a major role in establishing an iron and steel works in Lithgow, NSW. By 1861, Ballarat had ten foundries, eight for mining equipment and two for producing and repairing farming equipment.

Towards the end of the 19th century, particularly around 1891–92, a severe recession in Australia slowed industrialisation.

First railways in Australia

The railway was of great importance in colonial history. Consider the following:

- In Victoria, the first railway line in Australia opened between Melbourne's Flinders Street Station and Port Melbourne, then called Sandridge, on 12 September 1854.
- In New South Wales, in 1849, the Sydney Railway Company started building the first railway track in New South Wales between Sydney and Parramatta—a distance of 22 kilometres. The project ran into financial difficulty and was taken over by the NSW colonial government. The line opened on 26 September 1855.

SOURCE 2.29 Sydney's first locomotive, with Mr Scott in the foreground, 1855

SOURCE 2.30 Railway station, Melbourne, c. 1861

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- The first railway in Queensland ran from Ipswich inland to Grandchester using the narrow 1067-millimetre gauge. The system was extended further to the Darling Downs before being connected with Brisbane, the capital, in 1875.
- While South Australia had in 1854 a horse-drawn railway operating at the mouth of the Murray River, the first line carrying steam-powered trains opened on 21 April 1856 between Adelaide and Port Adelaide.
- Commencing in 1871, a private timber railway from Lockville to Yoganup, south of Perth, was the first railway to operate in Western Australia. The first government railway opened in 1879 between Geraldton and Northampton.
- In Tasmania, a railway line 72 kilometres long opened between the northern towns of Launceston and Deloraine in 1868.
- In the Northern Territory, a railway between Darwin and Pine Creek (253 kilometres) became operational on 1 October 1889.
- In the Australian Capital Territory, a 10-kilometre branch line opened between Queanbeyan, NSW, and Canberra in 1914.

ACTIVITY 14

Comprehension: chronology, terms and concepts

1 Develop a chronology for the effects of the gold rushes on industrialisation.

2 Make a timeline for Australia's first railways.

Analysis and use of sources

1 What is source 2.29 and when was it created?

2 Why do you think this photograph was taken?

The textile industry in Australia

The history of textile manufacturing by Europeans in Australia is one of gradual replacement of products imported mainly from Britain.

In 1815, Simeon Lord established a mill in Sydney and in 1816 he entered into an agreement with Governor Macquarie to mill, dye and dress cloth from the Female Factory at Parramatta. Another early textile factory was established in 1832 at Blackwattle Bay, Sydney. It manufactured the 'finest as well as the coarsest cloths'.

In 1838 seven woollen mills were in New South Wales and, by 1841, most people in the colony were dressed in tweeds made at Parramatta.

SOURCE 2.31 Woollen mill, Ballarat, Victoria, c. 1875

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The output of woollen cloth reached 235 000 yards per annum in 1852. New South Wales was not the only place where cloth was produced. The Waverley Woollen Mill at Distillery Creek, near Launceston, was established in 1873 and won the prize of £1000 offered by the Tasmanian colonial government for the first woollen goods manufactured in the colony from locally produced wool.

The Australian textile industry benefited from the introduction of weaving machinery developed in Britain and the US. According to historian GJR Linge:

> treadle and steam-driven sewing machines were in use in Melbourne clothing factories by 1859, less than a decade after the development of this equipment in the United States.
>
> *Industrial Awakening: A Geography of Australian Manufacturing, 1788 to 1890*, ANU Press, Canberra, 1979, p. 6.

Linge also suggests that the first cloth ever woven in Victoria was produced by the Victorian Woollen and Cloth Manufacturing Company, in January 1868. But it may actually have been made at Pentridge Prison quite a few years earlier, as reported in the *Illustrated Australian News* from August 1867 (source 2.32).

> There is within the prison a complete apparatus for manufacturing woollen fabrics of a coarse kind. A steam-engine drives a number of teasing and carding machines, which, in addition to the spinning jennies worked by the prisoners, furnish material for the manufacture of blankets and rugs which supply the hospitals and lunatic asylums. We may expect, before long, to have a woollen manufactory in operation in the city by a private company, but it is worthy of note that the first machine was erected in the Pentridge Stockade, and has been in operation for some years.
>
> 'The penal establishment at Pentridge', *Illustrated Australian News*, 27 August 1867

SOURCE 2.32 The first cloth to be woven in Victoria

The textile industry relied heavily on the low-cost labour of women and, later, migrant workers. In Victoria, the industry expanded rapidly in the 1870s, with employment in factories numbering 1000 by 1877, and then increasing towards 2000 from 1895 to 1900.

ACTIVITY 15

Comprehension: chronology, terms and concepts

1 Who was Simeon Lord?

2 Develop a chronology for the textile industry in colonial Australia.

Analysis and use of sources

1 According to historian GJR Linge, when was the first woven cloth produced in Victoria?

2 a What is source 2.32 and when was it published?

b What was happening at the penal establishment at Pentridge in 1867 or earlier?

c Does source 2.32 support or contradict Linge's view? Explain.

A summary of industrialisation in Australia

The first Australian factories were located on the waterfront and related to the shipping industry. The main businesses were repairing visiting ships, brewing beer and making biscuits. The industrialisation of the late 19th century led to the development of inner-city suburbs, particularly in Sydney and Melbourne, and created thousands of new jobs for boilermakers, engineers, iron workers and brickmakers.

The decline in goldfields left many English immigrants unemployed but now with the chance of joining the newly industrialised workforce. The wealth of natural resources and quality farming land provided the raw materials for industry.

However, the industrialisation of Australia was not as rapid as in other parts of the world in the period up to 1914. When World War I threatened the supply of steel from Britain, a major steelworks was established in Newcastle in 1915. Some historians believe that Australia did not undertake real industrialisation until after World War II. Before this time, Australia remained 'Britain's breadbasket'.

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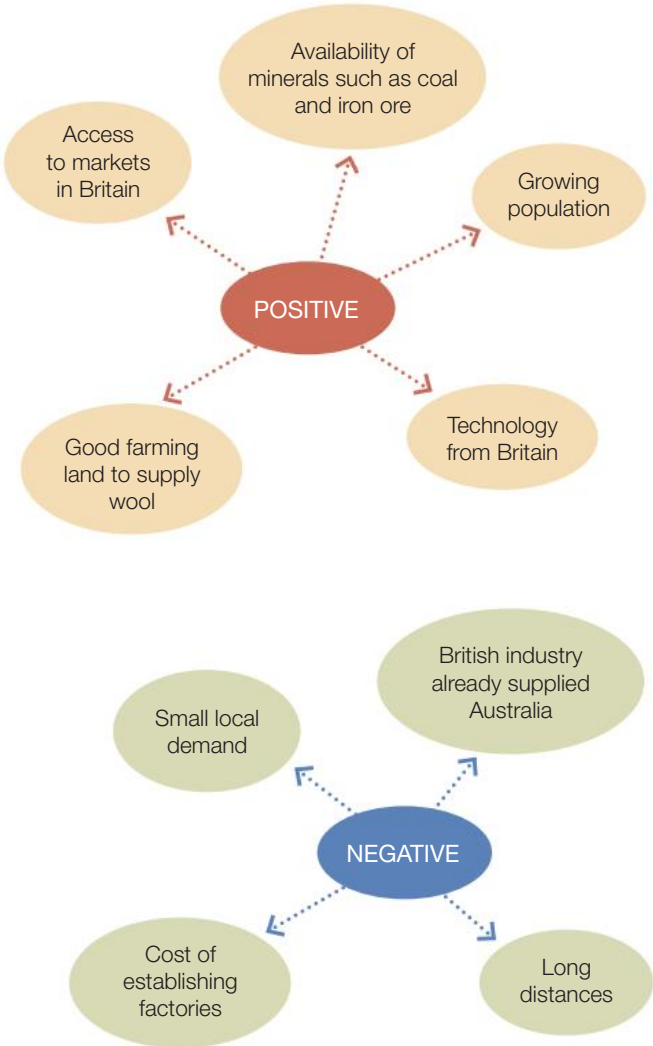

SOURCE 2.33 Conditions that influenced the industrialisation of Australia

ACTIVITY 16

Comprehension: chronology, terms and concepts

1 Where were the first Australian factories located?
2 What was their main business?
3 What happened after the decline of the gold rushes?
4 Describe Australia industrialisation up to 1914.
5 Use source 2.33.
   a What conditions supported industrialisation in Australia in the 19th century?
   b What conditions did not promote industrialisation in Australia?

Research

1 Extend your investigation into the textile industry. Find a picture of the prisoners making woollen fabrics in Pentridge jail in 1867 at Museum Victoria. Go to your digital support to obtain the web address. Write a brief description of your chosen picture.

What population movements and settlement patterns occurred between 1750 and 1914?

In Britain, the Industrial Revolution influenced many people to move from rural areas into towns and cities. This movement of people largely took place from the late 1700s until World War I. It had a huge impact on people's lives, and for most people, not for the best.

Chronology of population movements

1770	Captain Cook charts the eastern Australian coast
1779	First cast-iron bridge is built at Ironbridge, Shropshire
1788	The First Fleet lands at Sydney Cove
1788–1852	Over 150 000 convicts are sent to Australia (including 25 000 women)
1804	First steam locomotive is operating at Pennydarren, Wales
1812	Manchester's population exceeds 100 000
1854	First railway line opens in Australia between Flinders Street Station and Sandridge (Port Melbourne)

The growth of cities

As we have seen, the agricultural revolution fuelled the movement of people to cities. The rise and spread of railways during the 19th century also quickened the pace of internal migration from the country to the city.

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In 1801, London was the only city in Britain with a population of over 100 000. Most people lived in rural areas. By the 1860s, over a dozen cities had around 100 000 residents. Around this time, about two-thirds of British people lived in an urban area. By 1901, the number of cities with more than 100 000 people had risen to over 30.

City	1801	1901
London	958 863	4 536 267
Manchester (Lancashire)	81 299	132 316
Liverpool	77 653	147 405
Birmingham	60 822	245 216
Bristol	40 814	328 945
Leeds (West Riding)	30 669	254 536
Sheffield	39 049	229 454
Norwich	36 238	111 733
Bath	40 020	77 604
Portsmouth	33 226	188 133

SOURCE 2.34 Population of ten British cities, 1801 and 1901

The only alternative to city life for those displaced from the countryside was overseas migration. From the mid-1840s, large numbers of people left Britain, moving to British colonies such as Australia and Canada, and to the US.

ACTIVITY 17

Analysis and use of sources

1 Use source 2.34.
   - **a** Copy the table. Add a final column and call it 'Increase/decrease'. Subtract the figure for 1801 from the 1901 figure to get the increase or decrease amount for each city.
   - **b** Which city grew the most in terms of actual numbers of people between 1801 and 1901?
   - **c** Which city grew the least?

2 **a** Using source 2.35, create a table with two columns showing the approximate population of Great Britain from 1801 to 1920. (Place the year in the first column and the population in the second.)
   - **b** Describe the pattern of growth over the 19th century. Were there, for example, periods of more intense growth?

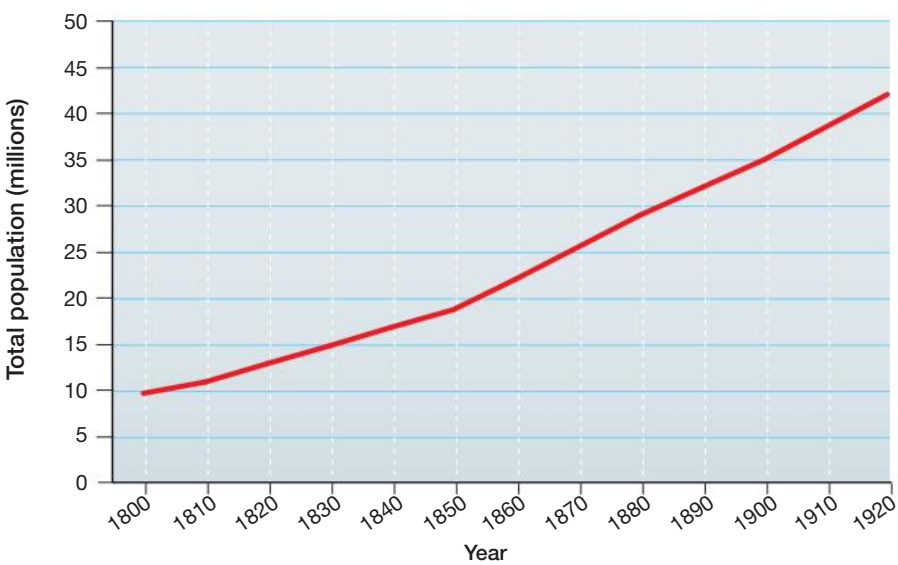
Research

1 Choose two cities from source 2.34 (excluding Manchester). Find out which particular type of industrial activity made these cities grow.

ICT

Manchester (Lancashire) appears in source 2.34. From this source, it appears that its growth was relatively small. But was it? Explore the following websites (obtaining the web addresses from your digital support).

- Manchester and Lancashire Family History Society
- A Vision of Britain Through Time.



SOURCE 2.35 Population of Great Britain, 1801–1920

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1 Which site is the most useful for investigating Manchester's growth in the 19th century? Find two sources that allow you to investigate the city's growth from one or both of these sites.

2 Using this information, explain what these sources tell us in 100 words.

3 From one or both of these sites, locate information about Manchester's history. Write 100 words on what it was famous for.

Comprehension: chronology, terms and concepts

1 a Look at source 2.36. What does population density refer to?

b Name the eight most densely populated cities in England, Scotland and Wales in 1801.

c What was the highest population density in 1801?

d Name the eight most densely populated cities in England, Scotland and Wales in 1870.

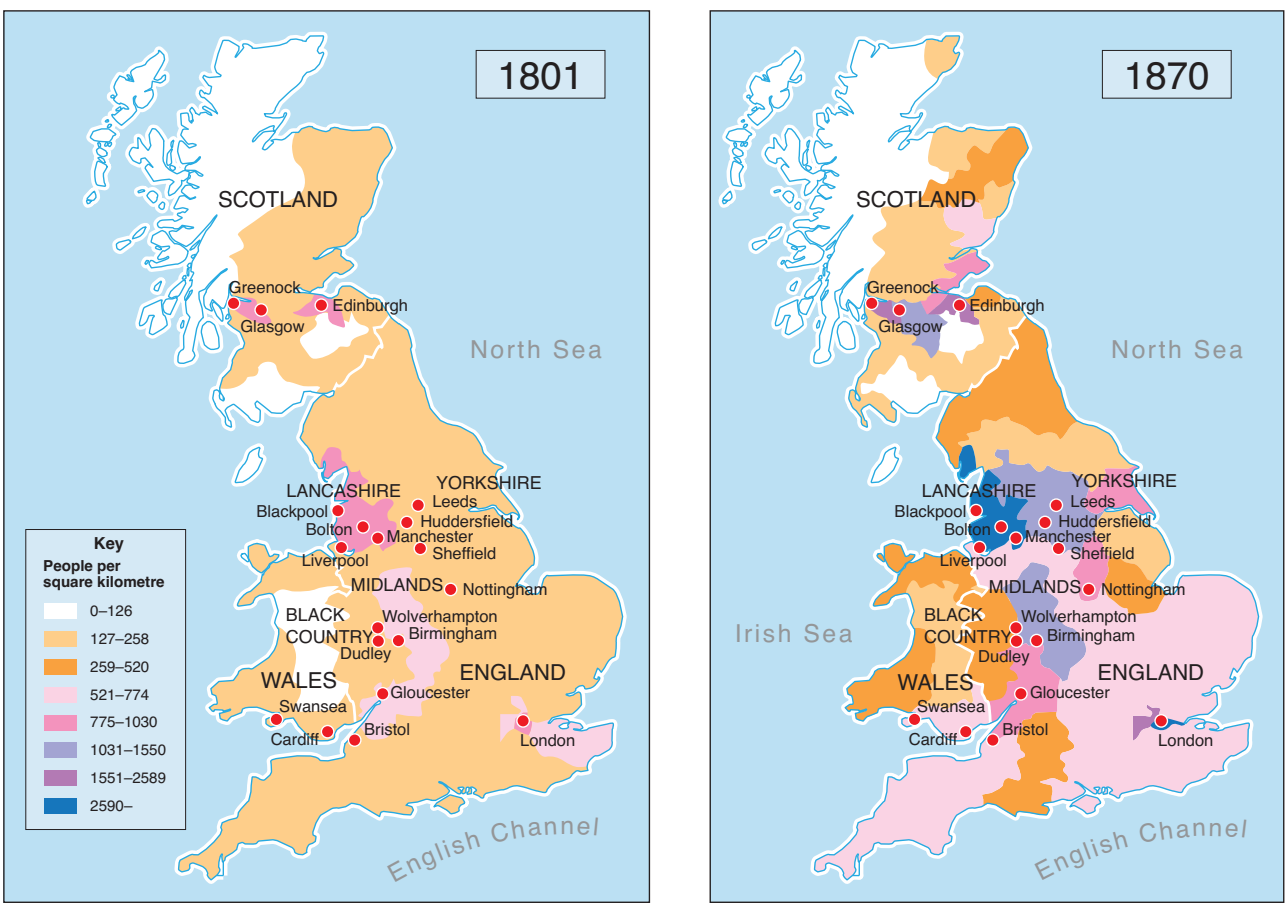
e What was the highest population density in 1870?

2 Use sources 2.35 and 2.36. Draw a map of England, Scotland and Wales. Using information for 1870, indicate approximately the location of the eight highest areas of population density. Include the total population of Great Britain for 1870 on your map.

Changing landscapes—England, Europe and Australia

Industrialisation sped up urbanisation. Before the Industrial Revolution, urban growth took place slowly and on a very small scale. As a result of the Industrial Revolution city and townscapes radically changed as factories sprang up and people flooded to urban areas for work. Ports were **modernised** and canal systems built or extended in countries such as Britain. Warehousing was erected to store the products of the new factories.

Grand streets and public buildings, and large industrial and commercial premises reflected 'wealth and progress'. But not all did well in



SOURCE 2.36 Population density England, Scotland and Wales, 1801 and 1870

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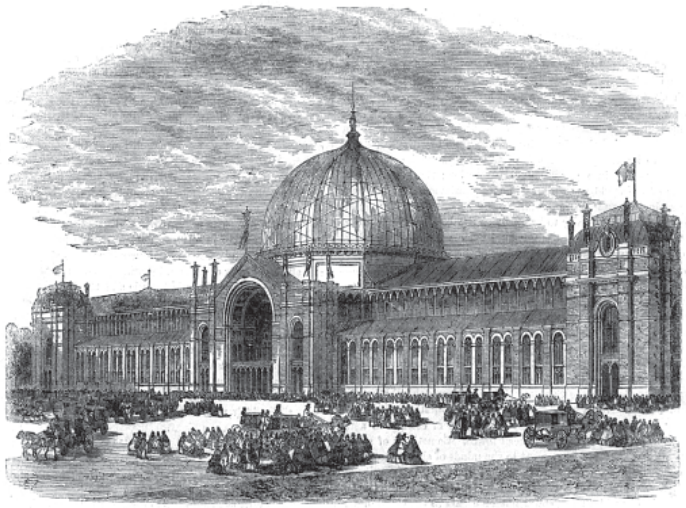
this process. Slums spread through parts of cities and towns. Poor levels of sanitation and hygiene led to outbreaks of epidemics. Overcrowding, too, became a major problem for working-class families. Writers such as Charles Dickens wrote about the evils of the new industrial city. Cities were associated with danger, disease, poverty and violence. During the 19th century, social reformers agitated for the cleansing or removal of slums.

As cities became more congested and dirty, people who could afford to moved out into new suburbs, the opposite of the slum. Clapham, on the eastern edge of London, was the model for the modern **bourgeois** suburb.

England and Europe

The following sources indicate a few of the impacts that industrialisation had on cities and towns. Importantly, they also indicate different ways in which those impacts were publically presented.

Source 2.37 is an image of the exterior of the International Exhibition Building, where the Great London Exhibition was held from 1 May to 1 November 1862. First held in 1851, these exhibitions were later called World Fairs. They allowed countries across the globe to exhibit their manufactured products, latest machinery and local commodities. They provided nations with an opportunity to sell their goods and commodities, and display their wealth and progress to other countries. Source 2.38 is an engraving of a street scene in London. Source 2.39 (overleaf) shows the construction of the Eiffel Tower, at the time the world's tallest building for the next 41 years.



SOURCE 2.37 International Exhibition Building, South Kensington, London

SOURCE 2.38 Engraving of Dudley Street, Seven Dials, London, c. 1870

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SOURCE 2.39 Eiffel Tower under construction 1887–89

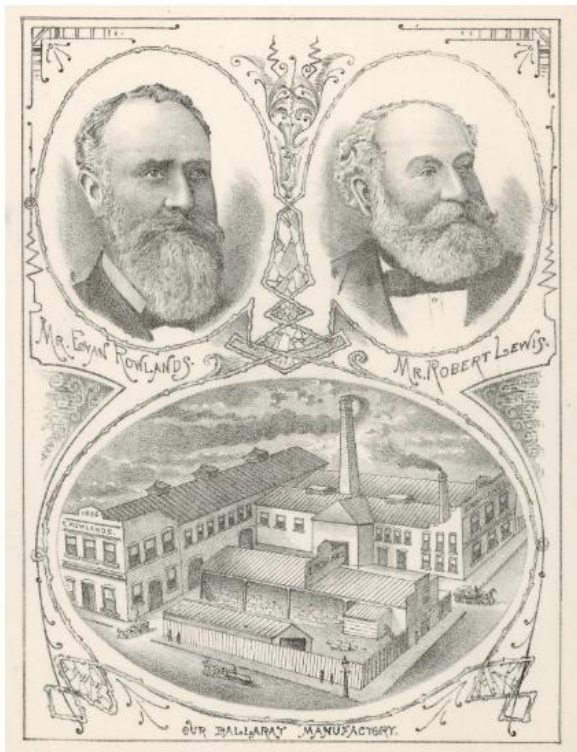
ACTIVITY 18

Perspectives and interpretations

1 a Describe what is shown in source 2.37.
  b Who would this source have been aimed at?
  c How does it present the impacts of the Industrial Revolution on London?
2 a Describe what is shown in source 2.38.
  b Who might this source have been aimed at?
  c How does it present the impacts of the Industrial Revolution on London?
3 a Describe what is shown in source 2.39.
  b Who might this source have been aimed at?
  c How does it present the impacts of the Industrial Revolution on Paris?

Australia

Industrialisation and urbanisation were also to have a major impact on the Australian landscape. Australia was to quickly become one of the most urbanised countries in the world. Port cities such as Sydney and Melbourne grew into major world cities during the 19th century. But industrialisation was slower and on a smaller scale in Australia. An example of industrialisation is treated in the following sources.



SOURCE 2.40 'Mr Evan Rowlands, Mr Robert Lewis [and] our Ballarat manufactory', lithograph by Duffus Brothers, Melbourne, 1888

ACTIVITY 19

Analysis and use of sources

1 Source 2.40 is a lithograph. When was it produced?
  a Who are the men in the lithograph?

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- **b** What else is depicted in the image? Who owns this and how can you tell?
- **c** How do you think the men feel about their 'manufactory'?
- **d** Why might the men have commissioned this lithograph in 1888? (Might it have been as part of a larger celebration?)

2 Source 2.41 gives you more information about the men and their factory.

- **a** Who were Rowlands and Lewis?
- **b** Where did they begin manufacturing their products?
- **c** What contributed to their business success?
- **d** Can you find any information about the building shown in source 2.41?

3 What impacts did Rowlands and Lewis' business have on Ballarat's landscape and environment?

Two Ballarat miners, Evan Rowlands and Robert Lewis, started to manufacture mineral and aerated waters, bitters, cordials and liqueurs in 1854, in a tent on the shores of Lake Wendouree at Ballarat. Another 13 firms at that time employed manual operations, whereas they introduced a Taylors No. 1 machine that speeded up the process, and laid the foundation for a fortune. Evan Rowlands was a pioneer in the aerated water trade in Australia. He was born on August 2, 1826, in North Wales. In 1852, during the gold rush, he emigrated to Melbourne, and in 1854 he went to Ballarat and formed a partnership with Robert Lewis, the firm being called 'Rowlands & Lewis' ...

Their business prospered so well that in 1858 they were able to build a commodious factory at the corner of Sturt and Dawson Streets, Ballarat and to fit it with the most improved machinery then in use at a cost of £1000.

By 1870 their business had increased so much and demand had grown to such an extent that Mr. Rowlands erected another factory, covering over an acre of ground at the corner of Dana and Doveton Streets, costing £13,000. The factory was fitted up with the most modern improvements in the cordial and aerated water trade. In 1873 Rowlands established an agency at 116 Collins St, Melbourne, because the demand for the products of the Melbourne factory became so large.

Australian Postal History and Social Philately, www.auspostalhistory.com/articles/289.shtml

SOURCE 2.41 Rowlands and Lewis

What were the experiences of men, women and children during the Industrial Revolution?

Impacts of steam, gas and electricity on people's lives

Industrialisation was to affect every aspect of people's lives. The Industrial Revolution, for example, produced a 'consumer revolution'. People with money to spend, and time to spend it, could buy a greater variety of products. These included domestic appliances, household goods and clothing. The spread of domestic appliances such as stoves depended on the harnessing of different sorts of energy, because gas fuelled the new stoves. But for some time only wealthy people could afford these goods.

Gas was also to gradually replace oil and candles as a source of lighting. By the 1840s in Britain, many well-to-do people had gas lighting. This depended upon the availability of gas pipelines. Three decades later, many working-class homes had gas lighting in at least some rooms.

Steam was to change the way that people and goods moved around. From the 1880s in Britain, steam trams allowed people to live further from their place of work. The chronology on page 69 indicates when the first tram in Britain was driven by electricity rather than steam. But it did not move people to and from work. Instead, it took tourists around Blackpool, a famous seaside resort. So steam had impacts on patterns of leisure. Most people would have travelled to Blackpool by steam train. 'Special' train trips were also run from all over the country to tourist destinations such as Blackpool.

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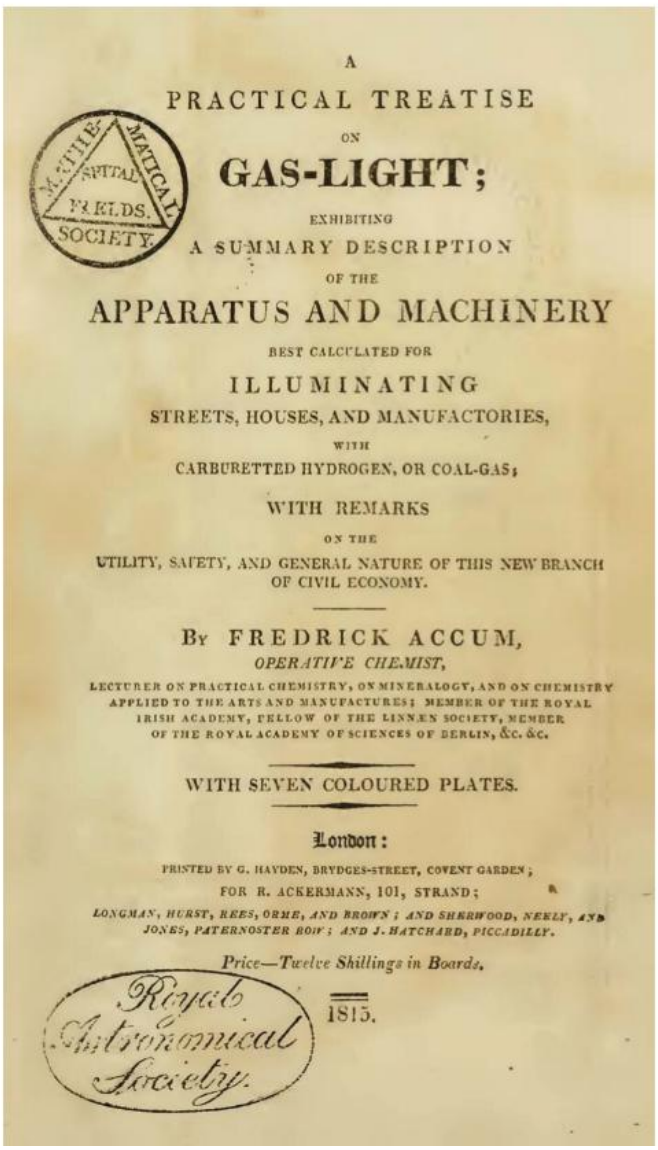
ACTIVITY 20

Analysis and use of sources

1 What is source 2.42, and when and where was it published?
   - **a** Who was the author and what did he do?
   - **b** What did the author want to illuminate?
   - **c** By what two processes was gas produced?

2 What is source 2.43 and approximately when was it made?
   - **a** What are people doing in this scene?
   - **b** What is activity in the engraving focused on?
   - **c** What impact did gas lighting have on urban nightlife?



A
PRACTICAL TREATISE
ON
GAS-LIGHT;
EXHIBITING
A SUMMARY DESCRIPTION
OF THE
APPARATUS AND MACHINERY
BEST CALCULATED FOR
ILLUMINATING
STREETS, HOUSES, AND MANUFACTORIES,
WITH
CARBURETTED HYDROGEN, OR COAL-GAS;
WITH REMARKS
ON THE
UTILITY, SAFETY, AND GENERAL NATURE OF THIS NEW BRANCH
OF CIVIL ECONOMY.

By FREDRICK ACCUM,
OPERATIVE CHEMIST,
LECTURER ON PRACTICAL CHEMISTRY, ON MINERALOGY, AND ON CHEMISTRY APPLIED TO THE ARTS AND MANUFACTURES; MEMBER OF THE ROYAL IRISH ACADEMY, FELLOW OF THE LINNEAN SOCIETY, MEMBER OF THE ROYAL ACADEMY OF SCIENCES OF BERLIN, &c. &c.

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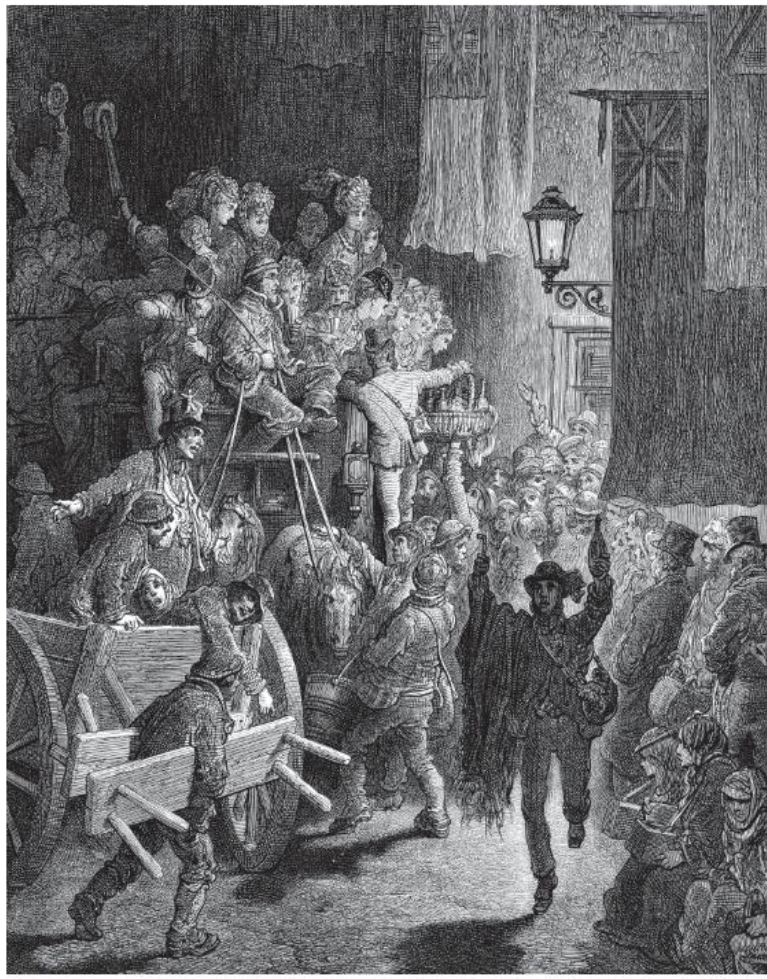
Price—Twelve Shillings in Boards.
1815.

Royal Astronomical Society

SOURCE 2.42 Title page to Fredrick Accum's *A Practical Treatise on Gas-Light* (2nd edition, London, 1815)



SOURCE 2.43 *Victorian London—The Return Home*, engraving, c. 1870

> When electrical supply [is made] to small tenements it will have a very powerful influence in increasing the material comfort of the poor.

SOURCE 2.44 Colonel REB Crompton, Presidential Address, Institute of Electrical Engineers, London, 26 April 1894

3 **a** What is source 2.44?
   - **b** When was this speech made?
   - **c** According to this source, was electricity available to working-class people in 1894?

Research

1 Research Colonel REB Crompton. Write 300 words on his life and achievements.

2 Find out when electricity was available to most households in Britain.

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Chronology of technology

1807	Pall Mall, London, is the first street to be lit by gaslight
1810	Sir Humphrey Davy produces electric light
1826	James Sharp patents his gas oven
1841	The first gaslight is used in Australia in Sydney
1876	Alexander Graham Bell invents the telephone
1878	Joseph Swan patents the electric lightbulb in Britain
1879	Thomas Edison completes his version of the electric lightbulb; patented in the US in 1880
1880	In Newcastle, Britain, the first public building is lit by electric light
1880s	Rise of steam trams in Britain
1880s	Gas stoves start to become more common in households; used in most homes by the 1920s
1885	Blackpool tramway is the first electric tramway in Britain
1889	First electric tram in Australia, Box Hill to Doncaster, Melbourne

ACTIVITY 21

Comprehension: chronology, terms and concepts

1 Write a definition of the word 'historiography', giving examples of the aspects that need to be considered.

Analysis and use of sources

1 In what years were sources 2.45, 2.46 and 2.47 written?

2 a Is Hobsbawm's position in source 2.45 conservative or radical? Why?

b Find two sources in this chapter that either support or contradict his position. Briefly describe how they do this.

Spotlight

Historiography

Over the years, historians have held differing views on the impact of the Industrial Revolution on people's lives. Some have taken a **conservative** position. That is, they support society and its institutions as being basically good for everyone. Others have taken a more **radical** approach. These people see society as not treating people equally and as needing critical assessment and reform.

Looking at the ways historians write about the past is called **historiography**. Historiography deals with the questions that historians are interested in, and the methods they use to write history. As you will see, historical approaches sometimes clash.

Sources 2.45, 2.46 and 2.47 represent different views on the Industrial Revolution. Read them and identify each historian's position.

> At best ... we should expect improvements in the standard of living to be much slower than they might have been, at worst we should not be surprised to find deterioration.
>
> EJ Hobsbawm, 'The British standard of living 1790–1850', *The Economic History Review*, vol. 10, no. 1, 1957, p. 47

SOURCE 2.45

> the standard of living of the mass of the people of England was improving ... slowly during the war [Napoleonic wars], more quickly after 1815, and rapidly after 1840.
>
> RM Hartwell, 'The rising standard of living in England, 1800–1850', *The Economic History Review*, vol. 13, no. 3, 1961, p. 412

SOURCE 2.46

> no serious scholar is now willing to argue that everything was getting worse ... [since] no serious scholar will argue that everything was getting better.
>
> EP Thompson, *The Making of the English Working Class*, 1979 (first published 1963), Penguin, London, p. 228

SOURCE 2.47

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3 a Is Hartwell's position in source 2.46 conservative or radical? Why?

b Find two sources in this chapter that either support or contradict his position. Briefly describe how they do this.

4 a Is Thompson's position in source 2.47 conservative or radical? Why?

b Find two sources in this chapter that either support or contradict his position. Briefly describe how they do this.

Changes in working conditions

British working people had a long history of poor working conditions. But the Industrial Revolution saw a massive increase in their exploitation. This became extreme in the 1820s and 1830s.

Since the industrialisation of factories, mills and mines was relatively new, at first, no laws were in place to regulate them. And most owners of these establishments did not support regulation. Owners, or capitalists, extracted the greatest amount of labour from workers for the lowest wages possible. And many workplaces were very dangerous. Some capitalists, however, supported reform.

Child labour was to become a major issue. Working-class children started working from around five years of age. School was not compulsory and working-class families could not afford education. Children worked long hours and often seven days a week. They were paid less than adults.

Chronology of working conditions

1785	First power loom is invented; these looms became widespread from the 1820s after design improvements, and resulted in women replacing many men in the workforce
1803	2400 power looms in Great Britain
1833	Campaign for the '10 Hours Bill' (limiting the working day for women and children)
1833	100 000 power looms in Great Britain
1840–42	Royal Commission into Children's Employment
1842	The Coal Mine Act bans all females and boys under ten working underground in mines
1857	250 000 power looms in Great Britain

Factory Acts reduced the proportion of children working in mills and factories for some time. But this grew again in the second half of the 19th century. Compulsory education was introduced in England and Wales in 1870 for all children up to ten years of age. (This rose to 12 years in 1899.) But many children became 'half-timers', going to school in the morning and working through the afternoon.

ACTIVITY 22

Analysis and use of sources

1 Use the preceding chronology. When did power looms become used in Britain and what impact did they have?

2 Use source 2.48. What were the Factory Acts?

> In Great Britain the first Factory Act, 1802, restricted child employment to 12 hrs a day. This and other early Acts applied to cotton mills. After Acts of 1819 and 1825, which further limited employment of children ... the Act of 1833 extended the provisions to other textile factories. The 1847 (Ten Hours Act) brought a ten-hour maximum [working day] for women and young persons. After 1850 legislation was introduced for other trades, safety provisions were increased, [and] dangerous trades regulated.
>
> G Stowell (ed.), *The Waverly Encyclopedia*, Waverly, London, 1954, p. 438

SOURCE 2.48 The Factory Acts

3 Draw a table with two columns. Label it 'Factory Acts'. List in chronological order the year of the Act in column 1 and in column 2 what the Act did.

4 Why were these Acts necessary?

ACTIVITY 23

Analysis and use of sources

1 a What is source 2.49?

b When was it published?

c When was it written?

2 What part of Britain does source 2.49 cover?

3 a What was so inadequate in Ireland?

b What did this drive people to do?

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4 What was the youngest age that children were sent to work?

5 What did child labour enable their parents to do?

6 How many instances of children's working hours are given in this source?

7 a Out of 40 instances, how many children could not have meals during actual working hours?

b How many had meals while waiting for work?

8 a What was the lowest number of hours worked per week by a child?

b What was the highest number of hours worked per week by a child?

c How many children worked 80 hours or more per week?

Explanation and communication

1 Using your answers and source 2.49, write two 100-word letters to a newspaper as (a) a representative of working children and (b) a representative of factory and mills.

Children's Employment Commission.

REPORT by THOMAS MARTIN, Esq., on the Employment of Children and Young Persons in Trades and Manufactures in the North of Ireland, and on the State, Condition, and Treatment of such Children and Young Persons.

TO HER MAJESTY'S COMMISSIONERS.

GENTLEMEN, 8, *College-street, Belfast, 31st May,* 1841.

1. Having finished the Enquiry which you were pleased to direct me to make in the North of Ireland under the Children's Employment Commission, I send you my Report, together with the Minutes of the Evidence, in the order, nearly always, in which it was taken.

2. In my department in Ireland, so inadequate, as a general rule, is the workmen's pay to their hand-to-mouth wants, that they are driven to the necessity of sending out their children, at the earliest ages possible, to such employers as will receive them. Nine years, eight, seven, six, and under (No. 222), may five (No. 432), are not thought too early ages for children to be thus placed; and I am bound to say, with advantage to them for the time being, in the greater number of cases, however long they are worked. It enables their parents to give them better fare; an immediate object compensating and more than compensating for their confinement and labour, whatsoever the effect of this upon them, bodily and mentally, may be in after-life.

3. To the specification of the *early ages* at which children are put to labour is to be added the *late hours* to which young persons under 18, in certain of the cases children under 13, are kept at their labour. In the course of the evidence will be found statements, in the following 40 instances, of protracted hours of actual work, that is, hours exclusively of meals, or, as in a case or two, the meals taken while work is waited for, during either a few months or the whole year.

Hours of work per week.	Evidence.	In Instances.
70	Nos. 20, 145, 346, 394, 402, 406, 470, 477	8
70½	No. 92	1
71½	Nos. 69, 92	2
72	Nos. 1, 161, 342, 425, 462, 494	6
73	No. 462	1
73½	Nos. 288, 379	2
75	Nos. 62, 371, 394, 478, 492	5
75½	No. 507	1
78	Nos. 381, 475, 495, 498, 499	5
		31

Hours of work per week.	Evidence.	In Instances.
80	No. 288	1
81½	No. 385	1
82	No. 346	1
84	Nos. 424, 492	2
86	No. 491	1
92	No. 233	1 (Requiring the boys to be at their post.)
96	No. 379	1
97	No. 385	1
		9+31=40

4. The working of young persons for the lowest of these numbers of hours is, in a greater or less degree, exceptionable, and bad indeed is the highest. Those whom I have found to be the hardest worked are nailers and shoemakers, exertion of strength being combined with a length of time extending, for shoemakers, in one case to 78 hours a-week, and for nailers to 78 in two cases and 86 in another; the 78 the year round, (Nos. 499, 381, 475, 491.) Those the most liable to injury to health are, *first*—tobacco boys. It is in tobacco manufactories that the youngest of all are taken, those before referred to, (Nos. 222, 432.) The confinement of this set for a given period, by the regulation of their employers, if work offers, is, in a different instance, 78 hours a-week, that is, 13 hours daily without once going to their homes from the hour of entering the manufacturing room in the morning till the hour of leaving it in the evening; at the same time, two hours being allowed them for cessation from work at meal-times, the work itself is but 66 a-week, (No. 182.)

[N] A

SOURCE 2.49 Children's Employment Commission, *Appendix to the Second Report of the Commissioners: Trades and Manufactures, Part II*, printed 1842

Betty Harris, age 37: I was married at 23, and went into a colliery when I was married. I used to weave when about 12 years old; can neither read nor write. I work for Andrew Knowles, of Little Bolton (Lancs), and make sometimes 7s a week, sometimes not so much. I am a drawer [moving coal carts in the mine], and work from 6 in the morning to 6 at night. Stop about an hour at noon to eat my dinner; have bread and butter for dinner; I get no drink. I have two children, but they are too young to work. I worked at drawing when I was in the family way. I know a woman who has gone home and washed herself, taken to her bed, delivered of a child, and gone to work again under the week.

I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. There are six women and about six boys and girls in the pit I work in; it is very hard work for a woman. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. I never was ill in my life, but when I was lying in.

My cousin looks after my children in the daytime. I am very tired when I get home at night; I fall asleep sometimes before I get washed. I am not so strong as I was, and cannot stand my work so well as I used to. I have drawn till I have bathe skin off me; the belt and chain is worse when we are in the family way. My feller (husband) has beaten me many a times for not being ready. I were not used to it at first, and he had little patience.

Parliamentary Report on English Female Miners, Great Britain, Parliamentary Papers, 1842, vol. XV, p. 84

SOURCE 2.50 A woman miner's evidence, 1842

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ACTIVITY 24

Analysis and use of sources

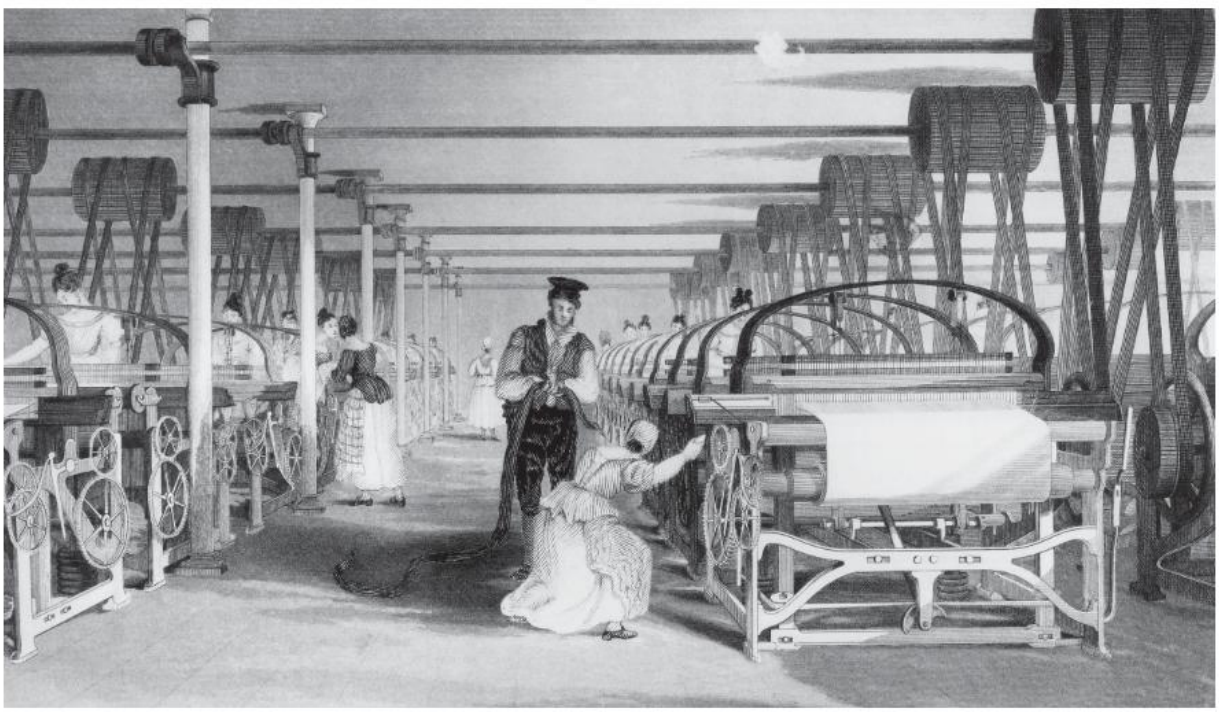
1 From the first paragraph in source 2.50, describe Betty Harris's job.

2 From the first and second paragraphs, describe Betty Harris's conditions at work.

3 What does this source tell us about Betty Harris's home life?

4 What does source 2.51 tell us about the impact of the power loom on the workforce in the textile industry?

5 From source 2.52, at what age did Elizabeth Bentley start work in a factory?
   - **a** What did she do?
   - **b** How did Elizabeth describe her work in the factory?
   - **c** What happened if she flagged a little at work?
   - **d** What happened if she was late for work?



SOURCE 2.51 Power loom weaving, 1835, engraving by J Tingle

ELIZABETH BENTLEY, CALLED IN; AND EXAMINED.

What age are you?—Twenty-three.
Where do you live?—At Leeds.
What time did you begin to work at a factory?—When I was six years old.
At whose factory did you work?—Mr. Busk's.
What kind of mill is it?—Flax-mill.
What was your business in that mill?—I was a little doffer. [Doffers tied up full spindles of linen on looms and replaced them with an empty spindle.]
What were your hours of labour in that mill?—From 5 in the morning till 9 at night, when they were thronged.
For how long a time together have you worked that excessive length of time?—For about half a year.
What were your usual hours when you were not so thronged?—From 6 in the morning till 7 at night.
What time was allowed for your meals?—Forty minutes at noon.
Had you any time to get your breakfast or drinking?—No, we got it as we could.
And when your work was bad, you had hardly any time to eat it at all?—No; we were obliged to leave it or take it home, and when we did not take it, the overlooker took it, and gave it to his pigs.

Continued >

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Do you consider doffing a laborious employment?—Yes.
Explain what it is you had to do?—When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller; and then put empty ones on, and set the frame going again.
Does that keep you constantly on your feet?—Yes, there are so many frames, and they run so quick.
Your labour is very excessive?—Yes; you have not time for any thing.
Suppose you flagged [slowed down] a little, or were too late, what would they do?—Strap us.
Are they in the habit of strapping those who are last in doffing?—Yes.
Constantly?—Yes.
Girls as well as boys?—Yes.
Have you ever been strapped?—Yes.
Severely?—Yes.
Could you eat your food well in that factory?—No, indeed I had not much to eat, and the little I had I could not eat it, my appetite was so poor, and being covered with dust; and it was no use to take it home, I could not eat it, and the overlooker took it, and gave it to the pigs.
You are speaking of the breakfast?—Yes.
How far had you to go for dinner?—We could not go home to dinner.
Where did you dine?—In the mill.
Did you live far from the mill?—Yes, two miles.
Had you a clock?—No, we had not.
Supposing you had not been in time enough in the morning at these mills, what would have been the consequence?—We should have been quartered.
What do you mean by that?—If we were a quarter of an hour too late, they would take off half an hour; we only got a penny an hour, and they would take a halfpenny more.
The fine was much more considerable than the loss of time?—Yes.
Were you also beaten for being too late?—No, I was never beaten myself, I have seen the boys beaten for being too late.
Were you generally there in time?—Yes; my mother had been up at 4 o'clock in the morning, and at 2 o'clock in the morning; the colliers used to go to their work about 3 or 4 o'clock, and when she heard them stirring she has got up out of her warm bed, and gone out and asked them the time; and I have sometimes been at Hunslet Car at 2 o'clock in the morning, when it was streaming down with rain, and we have had to stay until the mill was opened.

Great Britain, *Parliamentary Papers*, 1831–32, Vol. XV, p. 115

SOURCE 2.52 Evidence given before the Sadler Committee

ACTIVITY 25

Analysis and use of sources

1 Who wrote source 2.54 (overleaf) and what was his profession?
2 When was this source written?

Comprehension: chronology, terms and concepts

1 Why, in Ure's view, was England 'long viewed with a jealous admiration by foreign powers'?
2 For Ure, did everyone view the wealth-producing factory system in the same light? Why or why not?
3 What, in Ure's view, did the 'physio-mechanical science' bestow on society?
4 a What did some claim the application of science and mechanics in the workplace lent itself to?
  b Did Ure agree with this view?
5 Summarise what Ure thought was the aim and effect of scientific improvement in manufacturing.

SOURCE 2.53 Andrew Ure

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This island is pre-eminent among civilized nations for the prodigious development of its factory wealth, and has been therefore long viewed with a jealous admiration by foreign powers. This very pre-eminence, however, has been contemplated in a very different light by many influential members of our own community, and has been even denounced by them as the certain origin of innumerable evils to the people, and of revolutionary convulsions to the state ...

The blessings which physio-mechanical science has bestowed on society, and the means it has still in store for ameliorating the lot of mankind, have been too little dwelt upon; while, on the other hand, it has been accused of lending itself to the rich capitalists as an instrument for harassing the poor, and of exacting from the operative an accelerated rate of work ...

The constant aim and effect of scientific improvement in manufactures are philanthropic, as they tend to relieve the workmen either from niceties of adjustment which exhaust his mind and fatigue his eyes, or from painful repetition of efforts which distort or wear out his frame. At every step of each manufacturing process described in this volume the humanity of science will be manifest ...

Andrew Ure (Professor of Chemistry and Natural Philosophy at Anderson College, Glasgow), *The Philosophy of Manufactures*, Chas Knight, London, 1835, pp. 5–8

SOURCE 2.54 A view of English society

ACTIVITY 26

Comprehension: chronology, terms and concepts

1 Read source 2.55. What was Manchester's population around 1844?

2 a What might a person do for years in Manchester?

b Why?

3 a How did Engels describe Manchester?

b How did he feel about the living conditions of working people in Manchester?

4 For Engels, what caused these conditions?

5 Source 2.54 gives Andrew Ure's view on the impacts of industrial revolution. Would Engels have agreed with him? Why or why not?

Analysis and use of sources

1 What is shown in source 2.56 and when was it taken?

Empathetic understanding

1 Imagine you are the young person on the right side of the aisle in this photograph. Your family has been employed in the cotton mill for three generations. (A generation is approximately 30 years.) You are the fourth generation. Either (a) write a history of your family working in the Lancashire mill or (b) imagine you are a member of a Royal Commission questioning the boy in the photograph about his and his family's experiences in cotton mills. Use the same format as in source 2.52 for your questions and answers.

2 Find a website that has background material for your history. Obtain the web address for the example 'The Cotton Trade and the Mill Workers' from your digital support.

Manchester ... contains about four hundred thousand inhabitants, rather more than less. The town itself is peculiarly built, so that a person may live in it for years, and go in and out daily without coming into contact with a working-people's quarter or even with workers, that is, so long as he confines himself to his business or to pleasure walks. This arises chiefly from the fact, that by unconscious tacit agreement, as well as with outspoken conscious determination, the working people's quarters are sharply separated from the sections of the city reserved for the middle-class ...

... on re-reading my description [of the Old Town of Manchester], I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and uninhabitableness, the defiance of all considerations of cleanliness, ventilation, and health which characterise the construction of this single district, containing at least twenty to thirty thousand inhabitants. And such a district exists in the heart of the second city of England, the first manufacturing city of the world. If any one wishes to see in how little space a human being can move, how little air—and such air!—he can breathe, how little of civilisation he may share and yet live, it is only necessary to travel hither [here]. True, this is the Old Town, and the people of Manchester emphasise the fact whenever any one mentions to them the frightful condition of this Hell upon Earth; but what does that prove? Everything which here arouses horror and indignation is of recent origin, belongs to the industrial epoch.

Friedrich Engels (socialist and entrepreneur), *The Condition of the Working-Class in England in 1844*, Swan Sonnenchein & Co., London, 1892, pp. 45, 53

SOURCE 2.55 Another view of English society

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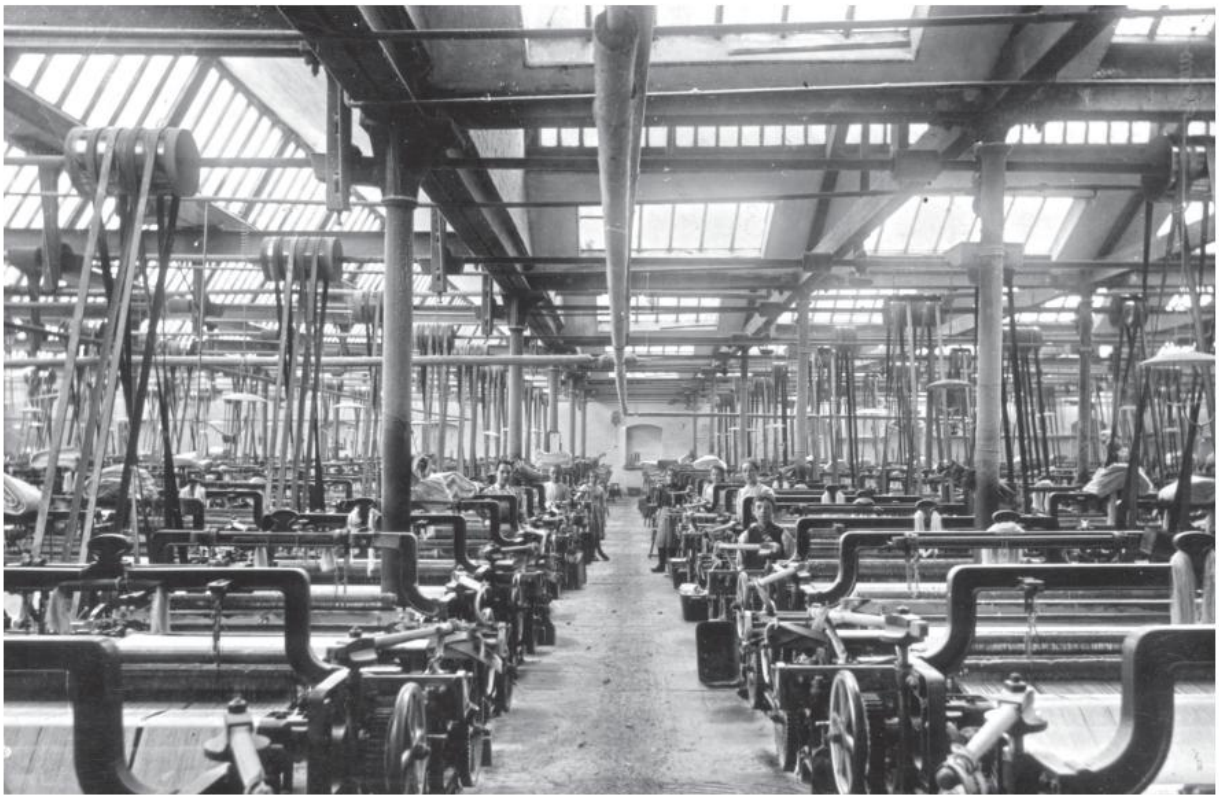


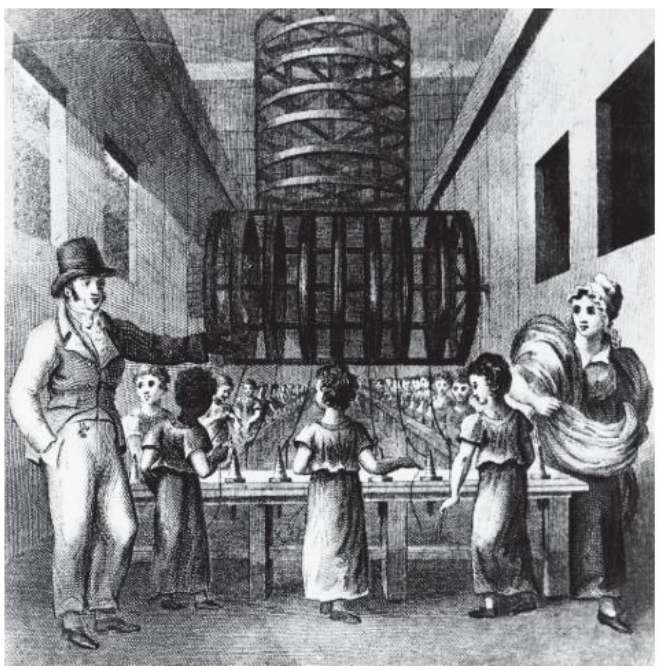
SOURCE 2.56 Weaving shed in a Lancashire cotton mill, c. 1900

ACTIVITY 27

Analysis and use of sources

1 Use source 2.57.
   - **a** What is this source and when was it created?
   - **b** What was happening around this time in terms of development of machinery in mills?
   - **c** Who is providing most of the labour in this image?
   - **d** How are the children depicted? (Are they being disobedient? Do they look sad?)
   - **e** Who are the children looking at?
   - **f** Who do you think might have commissioned this engraving?
   - **g** What may have been the purpose of this engraving?
   - **h** In what ways might this image be seen to be **paternalistic**?

2 Use source 2.58.
   - **a** When was this source created?
   - **b** Describe what is being shown in this source.
   - **c** Where did it first appear?
   - **d** What was the purpose of this source?



SOURCE 2.57 William Darton's cotton spinning mill, Holborn Hill, London, 1820

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SOURCE 2.58 Boys working in a mine with girdle, 1842; from the Report of the Children's Employment Commission

3 How does source 2.57 support the view that the Industrial Revolution saw a general improvement in people's lives?

4 How does source 2.58 support the view that the Industrial Revolution contributed to making many people's lives a misery?

Research

1 Use the internet to locate two picture sources that show children at work during the Industrial Revolution.

2 Who was Charles Dickens? How might his books help our understanding of the life of children during the Industrial Revolution in England?

What were the short-term and long-term impacts of the Industrial Revolution?

As we have seen, the Industrial Revolution had many appalling short-term impacts. These included the exploitation of labour, grinding poverty and environmental damage. In the long term, the Industrial Revolution increased standards of living in the Western world and provided the infrastructure for modern urban society. It also facilitated **globalisation**. This involved the rise of international trade—the movement of goods and capital—and the more rapid spread of ideas through new forms of communication. Globalisation, however, had a negative side. It eroded some cultures, and was part and parcel of **cultural imperialism**. This related to empire building.

Global changes in landscapes, transport and communication

The Industrial Revolution not only changed the way goods were manufactured but also led to changes in the way land was used, as well as changes to transport and communication. Railways, steamships and the telegraph became commonplace.

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... in the 1870s something of a balance was established between compound-engine steam and sail [ships]. But in the early 1880s when the compound-engined vessel seemed to have settled at the limits of its possibilities another development established the steamship as the normal method of sea transport ...

... by the end of the 1870s steel was being used for boilers and furnace construction and this meant that steam pressure could be increased, with further consequent improvement to the efficiency of the compound engine—and fuel consumption was reduced by more than 60 per cent.

And then on 7 April, 1881 the steamship Aberdeen sailed from Plymouth towards Melbourne [in Australia]. She had an engine in which the steam, having done its work in the second cylinder of the compound engine, was admitted to a third cylinder, even larger than the second, and there completed its expansion ...

The Aberdeen completed her passage to Melbourne in 42 days [a journey that previously took between 61 and 100 days] with 4000 tons of cargo and only one coal stop, working at a steam pressure of 125 lbs per square inch. Within three years 150 lbs per square inch was achieved ...

It was the production and use of steel good enough and cheap enough to manufacture commercially practical high pressure boilers which sealed the end of the sailing ship.

Basil Greenhill, *The Ship: The Life and Death of the Merchant Sailing Ship*, HMSO for the Maritime Museum, London, 1980, pp. 39, 40

SOURCE 2.59 The rise of steamships

ACTIVITY 28

Analysis and use of sources

1 What is source 2.59? Who wrote it and when?

2 a What was established in the 1870s?

b What did this mean?

3 What phrase tells us it was thought that compound-engined steam vessels had reached the limit of their development?

4 a Describe the development in steamship technology that happened by the end of the 1870s.

b What did this mean?

5 When did the *Aberdeen* leave Plymouth for Melbourne?

6 How did the ship's engine work?

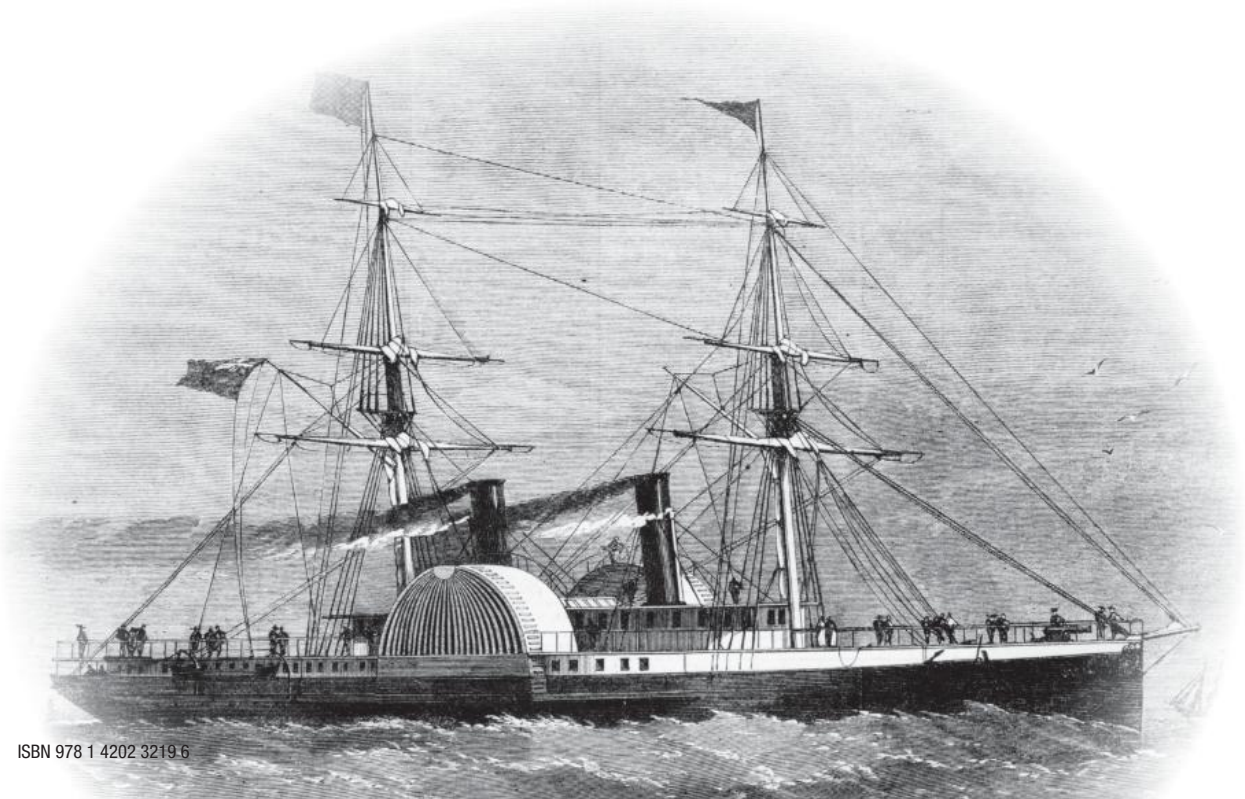
7 a How long did it take to complete the voyage to Melbourne?

b How much faster was the voyage than previously?

8 a What had increased within three years?

b How would this have affected a voyage?

9 What sealed the end of the sailing ship?



SOURCE 2.60 SS *Nurgis*, British steam and sail vessel built for the Far East trade, 1862

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Explanation and communication

1 Either design an advertisement for 1884 to promote the advantages of steamships over sailing ships or design a poster advertising passage on a specific steamship.

Use the information and sources in this section to create your poster. Obtain the web address for the Australian National Maritime Museum from your digital support. Search its photographic collection for pictures of steamships, or posters and advertisements. Think of some keywords. Then select 'Collections & Research', and 'Search the collection' and put in a keyword.

ACTIVITY 29

Analysis and use of sources

1 What is source 2.61 (A and B) and what was its purpose?
   - **a** When and where was it produced?
   - **b** Where would you find this source?
   - **c** Who sent the telegram shown on the card and to whom was it sent?
   - **d** What message does it contain?

SOURCE 2.61A 'Electrical Greetings' (front), Melbourne, 1886–87, by artist Charles Troedel (1836–1906)

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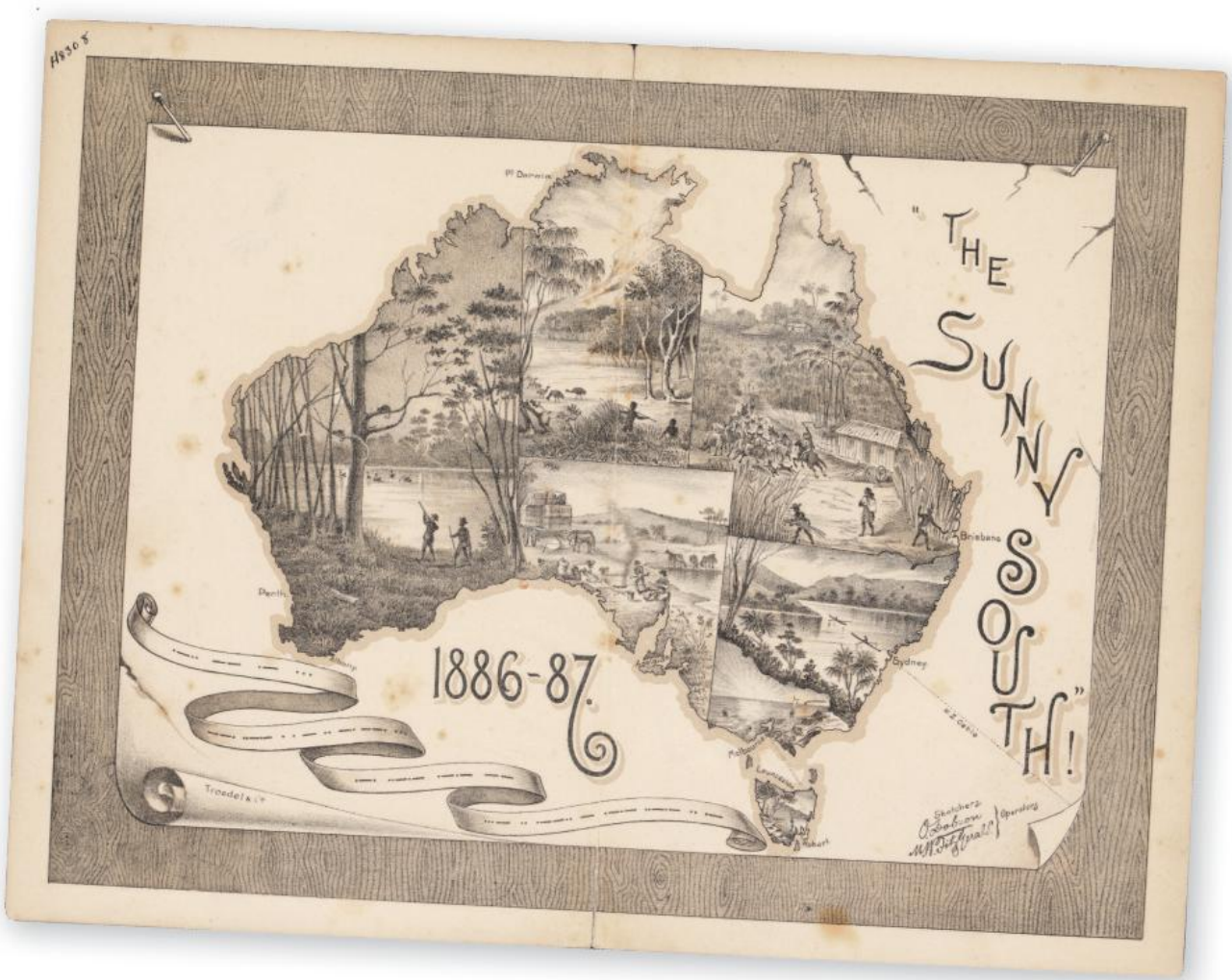


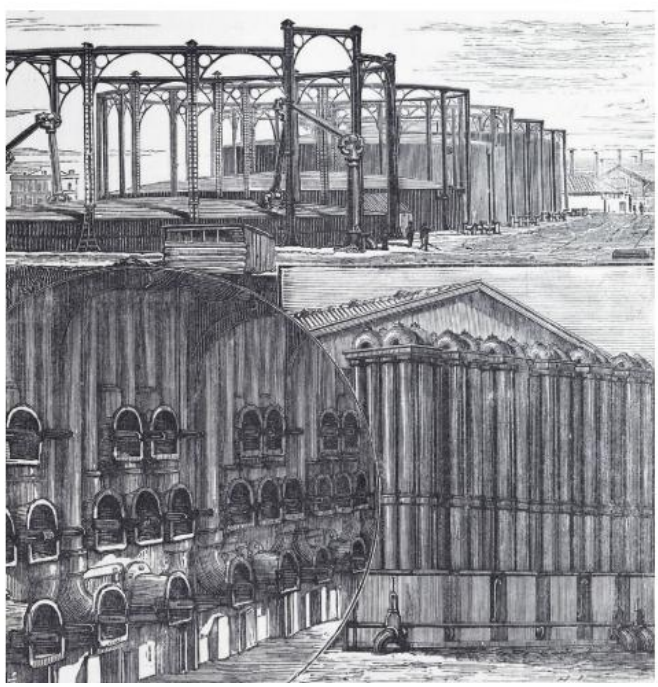
SOURCE 2.61B 'Electrical Greetings' (back), Melbourne, 1886–87, by artist Charles Troedel (1836–1906)

e Look at the map of 'The Sunny South' (source 2.61B). What does this part of the source tell us about the development of overseas communications?

2 Which country does source 2.62 relate to?

3 Which country does source 2.63 (overleaf) relate to?

4 How useful are sources 2.62 and 2.63 in explaining the changes to the landscape across the Western world that resulted from industrialisation?



SOURCE 2.62 British 19th-century gas-holders, retorts and condensers

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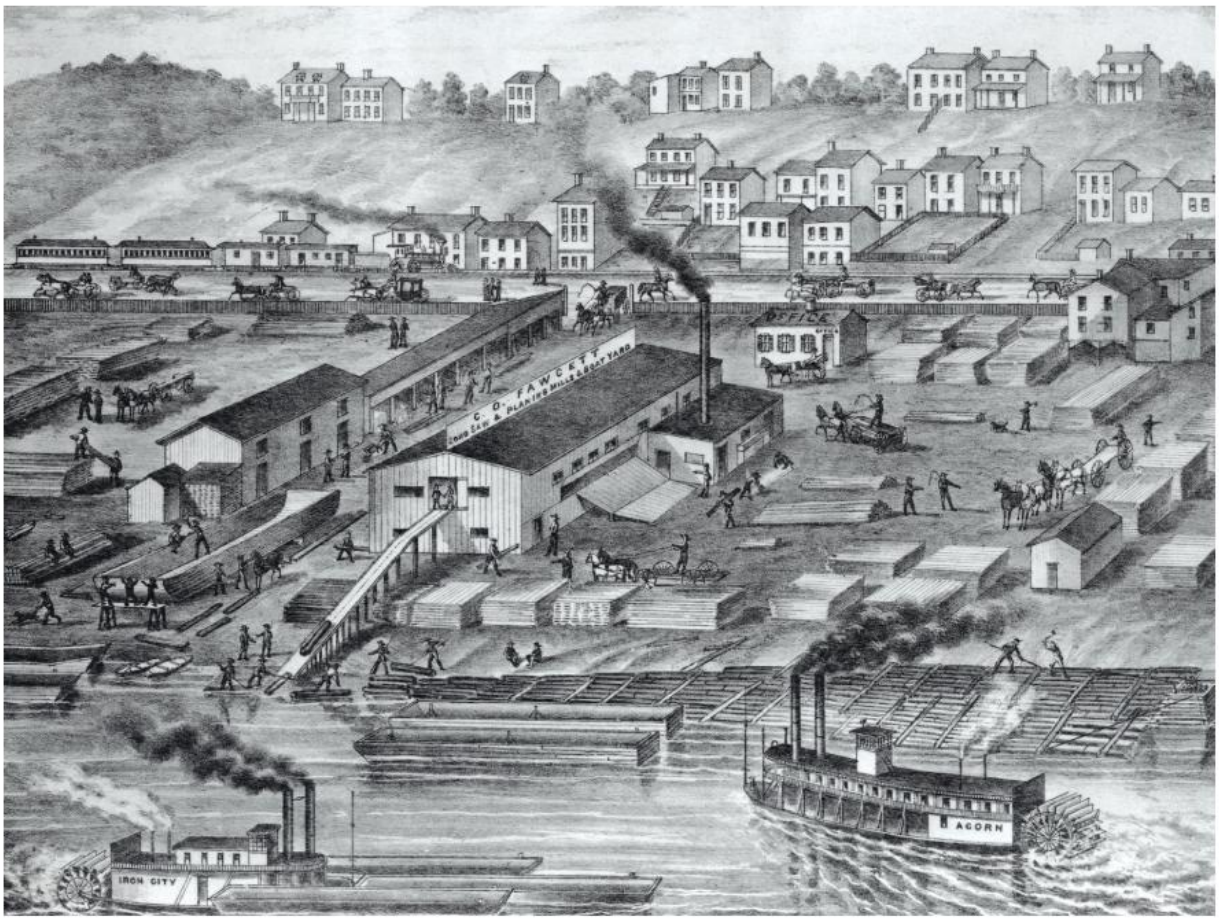

SOURCE 2.63 Soho saw and planing mills and barge yards, Pittsburgh, Pennsylvania, USA, 1877

Impacts of factories, mines and cities on the environment and population growth and distribution

In 1820 the global population was just over one billion. By 1914 this figure had risen to around 1.7 billion. This was in part due to public health reforms, more efficient agriculture and pastoralism, improved transportation and better diets. But the 19th century also saw the biggest movements ever of people around the world. Despite advances brought about by industrialisation, living conditions remained very poor for many. People migrated to escape overcrowded and disease-ridden cities, poverty and poor working conditions. During the 19th century, until World War I, around 41 million people left Britain and Europe in search of a better life elsewhere.

ACTIVITY 30

Analysis and use of sources

1 Use source 2.64.
   - **a** How many European cities had populations over 100 000 in 1800?
   - **b** How many cities in Great Britain had populations over 100 000 in 1900?

2 Use source 2.65.
   - **a** In the 1850s, which country was the most industrialised in Europe?
   - **b** What was the largest emerging industrial area in Europe?
   - **c** Name four other emerging industrial areas in Europe.

ICT

1 Choose a country from which people migrated. Use a search engine to find out where they mainly went and why. Choose your keywords carefully. Present your findings using text and a map.

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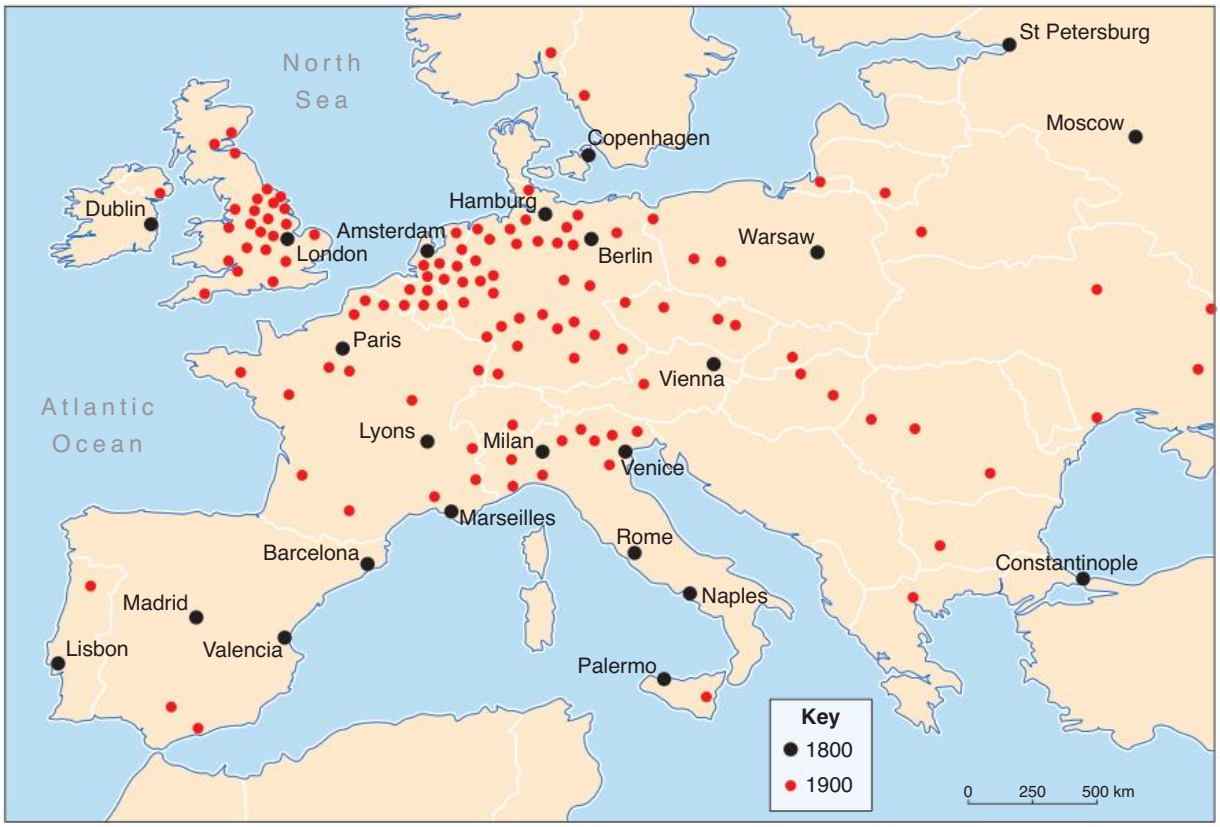

SOURCE 2.64 European cities with populations over 100 000 people, 1800 and 1900

SOURCE 2.65 European industrialisation, 1850s

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The Industrial Revolution and the growth of trade unions

The Industrial Revolution led to people being drawn together in larger numbers. Their places of work were also larger, more impersonal and often dangerous. These and other factors contributed to the rise of trade unions.

> Since the steam engine has concentrated men into particular localities—has drawn together the population into dense masses—and since an imperfect education has enlarged and to some degree distorted their views, union is become easy and from being so closely packed, simultaneous action is readily excited. The organisation of these working class societies is now so complete that they form an empire within an empire of the most obnoxious description. Labour and capital are coming into collision—the operative and the master are at issue, and the peace and well-being of the kingdom are at stake.
>
> Quoted in Asa Briggs, 'The language of class in early nineteenth century England', in A Briggs and J Saville (eds), *Essays in Labour History*, Macmillan, London, 1960, p. 63

SOURCE 2.66 Peter Gaskell writing to Lord Melbourne, Home Secretary in a Whig Government, 1834

ACTIVITY 31

Analysis and use of sources

1 Use source 2.66.
   - **a** What is this source and when was it written?
   - **b** What did the writer think that the steam age had done?
   - **c** What had become easy and what did this allow people to do?
   - **d** What, in the writer's view, had working-class societies become by 1834?
   - **e** What was coming into collision?
   - **f** What was at stake?

2 Did the writer approve of unions? Give words or phrases in the source that support your answer.

3 What did the writer think about the masses' views on unions?

4 Is this source biased? Give reasons.

5 Use source 2.67.
   - **a** What is this source? When was it created?
   - **b** Carefully examine the photograph and read the inscription that accompanied it. Compare this source with source 2.66. What was the purpose of source 2.67? Which source is for and which is against unions?
   - **c** What is the large object being held up in the procession behind the horses?

SOURCE 2.67 Eight-Hour Day procession, Bourke Street, Melbourne, 1914; the inscription accompanying the photograph read 'Presented to the Carters and Drivers Industrial Union of Australia by Daniel Vaughn, 1914'

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Research

1 Visit the Melbourne Museum website. Obtain the web address from your digital support. Find two other trade union banners and print out copies.

2 Describe each banner.

3 How do these sources help us to understand the rise of trade unions?

ACTIVITY 32

Comprehension: chronology, terms and concepts

1 Using the list of events on the following page, draw up a table with two columns. Label one column 'British chronology' and the other 'Australian chronology'. Place the events from the joint list of events on the following page in the relevant column, in chronological order.

2 Use your table to answer the following questions.

- **a** What helped the growth of small unions in Britain?
- **b** What event helped to facilitate reform in Britain?
- **c** When did workers first gain an eight-hour day in Australia
- **d** What event assisted them in gaining the eight-hour day?
- **e** What circumstances could have contributed to the collapse of the Grand Union of the Operative Spinners of Great Britain and Ireland?
- **f** What two events in the 1890s could have been linked?

Explanation and communication

Following is a list of some of the short-term and long-term effects of the Industrial Revolution. Draw up a table like the one below.

Short-term impact		Long-term impact	
+	–	+	–

1 **a** Based on your earlier work, decide whether each impact is short term or long term, and positive or negative, and add them to the table in the appropriate place. (Some impacts might be both short and long term.)

- gradual rising standards of living
- disease
- industrial accidents
- reductions in prices
- rise of the factory system
- increased international trade
- poor working conditions
- regulation of industry
- faster forms of communication
- new ideas
- child labour
- globalisation
- environmental damage
- increased international trade
- pollution
- cultural change
- densely populated cities
- faster transport
- improvements in new technology
- the rise of trade unions
- longer lifespans.

b Choose two positive and two negative impacts from your table. Link each of these to one source in this chapter. (For example, 'faster forms of communication' would link to source 2.61.)

c How is each source useful in explaining the positive and negative impacts of the Industrial Revolution?

d If you were to debate the topic 'The Industrial Revolution brought more advantages to people than disadvantages', what side would you prefer to be on? Why?

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The growth of trade unions

1859	Melbourne Trades Hall is completed
1832	Reform Act is passed in Britain extending voting rights to urban middle classes
1890	Great maritime strike in Australia; unions are severely defeated
1871	Trade unions are legalised in Britain
1900	Saturday half holiday is granted in Queensland
1825	Repeal of British Combinations Act prohibiting the formation of unions (the combination of workers)
1891	Formation of the Australian Labor Party in Qld and NSW
1865	Trade unions are decriminalised in Britain
1890s	Depression in Australia and Britain
1825 onwards	Formation of many small trade unions in Britain
1879	Sydney hosts the first intercolonial trade union congress
1830s	Economic instability and recessions in Britain
1900	Formation of British Labour Party
1856	Melbourne building workers gain an eight-hour day
1834	Grand National Consolidated Trades Union is formed in Britain but collapses that year
1856	Eight-hour League is formed in Victoria
1829	Grand Union of the Operative Spinners of Great Britain and Ireland is formed (collapsed 1831)
1876	Legislative protection for trade unions in NSW
1830s	First attempts to form skilled trades groups in Australia
1871	Sydney Trades and Labour Council formed
1830–34	Whig Government in Britain (Whigs stood for social and political reform)
1851	First gold rushes in NSW and Victoria leading to labour shortages

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History challenges

Critical and creative thinking

It is 1830. Create a design for a British one-pound (£1) note that shows the reasons behind Britain's industrialisation.

ICT

Use page-layout software to create a two-page presentation on the Melbourne International Exhibition of 1880. Mention the heritage status of the building today. You may want to use the photographic and other collections at the State Library of Victoria in your work.

Visual communication

View source 2.68. What does this map tell us about the impact of industrialisation on Sydney by the 1830s?

Figure it out

Read source 2.69 (overleaf). Does this table support the following statements? Decide if your answer is 'yes', 'no' or 'need more information'. Then explain your answer.

- The number of tanning factories increased by around six times between 1829 and 1849.
- New South Wales had more tanning factories than any other type of factory.

SOURCE 2.68 Plan of Sydney with Pyrmont, NSW, 1836

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- Tanning was important because of the rise of the cattle industry.
- Compared with a country such as England, only a small number of factories were in NSW.

Year	Breweries	Wool/cloth	Rope	Tanning
1829	6	6	1	11
1833	12	14	1	18
1839	8	6	4	13
1843	8	4	4	24
1849	2	6	4	65

NG Butlin et al., 'The economy before 1850', in Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, 1987, p. 108

SOURCE 2.69 Sample of factories in NSW, 1829–49

Getting the message across

Visit the Dictionary of Sydney website. Obtain the web address from your digital support.

Use a series of at least four images to show how the inner-city suburb of Chippendale changed from being a rural area to an industrial suburb in the 19th century. Write a caption for each image.

Demography deals with the study of populations. Use your captions, the images and Source 2.70. Write 150 words about the demography of Chippendale. Explain why you think population changes occurred.

Year	Male	Female	Total	% Sydney City population
1861	2764	3151	5915	10
1871	3922	4232	8154	11
1901	6981	5572	12 553	11
1986	1283	805	2008	4

Shirley Fitzgerald, *Chippendale: Beneath the Factory Wall*, Halstead Press, Sydney, 2008, p98

SOURCE 2.70 Population of Chippendale, including a small part of Surry Hills

Watch the beginning of the film *BabaKiueria* on YouTube. What does this film tell us about the impact of industrialisation on Indigenous Australians and the environment?

Talking points

Conduct a role play between a child working in a British factory in 1830 and a member of a committee of inquiry looking into conditions in the factory. Use source 2.52 as a model.

SOURCE 2.71
A young factory worker

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Chapter 3

Movement of peoples, 1750–1901 »

Emigrant ship *Monrovian* leaving Essex, England, for Australia on 20 August 1912

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the key features of the Industrial Revolution in Britain
- explain how the agricultural revolution caused British people to move from villages to towns and cities to create a cheap labour force
- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers
- identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain
- investigate the main features of slavery, including transportation
- use a variety of sources to investigate and report on the changing way of life of convicts, emancipists or free settlers
- describe the impact of convicts and free settlers on the Indigenous peoples of the regions occupied
- describe both the immediate and longer-term consequences of transporting African slaves to the Americas
- assess the impact of convicts and free settlers on the development of the Australian nation.

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Inquiry questions

1. How did the Industrial Revolution influence the movement of peoples throughout the world?
2. What were the experiences of slaves upon departure, their journey abroad and their reactions on arrival?
3. What were the experiences of convicts upon departure, their journey abroad and their reactions on arrival in Australia?
4. What were the experiences of free settlers upon departure, their journey abroad and their reactions on arrival?
5. What changes occurred to the way of life of women who moved to Australia?
6. What were the short-term and long-term impacts of the movement of peoples during this period?

Introduction

THE INDUSTRIAL REVOLUTION created a need for large supplies of raw materials. When countries did not have enough of the resources they needed for manufacturing goods, they looked to other parts of the world for them. This often involved conquering weaker countries in order to get the resources cheaply. Once conquered, these countries might become colonies and part of an empire.

For example, to supply European clothing factories with enough cotton, plantations were established in the 'New World' and slaves were used to do the work. The victims of slavery, mostly from Africa, were taken against their will and brought in dreadful conditions upon packed ships to New World countries, often in South, Central and North America.

In Britain, industrialisation did not bring wealth to the majority of the population. Poor living conditions led to increased crime due to hunger and poverty. Criminals could be transported to faraway colonies as punishment for even some fairly minor crimes. This was also a time when many Europeans chose to move away from their 'homeland' for the chance of a better life as free settlers in the colonies.

Britain had been transporting convicts to its colonies in North America from the early 1700s. It was the loss of these colonies after the American War of Independence in 1776 that led Britain to establish a colony on the east coast of Australia roughly 12 years later. By 1850, over 142 000 convicts had been transported to Australia. This, however, was a tiny number compared with the estimated 12 500 000 slaves who were transported around the world between the early 1500s and the 1860s.

KEY TERMS

abolition	the act of getting rid of something
bequeath	to hand down something to someone else (in your will)
colonialism	taking control of a territory and bringing settlers to it
Dred Scott Decision	a ruling by the US Supreme Court in 1857 that slaves or their descendants could not be considered American citizens
emigrants	free settlers
female factory	prison workhouses for women convicts transported to Australia
hulks	old or unseaworthy ships used as a prison
New World	North, Central and South America, 'discovered' and colonised by European powers; the term can also be applied to Oceania (Australasia)
Old World	the part of the world known to Westerners before the Americas were discovered
secondary punishment	crimes committed by convicts serving their original (primary) sentence in the colony were punished by secondary punishments, such as being sent to a more remote settlement
transportation	banishment of a criminal to a penal colony
testimony	statement of a witness

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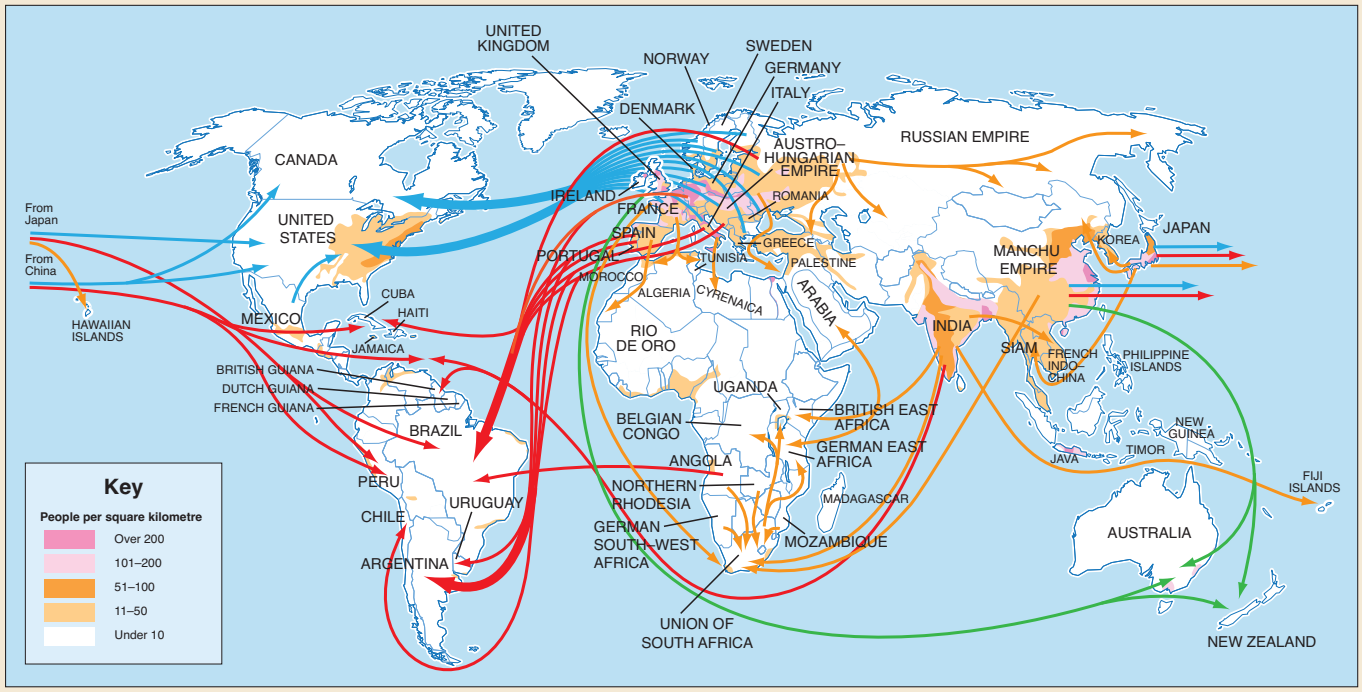
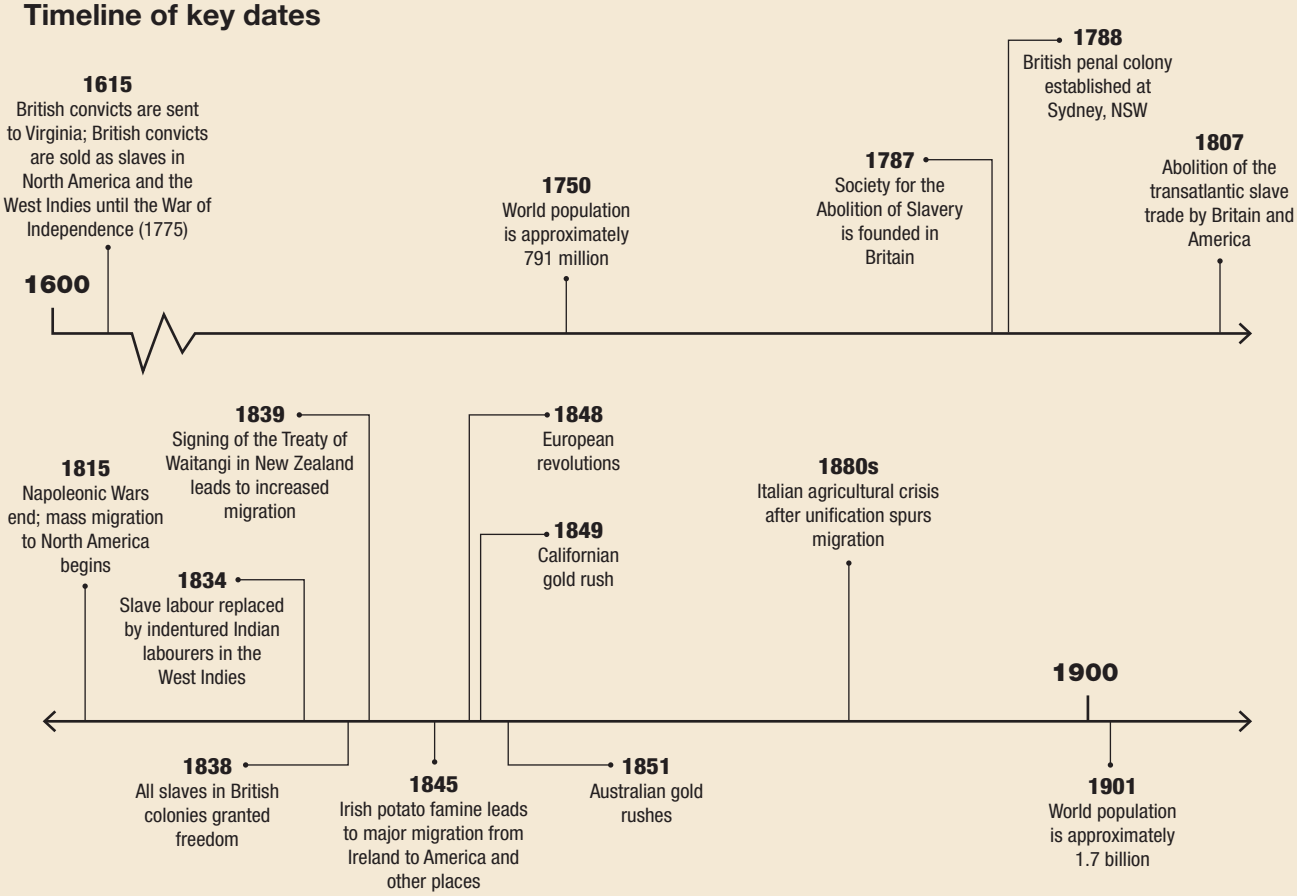
Global migration, c.1900



Timeline of key dates



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Focus on history skills

SKILL 2

Perspectives and interpretations (part 1)

An interpretation is a person's account or explanation of an event. An interpretation can be official or unofficial, and be made for different purposes. Not all historians have the same interpretation of events. Sometimes, an historian's interpretation might change over time if new information about the event becomes available.

Interpretations of events can be presented in a variety of ways by people other than historians, as shown in source H3.1. This may raise some interesting questions:

1. Why can there be more than one interpretation of an event?
2. Whose interpretation is correct?
3. Which interpretation is best?
4. How do these interpretations influence your interpretation of the event?

The following is a list of films and TV shows about slavery. Choose one and find out whose perspectives are represented in the film and how it interprets slavery.

- *Uncle Tom's Cabin* (1927, 1987)
- *Gone with the Wind* (1939)
- *Roots* (1977)
- *A Woman Called Moses* (1978)
- *Glory* (1989)
- *Race to Freedom* (1994)
- *Unchained Memories: Reading from the Slave Narratives* (2003)
- *Slavery by Another Name* (2012)

Fiction	Educational/ academic	Other
Novels Paintings Plays Feature films TV shows Games	Lectures Reports Textbooks Documentaries Museums Sites Re-enactments	Theme parks Websites Postcards Souvenirs Monuments Ceremonies

SOURCE H3.1

SOURCE H3.2
Poster advertising the film *Uncle Tom's Cabin* (1927)

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Focus on history skills activities

Use the questions below to create a mind map for understanding and analysing the interpretation of a source's creator.

1. Whose interpretation does the source reflect?
   - Does any evidence exist to support the interpretation?
   - Does any evidence exist to dispute the interpretation?
2. When was the text created?
   - What was happening at the time?
   - What has happened since?
3. Who created the text?
   - What was their background?
   - What 'side' were they on?
   - What was their relationship with the issue or event?
4. What was the creator's purpose in creating the text?
   - To persuade, inform, entertain, provoke, commemorate and/or educate?
5. Who was the intended audience?
6. Which parts are presented as facts?
7. Which parts are points of view?
8. Is the interpretation affected by:
   - religion?
   - ideology?
   - nationality?
   - gender?
   - position in society?
9. Is the source:
   - official?
   - unofficial?
10. Was the source meant to be:
    - public?
    - private?

A convict's perspective

Write a short explanation that answers the question 'What care would need to be taken when using *The Adventures of Ralph Rashleigh* for gaining a perspective of convict life?', using the information below.

Background information

James Tucker—the probable author of the early convict novel *The Adventures of Ralph Rashleigh*—was born in Bristol, England, and was said to be 18 when convicted, in 1826, of sending a threatening letter to his cousin. Sentenced to transportation for life, he arrived in Sydney early in 1827.

In *The Adventures of Ralph Rashleigh*, written between 1844 and 1845, Tucker tells a fictionalised story of a convict at the Newcastle penal settlement, who escapes and lives with local Aboriginal people. Eventually, he is able to earn a pardon by saving a white woman. In the book, Tucker offers an insider's view of the dreadful treatment and conditions suffered by convicts and the psychological effects of such treatment.

The Adventures of Ralph Rashleigh gives readers the convict's perspective during that era. It details the brutal and often unjust treatment of convicts and offers a fascinating description of the hardships endured by those living at Australian settlements. The book provides a commentary on the convict system as a whole, thus adding to our understanding of what forged the Australian identity.

In the book's introduction, CA Roderick describes the novel as an invaluable primary source because it is the only novel to have been written by a man who, during all his Australian life, was never anything but a convict.

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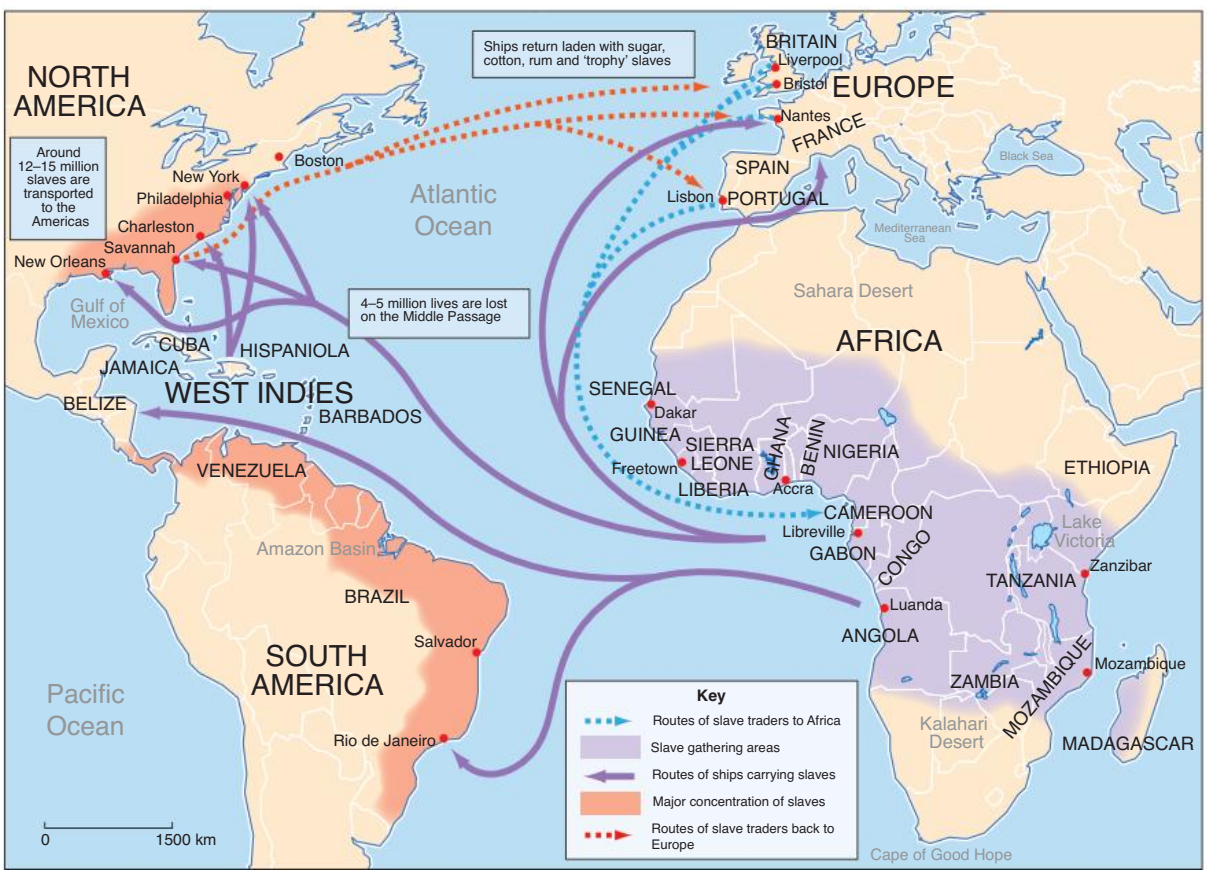
Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. When you think about the terms 'slave' and 'slave trade', what comes to mind? List your thoughts in this column.
3. Title the second column 'Puzzle'. In this column, list any questions you would like answered about slaves and the slave trade.
4. Title the third column 'Explore'. In this column, record how you might find answers to your questions. What words could you use to search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?
5. Discuss the answers as a class.

Industrialisation and the movement of peoples

The slave trade and convicts

The Industrial Revolution resulted in the movement of peoples from the '**Old World**' to the 'New'. Slaves were transported across the Atlantic Ocean to work on the plantations that supplied the factories in the industrialised countries. Poverty in the industrialised countries drove some people to commit crimes that saw them transported as convicts to distant countries such as Australia.



SOURCE 3.1 The transatlantic slave trade, 1400–1800

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Year	Spain/ Uruguay	Portugal/ Brazil	Great Britain	Netherlands	USA	France	Denmark/ Baltic	Totals
1501–1525	6363	7000	0	0	0	0	0	13 363
1526–1550	25 375	25 387	0	0	0	0	0	50 763
1551–1575	28 167	31 089	1685	0	0	66	0	61 007
1576–1600	60 056	90 715	237	1365	0	0	0	152 373
1601–1625	83 496	267 519	0	1829	0	0	0	352 843
1626–1650	44 313	201 609	33 695	31 729	824	1827	1053	315 050
1651–1675	12 601	244 793	122 367	100 526	0	7125	653	488 064
1676–1700	5860	297 272	272 200	85 847	3327	29 484	25 685	719 674
1701–1725	0	474 447	410 597	73 816	3277	120 939	5833	1 088 909
1726–1750	0	536 696	554 042	83 095	34 004	259 095	4793	1 471 725
1751–1775	4239	528 693	832 047	132 330	84 580	325 918	17 508	1 925 314
1776–1800	6415	673 167	748 612	40 773	67 443	433 061	39 199	2 008 670
1801–1825	168 087	1 160 601	283 959	2669	109 545	135 815	16 316	1 876 992
1826–1850	400 728	1 299 969	0	357	1850	68 074	0	1 770 979
1851–1866	215 824	9309	0	0	476	0	0	225 609
Totals	1 061 524	5 848 265	3 259 440	554 336	305 326	1 381 404	111 041	12 521 336

Emory University, 'Assessing the slave trade', The Trans-Atlantic Slave Trade Database, 2008, www.slavevoyages.org

SOURCE 3.2 Shippers of slaves by numbers embarked, transatlantic slave trade, 1501–1866

ACTIVITY 1

Comprehension: chronology, terms and concepts

1 a Use the map ('Global migration, c. 1900') at the start of this chapter. Look at the key for 'people per square kilometre'. What does this map tell us about at least one of the reasons people migrated?

b Which were the main groups of people who came to Australia?

c What was another major migrant destination?

Analysis and use of sources

1 a Use source 3.1. What were the main ports that slave traders left from?

b Where were the main places that slaves were taken from?

c What were the main slave destinations?

d Why do you think that the transatlantic slave routes became known as the 'triangular trade'?

2 a Use source 3.2. Draw a table with two columns. List the countries involved in the slave trade in order from the largest slave traders to the smallest. Include the total number of slaves in the second column.

b What was the total number of slaves who embarked (or were put on ships)?

3 a From source 3.3, what was Australia to become in the 19th century?

b How many convicts were transported to eastern Australia between 1787 and 1852?

c How many of these of these were women? What fraction was this of the total number?

> Convicts were transported from Britain as forced labour to the American and West Indian colonies in the 17th and 18th centuries, but 19th-century Australia was to become the site of the first self-conscious attempt to build a society on the labour of convicted felons. More than 150 000 convicts were transported to eastern Australia between 1787 and 1852, about 25 000 of them women.
>
> Marion Quartly, 'Convicts', in G Davison, J Hirst and S Macintyre (eds), *The Oxford Companion to Australian History*, Oxford University Press, Melbourne, 2001, p. 156

SOURCE 3.3 Convict transportation to Australia

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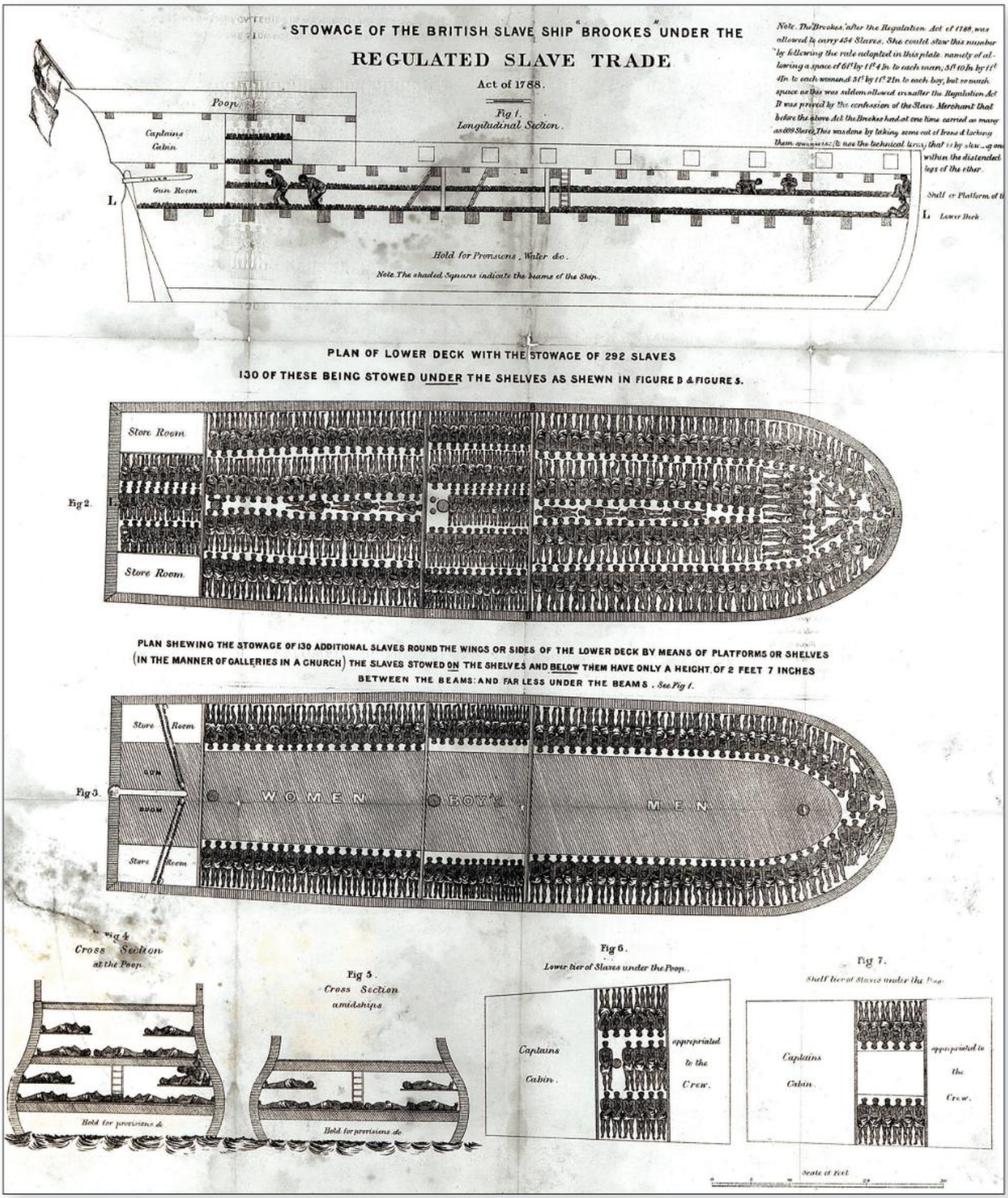

SOURCE 3.4 Stowage of the British slave ship *Brookes*, c. 1788

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Explanation and communication

1 Use sources 3.1 and 3.4 to write the diary entries of a captain of a slave ship. To estimate the time your voyage took, you need to know that (a) sailing ships travelled at an average of 6 knots per hour and that (b) one knot equals 1.852 kilometres. This means that a ship might travel 11.11 kilometres per hour under good conditions and up to around 266 kilometres per day.
   - Entry 1—Start your voyage in a British port. Indicate the date and time of leaving and what you had on board.
   - Entry 2—Note which African port you arrived at and how long the voyage took.
   - Entry 3—Describe what happened at the port.
   - Entry 4—Note when you left port in Africa and which North American port you were sailing to.
   - Entry 5—Describe your arrival at the North American port, the number of days travelled and what happened at the port.
   - Entry 6—Describe leaving the port and what your new cargo was.
   - Entry 7—Describe your arrival back in Britain, the number of days at sea and what happened to your cargo.

Research

Source 3.2 shows the total number of slaves who embarked (or were put on ships). Search online to find out the total number of slaves who disembarked (or got off the ships) at the end of the journey.

Empathetic understanding

1 How do you think slave ship captains would have thought about their human cargo?

2 How would you describe the actions of slave ship captains?

The growing need for labour and transportation

The colonies supplied raw materials to be processed in industrialising countries. They also provided food to feed growing populations of urban workers. Growing food in the colonies was cheaper, but the colonies needed labour to shepherd sheep, tend cattle, grow crops, build fences, and make roads and bridges. Labour was also needed to get commodities through transport routes to major seaports where the commodities would shipped off to overseas markets. This process of commodity circulation built up Australia's main cities.

In Australia, the indigenous population was small and scattered. They were involved largely with trying to repel the invaders of their lands. At first, too, many people from colonising countries did not want to move to distant foreign lands. The answer to Britain's labour shortage in its newest colony, Australia, was **transportation**.

Chronology of Australia's wool industry

1807	First wool export from Australia to Britain
1835	Wool replaces whaling and sealing as main export item
1850	Sheep numbers in Australia reach 15 million
1850	Beef and dairy cattle numbers reach 2 million
1850s	Belgium and French textile companies negotiate direct purchases of Australian wool
1870s	Australia becomes the world's largest wool supplier

Year	Population	Annual increase over last 10 years (%)
1800	5000	9.8
1810	12 000	8.3
1820	34 000	11.2
1830	70 000	7.6
1840	190 000	10.5
1850	405 000	7.8

RV Jackson, *The Population History of Australia*, McPhee Gribble/Penguin, Fitzroy, 1988, p. 6

SOURCE 3.5 Australian population growth, 1800–50

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Year	Number of convicts	% of Australian population
1801–1810	5990	50
1811–1820	19170	56
1821–1830	43590	62
1831–1840	117090	61
1841–1850	142275	35

Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, 1987, p. 4

SOURCE 3.6 Total number of convicts transported from Britain to Australia, 1801–50

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 a Use the chronology on page 95. What was the main export from Australia until 1835?
  b What became the main export from 1835?
  c How many sheep were in Australia by 1850?
  d Name three countries that were buying Australian wool.

2 a Use source 3.5. What was Australia's population in 1830?
  b Use source 3.5 to draw a line chart. Place the years 1810, 1820, 1830, 1840 and 1850 along the base of the chart. On the left side, use the scale 2 cm = 50000 people.

3 a On the same line chart, using a different colour, chart the convict population for the same years from source 3.6.
  b Between 1800 and 1850, what was the average proportion of convicts in the total population? (Add up the five numbers under '% of Australian population' and divide by five.)
  c What may have happened to Australian rural industries if convicts had not been transported to Australia?

Explanation and communication

1 Use the map at the start of this chapter as well as source 3.6 and the chronology on page 95. Draw a map showing England and Australia. Indicate the movement of peoples and commodities between the two countries from around 1800 to 1850.

2 Swap your map with another student. Describe two points about transportation that you can see in their map.

SOURCE 3.7 Slavers revenging their losses

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What were the experiences of slaves?

Consider the experiences of slaves upon departure and during their journey abroad. What were their reactions on arrival?

Chronology of slavery

1501	African slaves go to the **New World**: Spanish settlers bring slaves from Africa to Santo Domingo (now the capital of the Dominican Republic)
1562	Britain joins the slave trade. John Hawkins, the first Briton to take part in the slave trade, makes a huge profit taking slaves from Africa to Hispaniola.
1619	Slaves begin arriving in Virginia, USA. African slaves brought to Jamestown are the first to be taken to Britain's North American colonies.
1705	Slaves are defined as property. Virginia lawmakers allow owners to **bequeath** their slaves. The same law allowed masters to 'kill and destroy' runaways.
1790	First United States census is held—approximately 700 000 slaves live and work in a nation of 3.9 million people.
1794	Eli Whitney patents his device, the cotton gin, for pulling seeds from cotton. The invention turns cotton into the main crop of the American south and creates a huge demand for slave labour.
1808	United States bans slave trade—importing African slaves is outlawed, but smuggling continues.
1852	*Uncle Tom's Cabin* is published. Harriet Beecher Stowe's novel about the horrors of slavery sells 300 000 copies within a year of publication.
1857	In the '**Dred Scott Decision**', the United States Supreme Court decides, seven to two, that 'negroes' can never be citizens and that Congress has no authority to outlaw slavery in any territory.
1861–65	Civil war is fought in the United States—the northern states (anti-slavery) fight southern states (pro-slavery).
1865	Slavery is abolished in America: the 13th Amendment to the Constitution outlaws slavery.

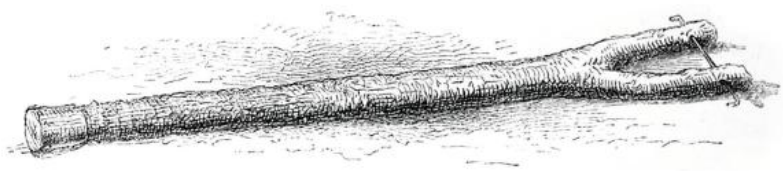
As you read in the previous section, historians estimate that from 1451 to 1870 between 10 and 12 million slaves were forcibly taken from Africa. The mortality rate during the journey was about 10 per cent, or 1.2 million deaths. In this section you will use sources to investigate the experiences of slaves.

Experiences of slaves upon departure

Source 3.7 shows one of the guards murdering a captive who is unable to keep up with the rest of the slaves. The engravings in the book that this source comes from are based on 'rude sketches' made by David Livingstone. On 19 June 1866, Livingstone wrote:

> We passed a woman tied by the neck to a tree and dead, the people of the country explained that she had been unable to keep up with the other slaves in a gang, and her master had determined that she should not become the property of anyone else if she recovered after resting a time ... we saw others tied up in a similar manner ... the Arab who owned these victims was enraged at losing his money by the slaves becoming unable to march, and vented his spleen by murdering them.

David Livingstone, *The Last Journals of David Livingstone, in Central Africa, from 1865 to his Death*, Horace Waller, London, 1874, p. 62.



SOURCE 3.8 Goree, or 'slave-stick'

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 Use the chronology on this page. Make a timeline for slavery that includes six events.

Analysis and use of sources

1 a Describe source 3.7.

b How do you think Livingstone viewed slavery?

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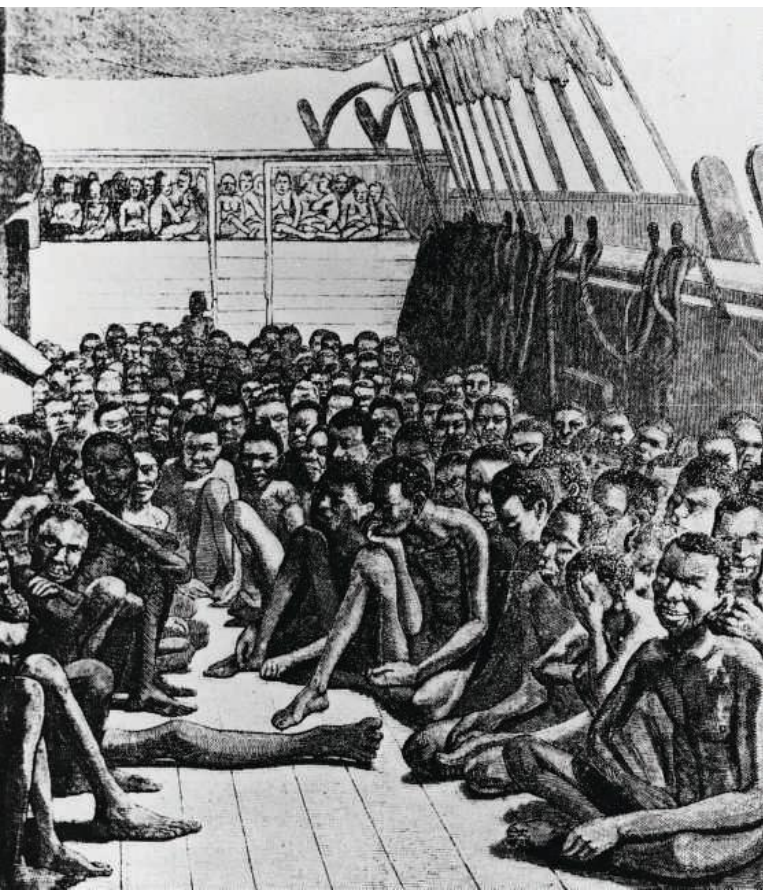
c What reaction do you think Livingstone hoped to gain?

d How useful is this source in investigating the experience of slaves?

2 Use source 3.8. What is a 'goree'?

The slaves' journey

Around 11 million Africans were victims of slavery. Every major European trading nation participated in this cruel trade, which lasted 400 years from the beginning of the 16th century.



SOURCE 3.9 Transport of African slaves to the colonies, 1754

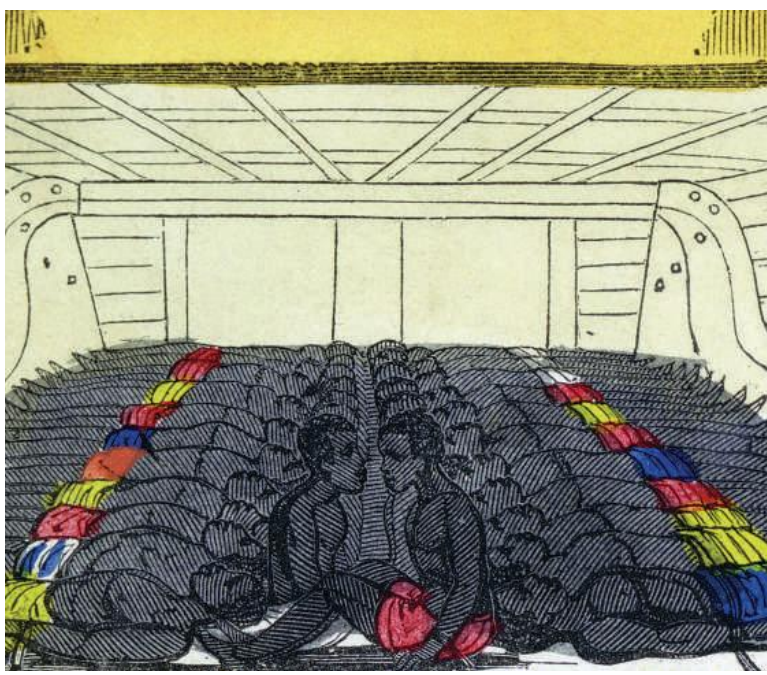
Source 3.9 is a drawing of the top deck of slave ship with African slaves. Note that the men and women are separated.

Source 3.11 is an engraved drawing of the French slaving vessel *Vigilante*, showing cross-sections of the lower decks where slaves were kept. On the left side of the drawing are illustrations of leg and arm shackles. The caption at the top of the drawing reads:

> The representation of the brig Vigilante from Nantes, a vessel employed in the slave trade which was captured by Lieutenant Mildmay in the River Bonny, on the coast of Africa, on the 15th of April 1822 ... and had on board at the time she was taken 345 slaves. The slaves were found lying on their backs on the lower deck, as represented below [see source 3.11]; those in the centre were sitting, some in the posture in which they are there shown and others with their legs bent under them, resting upon the soles of their feet.

A letter to a newspaper editor describing conditions on board slave ship, the *Zeldina*, in 1857, stated:

> The poor captives were in a wretched condition—all of them naked; and the greater part seemed to have been half starved. They were packed closely together, and covered with dirt and vermin ... The slave-schooner had two decks and between them the captives were packed in such a manner that they had scarcely room to move. During each day of the voyage they sat in a painful posture, 18 inches only being allowed for each to turn in ... in a deck room of 30 feet in length ... [they were] brought up in platoons once every day to get a small portion of fresh air.



SOURCE 3.10 African slaves in the hold of a slave ship, c. 1754; this image appeared in Amelia Opie's *The Black Man's Lament: Or How to Make Sugar*, published in London in 1826

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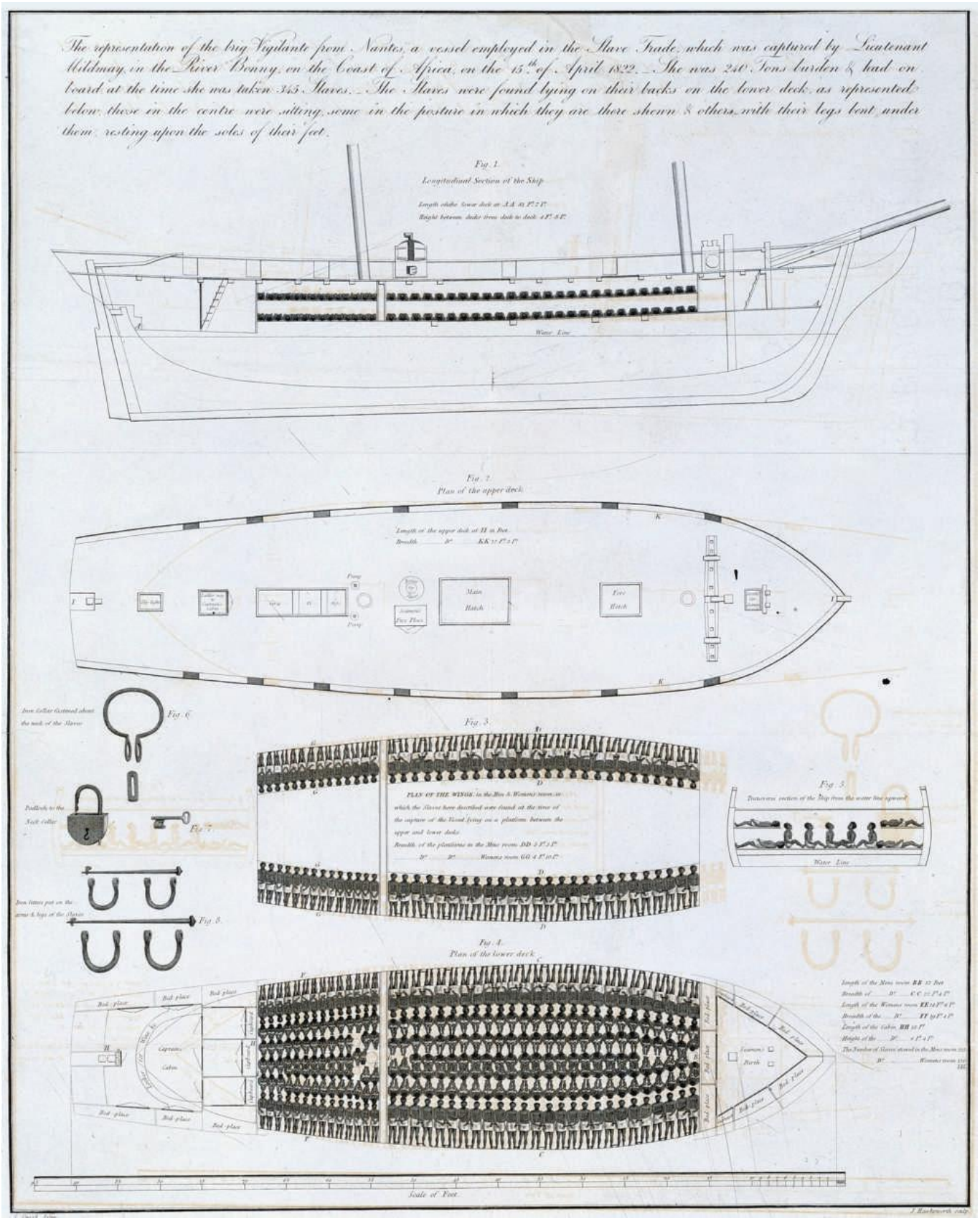

SOURCE 3.11 Plans and sections of the French slave ship *Vigilante*

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Olaudah Equiano was captured and sold as a slave in the kingdom of Benin in Africa. He wrote about his experiences in 1789 (see source 3.12).

> The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board. I was immediately handled, and tossed up to see if I were sound, by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me.
>
> I was soon put down under the decks, and there I received such a greeting in my nostrils as I had never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged me severely.
>
> The white people looked and acted, as I thought, in so savage a manner; for I had never seen among my people such instances of brutal cruelty. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us.
>
> The air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. The wretched situation was again aggravated by the chains, now unsupportable, and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.
>
> Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African*, London, 1789, ch. 2

SOURCE 3.12 Olaudah Equiano's experience as a slave

ACTIVITY 4

Explanation and communication

1 Use source 3.12. List words or phrases from the four paragraphs that capture how Olaudah Equiano felt on being taken aboard the slave ship. The first paragraph is done for you:
   - astonishment
   - terror
   - handled
   - tossed
   - bad spirits.
2 Use six of your list of words or phrases to write a sentence about Olaudah Equiano's experience.

Analysis and use of sources

1 Use sources 3.9 to 3.12. The first paragraph of Olaudah Equiano's **testimony** in source 3.12 relates to his first impression on being taken on board the slave ship. Choose one of the sources that you think best supports the first paragraph. Explain why, using the image and the associated text.
2 Choose one of the sources that best supports his second paragraph. Explain why, using the image and the associated text.

ACTIVITY 5

Perspectives and interpretations

On 6 February 1837, Senator John C Calhoun gave a speech to the US Senate. In it he said:

> I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good—a positive good.

1 Do sources 3.9 to 3.12 support John Calhoun's view? Explain.
2 How does Olaudah Equiano's view differ from that of Calhoun?

Reaction on arrival

We can only guess at the reactions of the slaves when they arrived in the New World. They had been taken from their families and homeland, transported in horrific conditions, and then put ashore in a foreign land. Those taken to America would have seen a landscape, culture and way of life totally different to what they had known in the past. Everything, from language and food to the sights, would have been extraordinary. They would have felt fear and sadness.

Any history of the experiences of the first slaves was not recorded by them, other than sharing their stories orally with each other.

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However, a number of accounts were written by later slaves. Ottobah Cugoano was born in Africa about 1757. As a child he was kidnapped and sold as a slave to plantation owners in the West Indies until he was purchased by an English merchant. He was taken to England in 1772 where he was later set free.

Cugoano adopted the name of John Stuart and was taught to read and write. In 1787 he published an account of his experiences in *Narrative of the Enslavement of Ottobah Cugoano, a Native of America*.

> But it would be needless to give a description of all the horrible scenes which we saw, and the base treatment which we met with in this dreadful captive situation, as the similar cases of thousands, which suffer by this infernal traffic, are well known ... I was thus lost to my dear indulgent parents and relations, and they to me ... Brought from a state of innocence and freedom, and, in a barbarous and cruel manner, conveyed to a state of horror and slavery, this abandoned situation may be easier conceived than described.
>
> Ottobah Cugoano, *Narrative of the Enslavement of Ottobah Cugoano, a Native of America*, London, 1787

SOURCE 3.13 Extract from *Narrative of the Enslavement of Ottobah Cugoano, a Native of America*

Francois Biard was a French painter who lived in Brazil between 1859 and 1861 and witnessed slave auctions like the one shown in source 3.15. The painting shows the auctioneer standing on a chair while a prospective buyer examines a slave woman with a child clinging to her arm. Other slaves are also shown, along with household furniture and musical instruments that were being sold at the same auction.

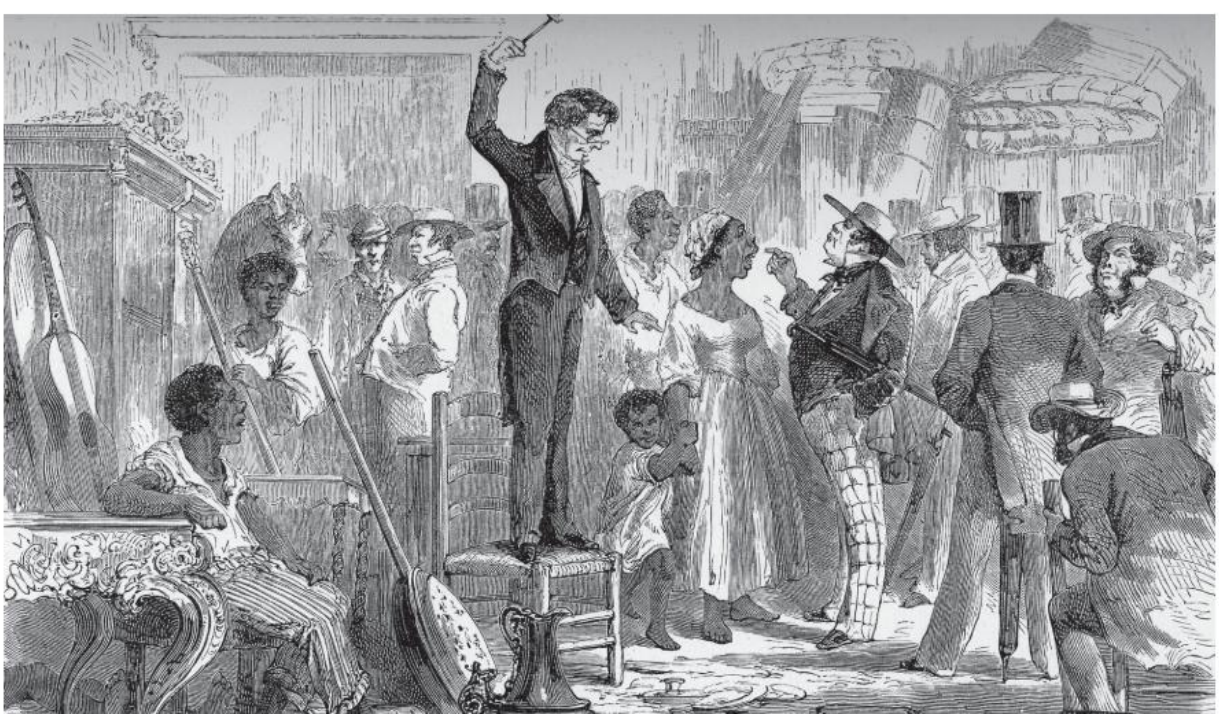
ACTIVITY 6

Comprehension: chronology, terms and concepts

1. What do we know about the reactions of slaves on arriving at new lands? Why?
2. Who was Ottobah Cugoano?
3. Use source 3.13 to create a mind map about Cugoano's attitude to slavery.

Empathetic understanding

1. Use source 3.14.
   - **a** You are the auctioneer. Describe what you are thinking.
   - **b** You are the slave mother. Describe what you are thinking.



SOURCE 3.14 Slave auction, Rio de Janeiro, from Francois Biard, *Deux Années au Brésil*, published in Paris in 1862

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Research

Obtain web addresses to undertake research on the experience of slaves from your digital support. Write down two research questions before you start to guide your research.

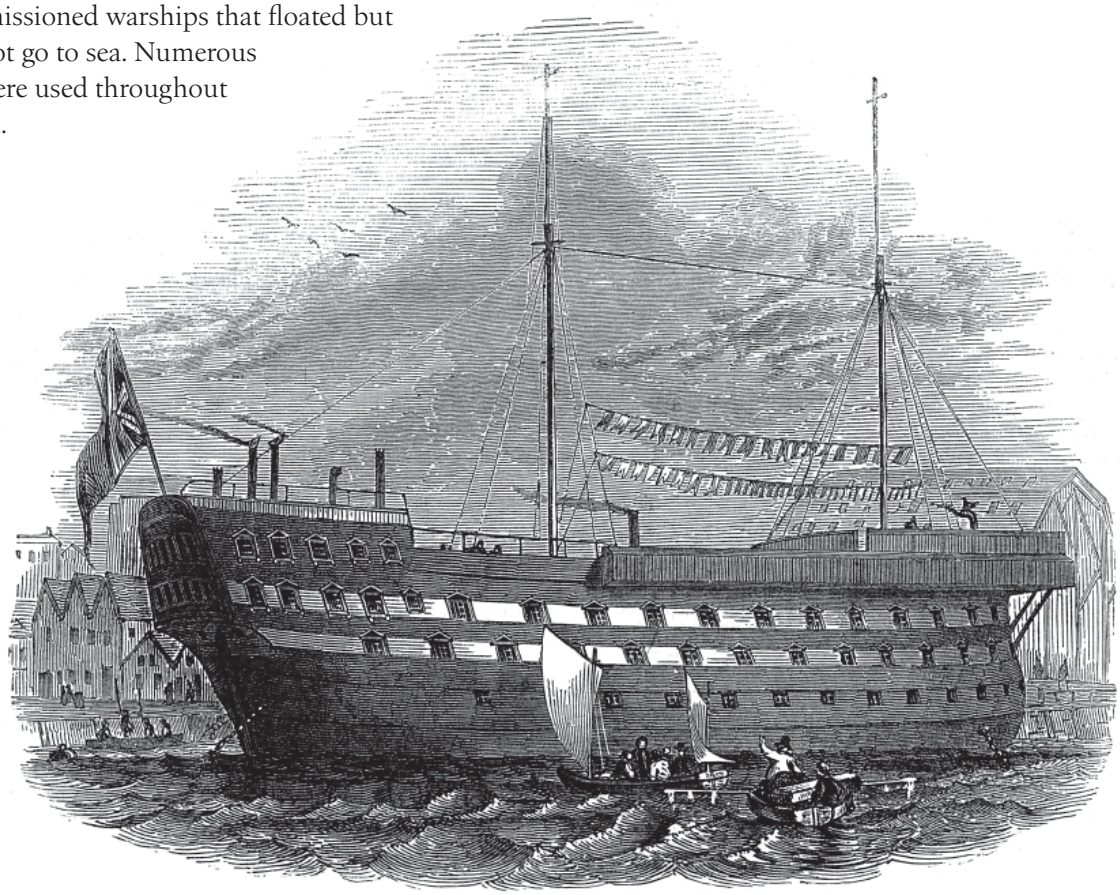
What were the experiences of convicts?

Experiences before departure—life on the hulks

After Britain lost the American War of Independence in 1783, it needed to find an alternative place to send its unwanted convicts. British jails were already overcrowded. Growing numbers of convicts, along with court sentences that involved transportation out of England, made this imperative.

One strategy adopted in England was to imprison convicts in **hulks**. These were decommissioned warships that floated but could not go to sea. Numerous hulks were used throughout England.

SOURCE 3.15 Hyde Park convict barracks, Macquarie Street, Sydney, photographed by Harold Cazneaux in the 1920s. Between 1819 and 1848, the barracks housed 15 000 convicts in government employment. The building is now a museum.



SOURCE 3.16 The hulk *Warrior* anchored off Woolwich, England, 1781

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Conditions aboard hulks were extremely poor, and deadly diseases broke out in these prisons. The highest death rate aboard them reached over 30 per cent.

James Hardy Vaux was a prisoner on the *Retribution*, a hulk moored at Woolwich, England, during the early 1800s. Source 3.17 was written by Vaux while he was waiting to be transported for a second time to New South Wales.

> They were confined in this floating dungeon nearly 600 men, most of them double ironed; and the reader may conceive the horrible effects arising from the continual rattling of chains, the filth and vermin naturally produced by such a crowd of miserable inhabitants ...
>
> On arriving on board, we were all immediately stripped and washed in two large tubs of water, then, after putting on each a suit of coarse slop clothing, we were ironed and sent below; our own clothes being taken from us ...
>
> Every morning, at seven o'clock, all the convicts capable of work, or, in fact, all who are capable of getting into the boats, are taken ashore ... and there employed at various kinds of labour ... and while so employed, each gang of sixteen or twenty men is watched and directed by a fellow called a guard.
>
> These guards are commonly of the lowest class of human beings; wretches devoid of feeling; ignorant in the extreme, brutal by nature, and rendered tyrannical and cruel by the consciousness of the power they possess ...
>
> They invariably carry a large and ponderous stick, with which, without the smallest provocation, they fell an unfortunate convict to the ground, and frequently repeat their blows long after the poor fellow is insensible.
>
> James Hardy Vaux, quoted in PortCities London, www.portcities.org.uk/london/server/show/ConNarrative.56/chapterId/429/Prison-hulks-on-the-River-Thames.html

SOURCE 3.17 James Hardy Vaux's description of life on a hulk, c. 1809

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 Write a definition of the word 'hulk'.

Explanation and communication

1 a What happened after America was lost as a dumping ground for convicts?
   b Where were some of the convicts imprisoned?
2 Use source 3.17 to write a 100-word caption for source 3.16.

Analysis and use of sources

1 a What is source 3.15?
   b How does it help us to understand convict experiences on arrival in the colony?
2 Who wrote source 3.17 and when was it written?
3 How useful is source 3.17 in understanding what life was like on a hulk?

Perspectives and interpretations

1 Use source 3.17. From whose perspective is this source written? Explain.
2 How might a guard have responded to this source?

Transportation—the journey to Australia

The First Fleet left England on 13 May 1787. The convict ships were designed to keep the prisoners in one area of the ship away from the crew and officers. The first port of call was the Canary Islands. From there, the voyage led to Rio de Janeiro. During the crossing of the Atlantic Ocean, the heat and humidity made life on board the convict ships unbearable. Because supplies were short, Captain Arthur Phillip had to limit everyone's drinking water to 700 millilitres a day. The crossing took seven weeks, after which time the fleet stayed in Rio for a month. During this time, the convicts were kept below decks.

The next part of the journey was to the Cape of Good Hope, a voyage that was completed in October 1787. The Dutch colony at Cape Town would be the fleet's last port of call before the long trip across the Indian and Southern oceans.

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Chronology of the First Fleet's journey

13 May 1787	Eleven ships (two naval escorts, six convict transports and three cargo ships) leave Portsmouth, England. On board are 579 male and 192 female convicts, along with 14 of their children.
3 June 1787	Arrives at Tenerife in the Canary Islands, staying a week and taking on supplies of fresh food
5 July 1787	Crosses the equator
7 August 1787	Arrives at Rio de Janeiro, staying for a month to make repairs and collect plants and seeds to be grown in New South Wales.
13 October 1787	Reaches Table Bay (now called Cape Town), Cape of Good Hope, after surviving storms in the Atlantic Ocean. Stays a month and takes aboard horses, sheep and goats.
25 December 1787	Located in the middle of the Indian Ocean
1 January 1788	Arrives Adventure Bay, Van Diemen's Land
18 January 1788	Arrives at Botany Bay
26 January 1788	Comes ashore at Port Jackson to start the penal settlement

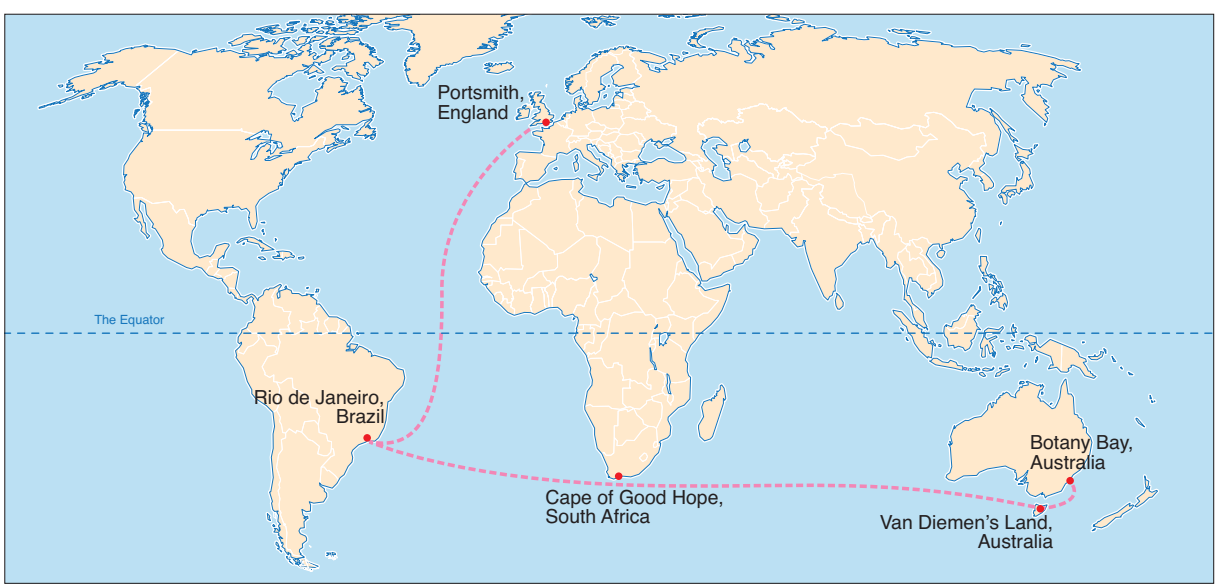
On 26 January 1788, Phillip raised the British flag at Sydney Cove and 759 convicts and their children disembarked, along with 252 marines and their families.

The first colonies

Two more convict fleets arrived in 1790 and 1791. The Colony of New South Wales was officially a penal colony from 1788 to 1823, with most of the European population being convicts, marines and the wives of the marines. At first, convicts were all sent to New South Wales, but by the early 1800s, they were also being sent to Van Diemen's Land, Norfolk Island, Moreton Bay and Port Macquarie.

Of the early convicts, only around 20 per cent were women, most of whom were sent to work in the 'female factories'. At these factories, women were set to work for the profit-making textile industry.

Colonised in 1803, Van Diemen's Land became a separate colony in 1825. Its name was officially changed to Tasmania in 1856. In the five decades after 1803, 75 000 convicts were sent to Tasmania,



SOURCE 3.18 The journey of the First Fleet

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with Port Arthur becoming a notorious place of **secondary punishment**. Convicts who committed crimes were sent there. In 1835 more than 800 convicts were put to work in chain gangs.

Other colonies

Western Australia

Western Australia was established as a settlement in 1827, but wasn't declared a penal colony until 1849, with the first convict ship arriving in 1850. Nearly 10 000 British convicts had been sent directly to the colony by 1868. They were used by local settlers as labour to develop the region. On 9 January 1868, Australia's last convict ship, the *Hougoumont*, brought the final 269 convicts to the settlement.

Victoria

Victoria, known as the Port Phillip District, became a colony in its own right in 1851. Only 1750 convicts were sent directly from Britain to Victoria between 1844 and 1849. Nicknamed the 'Exiles', they were also known as 'Pentovillians' because, in Britain, they had been jailed in the Pentonville Probationary Prison.

Queensland

A penal establishment was set up Redcliffe in Queensland in 1824. Its name was changed to the Moreton Bay Settlement. Closing in 1839, its convict population was transferred to what was to become Brisbane. During the settlement's existence, it accommodated approximately 2280 convicts.

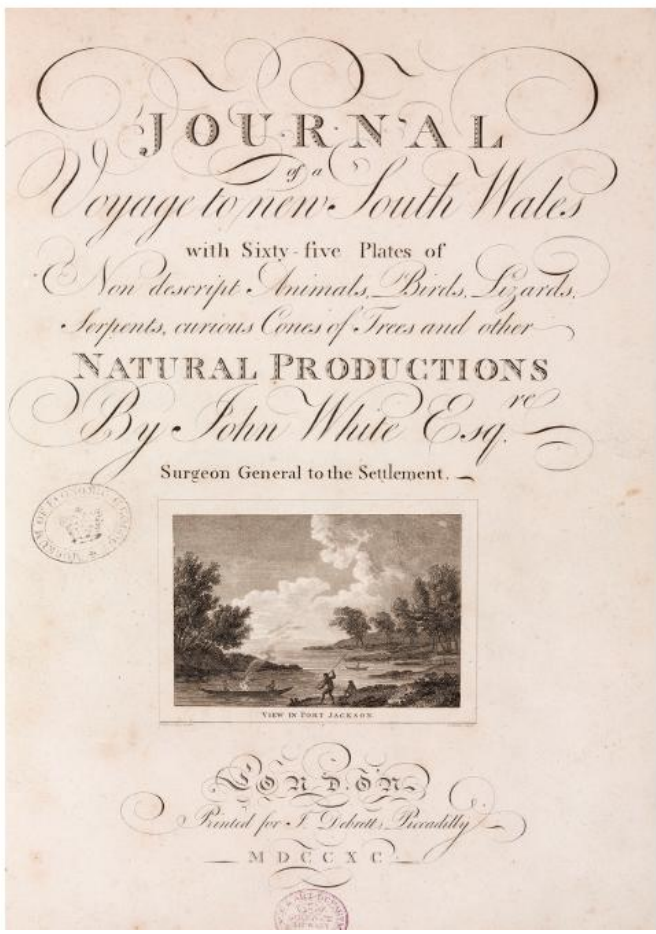
ACTIVITY 8

Explanation and communication

1 a Draw or download a map of the world.
  b Use the chronology of the First Fleet's journey on page 104 and source 3.18. Trace the First Fleet's journey on your map. Make bullet-point notes on your map of what happened along the way.
2 What was life like on board the ships for convicts?
3 How long did the crossing take?
4 a How many convicts were on the First Fleet ships when they left England?
  b How many convicts landed at Sydney Cove?
  c Why was there a difference?
5 How many people all together landed at Sydney Cove?
6 Describe the establishment of the penal colony in Western Australia.
7 How many convicts were sent to Victoria?
8 Describe the Moreton Bay Settlement.

John White's journal

In March 1787, John White joined the First Fleet as its surgeon. He succeeded in obtaining supplies of fresh meat and vegetables for the convicts being transported. And he arranged for them to be allowed on deck in groups to obtain fresh air. His humane treatment was probably the reason the number of convicts who died during the voyage was low. White wrote a *Journal of a Voyage to New South Wales* in 1790. The following sources are taken from the journal and describe the experiences of convicts during the journey to Australia.


JOURNAL
of a
Voyage to new South Wales
with Sixty-five Plates of
Non descript Animals, Birds, Lizards,
Serpents, curious Cones of Trees and other
NATURAL PRODUCTIONS
By John White Esq re
Surgeon General to the Settlement.
VIEW IN PORT JACKSON
LONDON
Printed for J. Debrett, Piccadilly
MDCCXC

SOURCE 3.19 Title page of *Journal of a Voyage to New South Wales* by John White, 1790

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5th March [1787]. The weather being moderate the following day, the convicts were put on board the transports, and placed in the different apartments allotted for them; all secured in irons, except the women ... I then pointed out to Lieutenant Johnson, commanding officer of the marines on board ... the necessity there was of admitting the convicts upon the deck, one half at a time, during the course of the day, in order that they might breathe a purer air [for] their health ...

8th June. Disease had appeared among the marines and convicts. On its first appearance it resembled the mumps, or swellings ...

23rd June. The weather became exceedingly ... warm ... with heavy rain, a temperature of the atmosphere very common on approaching the equator, and very much to be dreaded, as the health is greatly endangered ... when it rained, [the convicts] had neither linen nor clothing sufficient to make themselves dry and comfortable after getting wet ... The weather was now so ... hot that the female convicts, perfectly overcome by it, frequently fainted away; and these faintings generally terminated in fits.

... In some of the other ships, the desire of the women to be with the men was so uncontrollable, that neither shame ... nor the fear of punishment, could deter them.

7th July. Dark, cloudy, unpleasant, sultry weather; the wind south by east.

18th July. Being informed that several of the mariners and convicts on board the Alexander were suddenly taken ill, I immediately visited that ship, and found that the illness complained of was wholly occasioned by the bilge water, which had by some means or other risen to so great a height ... When the hatches were taken off, the stench was so powerful that it was scarcely possible to stand over them.

13th August. Cornelius Connell, a private in the marines was ... punished with a hundred lashes, for having an improper intercourse with some of the female convicts.

19th September. William Brown, a very well-behaved convict, in bringing some clothing from the [front deck], where he had hung them to dry, fell overboard ... the poor fellow sunk before either the Supply or our boat could reach him.

14th October. The troops, men, women, and children, were served with a pound and half of soft bread, and an equal quantity of beef or mutton daily, and with wine in lieu of spirits. The convicts, men, women, and children, had the same allowance as the troops, except wine.

14th November. This morning Catherine Pryor, one of the convicts, was delivered of a male child.

17th November. An epidemic of dysentery appeared among the convicts, which very soon made its way among the marines, and prevailed ... until about Christmas.

20th December. I visited the Prince of Wales, where I found some of the female convicts with evident symptoms of the scurvy, brought on by the damp and cold weather we had lately experienced.

John White Esquire, *Journal of a Voyage to New South Wales*, 1790

SOURCE 3.20 Extract from *Journal of a Voyage to New South Wales*

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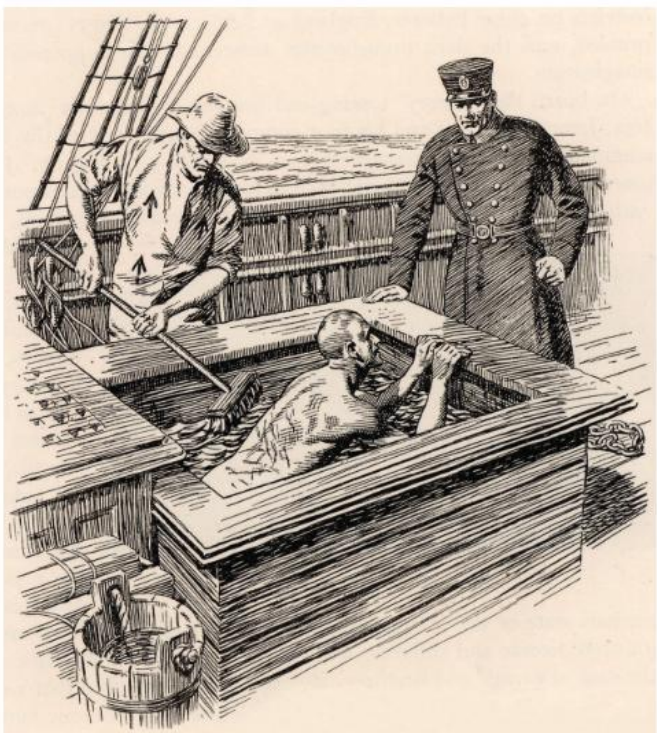
ACTIVITY 9

Analysis and use of sources

1 a What is source 3.19?
  b Where was it published?
  c Why might people have wanted to read about the colony in NSW?
2 Who was John White?
3 Was White cruel or kind to convicts? Explain.
4 Use source 3.20.
  a Describe three things that happened to female convicts.
  b Describe three things that happened to male convicts.
  c How useful is source 3.20 in investigating the health of convicts during the voyage?

Conditions on board the transport ships

Convicts were kept below decks and often confined behind bars. In many cases they were placed in chains and were only allowed on deck for fresh air and exercise. Conditions were cramped and they slept on hammocks.



SOURCE 3.21 Discipline and punishment on board convict ships were harsh. This prisoner has been flogged and put in a bath of saltwater. The other convict is scrubbing his back with a broom.

Although the convicts of the 1788 First Fleet arrived in fairly good condition, the same cannot be said for those that followed. Cruel captains, harsh discipline and diseases resulted in a high loss of life.

After 1801, the convict ships departed twice a year, at the end of May and the beginning of September, to avoid the dangerous winters of the southern hemisphere. Surgeons were employed to look after the wellbeing of the convicts. By the time convicts were being transported in the 1840s and onwards, a strict timetable was in place for what was to occur each day during the voyage.

In England in 1831, an inquiry was held into convict transportation. George Rutherford, a Surgeon Superintendent on seven convict voyages to Australia, gave evidence about the experiences of convicts during transportation to Australia. Some of his answers are shown in source 3.22.

Question: Are they [the convicts] well rationed on board the ship?
Answer: Yes they are.
Question: Is their health, generally speaking, good on board the ship?
Answer: Yes; I only lost five prisoners in seven voyages.
Question: Are they placed under much restraint on board?
Answer: My own manner of treating them is to allow a third of them to be on deck at a time for their health.
Question: Are they ironed [in chains]?
Answer: They are ironed at first. They are not now in the habit of sending them on board in double irons.
Question: In the case of misconduct, what is the punishment you inflict on board the ship?
Answer: Putting them on bread and water very often, or putting them in double irons if they have been in single irons or handcuffs, and the last alternative is flogging.

George Sha Rutherford, evidence to Select Committee, *Reports from Committees*, Vol. VII, Britain, 1831

SOURCE 3.22 Dr George Rutherford's evidence, 1831

ACTIVITY 10

Comprehension: chronology, terms and concepts

1 Use the text in this section to create a chronology based on the following dates or periods:
  • 1788 • 1801 • 1831 • 1840s.

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Analysis and use of sources

1 Which sources in this section support the view that the treatment of convicts on board ships was generally harsh? Explain.

2 Use source 3.22. What had changed about the procedure of getting convicts on board?

Spotlight

Margaret Catchpole

SOURCE 3.23 Margaret Catchpole, c. 1800

Margaret Catchpole was born in England in 1762. She worked as a servant for the Cobbold family. In May 1797, she stole John Cobbold's horse and rode it to London. She was arrested and sentenced to death; however, the sentence was changed to transportation.

She escaped from Ipswich jail in 1800 using a clothesline to scale a 6.7 metre wall. But she was recaptured and given another death penalty. This again was changed to seven years transportation. She left England on board the *Nile* and reached Sydney on 14 December 1801.

Margaret was pardoned in 1814. She was able to read and write, and remained friendly with her previous employers and the prison doctor, and wrote to them regularly. Her original letters can be viewed at the State Library of NSW. Obtain the web address from your digital support.

She died of influenza near Richmond in NSW in 1819.

Sources 3.24 to 3.26 are taken from her original letters but with spelling corrected. They provide details of her reaction to life in Australia.

Honoured Madam

With great pleasure I take up my pen to acquaint you, my good lady, of my safe arrival at Port Jackson New South Wales Sydney on the 20th day of December 1801.

...It is a great deal more like England then ever I did expect ... but I must say this is the most wicked place I have ever been in ...

[Convicts who get into trouble] have their poor heads shaved and sent up to the Coal River and there they carry coal from daylight in the morning till dark at night, and half starved ...

Norfolk Island is a bad place enough to send any poor creature, with a steel collar on their poor necks, but I will take good care of myself from that.

SOURCE 3.24 Letter from Margaret Catchpole to Mrs Cobbold, 21 January 1802

Dear Sir

...Give my best respects to all my old fellow prisoners and tell them ...Botany Bay ...is not inhabited—only by the blacks, the natives of this place—they are very savage for they always carry with them spears and tomahawks.

SOURCE 3.25 Letter from Margaret Catchpole to Doctor Stebbenes, 21 January 1802

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My Dear Uncle and Aunt

...Time here is long—it's enough to make me go out of my mind to see so many letters come from London and poor I cannot get not one—I always thought that Mrs Cobhold would send me one before this time ...

This is a very dangerous country to live in for the natives they are black men and women—they go naked—they used to kill the white people very much but they are better ...the black snakes is very bad for they will fly at you like a dog and if they bite us we die at sundown—Here some [are] 12 feet long and as big as your thigh ...

This is a very hot country—the ground burns our feet in the Summer part—which is at this time—and in the Winter it is very cold, but no snow—just very white frosts—It is a great deal colder than it used to be for it was a very woody places but now it only is in some places—it will be a very populated place in time—it is a great deal better than it was when I first come here.

SOURCE 3.26 Letter from Margaret Catchpole to her uncle and aunt, 20 December 1804

ACTIVITY 11

Comprehension: chronology, terms and concepts

1 Make a timeline for Margaret Catchpole's life.

Analysis and use of sources

1 Use source 3.24.
   - **a** When did Margaret arrive in Sydney?
   - **b** What did she think the place was like?
   - **c** What does this source tell us about the experience of convicts?

2 Use source 3.25. What was Margaret's attitude toward Aboriginal people?

3 Use source 3.26.
   - **a** How did Margaret view her environment?
   - **b** What had changed since she had arrived?

Research

1 *For the Term of His Natural Life*, written by Marcus Clarke, was published as a novel in 1874. It tells the fictionalised story of Rufus Dawes, a young man transported for a murder that he did not commit. Read the e-book at your digital support.

What were the experiences of free settlers?

From some British points of view, the settlement of Australia is the story of an adventurous voyage to a mysterious part of the world, and the heroic struggle to overcome the difficulties of surviving in a new and sometimes hostile environment. Although Australia was originally a penal colony, free settlers soon began to make it home. From the Aboriginal point of view, the arrival of European settlers is viewed as an invasion.

By 1800 about 1100 free settlers were in Australia. Around 1815, the colony began to grow rapidly as **emigrants** arrived from Britain and Ireland. By 1830 about 43 500 free settlers were in Australia, and by 1860, just over 600 000. The length of a voyage to Australia depended on wind conditions and the weather. A trip could be three months of smooth sailing but, more often than not, it was dangerous. The loss of life on some of these journeys was very high; in particular, among women and children. At times, the death rate was as high as 10 per cent.

As men made up over 70 per cent of the population of the colony, the British government decided on a scheme to bring women to the Australia. More than 2700 young women were brought to Australia by the London Emigration Committee between August 1833 and February 1837. Fourteen ships of women made the journey from London and Ireland, destined for Sydney, Hobart and Launceston. Although the British government paid for the women to migrate, it made no arrangements for them to find suitable work or accommodation on their arrival in the colony.

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Most of the emigrants travelled in steerage accommodation; that is, in an area between the upper deck and the cargo hold (see source 3.29).

Often steerage was far down in the hold of the ship where ventilation and light were poor. Rats scurried about. During a storm, access to the main deck was impossible because hatches were battened down tightly. A storm could last up to a week or more but the hatches would stay down. Lights could not be used during the storm because of the danger of fires. Only the wealthy migrants could afford to travel in cabins.

EMIGRATION
TO
Van Diemen's Land.

COMMITTEE:
EDWARD FORSTER, Esq. F. R. S. Chairman.

THE BISHOP OF AUSTRALIA.
CHARLES HOLTE BRACEBRIDGE, Esq.
NADIR BAXTER, Esq.
WILLIAM CRAWFORD, Esq.
SAMUEL HOARE, Esq.
CHARLES LUSHINGTON, Esq., M.P.
THOMAS LEWIN, Esq.
GEORGE LONG, Esq.
HENRY WALTER PARKER, Esq.
JOHN PIRIE, Esq. *Alderman.*
CAPTAIN SIR EDWARD PARRY, R.N.
CAPTAIN DANIEL PRING, R.N.
JOHN S. REYNOLDS, Esq.
JOHN ABEL SMITH, Esq. M.P.
S. H. STERRY, Esq.
JOHN TAYLOR, Esq.

J. DENHAM PINNOCK, Esq. His Majesty's Agent-General for Emigration.

The Committee for promoting the Emigration
OF
Single Women

To AUSTRALIA, acting under the Authority of His Majesty's Secretary of State for the Colonies, HEREBY GIVE NOTICE, That
THE SUPERIOR FIRST CLASS SHIP,
"AMELIA THOMPSON,"
OF 417 TONS,
Carrying an experienced Surgeon and Matrons, to secure the Comfort and Protection of the Emigrants during the Voyage, will Sail from
GRAVESEND
On Thursday, the 28th of April next,
(Beyond which day she will on no account be detained) direct for
LAUNCESTON.

HIS MAJESTY'S GOVERNMENT, in order to encourage the Emigration of **Single Women and Widows** of Good Character to *Van Diemen's Land*, where the number of Females, as compared with the entire Population, is greatly deficient, and where consequently all who may conduct themselves with discretion and industry, may calculate in time importantly to benefit their condition, has authorized THE EMIGRATION COMMITTEE to grant

A FREE PASSAGE

To such SINGLE FEMALES, between 15 and 30 years of Age, *as the Committee may ascertain to be likely to conduct themselves creditably and usefully in the Colony.*

All the accounts received by the Committee from VAN DIEMEN'S LAND, respecting the Females who had arrived there in the Ships sent out by them, are highly satisfactory and encouraging;—a suitable House, with every essential comfort, is provided ready for their reception on arrival; they are received and protected by the Governor until placed in suitable situations, and a Committee of the most respectable Ladies in the Colony benevolently superintend and advise them from the moment of their arrival, *and see to their being placed in proper families*, and every well conducted Female has obtained a situation *immediately* at good wages, in the choice of which they are perfectly at liberty to judge and decide for themselves.—A large proportion have married respectable settlers, and altogether the information received of the results of Emigration to young Women of discreet conduct, clearly demonstrates that *all such have importantly benefitted their condition by proceeding to this healthy and prosperous Colony.*

Married Agricultural Labourers, Shepherds, Gardeners, Millers, and Farriers; and also Mechanics and Artizans—particularly Blacksmiths, Carpenters, Joiners, Millwrights, Wheelwrights, Agricultural Implement Makers, Bricklayers, Builders, Plasterers, Stone Masons, Stone Cutters, Painters, Saddlers, and Harness Makers, Sawyers, &c. &c. were, by the last advices, in great demand in the above Colony, and all such, *provided they are of industrious and steady character, are certain of immediate and constant employment.*—With a view to enable such persons to emigrate to the AUSTRALIAN COLONIES: a married couple (when the *Committee* are satisfied as to their character) will be conveyed out in the Ships fitted under their direction, at a charge of £10 only, beyond the aid afforded by Government; Children under five years old will be charged £5 each, and those above that age £ per year in addition, but Daughters above 12 years old, when accompanying their Parents, will be allowed a Free Passage; Infants under one year old, will not be charged for.—In order to preserve cleanliness and comfort on the voyage *new bedding will be provided for the use of the Passengers*, and two distinct Sleeping Apartments will be fitted up, in one of which the Male Passengers will be accommodated, and the Females in the other.

Persons in the Country who may desire to avail themselves of the important advantages thus offered them, should apply by Letter to "*The Emigration Committee, London,*" under Cover, addressed to "The UNDER SECRETARY OF STATE, COLONIAL DEPARTMENT, LONDON." It will be necessary that the Application be accompanied by a satisfactory Certificate of Character from a Minister resident in the Parish, or from some other respectable Persons to whom the Applicant is well known. Females when approved by the Committee as proper Persons to go by this Conveyance, will, if they wish it, be received in London and temporarily boarded, under the care of the Committee, prior to Embarkation.

☞ All Applications made under cover in the foregoing manner, or personally, will receive prompt attention, and all necessary information and advice, and the Government assistance will be arranged, by applying to

Mr. JOHN MARSHALL, Agent to the Committee, 26, Birchin Lane, Cornhill, London.

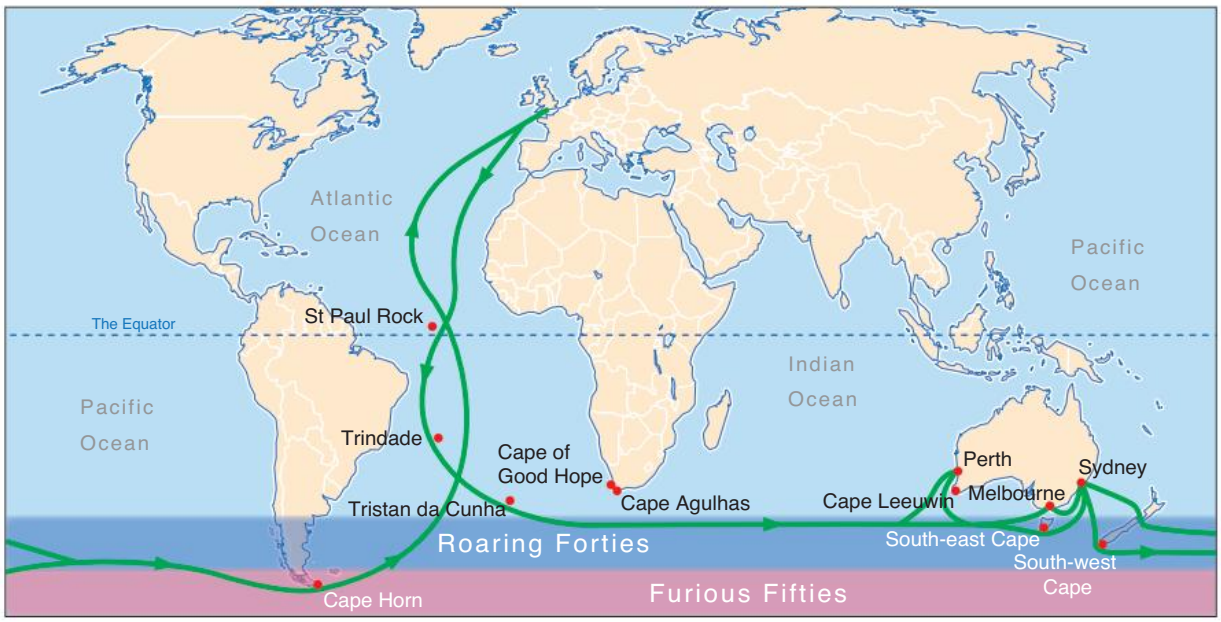
LONDON, 20th JANUARY, 1836.

EDWARD FORSTER, *Chairman.*

By Authority:
PRINTED BY JOSEPH HARTNELL, FLEET STREET, FOR HIS MAJESTY'S STATIONERY OFFICE.

SOURCE 3.27 Poster advertising for emigrant women to sail to Australia on the *Amelia Thompson*

ISBN 978 1 4202 3219 6



SOURCE 3.28 Emigrant route to Australia

SOURCE 3.29 Steerage accommodation between decks on an emigrant ship, from the *Illustrated London News*, 17 August 1850

ACTIVITY 12

Comprehension: chronology, terms and concepts

1 Define 'emigrant'.

2 Make a chronology about emigrants based on the text on free settlers on the previous pages.

Explanation and communication

1 Use the text about emigrants. Write a descriptive 30-word caption for source 3.29.

2 Draw a bar graph showing the rise in number of emigrants in Australia from 1800 to 1860. Put the years 1800, 1830 and 1860 along the bottom of the graph. On the vertical axis, use the scale 50 000 people equals 2 centimetres.

Analysis and use of sources

1 What is source 3.27?

2 Relate source 3.27 to one of the paragraphs in the text about emigrants.

3 Explain how source 3.27 supports the information presented in your chosen paragraph.

4 Using source 3.28 and the internet, explain the 'Roaring Forties' and their importance to the movement of people around the world.

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Departure for Australia

When the emigrant ship the *Princess Royal* was about to depart from England for South Australia on 15 November 1846, Mr Wilcocks, from the Colonial Land and Emigration Commission, addressed the passengers. Source 3.30 has extracts from his speech. These provide us with an understanding of the hopes and feelings of those departing for Australia.

> My Friends—As the period is now so near at hand when the noble ship in which we are assembled will commence a voyage, which I earnestly hope will be one of comfort and prosperity to you all ...
>
> [You are emigrating to make] one of our distant colonies the home ... The separation from your friends, kindred, and native land, is, doubtless, a severe trial, and attended with painful emotions ... I shall anxiously hope for the pleasure of hearing of your success in the fine country to which you are about to proceed ...
>
> The difference between Australia and England is this: That in England we have more mouths than meat while in Australia there is more meat than mouths.
>
> By steadily pursuing a prudent industrious, and virtuous course in life, you may ... [improve] your condition ... perhaps fortune, thereby securing to yourselves the means of comfortably providing for your families, and placing them in situations that no industry in England would enable you to obtain for them.
>
> [To the] young unmarried females among you ... it must be well known to yourselves that a comfortable provision awaits every well-conducted female in Australia, either by marriage or respectable service ...
>
> Mr Wilcocks, quoted in 'A visit to an emigrant ship: departure of 200 emigrants', *The South Australian News*, December 1846

SOURCE 3.30 Address to departing emigrants by Mr Wilcocks, 1846

ACTIVITY 13

Analysis and use of sources

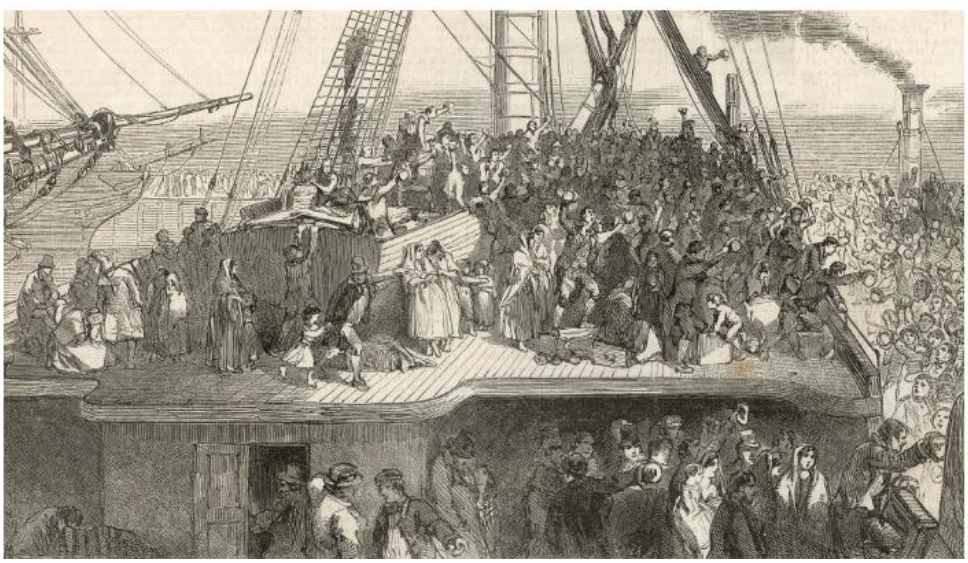
1. What is source 3.30 and when was it made?
2. Who was Mr Wilcocks?
3. Write down the word(s) that Wilcocks used to describe the following things:
   - the ship
   - the voyage
   - the country where the emigrants were going
   - their future life.
4. How do you think the people that he addressed would have reacted to his speech?
5. Why do you think that he spoke about the colonies the way he did?
6. How are sources 3.30 and 3.27 connected? Explain.

Explanation and communication

1. Use sources 3.27 and 3.30. Make a poster to attract emigrants to Australia in the 1840s.

The journey to Australia

Henry Hussey emigrated to South Australia with his family in 1839 on board the ship *Asia*. In 1897, he wrote about the voyage in his book *Colonial Life and Christian Experience*. Some of the following sources are taken from his book.



SOURCE 3.31 'The Departure', from the *Illustrated London News*, 1850

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We left Deptford in the beginning of March, 1839, with upwards of 200 emigrants in [the] charge of Dr. Mayo, who, in a similar capacity, had previously paid a visit to the Colony with a batch of emigrants ...

Our troubles began in the Bay of Biscay, which knocked us about in its usual style; and the hatches were battened down so that the seas we shipped should not swamp the 'tween decks. When the weather moderated, and we got into warmer latitudes, the passengers came on deck ...

Life on shipboard was what I had long desired, and I now took a lively interest in the sails, the ropes, and the rigging. There was one drawback, however ... as the eldest of the family, necessitated my frequent absence from deck to attend to such menial work as taking things to the galley to be cooked, fetching them back, washing up plates and dishes, and sundry other kinds of work usually performed by household servants ...

While we were in the warm latitudes ... Many of the 'tween-deck passengers, finding it very suffocating below, brought their mattresses up and placed them on the quarter-deck. Here they could get a sound and comfortable sleep ...

Henry Hussey, *More than Half a Century of Colonial Life and Christian Experience*, Hussey & Gillingham, Adelaide, 1897, ch. II

SOURCE 3.32 The experiences of Henry Hussey

SOURCE 3.33 Emigrants at dinner in the married couples' accommodation in steerage. Note the bunks to the left and right, the central table and light from the uncovered hatch. This image appeared in the *Illustrated London News* on 15 April 1844.

SOURCE 3.34 'A Burial at Sea', *The Illustrated Australian News*, November 1880

ACTIVITY 14

Explanation and communication

1 Use source 3.32. Write two short bullet points summarising each of the paragraphs in this source.

2 Use source 3.35 to write a new caption for source 3.34.

Analysis and use of sources

1 What is source 3.33?

2 Describe conditions in steerage where the passengers were between decks.

These diseases [measles and whooping-cough] attacked the juveniles with great and fatal effect, and we lost twenty-five in all; as many as three in one family. The great heat, when near the "Line," [the equator] proved too much for many of the little ones; and one after another they succumbed. Three in one day had to be committed to the deep, the last of them in the evening, the funeral service being read by the light of a lantern. A burial ... is a sad sight ... These deaths cast a gloom over all on board, and for a time there was a suspension of all kinds of amusements.

Henry Hussey, *More than Half a Century of Colonial Life and Christian Experience*, Hussey & Gillingham, Adelaide, 1897, ch. II

SOURCE 3.35 More experiences of Henry Hussey

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3 What does source 3.32 tell us about the experiences of people in this part of the ship?

Perspectives and interpretations

1 Overall, what view does Henry Hussey give of the experience of the voyage out to the colonies?

2 How does his view differ from that of Mr Wilcocks in source 3.30?

3 Can you explain why these views are the same or different?

4 What might Henry Hussey have said in a speech to emigrants who were starting their voyage?

Research

1 Find out more about Henry Hussey in the Australian Dictionary of Biography. Obtain the web address from your digital support.

Arrival in South Australia

ACTIVITY 15

Explanation and communication

1 What is shown in source 3.37?

2 Imagine you have just arrived in Adelaide. Use source 3.36 to write a conversation between yourself (as a child or an adult) and one of your relatives about your journey. Concentrate on the actual arrival, as described in source 3.36.

> On July 16, 1839, we anchored in Holdfast Bay, and preparations were made for landing. The members of our family, excepting myself, went ashore a day or two after we anchored, but I was left on board to look after the luggage and goods brought out, upwards of twenty cases and packages. The landing at Glenelg was no easy matter, as there was no jetty nor any convenience of this kind. The boats had to be kept out of the surf, and the passengers carried by the sailors through it ... Some aborigines, whose encampment was at the back of the sandhills, were on the beach to welcome the new-comers; and what was generally asked for by them was 'baccy,' [tobacco] ... This clearly showed that they had ... already acquired the unnatural practice of smoking. In order to land the luggage and goods brought out by the passengers, bullock-drays were taken into the water sufficiently far to enable the contents of the boats to be discharged into them. Though the Bay was little more than six miles from the City, it took the greater part of the day for a bullock-dray to load up and reach its destination. There was no properly-defined road, and as there were no fences in the way, the bullock-drivers could go as they pleased, with the exception of keeping in the track indicated by the removal of the trees in the line of route.
>
> Henry Hussey, *More than Half a Century of Colonial Life and Christian Experience*, Hussey & Gillingham, Adelaide, 1897, ch. III

SOURCE 3.36 More experiences of Henry Hussey

SOURCE 3.37 Emigrants to South Australia, c. 1860

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The weather at the time of our arrival was cold and frosty, and the shelter of a house of any kind ... was necessary ... Dr. Mayo knew that it would be difficult to obtain accommodation in the embryo city, and kindly used his influence to get us a room in Emigration Square for a few days. In this he was successful, and so the whole of us found temporary shelter in one of the apartments intended for the new arrivals. The Square was situated on the Park Lands, west of Hindley Street. The buildings then constituting the square were of wood, and each house consisted of two rooms, divided by a three-quarter partition of the same material.

After staying a few days in Emigration Square we removed to a wooden house at the eastern part of North Terrace ... At this time the roadway and footpaths in Hindley and Rundle Streets not being made, they were in a worse state by the traffic passing over them than other less frequented parts of the City. Hindley Street, especially, was in a very bad condition after a heavy fall of rain, bullocks in some places sinking up to their knees and the drays up to the axles.

Henry Hussey, *More than Half a Century of Colonial Life and Christian Experience*, Hussey & Gillingham, Adelaide, 1897, ch. III

SOURCE 3.38 More experiences of Henry Hussey

ACTIVITY 16

Analysis and use of sources

1 What does source 3.38 tell us about the experiences of free settlers in Adelaide around 1840?

2 a What is source 3.40 and when was it created?

b Does this source provide evidence to support Hussey's statements in source 3.38? Explain.

SOURCE 3.39 The clipper *City of Adelaide*, launched on 7 May 1864

SOURCE 3.40 View of Hindley Street, Adelaide, from the corner of King William Street, c. 1845, by ST Gill

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Friday August 12, 1864

A beautiful day. About 9.50 am a boatman came to tell us that the City of Adelaide was in sight. Tom and I took a walk and bought several little things. At 1 pm we took a boat and sailed to the ship ... We sailed at 4 pm. We stayed on deck till after we had passed the Eddystone Lighthouse and then went down to bed but not to sleep. We were dreadfully seasick during the night.

Sunday August 14, 1864

A rough day. There was service in the cabin which only half the passengers were able to attend. In the night the weather was very squally so that we were unable to sleep.

Thursday August 18, 1864

Almost a calm. We have scarcely advanced in the right direction. The Captain has been the same latitude, at the same season fifteen times and never experienced such unfavourable weather.

Thursday August 25, 1864

A very warm day. The breeze though favourable not very strong. We averaged about five knots. Nothing to be seen but flying fish. We went to bed shortly after 9 pm being very tired as we obtained so little rest the preceding night.

Saturday September 3, 1864

Mama's birthday a lovely day but so calm that we are scarcely moving ... In the evening the sailors played and we danced.

Wednesday September 14, 1864

A beautiful day. We crossed the Equator about 1.30 pm. In the evening the sailors marched (in costume) on the deck. One represented Neptune—he had a long white beard and carried something like a trident. We danced till 10 pm.

Friday September 30, 1864

A squally day. The weather cold but bracing. We could not walk about so sat and had ropes fastened round us to prevent us from slipping.

Sunday October 30, 1864

A fine morning but very wet afternoon. We all thought last week that we should have been in Adelaide today ... We were off King George's Sound about the middle of the night.

Monday November 7, 1864

A beautiful day. I woke about 5 am and saw the land from the porthole. We were on deck about an hour before breakfast. The land ... looked rather low and barren. We were busy packing in the morning ... We anchored about noon. The health officer came on board immediately.

SOURCE 3.41 Extracts from the diary of Sarah Ann Bray

Source 3.41 shows extracts from the earliest diaries kept by a passenger on the clipper *City of Adelaide*. The diary was that of 20-year-old Sarah Ann Bray (1844–1908). She travelled with her parents and sister to South Australia in 1864.

ACTIVITY 17

Comprehension: chronology, terms and concepts

1 Sarah's sea voyage took place in 1864. Had much changed about the voyage since Henry Hussey travelled to Australia in 1839? Give evidence from source 3.41.

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2 What ritual associated with sea voyages was continued?

3 Which official does Sarah mention at the end of her diary entries?

Research

1 Find out how the ritual associated with sea voyages changed over time

2 Why would an officer of this type come 'on board immediately'? What is the significance of this for sea voyages in the 19th century?

Empathetic understanding

1 How would have Sarah felt when she arrived in Adelaide?

What changes to ways of life were experienced by women who moved to Australia?

Convict women and female factories

When the First Fleet dropped anchor at Sydney Cove in January 1788, 192 of the 751 convicts on board the ships were women. Most of them had committed petty crimes including prostitution and theft. And the vast majority came from large English cities.

At the close of transportation in the mid-19th century, 25 000 women had been sent to Australia. Most were placed—or assigned—as servants to officers and free settlers. Few left Australia after their sentence expired.

Female convicts who were found to be 'refractory', or unmanageable, were often sent to a **female factory**. These places were supposed to reform them. Unassigned convict women and their children were also sent to female factories. So too, in some instances, were destitute free women.

A number of female factories were established in Australia. The first was a small, simple place of confinement built in 1796 at Parramatta, west of Sydney. A substantial sandstone female factory was completed at Parramatta in 1821. Tasmania had female factories at Hobart Town, Cascades, George Town, Launceston and Ross. And a factory was established at Eagle Farm, Brisbane, from the mid-1830s. Female factories were also at Port Macquarie (1825), Bathurst (1833), Anson Hill (1843) and Brickfields in Hobart (c.1842).

Hobart Town, Cascades and Launceston female factories

The Hobart Town Female Factory was established in 1821. It was a small building next to the Hobart jail. It was in use for eight years until the female inmates were sent to the Cascades Female Factory, which opened in 1828. The Launceston Female Factory was established in 1834.

> Late on Monday evening as Dr. Westbrook was passing the Female Factory, he observed two women creeping through a hole which had been made in the wall, and the constable standing unconcernedly looking on. He immediately disarmed this man, the ladies as suddenly drawing back; and at the same time Mr. Drabble [the superintendent] discovered that 7 prisoners had escaped from the upper bedroom. Six of the number have already been apprehended and sentenced to have their hair cut close off to the head, to be confined in a cell, fed on bread and water, and to wear an iron collar for a week. We have not yet heard what punishment has been inflicted on the constable who so gallantly contributed to the freedom of the fair sex.
>
> *Hobart Town Gazette*, 10 December 1825

SOURCE 3.42 Escape from the Hobart Town Female Factory

ACTIVITY 18

Comprehension: chronology, terms and concepts

1 When and where was the Hobart Town Female Factory opened?

2 How long did it remain open?

3 What happened to the female convicts at the Hobart Town Female Factory after eight years?

Analysis and use of sources

1 Use source 3.42.

- a What did Dr Westbrook observe?
- b Was the constable trying to stop the women?
- c What did Mr Drabble discover?
- d What happened to the women who tried to escape?

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2 Use source 3.43.

- **a** What were the conditions like at the female factory at Hobart?
- **b** What was the superintendent and his family subject to?
- **c** Is this a primary or a secondary source? Why?
- **d** The writer claims that 'Communication through and over the walls, both to the gaol and to the streets outside, was absurdly easy.' Does source 3.42 support this statement? Explain your answer.

3 **a** What is source 3.44 and when was it taken?

- **b** How does this source help us to understand experiences in female factories?

3 Use source 3.45. This source is also viewable at your digital support.

- **a** What is this source? When was it made and by whom?
- **b** What was the purpose of this source?
- **c** This plan indicates sleeping quarters as 'cells'. How many cells are in the building?
- **d** How many 'solitary cells' are there? What would these have been used for?
- **e** What sort of work would the female convicts have done?

> In January 1826 [Lieutenant Governor] Arthur finally ordered an investigation into the conditions at the Hobart Town Female Factory. Conditions were very unsatisfactory. Fifty-five people were crammed into two sleeping rooms which were not only cramped and crowded but were also unventilated. There was only one yard for the use of the Factory, consequently no possibility of classification or keeping some women separate from others. The yard was in full view of executions in the gaol next door. Communication through and over the walls, both to the gaol and to the streets outside, was absurdly easy. The crowded conditions and lack of separate rooms and other areas meant there was no space that could be used for work. The superintendent Mr Drabble and his family lived in an apartment that was not separated from the rest of the factory and were subject to constant abuse from the inmates.
>
> Tony Rayner, *Female Factory, Female Convicts*, Esperance Press, Dover, 2005, p. 117

SOURCE 3.43 Conditions in the Hobart Town Female Factory

SOURCE 3.44 Cascades Female Factory, Tasmania, c. 1900

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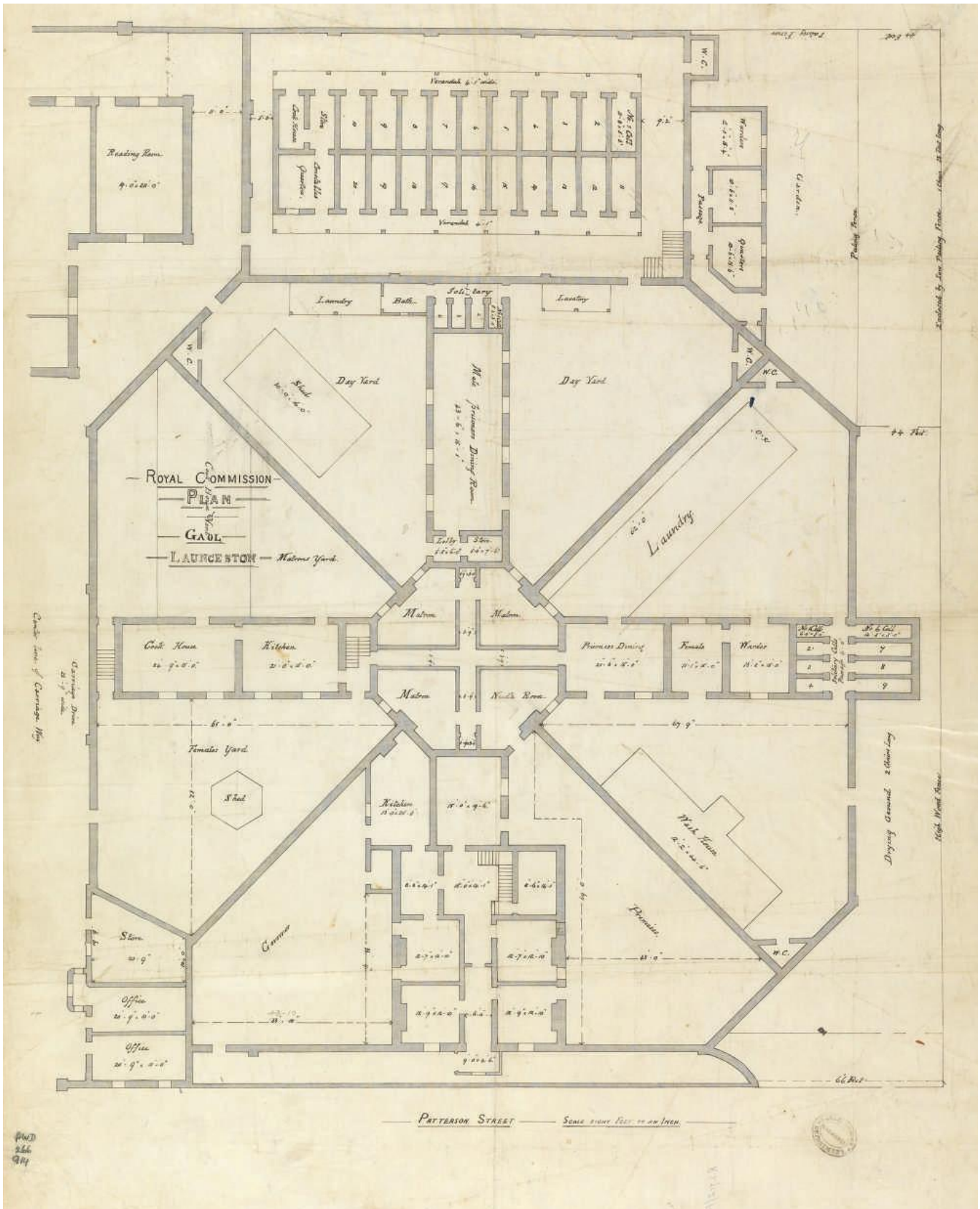

SOURCE 3.45 Plan of the Launceston Penal Establishment female house of correction, prepared for the Royal Commission by Henry Conway, Architect, Department of Public Works, 1883. This plan is also viewable at your digital support.

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Female factories in New South Wales

The Matron of the Female Factory is not to permit the females to perambulate the outer yard after 2 o'clock in the afternoon of every day, but to keep them confined in the inner yard ...

The Matron of the Female Factory is to ensure that:

The women are to be up at first ring, get their breakfast, and clean out their wards.

None is to be let out of the inner yard of the building of the Factory into the outer yard till 8 o'clock, except as are required to wash clothes and cook.

One female is to be selected daily to see the rations weighed, delivered to the Cook and distributed.

At 2 o'clock in the afternoon, the women not employed in cooking and washing to be shut up within the walls of the Factory.

No man, of any description, to be admitted into the outer Factory yard, or within the walls of the Factory, without the personal attendance of the Matron or Keeper of the Watchhouse.

On any female being permitted to go out and work, she must be accompanied there and back by a SpecialConstable.

By Order
Benjamin Sullivan
Magistrate

Quoted in Iaen McLachlan, *Place of Banishment: Port Macquarie 1818–1832*, Hale & Iremonger, Sydney, 1988, pp. 110–11

SOURCE 3.46
Routine and rules at the Female Factory, Port Macquarie, c. 1832

ACTIVITY 19

Analysis and use of sources

1 a What is source 3.46? When was it produced?
  b What happened at 2 o'clock?
  c What happened at 8 o'clock?
  d On what occasion could female convicts leave the factory? How could they do this?

Explanation and communication

1 Use any of the sources and other information in this section. Create a heritage brochure of two pages giving tourists an overview of female factories in Australia. Include the sorts of experiences that female convicts had in them. (You may want to use a map of Australia to show where the female factories were or still are.)

Perspectives and interpretations

1 a Use source 3.42. Whose view is given in this source?
  b How are convict women portrayed?
2 a Use source 3.46. Whose view is given in this source?
  b What does it tell us about their attitude to female convicts in the factories?
3 a Read the paragraph beginning 'Back in 1827 …' in source 3.48. How does the writer's view of female convicts in female factories differ from that in source 3.46?
  b How have views on these women changed over time?

SOURCE 3.47
Female Factory, Parramatta, 1820

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Research

Locate two sites on the internet that deal specifically with female factories in Australia.

1 Take a screenshot of the homepage of each site.

2 How useful are these sites for doing research on the experience of convict women in female factories?

MEDIA RELEASE

Parramatta, Australia – 8th March 2011

Celebrating the centenary of International Women's Day – A Woman's Place

PARRAMATTA FEMALE FACTORY PRECINCT

A Woman's Place

FEMALE FACTORY - ASYLUM - ORPHANAGE - GIRLS INDUSTRIAL SCHOOL

In supporting calls for the designation of the Parramatta Female Factory Precinct as a Woman's Place of history and heritage Business & Professional Women (BPW) Parramatta will be holding an information stall in Church Street /St John's Mall Parramatta from 10am to 2pm on 8th March 2011.

EXPLORING THE PAST – REMEMBERING CONVICT WOMEN

Back in 1827 women broke out of the Female Factory and made their way into the township of Parramatta to fight for their rights in demanding better food and conditions. Essentially this was the first industrial action to take place in Australia. The women were also responsible for producing Australia's first manufactured export – 'Parramatta cloth'. It's 164 years since the last convict woman was relegated to the Female Factory—its remnant buildings are now part of the Cumberland Hospital complex in Fleet St Parramatta. In the early years of the 20th century when the women's suffrage movement began to emerge few remembered the contribution that these women made. It's time that they were acknowledged.

ILLUMINATING THE PRESENT

Today we live in a society where women have attained equality—however this equality has yet to extend to places significant to women's history. In 1992 House of Representatives Standing Committee on Legal and Constitutional Affairs 'Half Way to Equal' report recommended that 'A Woman's Place' be established in recognition of women's history and heritage. The Parramatta Female Factory Precinct is ideally suited for this purpose.

IMAGING THE FUTURE

In this centennary year of International Women's Day we imagine a future where women's history and heritage is given equal status; a time when the Parramatta Female Factory Precinct becomes a place where women's contributions and experiences are valued.

FOR MEDIA COMMENT

Bonney Djuric
Parramatta Female Factory Precinct
0437 221149 bdjuric@tpg.com.au
www.parramattafemalefactory.com

SOURCE 3.48 Media release about the Parramatta Female Factory Precinct, 2011

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What impact did the arrival of convicts have on Aboriginal peoples?

While some friendships were made between convicts and Aboriginal people, relationships were generally poor. In the early decades of the 19th century, British officers used Aboriginal men to track escaped convicts. Convicts, in turn, retaliated against Aboriginal people. This led to a cycle of revenge assaults and murders. Officials issued proclamations about severe punishments for convict and Aboriginal offenders. But sometimes these violent acts were overlooked.

The following sources relate primarily to Newcastle in New South Wales. It was set up as a penal establishment in 1804 as a site of 'secondary transportation'. These were places where convicts were sent when they committed new offences.

ACTIVITY 20

Analysis and use of sources

1 Use sources 3.49 and 3.50.
   - a Nobbys Head is a rounded headland on the southern entrance to Newcastle Harbour. At first it was called Coal Island. Can you identify Nobbys Head in these sources?
   - b Describe Newcastle in 1818 in 150 words.

2 Use source 3.51.
   - a What is this source? Who wrote it? When and where was it written?
   - b What did James Field do in Sydney?
   - c What did 'the Natives' do to Field?
   - d How did Field appear when he gave himself up at Newcastle?
   - e What did Lieutenant Menzies do with Field?
   - f Why did he do this?

3 Use source 3.52.
   - a What is this source? Who wrote it? When and where was it written?
   - b What did the runaway convicts do?
   - c What was Boungaree doing with the convicts?
   - d Why might he have been doing this?

4 Use source 3.53.
   - a What is this source? Who wrote it? When and where was it written?
   - b How did Menzies describe his relationship with local Aboriginal people?
   - c What did Menzies direct the storekeeper to do?
   - d How did Menzies describe Boungaree?
   - e What could Boungaree do?
   - f Why would Menzies have valued this?
   - g What did Menzies direct the crews to do? Why?

SOURCE 3.49 Corroboree at Newcastle, c. 1818, oil painting by Joseph Lycett

ISBN 978 1 4202 3219 6

SOURCE 3.50 Newcastle, c. 1818, by Joseph Lycett

Kings Town, Newcastle,
15th June, 1804

Sir,

...On the 29th ultimo [of the previous month] James Field one of the three persons who run off with Serg. Day's boat from Sydney gave himself up; he was quite naked, speared and beat in several places by the Natives, and had not eat anything for five days. I took him just as he came in and showed him to all the Convicts, and I could wish to be allowed to retain him here, as I think from the account he gives of his misfortunes and the truly miserable and wretched spectacle he exhibited, it will be the means of preventing the others from attempting the like with any of our boats that go up the river ...

Lieutenant Menzies to Governor King, *Historical Records of Australia*, Series 1, Vol. 5, p. 112

SOURCE 3.51 Runaway convicts and Aborigines

Kings Town, Newcastle,
5th October, 1804

Sir,

...The three [convict] runaways sent back here had on their way to Sydney murdered the father of Boungaru [also spelt Boungaree or Bungaree] in the most brutal manner and who at the time was advising them to return.

Lieutenant Menzies to Governor King, *Historical Records of Australia*, Series 1, Vol. 5, p. 420

SOURCE 3.52 Runaway convicts retaliate

Kings Town, Newcastle,
1st July, 1804

Sir,

...We always have been and still continue on the most friendly terms with the numerous Natives here, to preserve which I have directed the Storekeeper to victual [supply food to] Boungaree. He is the most intelligent of that race I have Seen and Should a misunderstanding unfortunately take place he will be Sure to reconcile them; and I have given Strict directions to the crews of all vessels going up the river to treat them in a friendly manner, as I know they have frequently been very ill used by some who are neither guided by principal or humanity.

Lieutenant Menzies to Governor King, *Historical Records of Australia*, Series 1, Vol. 5, pp. 415–16

SOURCE 3.53 Boungaree

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ACTIVITY 20 continued

5 a What is source 3.54 and when was it published?
   b What was the state of some of the convicts who were brought back after escaping?
   c What had the 'natives' around Port Hunter and Port Stephens become?
   d What skills did Aboriginal people display while accompanying soldiers in the pursuit of escaped convicts?
   e How did Aboriginal people capture escaped convicts when they were not with soldiers?
   f Were Aboriginal people rewarded for capturing escaped convicts?
   g Whose company did these Aboriginal people prefer? Why?

6 Look back to the beginning of this section. Why do you think convict women were largely absent in this story?

7 What is source 3.55 and who wrote it?

8 Source 3.55 has seven sentences.
   a Draw up a table with two columns titled 'Sentence' and 'Source', and seven rows. Write each sentence in a row in the first column. (The first two are done.)

I had an opportunity of seeing one convict that was brought into Windsor in a most emaciated state, after having been out three weeks and living upon snakes and grubs, or roots of shrubs; and those who are captured and brought back to Newcastle are also greatly reduced [physically]. The native blacks that inhabit the neighbourhood of Port Hunter and Port Stephens have become very active in retaking the fugitive convicts. They accompany the soldiers who are sent in pursuit, and by extraordinary strength of sight that they possess, improved by their daily exercise in pursuit of kangaroos and opossums, they can trace a great distance, with wonderful accuracy, the impressions of the human foot. Nor are they afraid of meeting the fugitive convicts in the woods, when sent in their pursuit, without the soldiers; by their skill in throwing their long and pointed darts they wound and disable them, strip them of their clothes, and bring them back as prisoners, by unknown roads and paths, to the Coal River [Newcastle].

They are rewarded for these enterprises by presents of maize and blankets, and not withstanding the apprehensions of revenge from the convicts they bring back, they continue to live in Newcastle and its neighbourhood, but are observed to prefer the society of the soldiers to that of the convicts.

JT Bigge, *Report of the Commissioner of Inquiry on the State of the Colony of New South Wales*, House of Commons, London, 1822, p. 117

SOURCE 3.54 The Bigge Report, 1822

Most of the conflict and violence arose from the decision to allow Aborigines to act as trackers and apprehenders of escaped convicts. Desertion was rampant throughout the life of the Newcastle penal settlement, and the services of Aborigines in tracking escapees and returning them to the settlement was invaluable. Under Commandant James Wallis (June 1816 to December 1818) it was a common for gangs of around a dozen men to desert during the night, surviving for up to three months in the bush ... Wallis had learnt the value of Aboriginal guides during his campaigns against the peoples on the Hawkesbury in 1816, and at Newcastle he actively encouraged Aborigines to act as trackers and hunters of escapees. Working in groups, Aborigines apprehended the convicts, stripped them naked and brought them into the settlement, and were rewarded with tobacco, blankets and similar items. Those convicts not brought in by Aborigines were generally driven to return voluntarily on account of a hostile reception. Others were presumed to have been killed by Aborigines, probably in retaliation for some offence given at the settlement ... 'I consider all this fortunate for the Settlement', Commandant Wallis wrote.

David Roberts, 'Aborigines, Commandants and Convicts: The Newcastle Penal Settlement', Awaba, University of Newcastle, www.newcastle.edu.au/school/hss/research/publications/awaba/history/aborigines-commandants-convicts.html

SOURCE 3.55 A historian's view on Newcastle

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Sentence	Source
Most of the conflict and violence arose from the decision to allow Aborigines to act as trackers and apprehenders of escaped convicts.	
Desertion was rampant throughout the life of the Newcastle penal settlement, and the services of Aborigines in tracking escapees and returning them to the settlement was invaluable.	

b Match up each sentence with one of sources 3.49 to 3.54. Identify the sources in the second column that support each statement in the first column. Write a word, phrase or sentence from the source or a description from an image that supports the statement in the first column.

c Which sentences are supported by the evidence?

d Which sentences are not supported by the evidence?

e How reliable is source 3.55?

What were the short-term and long-term impacts of the movement of peoples between 1750 and 1914?

Across the world, the movement of people in the late 18th and early 19th centuries fed into three long-term processes. These were **colonialism**, industrialisation and urbanisation.

Slaves were moved to colonies to provide labour. Their labour in the New World went into producing raw materials that were sent back to Old World. These materials were then processed in factories. The rise of the factory system led to industrialisation, which drew people into cities. This led to increasing urbanisation.

Many free people in countries that were industrialising also left crowded cities in the Old World in search of better lives. These people helped to populate the colonies. In Australia, convicts provided forced labour from 1788. Free settlers came mainly from the 1820s.

In the short term, these movements of people led to the break-up of families, social conflict and the displacement of indigenous peoples in the colonies. In Australia, a long-term impact of European immigration was the destruction of much of Aboriginal society and a massive decline in the number of Aboriginal peoples.

Indigenous people

Aboriginal and Torres Strait Islander peoples generally believe that they have been present in Australia since time began. Scientific evidence suggests an upper limit of around 100 000 years of indigenous people's presence. But their long connection with the land was to be forever shattered with the coming of white people.

ACTIVITY 21

Analysis and use of sources

1 a What is source 3.56 (overleaf)?

b What is this source based on?

c What information does this source give us?

d Name one thing that helped form boundaries between different Aboriginal language groups.

2 a What is source 3.57 (overleaf)?

b Go to your digital support to view a zoomable version of this map. How useful is this source in explaining the long-term impacts of the movement of European people in 19th century Victoria on Aboriginal peoples?

3 a What is source 3.58?

b Name one town that was established between 1788 and 1829, one established between 1830 and 1850, and one established between 1851 and 1870.

c Describe the area of NSW in which Europeans had settled by 1820.

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SOURCE 3.56 Approximate boundaries of Indigenous language–culture groups in Victoria

SOURCE 3.57 The colony of Victoria, John Bartholomew & Co., 1895. This map is also viewable at your digital support.

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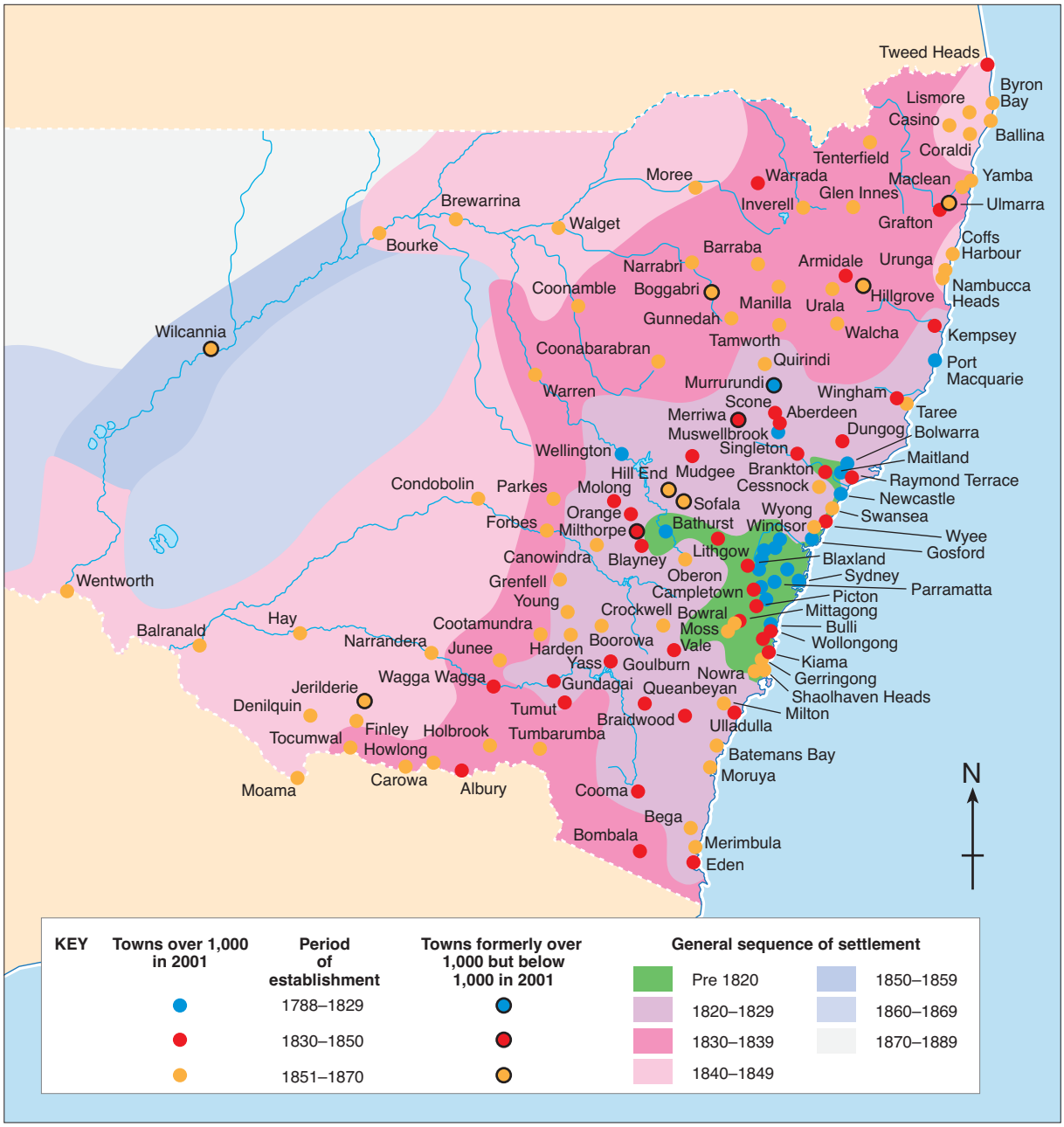

SOURCE 3.58 The spread of towns in NSW, LPI–NSW Department of Finance and Services 2013, Panorama Avenue, Bathurst 2795, www.lpi.nsw.gov.au

In 1822 the British government ... made a fatal decision. It dropped the duty on Australian wool to encourage wool production in Australia, and to reduce imports from Germany. This led to a rapid expansion of flocks and the inflow of over 200,000 British immigrants to Australia between 1832 and 1850. The frontier of European settlement moved rapidly and inevitably across most of south-eastern and southern Australia. In a fantastic land grab which was never again to be equalled, about 4000 Europeans with their 20 million sheep occupied over 400 million hectares of Aboriginal land stretching from southern Queensland to South Australia by 1860. The Aborigines were quickly outnumbered in their own land.

Richard Broome, *Aboriginal Australians*, Allen & Unwin, Sydney, 1982, p. 37

SOURCE 3.59 The frontier of European settlement

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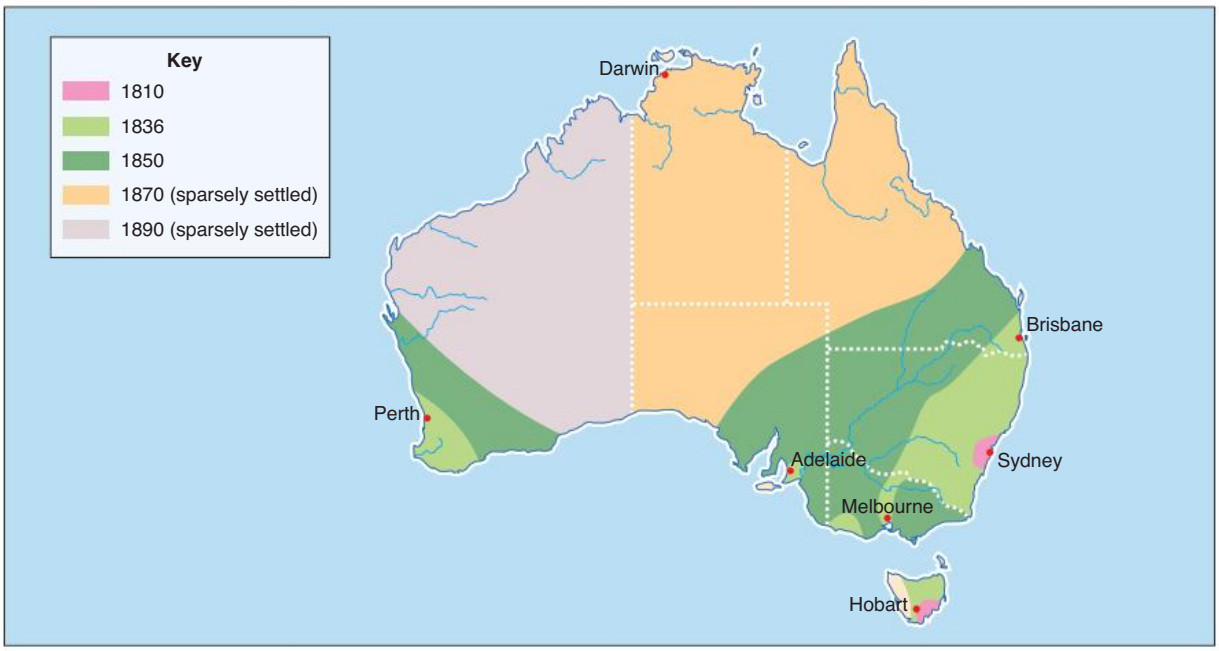

SOURCE 3.60 The moving frontier

ACTIVITY 21 continued

d Where had European settlement spread by the end of the 1820s?

e When did settlement spread along the Darling River?

f When was all of NSW taken up by Europeans?

4 a Is source 3.59 a primary or a secondary source? Why?

b What did the British government do in 1822?

c What did this lead to?

d How and where did the frontier of European settlement spread?

e How did this affect Aboriginal peoples?

5 Use source 3.60.

a Where did settlement spread from?

b What was one thing that affected settlement patterns?

c What was the least settled colony by 1890?

6 Use source 3.61.

a How many Aboriginal people were in New South Wales in 1788?

b How many Aboriginal people were in New South Wales in 1891?

c Did the number of Aboriginal people in New South Wales go up or down from 1788 to 1891? How large or small was the change in number of Aboriginal people?

d What was the total number of Aboriginal people in Australia in 1788?

e What was this figure in 1911?

f What had happened to the country's Aboriginal population?

Year	NSW	Vic	Qld	SA	Tas	WA	ACT	Australia
1788	48 000	15 000	120 000	15 000	45 000	62 000	50000	314 500
1861	16 000	2384	60 000	9000	18	44 500	48500	180 402
1891	8280	900	32 000	5600	139	31 000	33000	110 919
1911	8650	1000	24 500	4692	230	22 498	22000	83 588

Charles Price, 'Immigration and ethnic origin', in Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, p. 4

SOURCE 3.61 Estimated minimum population of Aboriginal descent to 1911

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Explanation and communication

1 Using evidence from sources 3.56 to 3.61, explain why Australia's Aboriginal population had fallen from 314 500 in 1788 to 83 588 by 1911. Include maps and statistics in your answer.

Forced migration and 'legal slavery'—the Pacific Islanders

Slavery was abolished in the British Empire in 1833 under the Slavery **Abolition** Act. Slavery, however, was replaced by indentured labour, a legal form of slavery. Indentured workers signed contracts to work for certain periods of time. They performed hard work similar to that done by slaves and they were generally paid and treated poorly.

ACTIVITY 22

Explanation and communication

Consider sources 3.62, 3.63 and 3.64.

1 a Create a table with three columns. Label the columns (1) 'Source' (2) 'Notes' and (3) 'Supporting materials'.

b Write the name of the source in the first column.

c Make notes about each of the sources in the second column.

2 To check the sources, do searches on the internet.

a Use the three sources to write a list of six key words. These could include people, places and groups of people (such as Pacific Islanders).

b Use the following websites to check your sources:

- Australian Dictionary of Biography
- Documenting Democracy, Museum of Australian Democracy
- Your state or territory library (such as the State Library of NSW).

Look for at least one piece of evidence for each source. Makes notes as to whether this evidence supports or does not support the source. Put your notes in the third column.

c Print out relevant photographs or maps.

3 Use the three sources, as well as the new material you have gathered. Design a poster that could be used by Pacific Islanders today to commemorate the experiences of their ancestors in Australia as labourers.

SOURCE 3.62 Indentured 'Kanaka' or Pacific Island labourers prepare for harvesting arrowroot on a Queensland farm, c. 1890

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SOURCE 3.63 Kanaka labourers on a Queensland pineapple plantation, c. 1890

...New South Wales magnate Ben Boyd started in 1847 the traffic in Pacific islander' lives and labour... in 1863 the eminent Captain Robert Towns, M.L.C (N.S.W.), shipowner, merchant and plantation owner, 'recruited' the first of more than 60 000 islanders blackbirded [kidnapped], cajoled [tricked] or otherwise contracted on to plantation work in Queensland...Apart from the minority murdered en route from the Islands to Queensland ports (but the natives got their own back on Ben Boyd, killed on Guadalcanal [the island] in 1851), many islanders died on the Queensland canefields from unaccustomed long and arduous work, the mortality rate among them exceeding 6 per cent in several years in the 1870s and 1880s, 8 per cent per year on several other annual counts, and stopping just short of 10 per cent in 1885 after an all-time high of 147 per 1000 in 1884.

Of the 61 160 island labourers imported into Queensland in 1863–1904, 39 681 saw home again, [or] 64.4 per cent...

Brian Fitzpatrick, 'Indentured labour in Australia', *Labour History*, November 1964, p. 3

SOURCE 3.64 Brian Fitzpatrick—an historian's view

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History challenges

Critical and creative thinking

Design a snakes and ladders board game based on convict transportation from Britain to Australia. Include convict experiences in Australia.

ICT

Find the website of your state or territory government records office or archive. Locate tools that you can use to research convicts. Write a report on how to use the research tool. Use screenshots in your report.

Getting the message across

Source 3.65 is an object that is held in the Powerhouse Museum Sydney. Use the museum's website to find out what this object is and why it is special. Write a half-page report on the object and why it is historically significant.

SOURCE 3.65 An object for investigation

Visual communication

Source 3.66 is located in the State Library of Victoria. How does this source relate to immigration to Australia? Is the source positive or negative about emigrating to Australia? Explain.

SOURCE 3.66 *News from Australia* by George Baxter

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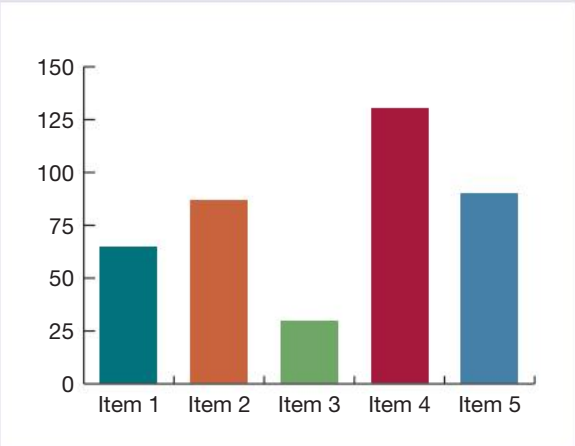
Figure it out

Use source 3.61. Draw a bar chart (see source 3.67) for the Aboriginal population in your state or territory, plus four other states.



SOURCE 3.67 Example of a bar chart

Intercultural understanding

Describe a meeting between an Aboriginal person and an escaped convict in early colonial NSW. Write up to 300 words. Base your work on sources 3.51 to 3.55.

Talking points

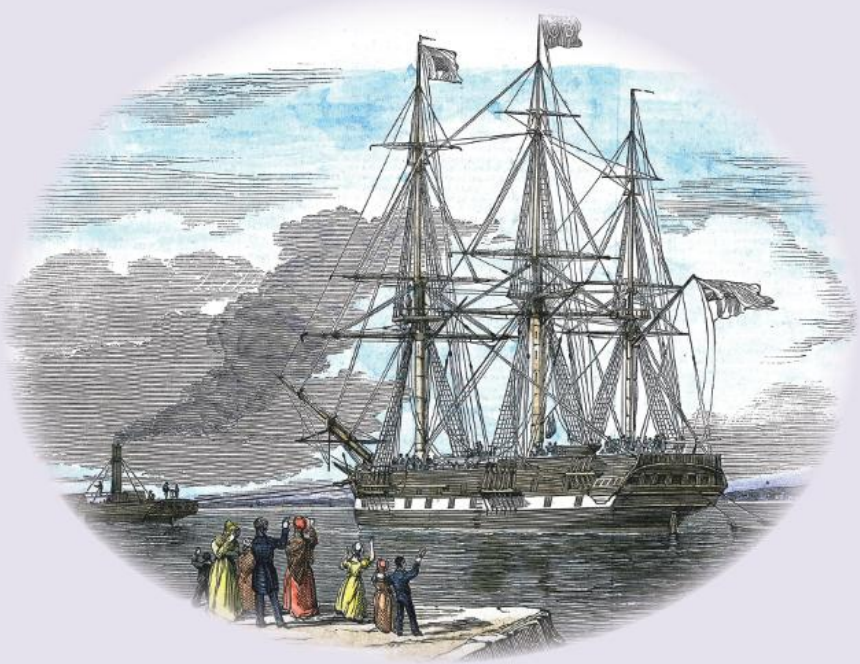
1. Organise a class debate (or discussion) on the topic 'Who were the convicts?' Choose two teams or sides. Each side must take one of the views about convicts expressed in sources 3.68 and 3.69.
2. The voyage to Australia by emigrants in the 19th century was one of great risk compared to modern-day cruise ships. Discuss the sense of adventure of emigrants who sailed to Australia in ships like the one shown in source 3.70.

> The convicts sent to Australia really were criminals ... [they were not] basically decent people forced into a life of crime by adverse economic condition.
>
> Brian Fletcher, *The Australian*, 2 September 1987, p. 14

SOURCE 3.68 Professor Brian Fletcher's view

Poor Tom Brown from Nottingham,
Jack Williams and poor Joe,
They were three gallant poacher boys,
their country all does know,
And by the Laws of Amalgaymack that you may understand,
Were fourteen years transported, boys,
unto Van Diemen's Land.

SOURCE 3.69 'The Cyprus Brig' (folk song)



SOURCE 3.70
A British emigrant ship being towed out of harbour before setting sail for Sydney

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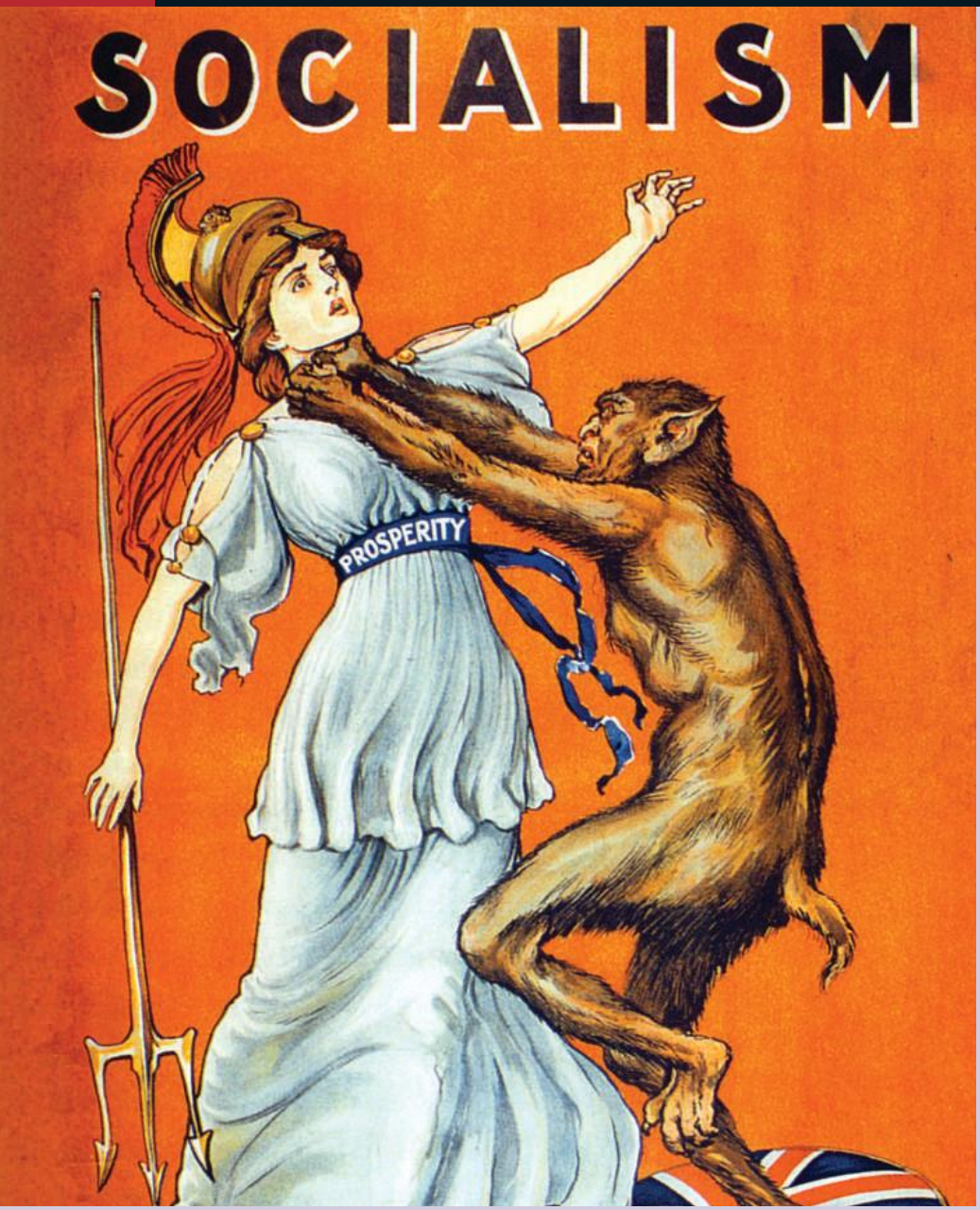
Chapter 4

Progressive ideas and movements, 1750–1918 »



An English propaganda poster, c. 1900

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- sequence and annotate the time span of the following: the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution
- identify underlying ideas associated with the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution
- briefly outline each of the following ideas: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism and Chartism
- outline and explain the origins of a chosen key idea
- describe the main features of the chosen idea
- identify the ideas of supporters and opponents and explain their differences
- trace changes in attitude to the idea over the period
- assess the short-term and long-term impacts of the idea on Australia and the world
- discuss the relevance of the idea today.

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Inquiry questions

1. What key ideas emerged in the period 1750 to 1918?
2. How did the Industrial Revolution influence the idea of socialism?
3. How did workers, entrepreneurs and landowners react to socialism?
4. What were the short-term and long-term impacts of nationalism on Australia and the world?

Introduction

THE INDUSTRIAL REVOLUTION radically altered the environment, the workplace and patterns of migration around the world. Changes occurred in the relationships between people and the way people thought about the world. It was a time of new ideas, with two of the main ones being socialism and nationalism. The socialist thinkers were concerned with ideas about the sharing of power and wealth, and why rich and poor people were in society. Because this was a time of empires and rivalry between countries, ideas about nationalism also developed.

Nation states were to become the main form of political organisation in the Modern World. In the 19th century, countries such as Germany and Italy were built on nationalism. Nationalism helped keep deeply class-divided countries such as England unified. It was the ideology that gave legitimacy to the nation state.

KEY TERMS

benevolent	caring for others
capitalism	a political and economic system in which commercial and industrial resources are privately owned and markets set the prices
Chartism	a reformist English political movement
commune	a community in which all are equal
Fabian Society	English socialist group founded in 1884 that supported the gradual and peaceful spread of socialism
ideology	a political or cultural plan or idea
imperialism	the policy of extending the rule of an empire or nation over foreign countries, or of gaining colonies
individualism	a system involving self-interest and profit as the main drivers for business
lockout	the closure of a business and/or sacking of all employees because the employer does not want to accept workers' demands or because workers will not accept the employer's conditions
militancy	having an aggressive or combative character, especially in fighting for a cause
nation state	a country with specific borders where people share the same language(s) and a common set of cultural values
nationalism	national spirit; a person's devotion to the interests of their nation
philanthropic	charitable
plaque	a flat plate made of metal or other materials bearing an inscription or message
private enterprise	a belief that if wealthy people prosper, eventually everyone else will
socialism	a theory or system of social organisation that puts ownership and control of the means of production in the community's hands
universal suffrage	giving the vote to all adults (initially men only)

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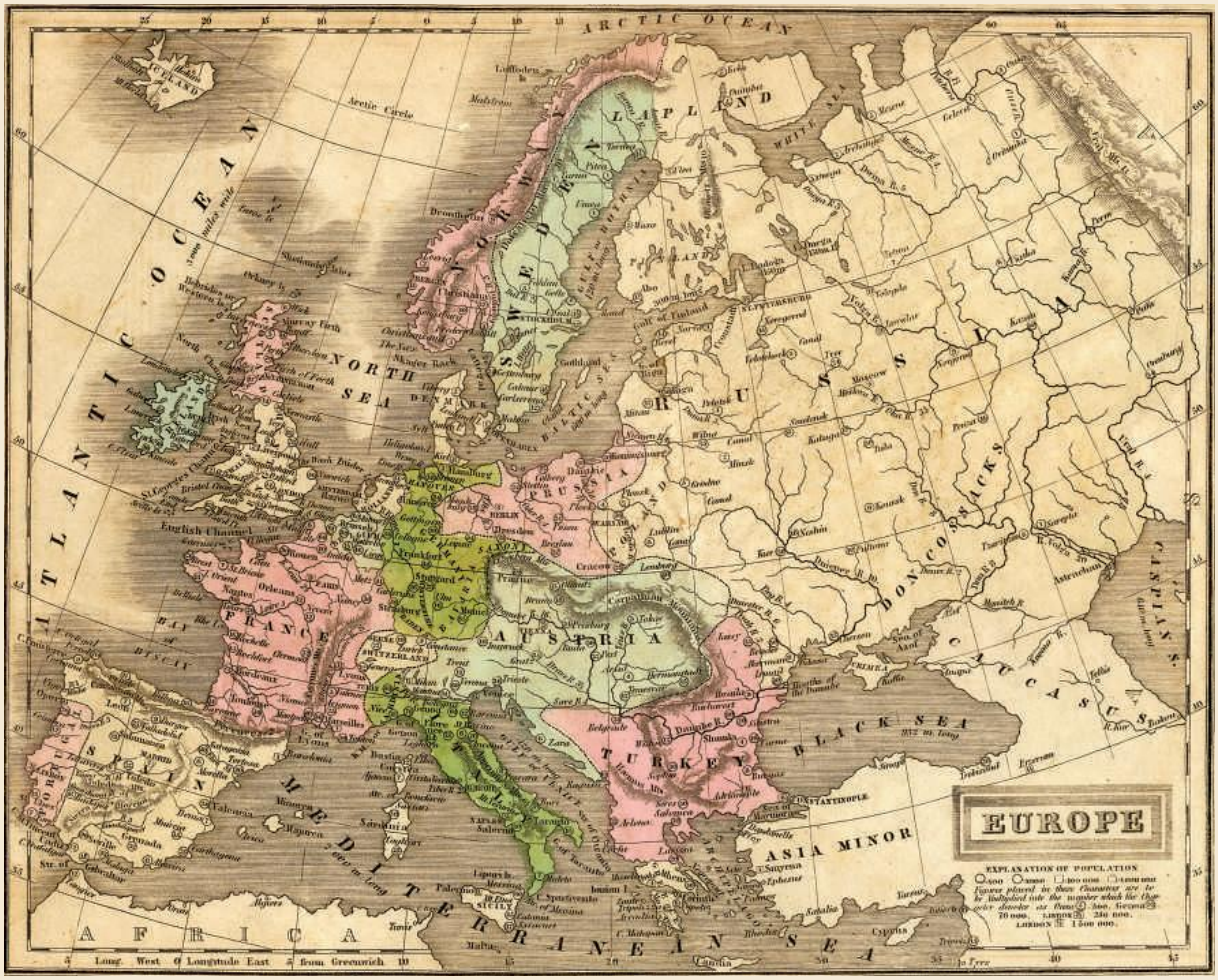
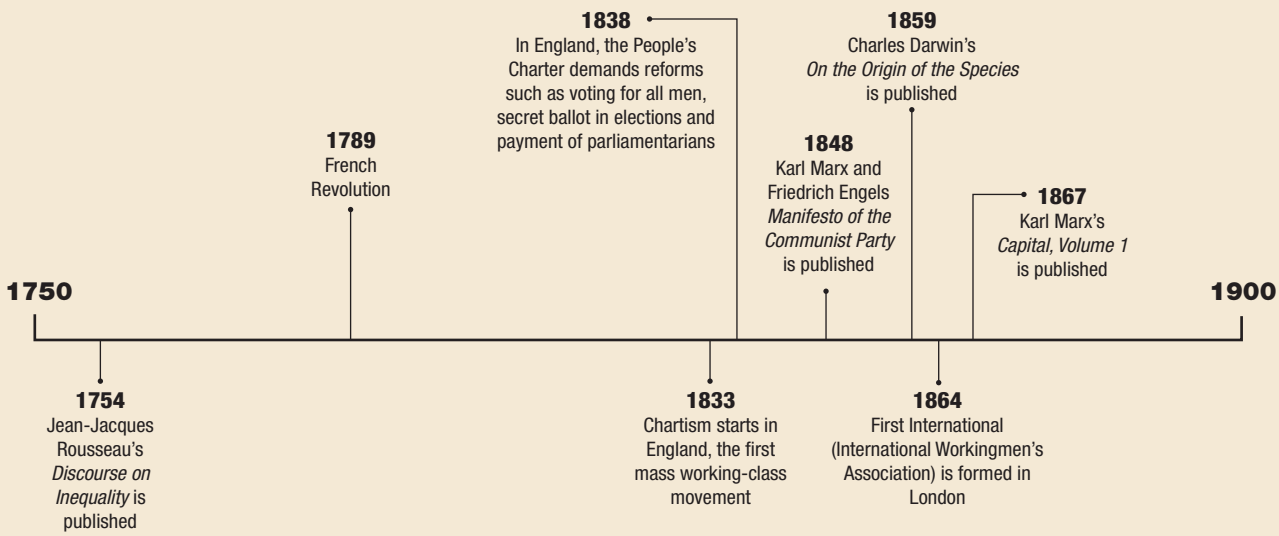
Political map of Europe in 1829



Timeline of key dates



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Focus on history skills

SKILL 3

Research

Historical inquiry involves doing an investigation to gain an understanding of the past. The steps in the inquiry process include posing questions, and then identifying, locating, selecting and organising information from a variety of sources. Usually, when you pose historical questions, they will begin with the words who, what, when, where, why or how. To ensure your research suits the purpose of your inquiry, planning your investigation is important.

The steps for carrying out an historical inquiry are:

STEP 1: Describe the purpose of your investigation

1. What is your topic?
2. What needs to be explained, discussed, analysed, and so on?
3. Why are you investigating this topic?

STEP 2: List the questions that will guide your investigation

1. When did it happen?
2. Who was involved?
3. How did it happen?
4. Why did it happen?
5. What types of sources would be useful?
6. Could more than one explanation be possible?

(You can use a mind map or brainstorming tool. Your digital support suggests a web tool to use.)

STEP 3: Locate sources

1. What terms could be entered into an internet search engine?
2. What sections in a library will contain relevant books or other records?
3. Is a museum, special exhibition or official website related to the topic?

STEP 4: Analyse sources

1. Which sources are useful?
2. Which sources are reliable?
3. What evidence can be obtained from each source to answer your inquiry questions?

STEP 5: Record the findings of your research

1. How will you record your findings (for example, dot points, tables and graphs)?
2. How will you reference and acknowledge the sources you have chosen to use?

STEP 6: Present the results of your historical inquiry

1. What form (such as written explanation, poster, webpage or speech) will you use to present your historical inquiry?

   An inquiry can also involve:

   - developing a hypothesis (a guess or a theory not yet proven)
   - testing your hypothesis (using evidence to confirm or disprove it)
   - formulating a conclusion (an explanation or historical argument, using evidence, that covers your hypothesis).

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Focus on history skills activities

This activity involves you in the process of historical inquiry. Your task is to investigate an event of your choice that occurred during the lifetime of Queen Victoria.

The following is a list of events to start you off:

- Boer War
- Crimean War
- The Great Exhibition
- John Brown's death
- Third Reform Bill
- Diamond Jubilee
- Indian munity
- Treaty of Berlin
- Irish Church Disestablishment Act
- Discovery of gold in the Transvaal
- Jack the Ripper
- Death of Queen Victoria

1 Start by visiting the websites given in your digital support.

2 Complete the first three steps for carrying out an historical inquiry.

SOURCE H4.1 A statue of Queen Victoria

SOURCE H4.2
Procession, Diamond Jubilee of Queen Victoria, 1897

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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. What problems and issues could occur in a society in which wealthy and poor people live together? List your thoughts in this column.
3. Title the second column 'Puzzle'. In this column, list the ways governments might address the problems and issues that you identified.
4. Title the third column 'Explore'. In this column, record how you might find information on different ideas about how societies should be organised. What words could you use to search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?
5. Discuss the answers as a class.

What key ideas emerged from 1750 to 1918?

From the mid-1700s the world saw the rise of industrialisation and the **nation state**. This period is sometimes called 'modernity'. With industrialisation and modernisation came a number of very powerful ideas.

The rise of the nation state resulted in a sense of **nationalism**. Industrialisation was based on an economic way of organising production and distribution called **capitalism**. Some people opposed to capitalism adopted the theories of Karl Marx, whose ideas about economic systems became known as Marxism.

Some nation states in this period also created empires. These nations were industrialising, and they took control of other countries to gain raw materials. Along with empires came imperialist ideologies, which were used to justify colonising other countries. One of these ideologies was called Social Darwinism. This was based on Darwinism, a theory about the origin of species by natural selection.

You will be introduced to seven key ideas in this section. The ideas and when the words used to describe these ideas came into common usage are as follows:

- capitalism (1855–60)
- **Chartism** (1830–40)
- Darwinism (1855–60)
- egalitarianism (1880–85)
- **imperialism** (1855–60)
- nationalism (1830–40)
- **socialism** (1830–40).

Capitalism

> ***capitalism***: (n) a system under which the means of production, distribution, and exchange are in large measure privately owned and directed.
>
> *Macquarie Dictionary*, 2011

Under capitalism, private as opposed to public decisions decide what is produced and what it costs, who works, how much people are paid (based on bargaining) and where profits go.

Sources 4.1 and 4.2 provide evidence about the nature of capitalism. They also show two different ways that people have thought about this system, which is based on private ownership of productive resources.

Source 4.1 is taken from Adam Smith's famous book *The Wealth of Nations*, published in 1776. Smith (1723–90) was a Scottish political economist. His work argued that governments should interfere as little as possible in economic activities, and that free markets generated the greatest economic growth. This approach is called *laissez-faire*. He also claimed that private individuals driven by self-interest would create more wealth for society.

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[Part A] ... every individual ... endeavours as much as he can both to employ his capital in the support of domestic industry ... and ... to direct that industry that its produce may be of the greatest value; every individual necessarily labours to render the annual revenue of the society as great as he can ...

[Part B] By ... directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention ... By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it.

Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*, 1776, Book IV, ch. 2.9

SOURCE 4.1 Adam Smith, *The Wealth of Nations*, 1776

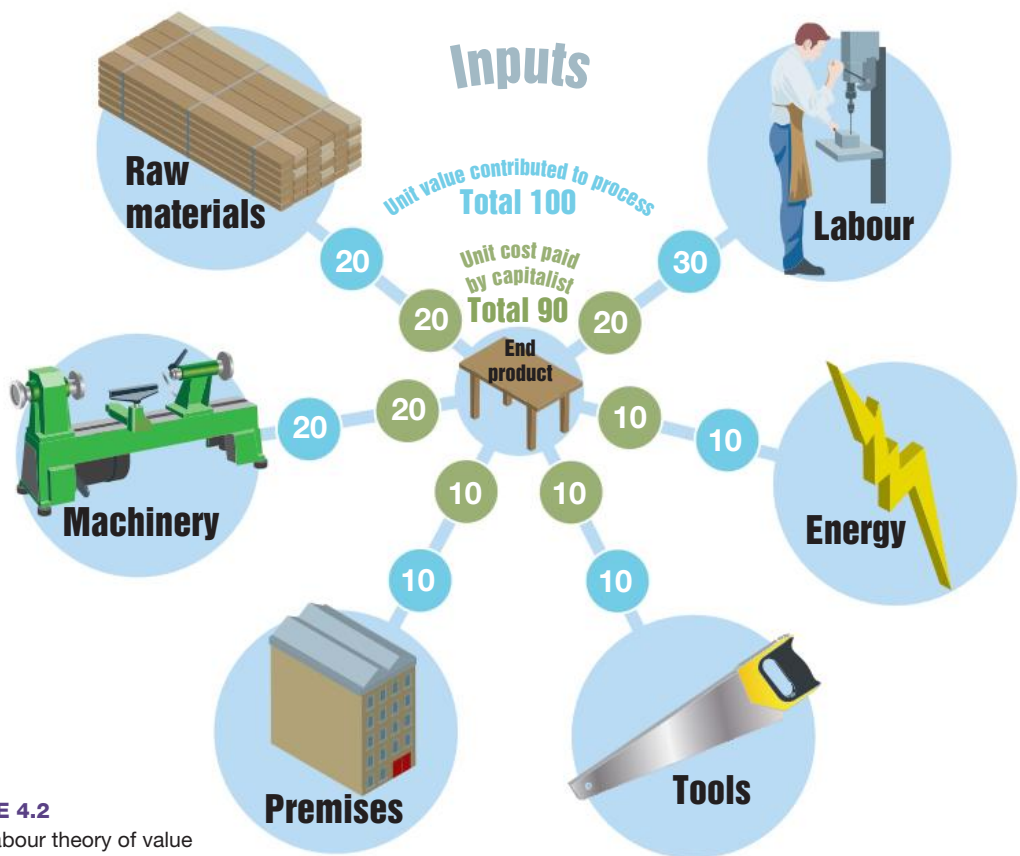
Karl Marx's (1818–83) major three-volume work *Capital* also looked at capitalism. The first volume was published in 1867. A key concept in Marx's approach to capitalism is his 'labour theory of value'. Source 4.2 illustrates this theory.

ACTIVITY 1

Analysis and use of sources

1 Use Part A of source 4.1.
   - **a** What two things does every individual endeavour to do?
   - **b** For Smith, what does every individual labour to render greater?
   - **c** What does he mean by this?

2 Use Part B of source 4.1.
   - **a** What do people intend from directing industry to produce the greatest value?
   - **b** What are people led by?
   - **c** What is the 'invisible hand'? (If you don't know, search for this term on the internet.)
   - **d** For Smith, what can people do by pursuing their own economic interests?
   - **e** Do they intend to do this?



SOURCE 4.2
Marx's labour theory of value

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3 Did Smith believe in the rights and interests of individuals or of broader groups?

4 Do you agree or disagree with the following statements?

Adam Smith believed that:

- **a** People should look after their own economic interests and generate wealth for themselves.
- **b** Natural invisible forces guided free capitalist markets.
- **c** Productive resources and capital should be owned and controlled by government.
- **d** Markets should be tightly regulated by government.
- **e** Giving individuals a free hand in the marketplace will bring overall benefits to society.

5 Use source 4.2.

- **a** What is shown?
- **b** What is being produced?
- **c** What main things go into this production process?
- **d** What unit value do raw materials contribute to the process?
- **e** What unit cost does the capitalist pay for raw materials?
- **f** What unit value does labour contribute to the process?
- **g** What unit cost does the capitalist pay for labour?
- **h** What is the total unit cost of the final product?
- **i** What is the total unit value of the end product?
- **j** What is the difference between the value of the end product and the cost paid to make it?
- **k** Is this a profit or a loss?

6 In Marx's theory, where do the profits from capitalism come from?

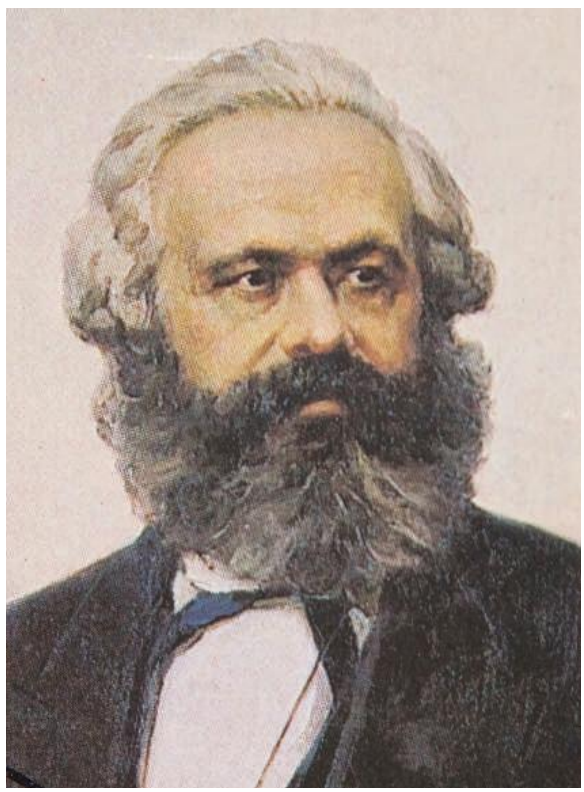
7 How useful is source 4.2 in explaining conflicts between capitalists and workers' organisations?

Comprehension: chronology, terms and concepts

1 Match the following terms with their correct meaning.

Term	Meaning
Individualism	a system involving self-interest and profit as the main drivers for business
'Trickle-down effect'	a belief in independence and self-reliance
Private enterprise	a belief that if wealthy people prosper, eventually everyone else will

SOURCE 4.3 Adam Smith (1723–90)



SOURCE 4.4 Karl Marx (1818–83)

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Socialism

> ***socialism***: (n) a theory or system of social organisation which advocates the vesting of the ownership and control of the means of production, capital, land, etc., in the community as a whole.
>
> *Macquarie Dictionary*, 2011

Socialism was in direct opposition to capitalism. But different types of socialism exist. Some are radical or revolutionary, while others are democratic or reformist.

ACTIVITY 2

Research

1 Find two other definitions of socialism.

2 Use a library or the internet to help you briefly define two of the following forms of socialism:
- democratic socialism
- libertarian socialism
- state socialism
- Christian socialism
- Marxist socialism.

3 What types of socialism have Australians adopted? Go to your digital support to obtain a useful web address.

Egalitarianism

> ***egalitarian***: (adj.) asserting the equality of all people; (n) someone who asserts the equality of all people. [from French égal—equal]
>
> *Macquarie Dictionary*, 2011

The ideal of egalitarianism took hold in the 19th century in Western democracies and was embraced by Australian society, later to be expressed in the ideas of mateship and the 'fair go'.

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 a Based on the dictionary definition above, write a definition of egalitarianism.

b Where does the word come from?

c What connection might this word have with French history?

SOURCE 4.5 Postcard, surf bathing at Coolangatta Beach, Queensland, c. 1912. Was Australia an egalitarian society in 1912?

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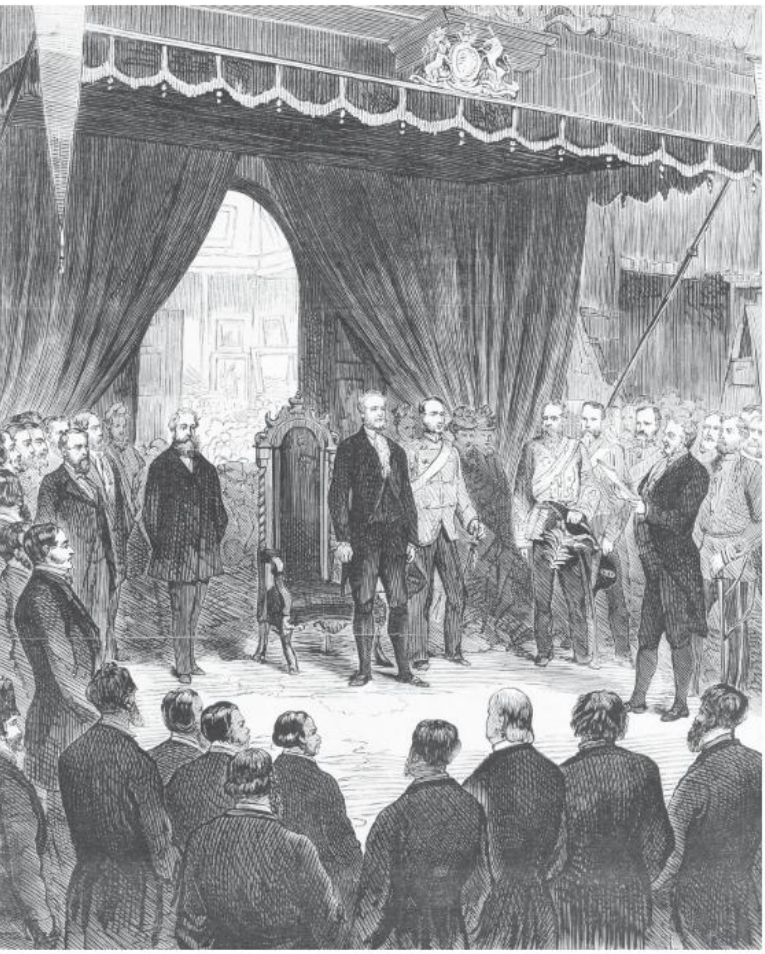

SOURCE 4.6 Opening ceremony of the Intercolonial Exhibition, Melbourne, 1875

2 **a** What is source 4.5 and when was it created?

b Describe source 4.5.

c What is source 4.6 and when was it created?

d How does source 4.5 support the view that Australia was an egalitarian society?

e How does source 4.6 support the view that Australia was not an egalitarian society?

Nationalism

nationalism: (n) 1. national spirit or aspirations. 2. devotion to the interests of one's own nation. 3. desire for national advancement or independence. 4. the policy of asserting the interests of a nation, viewed as separate from the interests of other nations or the common interests of all nations.

Macquarie Dictionary, 2011

Nationalism is a doctrine or **ideology** that puts the nation above all other interests (such as personal interests). Nationalism can demand sacrifice by citizens for the common good. It does not easily accommodate difference.

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 What are the first three dictionary definitions of nationalism?

2 **a** Name a song, jingle or advertisement that fits the first definition of nationalism.

b Explain how it fits the definition.

3 **a** Name a song, jingle or advertisement that fits the third definition of nationalism.

b Explain how it fits the definition.

Imperialism

imperialism: (n) 1. the policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies. 2. advocacy of imperial interests.

Macquarie Dictionary, 2011

Imperialists take over other people's countries for their own ends. Imperialism involves military conquest, bureaucratic control, economic exploitation and cultural domination.

ACTIVITY 5

Analysis and use of sources

1 Based on the preceding dictionary definition, define imperialism.

2 Use source 4.7.

a What is this source?

b When was it made?

c What does the source commemorate?

d How can this source be used to explain British imperialism in Australia?

3 Use source 4.8.

a What is this source and when was it created (approximately)?

b What does this source tell us about other features of British imperialism? (If you need to, check the dictionary definition again.)

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SOURCE 4.7 An invitation, 1888

SOURCE 4.8 British army column at the time of the Boer War, c. 1899

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Darwinism

> ***Darwinism***: (n) the body of biological doctrine maintained by Charles Darwin [1809–82, English naturalist], respecting the origin of the species as derived by descent, with variation, from parent forms, through the natural selection of those best adapted to survive in the struggle for existence.
>
> *Macquarie Dictionary*, 2011

In the mid-19th century, Charles Darwin developed his theory as to how animals and plants evolved on the earth. Social theorists were to use Darwin's ideas to explain how humans developed.

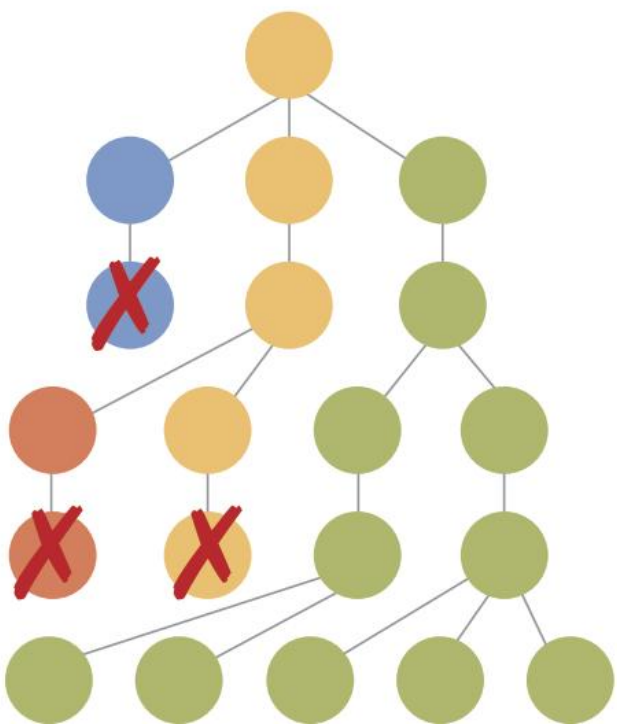
ACTIVITY 6

Comprehension: chronology, terms and concepts

1 From the dictionary definition, who developed Darwinism?

2 What does Darwinism say about the origin of the species?

3 Copy source 4.9. Use the dictionary definition to write three labels on this source to explain Darwinism.



SOURCE 4.9 Natural selection

Chartism

Chartism was an English political movement. Its name came from a Charter of Reforms drawn up in 1837 by the London Working Men's Association. In the following year, a national petition based on the charter was drawn up and presented to British Parliament.

While most Chartists wanted change via constitutional means, some favoured violence. In 1848 a third, much larger, petition was put before parliament. Part of this can be read in source 4.10. But a proposed march to parliament to present it was not allowed by authorities. The movement subsequently collapsed from internal politics.

> ...We tell your Honourable House ... that the laws which make food dear, and those which by making money scarce, make labour cheap, must be abolished; that taxation must be made to fall on property [such as on big estates and grand homes], not on industry; that the good of the many, as it is the only legitimate end, so must it be the sole study of the Government.
>
> WE DEMAND UNIVERSAL SUFFRAGE
>
> ...The suffrage to be exempt from the corruption of the wealthy, and the violence of the powerful, must be secret.
>
> WE DEMAND THE BALLOT
>
> ...The connection between the representatives and the people, to be beneficial must be intimate.
>
> WE DEMAND ANNUAL PARLIAMENTS
>
> ...To public safety as well as public confidence, frequent elections are essential. We demand that in the future election of members of your Honourable House, the approbation [approval] of the constituency [voters] shall be the sole qualification; and that to every representative so chosen shall be assigned, out of the public taxes, a fair and adequate remuneration [pay] for the time which he is called upon to devote to the public service.

SOURCE 4.10 The Chartist's third national petition, 1848

ACTIVITY 7

Analysis and use of sources

1 a What is source 4.10 and when was it produced?

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SOURCE 4.11 An artist's impression of the Chartist meeting on Kennington Common, April 1848, in support of the 'People's Charter', from the *Illustrated London News*

   b What did the Chartists claim some British laws were doing?
   c What did they think should happen to these laws?
   d Why would the Chartists want to see property taxed rather than industry?
   e For the Chartists, what was the only legitimate end?
   f For the Chartists, what body should have been responsible for bringing about this end?

2 What were the Chartists' three basic demands?

3 Look at the demand for **universal suffrage**. Why would the Chartists want voting to be secret?

4 Look at the demand for the ballot. What sort of people did the Chartists want representing them in parliament?

5 Look at the demand for annual parliaments.
   a Why were frequent elections essential?
   b What did the Chartists want to be the sole qualification for people to stand for parliament?
   c For people elected to parliament, what did the Chartists want them to be given?
   d Where was the money to come from for this?
   e If members of parliament were not paid for their time, who would this exclude from running for parliament?

Empathetic understanding

1 What is source 4.11 and when was it published?

2 Imagine that you are to speak for one minute at the meeting. Choose two issues that you wish to address and write your speech.

How did the Industrial Revolution influence the idea of socialism?

As we have seen, the Industrial Revolution had enormous, generally negative, impacts on working people's lives. The political ideology of socialism was a reaction to these developments.

Initially, three main socialist groupings existed:

- Fourierists (named after Charles Fourier)
- Owenites (named after Robert Owen)
- Saint-Simonians.

Charles Fourier (1772–1837) was a cloth manufacturer's son from Besançon in France. He rejected industrialism as a passing phase. He suggested a social organisation based on the 'phalanx'—a living unit of 1620 people set in a rural landscape with surrounding gardens.

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SOURCE 4.12 Charles Fourier, 1772–1837

Fourier desired a new social order and a return to 'cottage industries'. He inspired agrarian **communes** in America (for example, the North American Phalanx in New Jersey).

Robert Owen (1771–1858) was born in Newtown, Wales, the son of a saddle-maker. By age 19 he had become the manager of a mill with 500 workers. By 1800, he was managing director at the New Lanark mills in Scotland.

SOURCE 4.13 Robert Owen, 1771–1858

He developed New Lanark as a **philanthropic** trust (a model community). He also pioneered infant schools for working-class children and promoted the establishment of 'self-supporting home colonies' (English industrial communities in rural settings run by **benevolent** capitalists).

Claude Henri de Saint-Simon (1760–1825) was a French aristocrat and economist. He volunteered in the War of Independence in America against the British but was neutral in the French Revolution. His books included *The Industrial System* (1821). He argued for government directed by scientific experts rather than self-interested groups, class cooperation and bringing about change through 'the system'.

SOURCE 4.14 Claude Henri de Saint-Simon, 1760–1825

Marxism was to become a very influential form of socialism in countries that had large concentrations of industrial workers. It was taken up by working-class political parties in countries such as Belgium, France and Germany from the 1870s.

Socialism could be radical, reformist or utopian. Radicals wanted to overthrow the ruling class and set up societies in which all people were treated equally. Reformists wished to change society using laws and regulations.

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Utopians wanted to make a break with old social structures and create new ideal societies. Some utopians tried to set up model communities. Other established communes in the New World but most of these failed.

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 What initially were the three main socialist groupings?
2 What did radical socialists want?
3 What did reformists want?
4 What was the utopian approach to socialism?

Explanation and communication

1 a Use the text and your own research to write a 75- to 100-word biography of Charles Fourier.
  b Was Fourier a radical, reformist or utopian socialist? Why?
2 a Use the text and your own research to write a 75- to 100-word biography of Robert Owen.
  b Was Owen a radical, reformist or utopian socialist? Why?
3 a Use the text and your own research to write a 75- to 100-word biography of Henri de Saint-Simon.
  b Was Saint-Simon, a radical, reformist or utopian socialist? Why?

ACTIVITY 9

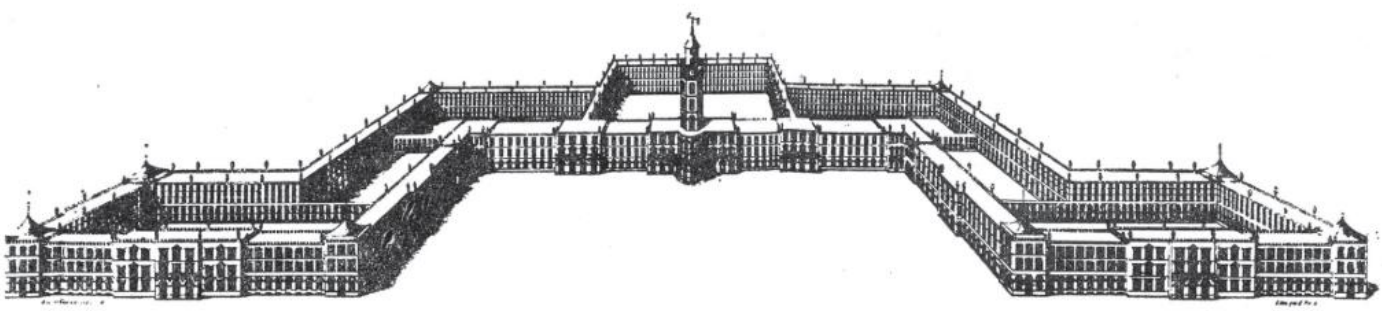
Analysis and use of sources

1 Who wrote source 4.15 and when was it first published?
2 Use source 4.15.
  a To secure liberty for all of its citizens, what did a social order need to have?

> Liberty, unless enjoyed by all, is unreal and illusory ... to secure liberty a Social Order is necessary which shall (1) Discover and organize a system of industry; (2) Guarantee to every individual the equivalent of their natural rights; and (3) Associate the interests of rich and poor. It is only on these conditions the masses can be secured a minimum of comfortable subsistence and enjoyment of all social pleasures. Man has seven natural rights: (1) Gathering of Natural Products; (2) Pasturage; (3) Fishing; (4) Hunting; (5) Interior Federation (association with others); (6) Freedom from care; (7) External marauding (to pillage others).
>
> Charles Fourier, *Theory of Social Organization*, CP Somerby, New York, 1876; first published 1820

SOURCE 4.15 Charles Fourier on social organisation

  b Why might Fourier have wanted to combine the interests of rich and poor?
  c What would the first three conditions secure?
  d What were people's natural rights?
  e Why was Fourier claiming natural rights for people?
  f How do you think people in a workingmen's association might have reacted to this source?
  g How might a capitalist have reacted to this source?
3 a What is source 4.16?
  b From your reading of this section, describe what is shown in this source.
  c Compare this source with source 2.43 (page 68) in chapter 2. Write a sentence about these sources using the words 'chaos' and 'order'.



SOURCE 4.16 Charles Fourier's phalanstère (or phalanx)

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4 **a** What is source 4.17?

b When and where was it published?

c Who wrote this source?

d What were 'home colonies'?

e For people who owned capital, what would home colonies provide?

f What would they permanently remove?

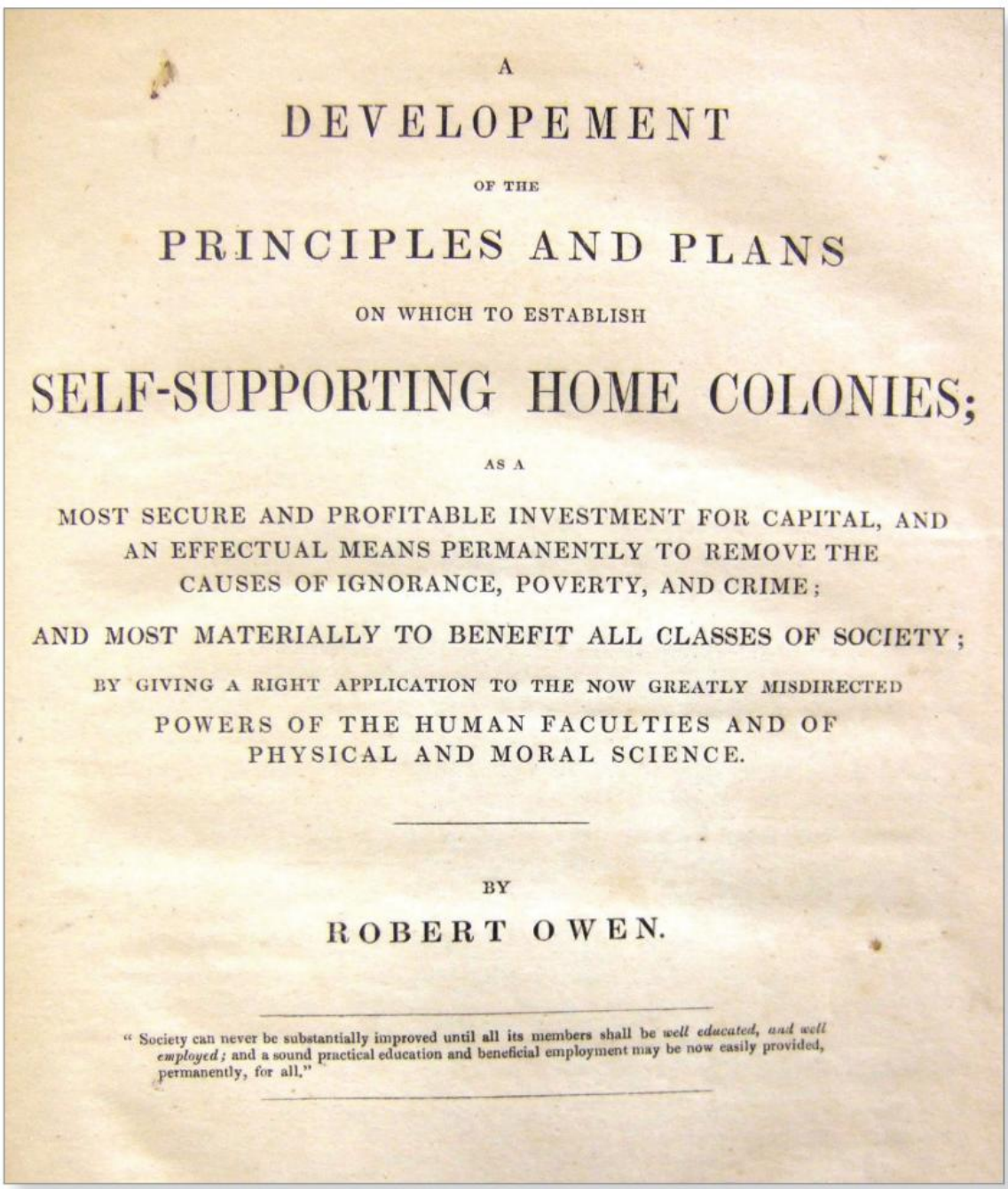
g Who would they benefit?

h What did Owen think was greatly misdirected?

i What do you think 'physical science' related to?

j How would a radical socialist have responded to this source?

k How would capitalists have responded to this source?



A

DEVELOPEMENT

OF THE

PRINCIPLES AND PLANS

ON WHICH TO ESTABLISH

SELF-SUPPORTING HOME COLONIES;

AS A

MOST SECURE AND PROFITABLE INVESTMENT FOR CAPITAL, AND AN EFFECTUAL MEANS PERMANENTLY TO REMOVE THE CAUSES OF IGNORANCE, POVERTY, AND CRIME;

AND MOST MATERIALLY TO BENEFIT ALL CLASSES OF SOCIETY;

BY GIVING A RIGHT APPLICATION TO THE NOW GREATLY MISDIRECTED POWERS OF THE HUMAN FACULTIES AND OF PHYSICAL AND MORAL SCIENCE.

BY

ROBERT OWEN.

"Society can never be substantially improved until all its members shall be *well educated, and well employed;* and a sound practical education and beneficial employment may be now easily provided, permanently, for all."

SOURCE 4.17 Title page from Robert Owen's book *A Developement of the Principles and Plans on Which to Establish Self-supporting Home Colonies* ..., 1841

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SOURCE 4.18 Watercolour painting of New Lanark, c. 1818, by John Winning; commissioned by Robert Owen

5 **a** What is source 4.18 and when was it made?
- **b** Who commissioned this source?
- **c** Compare this source with source 2.63 (page 80) in chapter 2. How are they different?
- **d** What reaction do you think Robert Owen hoped to gain from the painting of New Lanark?

6 **a** Who wrote source 4.19 and when was it written?
- **b** For Owen, what was one of the keys to developing home colonies?
- **c** What impact would education for all have on society?
- **d** What did Owen want everyone to have?

7 **a** Who wrote source 4.20 and when was it written?
- **b** When Saint-Simon mentions parasites, who is he referring to?
- **c** What sort of 'force' could capitalists use to extract work from people?
- **d** For Saint-Simon, how did industrialists view the role of government in this process?

> It is therefore, the interest of all, that everyone, from birth, should be well educated, physically and mentally, that society may be improved in its character,—that everyone should be beneficially employed, physically and mentally, that the greatest amount of wealth may be created, and knowledge attained,—that everyone should be placed in the midst of those external circumstances that will produce the greatest number of pleasurable sensations, through the longest life, that man may be made truly intelligent, moral and happy ...
>
> Robert Owen, *A Developement of the Principles and Plans on Which to Establish Self-supporting Home Colonies* ..., Home Colonization Society, London, 1841

SOURCE 4.19

> There is surrounding society ... a throng of parasites ... who, although they produce nothing, consume or seek to consume as though they did produce. These men use force to live off the work of the rest ... In short, they are ... thieves ...
>
> In the eyes of industry a government is simply an enterprise for carrying out this task.
>
> Claude Henri de Saint-Simon, *Declaration of Principles*, Vol. II, 1817

SOURCE 4.20

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e For Saint-Simon, what would be one of the solutions to this issue of the role of government? (The text in this section may be helpful in answering this question.)

f How would some capitalists have reacted to this source?

Research

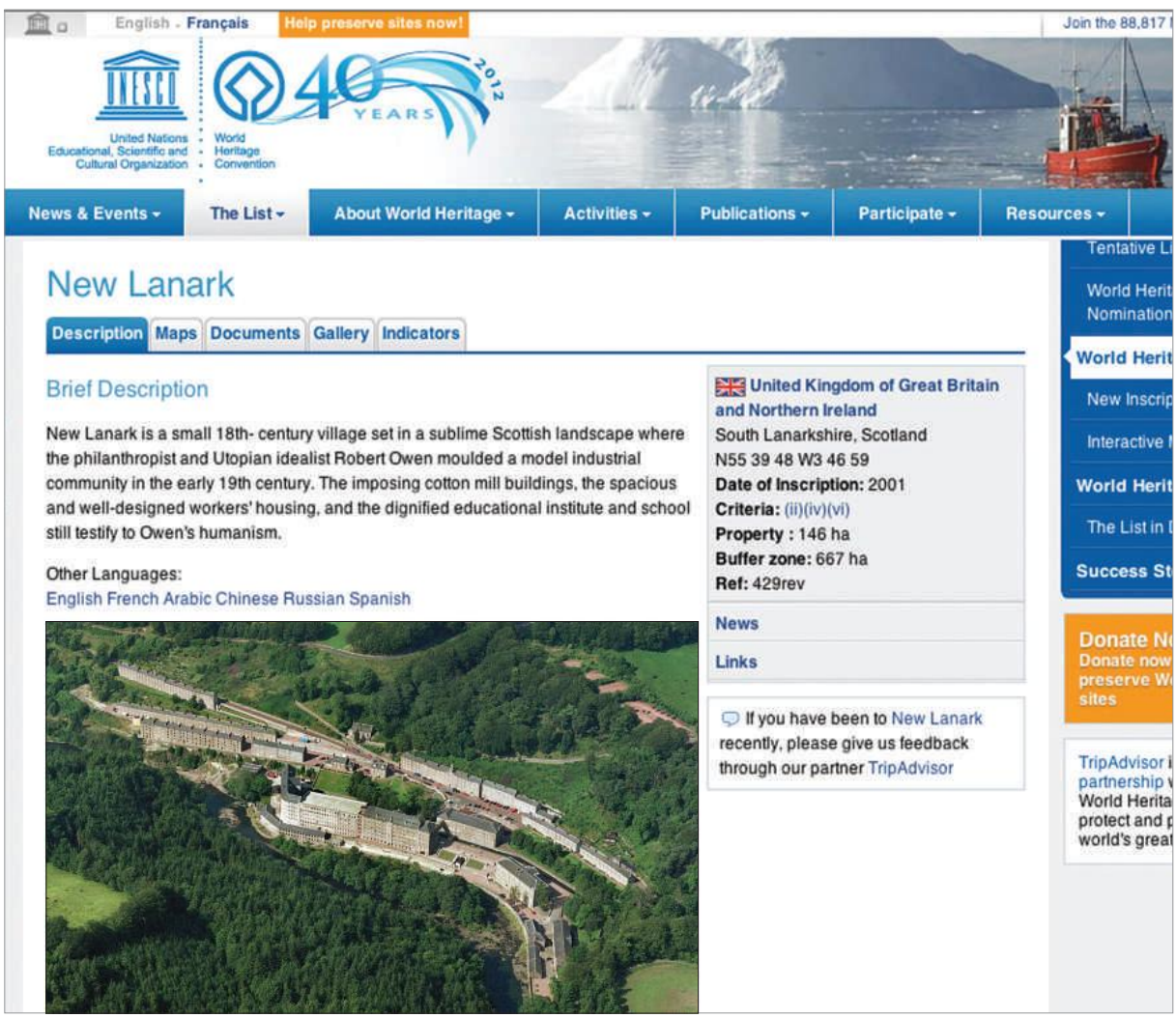
Robert Owen's New Lanark is now on UNESCO's World Heritage List. Your digital support provides the address for UNESCO's World Heritage Centre website.

1 Find out more about New Lanark, including:
- the facilities that were provided for workers and working families
- the work done there
- the reasons Owen set up New Lanark.

2 Use this information to design a board game. Base the game on the layout of New Lanark, its setting and the activities people did there.

Chronology of events impacting on population

1831	Cholera outbreaks partly caused by poor public health conditions kill many people in Europe and North America
1845–46	Potato blight causes near famines in northern and continental Europe
January 1848 –early 1849	Revolutions break out across western and central Europe



SOURCE 4.21 UNESCO World Heritage List screenshot about New Lanark

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SOURCE 4.22 Armed railway workers on their way to the centre of Vienna, Austria, during the January 1848 revolution; watercolour by Franz Gaul

ACTIVITY 10

Analysis and use of sources

1 a What is source 4.23 (overleaf)?
  b Who wrote this source and when was it published?
  c From the chronology on page 150 and source 4.22, what was happening around the time that this source was published?

2 Use Quote A in source 4.23.
  a What had modern industry established?
  b What had the market stimulated?
  c What had developed in proportion with industry?
  d How had this affected the bourgeoisie?
  e What, for Marx and Engels, had this done to other classes?

3 Use Quote B in source 4.23.
  a What had the bourgeoisie conquered?
  b What had the executive of the modern state become?
  c Find other source that supports this view. Quote the relevant part of the source.

4 Use Quote C in source 4.23.
  a What had the bourgeoisie put an end to?
  b What is meant by 'idyllic relations'?
  c For Marx and Engels, in terms of work, what was left connecting one man to another?
  d Would Robert Owen have agreed with this view? Why or why not?

5 Use Quote D in source 4.23.
  a How had machinery and the division of labour affected the work of proletarians?
  b What under industrial capitalism had workers become?
  c What impact had the deskilling of labour had on the 'cost of production of a workman' (that is, on what they were paid)?

6 Use Quote E in source 4.23.
  a What for Marx and Engels made workers' wages fluctuate?
  b What else contributed to fluctuations in wages?

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[Quote A] Modern industry has established the world-market, for which the discovery of America paved the way. This market has given an immense development to commerce, to navigation, to communication by land. This development has, in its time, reacted on the extension of industry; and in proportion as industry, commerce, navigation, railways extended, in the same proportion the bourgeoisie developed, increased its capital, and pushed into the background every class handed down from the Middle Ages.

[Quote B] The bourgeoisie has at last, since the establishment of Modern Industry and of the world-market, conquered for itself, in the modern representative State, exclusive political sway. The executive of the modern State is but a committee for managing the common affairs of the whole bourgeoisie.

[Quote C] The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his 'natural superiors', and has left remaining no other nexus between man and man than naked self-interest ... [and] callous 'cash payment'.

[Quote D] Owing to the extensive use of machinery and to division of labour, the work of the proletarians has lost all individual character, and consequently, all charm for the workman. He becomes an appendage of the machine, and it is only the most simple, most monotonous, and most easily acquired knack, that is required of him. Hence, the cost of production of a workman is restricted, almost entirely, to the means of subsistence that he requires for his maintenance, and for the propagation of his race.

[Quote E] The growing competition among the bourgeois, and the resulting commercial crises, make the wages of the workers ever more fluctuating. The unceasing improvement of machinery, ever more rapidly developing, makes their livelihood more and more precarious; the collisions between individual workmen and individual bourgeois take more and more the character of collisions between two classes. Thereupon the workers begin to form combinations (Trades Unions) against the bourgeois; they club together in order to keep up the rate of wages; they found permanent associations in order to make provision beforehand for these occasional revolts. Here and there the contest breaks out into riots.

[Quote F] The Communists ... openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communistic revolution. The proletarians have nothing to lose but their chains. They have a world to win.

WORKING MEN OF ALL COUNTRIES, UNITE!

Karl Marx & Friedrich Engels, *Manifesto of the Communist Party*, London, 1848, pp. 2, 3, 6, 7, 27

SOURCE 4.23 Implementing socialism—Marx and Engels

- **c** What caused collisions between workers and capitalists?
- **d** What did these collisions lead to?
- **e** How can this quote be used to explain the rise of trade unions?

7 Use Quote F in source 4.23.

- **a** What did the communists declare?
- **b** How would proletarians benefit?
- **c** How might have Charles Fourier responded to this declaration?
- **d** How might have Robert Owen responded to this declaration?
- **e** How might have Henri de Saint-Simon responded to this declaration?

8 How do you think poor industrial workers in an overcrowded city might have responded to source 4.23?

How did workers, entrepreneurs and landowners respond to socialism?

Workers' responses to socialism

The First International was an international workers' organisation that ran from 1864 to 1876. It represented various groups, including trade unions, anarchists, communists and socialists, who wished to unite and empower workers across the world. It collapsed due to a split in the organisation between the Marxists and the anarchists.

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The Second International

The Second International was established in 1889 in Paris as a federation of socialist parties and trade unions that had sprung up in different countries. It had a firmer agenda than the First International. Among other things, it wanted to secure parliamentary democracy throughout Europe.

Paris July 14

The International Workers' Congress organized by the Possibilist party met today in the hall at no. 10, Rue de Langry. The proceedings were very orderly, and the large hall was crammed with delegates, their number having greatly increased during the last two days. There are 191 French societies represented by 421 delegates, coming from different towns. There has also been an increase of foreign adhesions, Denmark, Holland, and Poland having sent representatives ... They were anxious to reconstitute an International Workers' Association ...

Various foreign delegates then spoke. An Hungarian delegate complained that the Austrian newspapers which had defended their interests had been suppressed by the police, merely for announcing that this Congress was about to take place. Nevertheless the Hungarian delegates represented more than 40 societies.

Paris July 15

In the International Socialist Congress today, Herr Liebknecht, one of the Socialist Democrat members of the Reichstag, delivered a speech, in the course of which, he declared that working Germany and working France united in this congress, which was not one of theorists.

'On the contrary' added the speaker, 'we are making a compact and constructing an alliance which will exercise an influence throughout the world'.

The Times, 16 July 1889, p. 5

SOURCE 4.24 'Congress of United Socialists', Paris, France, 14–19 July 1889

ACTIVITY 11

Analysis and use of sources

1 What is source 4.24?
2 Where and when did it appear?
3 Use the section about 14 July.
   a Describe the delegates to the Congress.
   b What was the Congress anxious to do?
   c Was the Austrian government supportive of socialism? Give a reason.
4 Use the section about 15 July. How useful is this source in explaining how some workers responded to socialism?

Entrepreneurs' responses to socialism—lockouts

Lockouts are strategies used by employers where they either refuse staff to enter their workplace or they sack all of their staff. In 1888, an important battle between employers and workers began at the Bryant and May match factory in London when 1400 women and girls went on strike.

The London employers' general lockout, 1859–60

By the 1850s, most British tradesmen had won the right to stop work on Saturday at 4 pm. In the late 1850s, Manchester tradesmen won the right to finish working at 1 pm on Saturdays. Boom conditions, involving strong demand for labour, encouraged the employers to agree.

In 1858, inspired by the Manchester workers, London tradesmen—including carpenters, masons and bricklayers—set up a committee to get better conditions. But they did not ask to finish work at 1 pm on Saturday. Instead, they wanted a nine-hour day.

One of the largest employers in London, Trollope of Pimlico, was presented with a petition for shorter hours by a group of masons. In response, the company sacked the masons. Subsequently, the rest of the masons employed by the company went on strike.

Wanting to suppress **militancy**, the employers threatened a general lockout. Within a fortnight approximately 24 000 workers had been locked out of 225 firms.

The operatives [workers] were determined to use the nine-hours' demand as a lever in realizing some degree of control over working conditions that had been under attack from employers' 'encroachments'.

Keith Burgess, *The Origins of British Industrial Relations: The Nineteenth-Century Experience*, Croom Helm, London, 1975, p. 109

SOURCE 4.25 Workers' demands

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> The employers, especially the large contractors, were equally determined to resist workers' attempts to 'interfere' with the management of 'their' businesses.
>
> Keith Burgess, *The Origins of British Industrial Relations: The Nineteenth-Century Experience*, Croom Helm, London, 1975, p. 109

SOURCE 4.26 Entrepreneurs' resistance

> [The Anti-Strike Committee want] ... the entire and complete liberty of labour and capital, and are resolved to set the [work] men free from the ruinous tyranny of 'society' despots, and the pernicious [destructive] influence of unions ...
>
> Keith Burgess, *The Origins of British Industrial Relations: The Nineteenth-Century Experience*, Croom Helm, London, 1975, p. 109

SOURCE 4.27 Central Association of Master Builders' 'Anti-Strike Committee'

> The dispute was seen as a fight for the survival of trade unionism. 'Trades Committees' sprang up in various towns to raise money for the support of the men who had been locked out. In all, £23,000 was collected ...
>
> Keith Burgess, *The Origins of British Industrial Relations: The Nineteenth-Century Experience*, Croom Helm, London, 1975, p. 110

SOURCE 4.28 A fight for survival

> An offer of arbitration by Lord St. Leonards proved the basis for a final settlement.
>
> Keith Burgess, *The Origins of British Industrial Relations: The Nineteenth-Century Experience*, Croom Helm, London, 1975, p. 110

SOURCE 4.29 Arbitration

ACTIVITY 12

Perspectives and interpretations

1 a Which group's view is given in source 4.25?
  b What did the workers feel about their working conditions?
2 a Which group's view is given in source 4.26?
  b What was their position?
3 a Which group's view in expressed in source 4.27?
  b Why did they want to see 'the complete liberty of labour'?
  c What was this group's attitude to socialists? Why?
4 a Use source 4.28. How did the workers respond to the general lockout?
  b How did this compare with the employers' actions?
5 From source 4.30, how was the dispute finally settled?
6 Generally, how did entrepreneurs respond to socialism?
7 Discuss modern-day examples of socialism and entrepreneurialism in Australia. What do you think to be more prevalent and why?

Bryant and May and the matchmakers

A number of events led to the matchmakers' strike and lockout at the Bryant and May match factory in 1888:

- *Low wages*—during the 1880s, the women and girls employed as matchmakers were paid the low wage of five shillings for working an 84-hour week.
- *Harsh working conditions*—conditions in the factory were very strict. A woman who talked during working hours, for example, was fined.
- *Safety issues*—a chemical used in the production process caused bone cancer.
- *Bad publicity*—a journalist and social reformer, Annie Besant, published a weekly newspaper called *The Link*, which cost half a penny. On 23 June 1888, she published an article entitled 'White slavery in London' exposing the poor conditions at the factory.
- *Sacking of matchmakers*—after publication of the article, the company asked the women and girls to sign a document indicating that they were satisfied with their work conditions. Those who refused to do so were sacked in early July 1888.

The women and girls working in the factory went on strike from 6 to 16 July. The company retaliated by locking the workers out of the factory. The London Trades Council and members of the **Fabian Society** supported the strikers.

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SOURCE 4.30 Lockout and demonstration at the Bryant and May match factory in London, 1888

SOURCE 4.31 Annie Besant, 1885

The company wanted to avoid further bad publicity. A meeting on 16 July led to the end of the lockout. The workers' jobs were given back and the poor conditions addressed.

ACTIVITY 13

Explanation and communication

1. Use the text in this section and source 4.30. Write a front-page newspaper article for *The Link*. Date it the day after the meeting that resolved the lockout and demonstration at the Bryant and May match factory. Use a journalistic style and short paragraphs.
2. Use the text in this section and source 4.30 again to invent a magazine that is published for factory owners. Write a report of the lockout and strike.

Research

Bryant and May addressed the poor working conditions following the meeting held on 16 July 1888. Locate information on the improvements given to the workers.

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Landowners' responses to socialism—the land question

Land has been the key to many social and political conflicts. Thomas Jefferson (1743–1826), the third president of the United States, wrote that 'the earth is given as a common stock for men to labour and live on'. But in the Modern World, land was to be concentrated in the hands of private individuals.

ACTIVITY 14

Perspectives and interpretations

1 **a** What is source 4.32 and when and where was it published?

b What were people disposed to do?

c Source 4.32 gives us many 'common' people's perspectives. How does this help us understand their attitude towards the land?

d Would a socialist agree or disagree with this source? Why?

All men love land, and the land question comes home to us all. People are disposed, as perhaps they never were before, to scrutinize and question the policy and character of the laws specially governing the use and distribution of the soil of England ...

'Back to the land', say not a few of the common people: they are irritated at the spectacle of the great bulk of the soil of England being owned by some thousands of persons; they will not believe that this aggregation of property in a few hands was brought about and is maintained by natural and legitimate causes.

John Macdonell, *The Land Question, with Particular Reference to England and Scotland*, Macmillan, London, 1873, pp. a–b

SOURCE 4.32 The land question

SOURCE 4.33 People on the terrace roof of Harewood House near Leeds, c. 1860, taking in views of the grounds and lakes; photographed by Roger Fenton

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2 a What is source 4.33?
b Describe what is happening in this source.
c The Lascelles family, earls of Harewood, lived in this grand residence. Their fortune was made from dealings through customs and in the slave trade. How might members of this family have described their estate?
d How might a socialist describe this estate?

3 a What is source 4.34?
b When and where was it published?
c What does the editor's introduction tell us about his attitude to socialism?
d Source 4.34 gives the views of Sir Louis Mallet. How does this help us to understand landowners' responses to socialism?

The following letters, reprinted from the London 'Times' … are of great interest on account of the light they throw upon some of the more important aspects of the question of land nationalization, and of the problems of socialism in general.—EDITOR

To the Editor of 'The Times'

Sir:

The principle of private property … has been signally vindicated [justified].

… the general interests of society are best promoted by personal freedom.

… [If] the economic unit [land] is extended as to include a whole community … such an experiment would only be comparable to that of a vast joint-stock company in which all comers were entitled to shares without paying for them.

Sir Louis Mallet
13 Royal Crescent, Bath, November 9th 1889

The Popular Science Monthly, January 1890, pp. 342–43

SOURCE 4.34 Letter to the editor on the land question

What were the short-term and long-term impacts of nationalism on Australia and the world?

Nationalism is, in many ways, about loyalty. It can be defined by the country or countries a person is loyal to. It can also be defined by other things they are loyal to or proud of. These could include traditions, values and social institutions. So different kinds of nationalism are possible.

A person may be loyal to Australia and may relate to the 'national identity' promoted in the country. They may feel that they share national values such as egalitarianism and giving people 'a fair go'. We would call these people 'Australian nationalists'.

From the 19th century, many Australians developed a sense of being Australian. But they also felt a strong tie to Britain. We would call these people 'imperial nationalists'. They saw Australia as being part of the British Empire.

As Australian nationalism grew in the 19th century, other people wanted to break ties with Britain. They were anti-imperial and were also anti-authoritarian. These people became known as 'radical nationalists'.

Another form of nationalism is 'social nationalism'. This can be expressed in popular celebrations of place and society. Such celebrations might include festivals, parades, the singing of anthems and other songs, art, advertising, sport, cultural institutions such as museums, and monuments and memorials.

Nationalism is also about claiming to share things in common. These can include common ancestry, language, customs, places of significance, heroes and significant historical events. Such things are said to unite us.

Nationalism, however, has little room for difference. Indeed, it draws attention away from such characteristics as class, gender and ethnicity. It is also a very slippery idea, and is something that many groups in society try to claim as their own. We often hear politicians attacking their opponents' ideas by saying that they are 'un-Australian'.

Expressions of nationalism in Australia

Cricket in the colonies

Cricket is one of the most popular sports in the English-speaking world. As the British Empire spread, so too did the British game of cricket. Performing well in cricket was seen as an indication of national wellbeing, and beating Britain in cricket was a source of national pride for countries in the Commonwealth.

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SOURCE 4.35 The first cricket match between New South Wales and Victoria, played on the Sydney Domain in January, 1857; painting by ST Gill

ACTIVITY 15

Analysis and use of sources

1 What is source 4.35?
2 Who painted this and when?
3 How can this source be related to 'imperial nationalism'?
4 How can this source be related to 'social nationalism'?
5 Use the terms 'Australian nationalism' and 'egalitarianism' to explain something that this source reflects?
6 Could this source be used to demonstrate some features of 'radical nationalism'? Why?

Eureka Stockade riot, 1854

Diggers on the Victorian goldfields greatly suspected corruption among officials over the way licences to mine for gold were administered. They also objected to licence fees and the hunts for licences conducted by police. Mining companies were also starting to replace diggers on the fields.

The diggers set up the Ballarat Reform League. The League called for:

- all men to get the vote
- the payment of parliamentarians
- access to land
- the removal of the requirement to own property to become a member of the Legislative Council.

These demands were similar to the kinds of demands made by the Chartists in England in the 1830s and 1840s. Indeed, many Chartists had emigrated to Australia in the 1840s and 1850s. At a mass meeting in Ballarat on 28 November 1854, diggers decided to burn their licences. They displayed the Southern Cross flag—now known as the Eureka flag—at the meeting. Subsequently, led by Irishman Peter Lalor, they built the Eureka Stockade. This was partly in response to the governor sending in more troops to the area.

The Eureka riot or rebellion took place early on Sunday 3 December 1854. Around 280 soldiers and police quickly overpowered around

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150 diggers. Five soldiers and police and around 30 diggers died. Although 100 diggers were taken prisoner and 13 were charged with treason, no convictions were made. Peter Lalor became a member of parliament.

Some people claim that the event at the Eureka Stockade is an expression of nationalism. Others disagree.

See how the loyal are storing up shame for us
Under the light of the Southern Cross.
Never! Oh! never be coward a name for us—
Fling out the flag of the Southern Cross!
England's red flag will bring hatred and worse to it,
Murder and rapine hath brought a black curse to it;
Fling out the flag of the Southern Cross!
Have we not breasts for the bullets of thunderers?
Fling out the flag of the Southern Cross!
Have we not steel for the bosoms of plunderers?
Fling out the flag of the Southern Cross!
Prove ourselves worthy the land we inherit now,
Feed till it blazes the National spirit now!
Fling out the flag of the Southern Cross!

SOURCE 4.36 Henry Lawson, 'Flag of the Southern Cross', 1887

By and by there was a result; and I think it may be called the finest thing in Australasian history. It was a revolution—small in size, but great politically; it was a strike for liberty, a struggle for principle, a stand against injustice and oppression ... It is another instance of a victory won by a lost battle. It adds an honorable page to history; the people know it and are proud of it. They keep green the memory of the men who fell at the Eureka stockade, and Peter Lalor has his monument.

Mark Twain, extracts from *Following the Equator*, 1897, republished in *The Wayward Tourist: Mark Twain's Adventures in Australia*, Melbourne University Press, Melbourne, 2006, p. 134

SOURCE 4.38 Mark Twain in Australia, 1895

SOURCE 4.37 Eureka Stockade riot, Ballarat, 1854; painting by James Black Henderson

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Ever since 1854 Australians have argued about the significance of Eureka. In the last century popular opinion saw it as a fight for liberty, small in scale but great in symbolic significance, which hastened the establishment of full responsible self-government in 1856 ... Conservatives tended to dismiss it as a local riot, inspired by Irish and foreign malcontents, which had no appreciable effect on events at large. In this century, historians have continued the debate, sometimes with acrimony.

Russel Ward, *Australia: A Short History*, Ure Smith, Sydney, 1979, p. 72

SOURCE 4.39 Professor Russel Ward's view, 1979

Nowadays it is common to see the noble Eureka flag and the rebellion of 1854 as the symbol of Australian independence, of freedom from foreign domination; but many saw the rebellion in 1854 as an uprising by outsiders who were exploiting the country's resources and refusing to pay their fair share of taxes. So we make history do its handsprings.

Geoffrey Blainey, *A Land Half Won*, Sun Books, Melbourne, 1983, p. 158

SOURCE 4.40 Professor Geoffrey Blainey's view, 1983

ACTIVITY 16

Perspectives and interpretations

1 a Describe source 4.37, including the year it was created.

b How has the artist portrayed the soldiers and the police?

c How have the diggers been portrayed?

d What is the artist's interpretation of the rebellion?

e How would you describe this scene if you were an imperial nationalist?

2 a What is source 4.36? Who wrote it and when?

b From the first stanza, who are the 'loyal'? What action has made them store up shame?

c For Lawson, what did the attack on the Eureka Stockade do for the relationship between England and Australia?

... amongst the foreigners ... there was no democratic feeling, but merely a spirit of resistance to the licence fee ...

May it please HER MAJESTY to cause inquiry to be made into the character of such that have branded the miners of Ballarat as disloyal to their QUEEN.

Raffaello Carboni, *The Eureka Stockade*, 1855, pp. 108, 153

SOURCE 4.41 Raffaello Carboni, eyewitness, 1854

The Eureka Stockade Gardens mark the site set aside in the late 1800s to acknowledge the Eureka Rebellion of 1854, an event that gave rise to Australia's unique tradition of a 'fair go'.

'National Heritage places' list, Commonwealth Department of Sustainability, Environment, Water, Population and Communities, www.environment.gov.au/heritage/places/national/eureka-stockade/information.html

SOURCE 4.42 A 'fair go'—the Eureka Stockade Gardens

d What did the Eureka Stockade do for nationalism in Australia?

e Compare sources 4.36 and 4.37. Do the creators share similar or different views?

3 a Who wrote source 4.38 and when did they write it?

b What characteristics does Twain talk about that could be related to features of Australian nationalism?

4 a Who wrote source 4.39 and when was it written?

b What were the two basic positions about the Eureka rebellion?

c Which position do you think Ward agrees with? Why?

5 a Who wrote source 4.40 and when was it written?

b Does Blainey agree with Ward about the two basic interpretations of Eureka?

c Which interpretation do you think Blainey agrees with? Why?

6 a From source 4.41, who was Raffaello Carboni?

b How useful is this source in supporting the conservative view of the Eureka rebellion?

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7 a What is source 4.42 and when was it accessed?

b How useful is this source in supporting the progressive view of the Eureka uprising?

8 What groups in Australian society are not mentioned in sources 4.36 to 4.42?

9 Are the sentiments in sources 4.36 to 4.42 masculine or feminine?

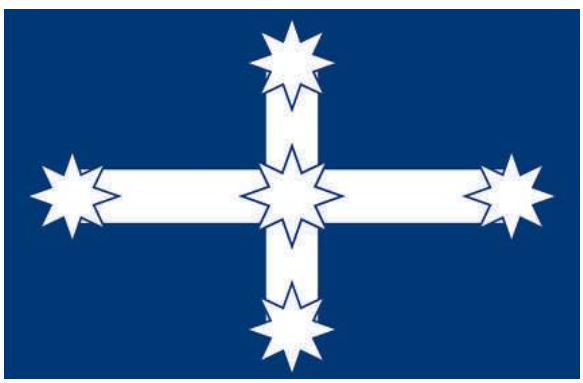
10 How did Australian nationalism shape ideas about what it is to be Australian?

Research

1 Research and write a 150-word report on the Eureka flag.

2 a Find at least three groups that have used the Eureka flag.

b How does the use of the flag by each of these groups relate to nationalism?



SOURCE 4.43 The Eureka flag

Short-term and long-term impacts of nationalism

Nationalism can have a number of short-term impacts. These include:

- confusing nationalism with 'national interest'—governments make decisions claiming that they are for everyone's good where they are only benefiting some people or special interest groups
- polarising society over specific events
- creating local and regional conflicts.

In the long term, nationalism can help, for example, standardise systems of communication and transportation. But it can have negative long-terms effects. In Europe, Napoleon's defeat in 1815 led to a rise in nationalism. This included German unification (1848–71), the rise of the European alliance system from 1871 and European empire-building in Africa from the 1880s. This nationalism culminated in World War I.

In Australia, nationalism caused the country to develop into a racist nation. Towards the end of the 19th century, nationalism and racism became inseparable. Imperial nationalists thought that all people with a British heritage were superior to all other peoples of the world. Some Australian nationalists, particularly radical nationalists, though that Australian-born people were even purer than their British ancestors.

Social Darwinism was used to support the idea that stronger nations should naturally dominate weaker ones. It was also used to support stronger races controlling 'weaker' ones. White people in Australia took the position of the dominant race. White society imposed its will on indigenous peoples and ethnic minorities. In some instances, this translated into restricting their movements.

Aboriginal reserves

From the 1860s, a system of reserves and missions emerged in Australia. These were established to separate Aboriginal peoples from whites and to control and confine them. This system was based on Social Darwinism. White people saw Aboriginal people as a primitive race that was dying out. They were supposed to spend their last days on earth in these places under the watchful eye of humane protectors.

> Aborigines were largely attracted to mission stations during bad seasons or when their supplies were low. In exchange for food, shelter and tobacco ... Aborigines had to perform rural and domestic labour as well as contend with missionaries in pursuit of their souls. One positive aspect of mission stations—which were set up during the last quarter of the 19th century [by religious groups]—was the protection they offered some natives from the depredations of white pastoralists and others.
>
> Paul Ashton with Kate Blackmore, *On the Land: A Photographic History of Farming in Australia*, Kangaroo Press, Sydney 1987, p. 44

SOURCE 4.44 Historians writing about mission stations

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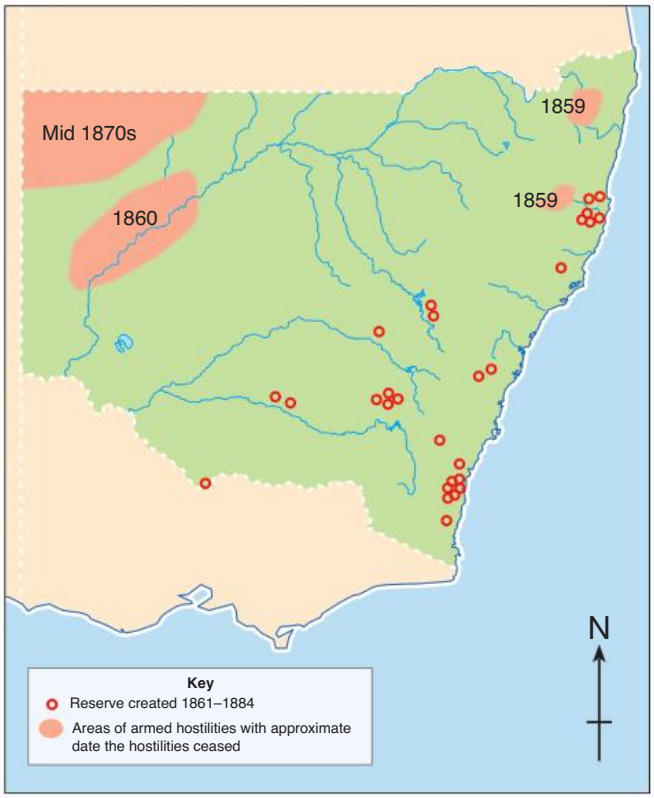

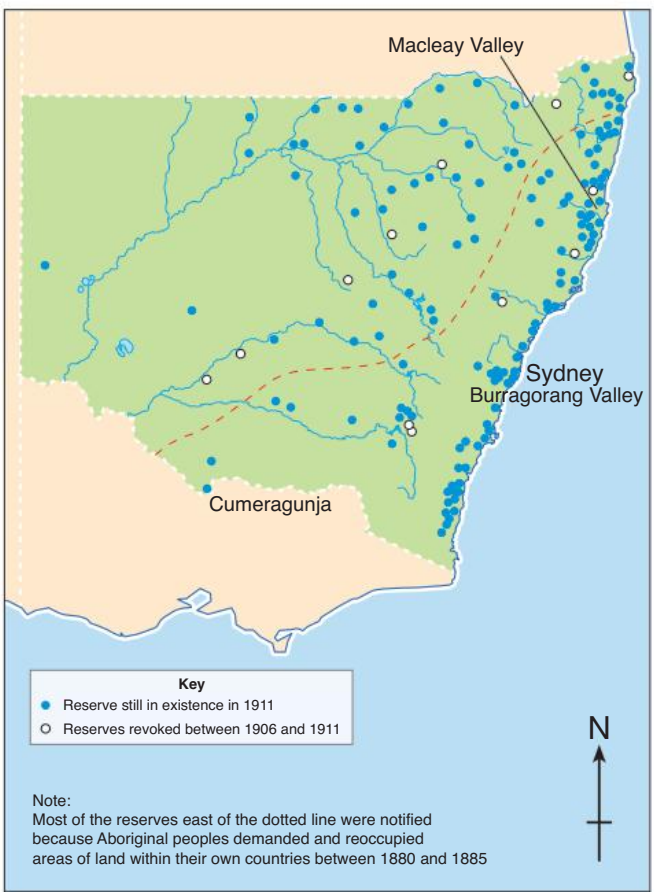

SOURCE 4.45 Aboriginal reserves in NSW, 1861–84 and 1911

ACTIVITY 17

Analysis and use of sources

1 a What is source 4.45?
  b How far had reserves spread by the early 1880s?
  c What was one obstacle to the spread of reserves?
  d How far had reserves spread by 1911?
  e What does the pattern of mission settlement tell us about the environments they were in?

2 a Is source 4.44 a primary or a secondary source?
  b Why did Aboriginal people go to mission stations?
  c What did they do on the missions?
  d Who set up mission stations?
  e What other advantage did the missions have for Aboriginal people?

3 a What is source 4.46 and when was it produced?
  b Is this photograph natural or posed? Why?
  c What are the Aboriginal people doing in this photograph?
  d What do you think was one of the purposes of this source? (Keep in mind that religious bodies were charitable organisations.)

Research

1 From source 4.47, chose one Aboriginal reserve in Victoria.
2 Research information about the reserve and write 150 words about it. Include at least two primary sources in your work.
3 Find a reserve or mission in your own state or territory. Research information and write 150 words about it. Include at least two primary sources in your work.

Perspectives and interpretations

1 Use the internet to locate source materials to answer the following questions.
  a What memories of reserves do Aboriginal people have?
  b What are some of the reasons that reserves are significant to Aboriginal people?

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SOURCE 4.46 Aboriginal people on a native mission, South Australia, 1886

SOURCE 4.47 Aboriginal reserves and missions, Victoria, from the 1850s

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History challenges

Critical and creative thinking

A monument is something that is erected to the memory of a person, animal, thing, place or event.

Design a monument for Peter Lalor, who led the Eureka uprising. It should incorporate a **plaque**. This should include his date of birth and death, and information about his achievements.

ICT

Design a PowerPoint presentation summarising the main features of utopian socialism (see the section 'How did the Industrial Revolution influence the idea of socialism?'). Use at least five slides. Include images of utopian socialist experiments. (The North American phalanx is discussed in this chapter. You could also search for William Lane and his settlements called New Australia and Cosme.)

Getting the message across

Design two placards for use in the demonstration by female workers in the Bryant and May match factory in London. Do one in black and white, and one in colour. They should have different messages.

Visual communication

SOURCE 4.48 Russian stamp, showing Lenin, from 1985

1 What is source 4.48?

2 What is the artist telling us about socialism and communism?

Can you relate this image to a source in the section 'How did the Industrial Revolution influence the idea of socialism?'? Explain.

Country	1800	1860	1913
Austria–Hungary	7	11	32
Belgium	10	28	88
China	6	4	3
France	9	20	59
Germany	8	15	85
Great Britain	16	64	115
Italy	8	10	26
Russia	6	8	20
United States	9	21	126

P Bairoch, 'International industralization levels from 1750 to 1980', *Journal of European Economic History,* Vol. 11, 1982, p. 294

SOURCE 4.49 Industrialisation per head of population, 1800–1913

Figure it out

1 Draw up a two-column table. List the countries in 1800 from most to least industrialised.

2 Draw up another table. List the countries in 1913 from most to least industrialised.

3 How do your tables help you understand the growth of conflict between workers' organisations and capitalists in some countries?

Intercultural understanding

Culture does not simply relate to ethnicity—corporate cultures, institutional cultures and class cultures, for example, are also possible.

1 What was the impact of socialism on workplace culture for British workers?

2 What was the impact of socialism on workplace culture for British capitalists?

Talking points

Develop a short role play. Write a script for a conversation between Friedrich Engels (source 4.23) and Sir Louis Mallet (source 4.34).

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Section 2

Australia and Asia

Japanese diver and lugger crew, Broome, 1911

Asian links with Australia

Australia's heritage has been traditionally primarily linked to Britain. The arrival of British and other European colonisers in Australia in the 18th century was to have an enormous impact on the indigenous peoples and the nation in development. Geographically, however, Australia is closer to Asia. Developments in Asian countries such as China and Japan were also to have significant impact on Australia attitudes, politics, diplomacy and trade.

Immigration

Australia's history from the arrival of the First Fleet in 1788 was closely tied to immigration. However, with the arrival of the first Chinese immigrants in the 1840s, strong attitudes against non-Europeans immigrants were to grow in Australia. By the end of the 19th century, every colony had adopted laws to restrict and control Chinese immigrants.

While the rising trade union movement sought to stop Asian migration altogether, from the 1860s people from Pacific islands were being forced or indentured to work on plantations and farms in north-eastern Australia. In 1901, the federal Immigration Restriction Act was passed.

Japanese protests over the Act lead to it being modified in 1905 in their favour. Japan was slowly becoming an increasingly important trading partner. Nonetheless, for most Australians Japan was the 'Yellow Peril'.

Chinese and Japanese society

During the 19th century, China was to experience a great deal of political and economic instability. Having once been a major power, it was, during that century, to go into decline and become exploited by major European powers and the US.

Unlike China, Japan responded to industrialisation and the new global order by embracing new technology and radically changing aspects of its society. It was to become a world power. This made Australians feel more isolated from other white nations and even more nervous about Japan.

Australian nationhood

Attitudes, particularly a fear of non-Europeans and the need for strengthened defence, were part of the motivation behind the separate colonies of New South Wales, Victoria, Queensland, Tasmania, South Australia and Western Australia moving towards federation in the latter part of the 19th century. As the beginning of the 20th century dawned, the Commonwealth of Australia came into existence. Nationhood had arrived.

ACTIVITY

Research

1 The photographs in sources S2.1 to S2.6 show the parliament houses of New South Wales, Victoria, Queensland, Tasmania, South Australia and Western Australia as they appear today. Your task is to use the internet to identify which photograph matches which state.

2 Locate the website for each state's parliament and find information on when the parliament building was constructed.

SOURCE S2.1

SOURCE S2.4

SOURCE S2.2

SOURCE S2.5

SOURCE S2.3

SOURCE S2.6

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Chapter 5

Making a nation »

Federation celebrations in Centennial Park, Sydney, 1 January 1901

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the expansion of European settlement on a map of Aboriginal Australia to 1900
- describe both the European impact on the landscape and how the landscape affected European settlement
- use a range of sources to describe contact experiences between European settlers and Indigenous peoples
- explain why one of the non-European groups came to Australia
- describe how the chosen group lived and worked in Australia
- describe the contribution of non-European workers to Australia's development to 1900
- using a range of sources, investigate the living and working conditions of men, women and children around the turn of the 20th century in Australia
- explain how and why federation (1901) was achieved
- outline state and federal responsibilities under the Australian Constitution
- discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people
- identify key features of the Harvester Judgment, pensions legislation and the *Immigration Restriction Act* and discuss what they reveal about the kind of society the Australian government aimed to create
- assess the impact of this legislation on Australian society in this period.

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Inquiry questions

1. What were the effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islander peoples when settlement extended?
2. What were the experiences of non-Europeans in Australia prior to the 1900s?
3. What were the living and working conditions in Australia around 1900?
4. What were the key events and ideas in the development of Australian self-government and democracy?
5. What significant legislation was passed in the period 1901–14?

Introduction

THE EXPERIENCES OF indigenous peoples, Europeans and non-Europeans in 19th-century Australia were very different. Experiences depended on class, gender, ethnicity and ability. German immigrants in South Australia, for example, were generally accepted on an equal footing with their British and white Australian counterparts. Chinese immigrants were not. Although Australia became a nation in 1901, division still existed between the former colonies, as well as conflict between the wealthy and the workers.

Race played a key role in creating the Australian nation. Many Australians feared and hated foreigners, particularly Asians. Some employers, however, were happy to use Asian and Pacific Islander people as cheap sources of labour. In the lead up to and after federation, politicians and others worked hard to keep Australia white. The iconic Australian weekly magazine, *The Bulletin*, had for its masthead the slogan: 'Australia for the White Man'.

KEY TERMS

alien races	people from foreign countries
Antipodes	Australasia (as the antipodes, or the opposite point on the earth, to Britain)
contestable	able to be challenged or called into question
determinism	the idea that our behaviour and beliefs are caused by our race
egalitarianism	treating people equally and not on the basis of birthright
federation	the joining together of separate states in political unity with a central government
moral	an idea or rule about right behaviour
New Protection law	law designed to protect Australian manufacturers from 'unfair' overseas competition
racism	the belief that different races have particular characteristics that determine their culture and that one race is superior to others
referendum	when a government asks the voters to approve or reject a proposal
sectarianism	rivalry or hatred between sects or religions
segregation	separating people on the basis of race
tariffs	duties imposed by government on imports and exports
terra nullius	country without a leader recognised by European governments; land not owned by anyone
White Australia Policy	a policy aimed at keeping Australia white by restricting the numbers of 'coloured' immigrants and 'cleansing' Australia's population

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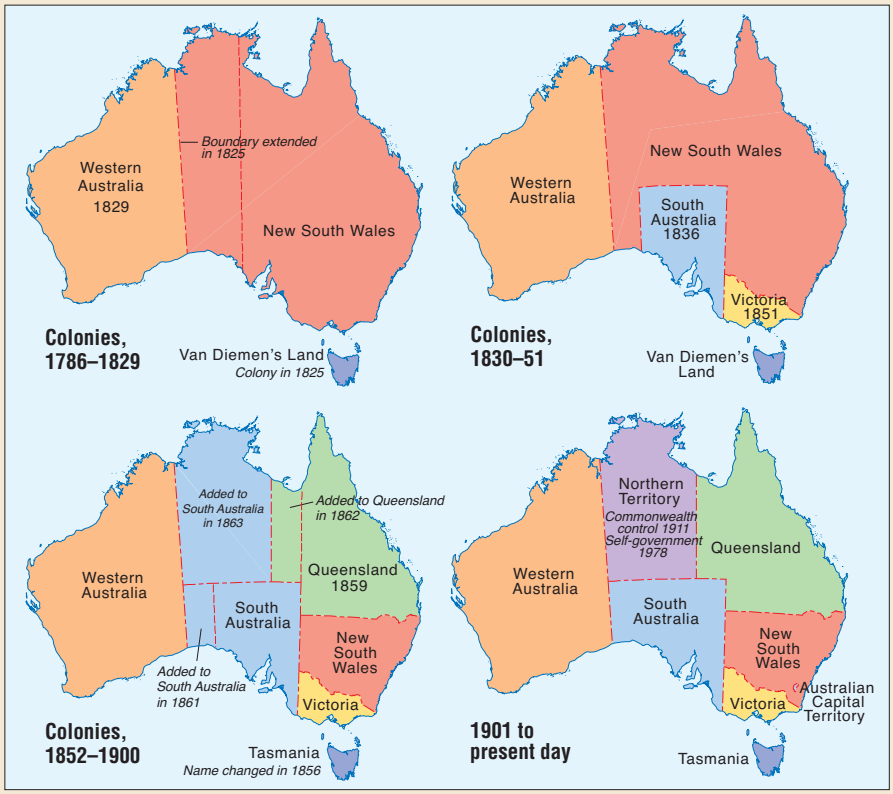
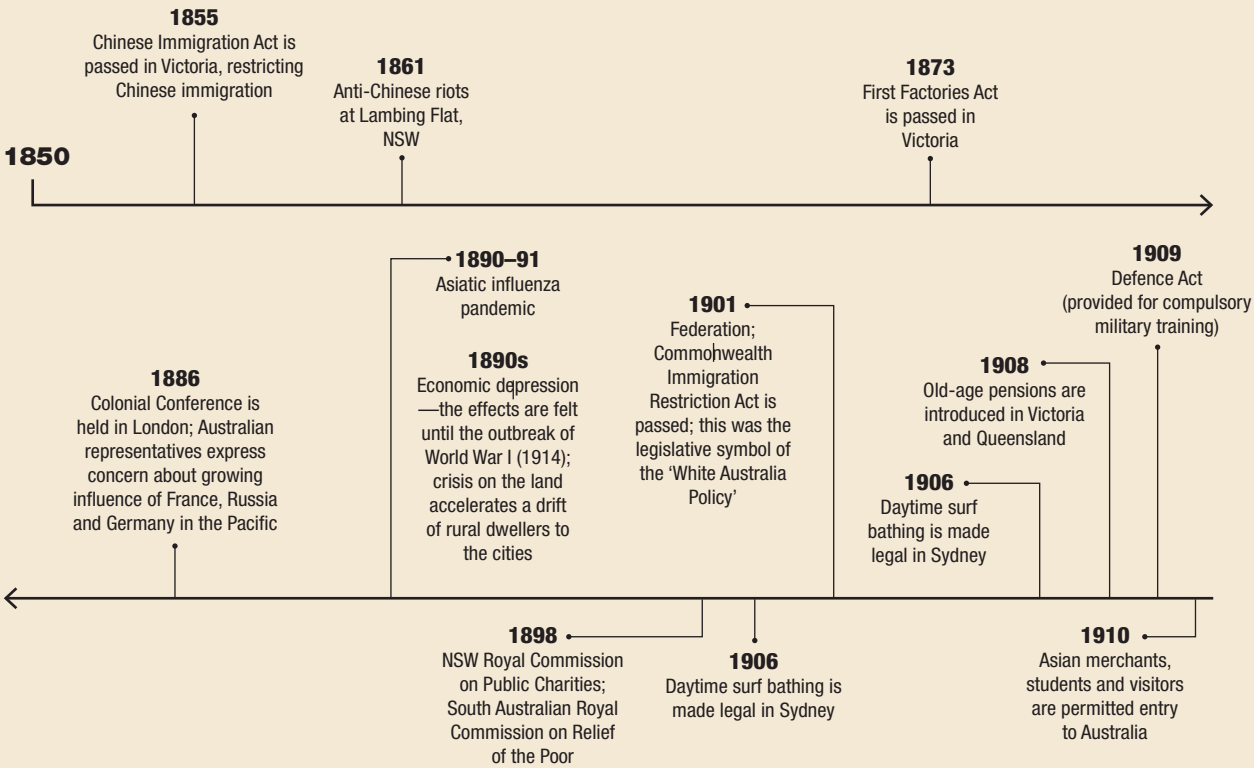
Formation of the states and territories of Australia



Timeline of key dates



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Focus on history skills

SKILL 4

Perspectives and interpretations (part 2)

When writing about events, historians choose particular terms to describe events and actions. Their choice of terms reflects their perspective and can influence the reader's point of view. Compare the terms (in bold) chosen by historians writing about Australian history to describe contact between Aboriginal peoples and Europeans:

- Captain Cook **discovered** the east coast of Australia and claimed the land for England in 1770.
- The **traditional owners** of Australia are the Aboriginal and Torres Strait Islander peoples.
- Arthur Phillip established the **first settlement** in Australia.
- The arrival of Phillip was the start of the **European invasion** of Australia.
- The settlers defended themselves against **attacks by Aborigines**.
- The Aboriginal peoples attempted to **resist the spread** of Europeans.

Historians also choose the evidence they use to support their argument or interpretation of history. Therefore, historical explanations can be open to debate.

For us studying history, the question becomes 'How do we know about the past?' It is important to understand that historical explanation can be subjective and the evidence presented may be incomplete. What historians present may be **contestable** and it is necessary for us to test explanations for bias and accuracy. Historians often have to argue why their explanation is correct.

Focus on history skills activities

1 What is the difference in meaning of the following terms? How does each try to influence the reader?
   - murdered
   - slaughtered
   - killed
   - massacred
   - defeated
   - eliminated.

2 What is the difference in meaning of the following terms? How does each try to influence the reader?
   - mob
   - group
   - crowd
   - gathering
   - gang.

3 What is the difference in meaning of the following pairs of terms?
   - terrorist / freedom fighter
   - industrial dispute / strike
   - progressive / radical
   - illegal immigrant / refugee.

4 Debate occurs over Australia's policy on refugees. Some Australians believe the government's policy is harsh and lacks compassion. Others believe the government's moves to limit the numbers of refugees being accepted into Australia is necessary to protect Australia's security. Sources H5.1 and H5.2 are the views of two Australian historians and reflect the debate about Australia's response to refugees. This debate occurred in 2003.

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The arrival in Australia of the 'boat people' was a contentious issue. The first frail vessel filled with refugees from Indochina reached Darwin in April 1976 ...

Under pressure from the countries of the region as well as from the United Nations, we increased the refugee quota so that by the end of the 1970s it made up about 10 per cent of the immigration intake.

So our acceptance of refugees was a belated, grudging and disputed response to a human calamity —but it did allow my son-in-law's family (who were boat people from Vietnam) a choice to remake their lives, and I rejoice in that generosity.

It stands in marked contrast to the present arrangements ... of turning back frail boats ... [it] is shameful ...

Refugees were hardly of concern in the colonial phase of Australian history ...

The land was large enough to take in refugees. Many of the German settlers who arrived from the late 1830s were fleeing religious persecution ...

We recognised the refugee crisis that followed the Second World War, and these 'displaced persons' enriched Australia. Then, the government took the lead in combating prejudice, promoting acceptance, encouraging our better instincts.

On International Refugee Day, we might lament [mourn] that there is not the same national purpose today, and regret that a government should take political advantage of human tragedy. We have done better in the past ...

Stuart Macintyre, 'Fear of invasion has given way to fear of the refugee', *The Age*, 20 June 2003

SOURCE H5.1 View of Stuart Macintyre, Professor of History at Melbourne University

A sense of historical perspective has been missing in debates about refugees, but historian Stuart Macintyre's article ... does not provide it.

Macintyre argues that before the 1970s, 'the government took the lead in combating prejudice, promoting acceptance, encouraging our better instincts'. He refers to the ... intake of displaced people after World War II. His argument is that we used to have a humanitarian tradition but have moved away from it.

This cannot be substantiated by facts. Our humanitarian tradition is a myth. [In] 1938 ... the Australian government's representative said Australia did not wish to import a racial problem. Australia eventually agreed to take [refugees] as a way of limiting the inflow.

Macintyre may also be disputed on his claim that our response to the Vietnamese was 'belated and grudging'. We admitted the unauthorised 'boat people' without question in 1976 and 1977 ...

The desire to ensure that only genuine refugees are resettled here, within a planned system, and a determination to defeat the people-smuggling networks, represents neither a hardening of hearts nor a fear of refugees. We have actually come a long way.

Barry York, 'The myth of our humanitarian tradition', *The Age*, 27 June 2003

SOURCE H5.2 View of Dr Barry York, an historian based in Canberra who specialises in 20th-century immigration history

1. What do we know about Stuart Macintyre and Barry York (their personal interests, credentials, and such)?
2. What else might we need to know about them?
3. How do their views on Australia's attitude to refugees differ?
4. How does Barry York contest the view of Stuart Macintyre?
5. Which view do you prefer? Why?

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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. When you think about the question 'How does a nation develop?', what comes to mind? List your thoughts in this column.
3. Title the second column 'Puzzle'. In this column, list the questions you would like answered about the development of Australia, from 1788 to 1901.
4. Title the third column 'Explore'. In this column, record how you might find answers to your questions. What words could you use to search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?
5. Discuss the answers as a class.

What were the effects of contact between Europeans and Aboriginal peoples when settlement was extended?

The first human inhabitants of Australia were the Aboriginal peoples. Some historians believe that they migrated here 40 000 years ago but others believe that Aboriginal peoples may have been in Australia for at least 120 000 years.

Aboriginal peoples lived in various parts of Australia and established their own systems of government and land ownership. In 1788, when Captain Arthur Phillip set up a British colony in Sydney, conflict arose between Aboriginal and non-Aboriginal people over possession of the land. Although in many places Aboriginal peoples fiercely resisted, the laws and policies of the Europeans became dominant.

The history of Aboriginal and non-Aboriginal relations can be divided into seven eras:

- invasion, 1788 to 1820s
- frontier conflict, 1820s to 1840s
- conquests, 1840s to 1880s
- protectionism, 1880s to 1930s
- assimilation, 1930s to 1970s
- self-determination, 1970s to 1990s
- towards reconciliation, 1990s on.

Dispossession commenced in 1788 when the land of the Eora Aborigines was taken by the British settlers. The land had been claimed for the Crown by Captain Cook back in 1770 under the European law **terra nullius**.

Terra nullius has two meanings. One is 'a country without a leader recognised by European governments' and the other is 'land not owned by anyone'. In the eyes of Europeans, land could be terra nullius even if people were living on it. To be owned, the people had to have farms, and social, political or religious buildings on the land.

The Aboriginal people's way of life did not require farming in the way Europeans understood it, and their religion did not require the building of churches. They did not believe in the private ownership of land by individuals; therefore, they built no fences.

Sources 5.1 and 5.2 provide information on the Aboriginal view of land.

> Land can mean many things to Aboriginal people. It can mean home, camp, country, life-source, totem place and spirit centre. To Aboriginal people the land was not just soil or rock or minerals but the whole environment ... Aboriginals were part of the land and the land was part of them. When they lost their land they lost themselves.
>
> Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*, Ministry for Aboriginal Affairs, Sydney, 1986, pp. 15–16

SOURCE 5.1 From Nigel Parbury

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> Our fathers taught us to love our own land, and not to lust after the lands belonging to other men.
>
> from TGH Strehlow, 1930

SOURCE 5.2 An Aranda's view of land

The British settlers required the land for farming in order to feed themselves. Land was also required for roads, schools, churches and towns. The landscape was also changed, with the cutting down of trees, the damming of rivers and the planting of crops. This meant dispossessing Aboriginal peoples of their land. Further, because the British settlers operated under the law of terra nullius, they felt free to take the land without consulting the Aboriginal people or paying for it. This is explained in source 5.3.

> Relations between Aborigines and European settlers of Australia have been harmed from the beginning by one misunderstanding after another. To Europeans, civilization meant European civilization. A group could be recognised if it had a leader and if it owned, controlled and used land. Naturally all land was held by individuals; if land was 'public' this just meant that it was owned by the King. The Aborigines not only seemed to lack the appearances of 'civilization' such as clothes, writing and religion but also seemed to have no King and apparently neither owned nor used the land. So, obviously, most Europeans could not see the need for agreements with Aborigines before taking the land...Thus, behind the settlement of Australia by Europeans was the usual unspoken belief that the Aborigines did not 'own' the land.
>
> Malcolm Prentis, *A Study in Black and White: The Aborigines in Australian History*, Hicks, Smith & Sons, Sydney, 1975

SOURCE 5.3 European and Aboriginal relations

ACTIVITY 1

Comprehension: chronology, terms and concepts

1. What is terra nullius?
2. Why did the British settlers need land?
3. Why didn't the British settlers pay for the land they took from the Aboriginal peoples?
4. Use source 5.1.
   - a. How do Aboriginal people see the land?
   - b. What do you think is meant by 'when they lost their land they lost themselves'?
5. Use source 5.2. How does this source help us to understand the Aboriginal people's view of land?
6. Use source 5.3. Why, according to Prentis, did the Europeans take Aboriginal land without making agreements?
7. How useful are the three sources in helping you to understand the importance of land to Aboriginal peoples?
8. How do the sources explain how conflict arose between Aboriginal peoples and the British settlers?

Research

1. To find out more about dispossession in the period from 1788 to 1901, what questions would you need to ask and answer? List five questions.
2. Most history written about Australia from 1788 to 1901 was by non-Aboriginal people. What problems would this create for a person researching dispossession?

Explanation and communication

1. Using information from the sources, draw a diagram to show the different views of land held by Europeans and Aboriginals. Here is a suggestion.

European view	Aboriginal view
* Land is dirt, rocks, etc.	Land is _____
* _____	* _____
* _____	* _____

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Consequences of the expansion of settlement

As the European settlers pushed further inland, contact resulted in both intended and unintended consequences for Aboriginal peoples.

> *Intelligence was brought that an Indian family lay sick in a neighbouring cove: the governor, attended by Arabanoo, and a surgeon, went in a boat immediately to the spot. Here he found an old man stretched before a few lighted sticks, and a boy of nine or ten years old pouring water on his head ... near them lay a female child dead, and a little farther off, its unfortunate mother: the body of the woman shewed [showed] that famine, superadded to disease, had occasioned her death ...*
>
> Watkin Tench, *Sydney's First Four Years*, Library of Australian History, Sydney, 1979 (first published 1798), p. 146

SOURCE 5.4 Famine, Captain-Lieutenant Watkin Tench, 1789

> *An extraordinary calamity was now observed among the natives. Repeated accounts brought by our boats of finding bodies of the Indians in all the coves and inlets of the harbour, caused the gentlemen of our hospital to procure some of them for the purposes of examination and anatomy. One inspection, it appeared that all the parties had died a natural death: pustules, similar to those occasioned by the small pox, were thickly spread on the bodies; but how a disease, to which our former observations had led us to suppose them strangers, could at one have introduced itself, and have spread so widely, seems inexplicable.*
>
> Watkin Tench, *Sydney's First Four Years*, Library of Australian History, Sydney, 1979 (first published 1798), p. 146

SOURCE 5.6 Smallpox, Captain-Lieutenant Watkin Tench, 1789

SOURCE 5.5 *Hunting the Kangaroo*, by artist M Dubourg, published 1813

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SOURCE 5.7
Warriors of New South Wales, by artist M Dubourg, published 1813

March, 1789. Sixteen convicts left their work at the brick-kilns without leave, and marched to Botany Bay, with a design to attack the natives, and to plunder them of their fishing tackle and spears: they had armed themselves with their working tools and large clubs. When they arrived near the bay, a body of Indians, who had probably seen them set out, and had penetrated [seen] their intention from experience, suddenly fell upon them. Our heroes were immediately routed, and separately endeavoured to effect their escape ...In their flight one was killed, and seven were wounded ...those who had the good fortune to outstrip their comrades and arrive in camp, first gave the alarm; and a detachment of marines, under an officer, was ordered to march to their relief.

Watkin Tench, *Sydney's First Four Years*, Library of Australian History, Sydney, 1979 (first published 1798), p. 146

SOURCE 5.8 Convicts, Captain-Lieutenant Watkin Tench, 1789

Considering the poor Black Natives or Aborigines of the Colony entitled to the peculiar protection of the British Government, on account of their being driven from the Sea Coast by our settling thereon, and subsequently occupying their best Hunting Grounds in the Interior, I deemed it an act of justice, as well as of Humanity, to make at least an attempt to ameliorate their condition and to endeavour to civilize them in as far as their wandering habits would admit of.

Historical Records of Australia, Series I, Vol. X, p. 677

SOURCE 5.9 Governor Macquarie to Earl Bathurst, 27 July 1822

I am sorry to observe that the Natives [around Bathurst] have also Manifested a disposition of late to be troublesome. They have Killed Cattle at Several Stations, which has hitherto been unusual, and have menaced the Settlers on the borders of Argyle and St. Vincent.

Historical Records of Australia, Series I, Vol. XV, p. 770

SOURCE 5.10 Governor Darling to Sir George Murray, 23 March 1831

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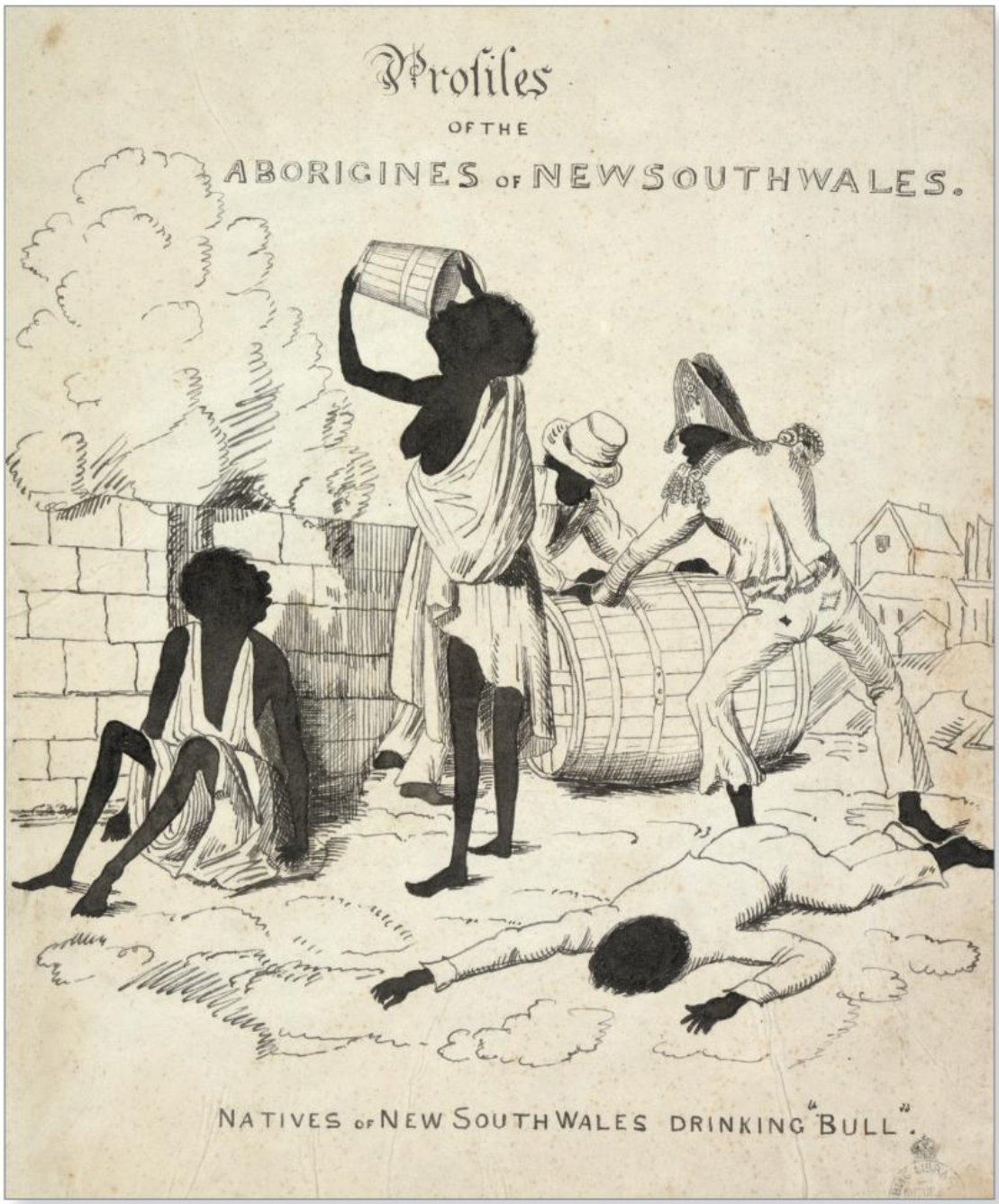

SOURCE 5.11 *Aborigines of New South Wales*, c. 1836, attributed to WH Fernyhough

ACTIVITY 2

Analysis and use of sources

1 **a** When was source 5.4 written?

b Is this a primary of a secondary source? Why?

c Who went to see the sick family?

d What apart from disease had caused the mother's death?

e How would European settlement have contributed to this?

2 **a** What is source 5.6 and when was it published?

b What is depicted in the image?

c How would have the arrival and spread of Europeans affected Aboriginal peoples' ability to do these sorts of activities?

3 **a** Who wrote source 5.6 and when was it written?

b What did the boats find?

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c What had brought this about?

d Did the writer believe that this was the first time that Aboriginal people had contracted smallpox?

e What was known of the cause of the disease?

4 a What is source 5.7 and when was it published?

b Describe the impression that the artist has given of these Aboriginal men.

c How do you think some Europeans may have reacted to this source?

5 a When was source 5.8 written and who wrote it?

b What had the convicts planned to do?

c What happened to the convicts?

d What is the writer's attitude to the convicts?

6 a When was source 5.9 written and who wrote it?

b In terms of land, what two things had European settlement done?

c What did Macquarie endeavour to do?

7 a When was source 5.10 written and who wrote it?

b Can you think of two reasons Aboriginal people would have wanted to kill cattle?

8 a Approximately when was source 5.11 produced and who is thought to have created it?

b Compare source 5.11 with source 5.7. How are Aboriginal peoples portrayed differently in these sources?

c What has happened to the Aboriginal peoples?

d How do you think this was caused?

Explanation and communication

1 Draw a table with five columns and six rows with the following column headings.

Source	Effects of contact	Intended	Unintended	Intended and unintended

2 Use sources 5.4 to 5.11. Identify the effects of contact and the expansion of settlement. Note the source used in the first column and the effect in the second. Then decide whether this effect was intended (done on purpose), unintended or both. Give a reason for your decision.

Spotlight

Expansion of European settlement on Aboriginal Australia c. 1836

Much of inland Australia was inhospitable to the first Europeans, but to the Aboriginal peoples who occupied it, the land was valuable and habitable. The various Aboriginal groups are shown in source 5.12 (overleaf). By 1836, the Australian coastline was known and exploration was occurring along the inland rivers of New South Wales. Thomas Mitchell's 1836 journeys identified potential grazing land. In source 5.13, the approximate area of Australia that was then known to Europeans is shown in yellow.

The areas in red in source 5.13 (overleaf) had been sold or granted to settlers. In most cases, this land was used for farms and led to the dispossession of the Aboriginal inhabitants.

Governors of New South Wales attempted to limit the spread of settlement and keep it within the 'Limits of Location' close to Sydney. However, by 1836 the booming pastoral industry expanded settlement beyond the 'Limits', shown in green in source 5.13 (overleaf).

The expanding pastoral settlement often led to clashes over land between Europeans and Aboriginal people. The loss of traditional hunting and food supplies, and the spread of European diseases such as smallpox impacted negatively on many Aboriginal groups. The worst example was in Tasmania where, by 1836, the last surviving Aboriginal people had been moved to Flinders Island.

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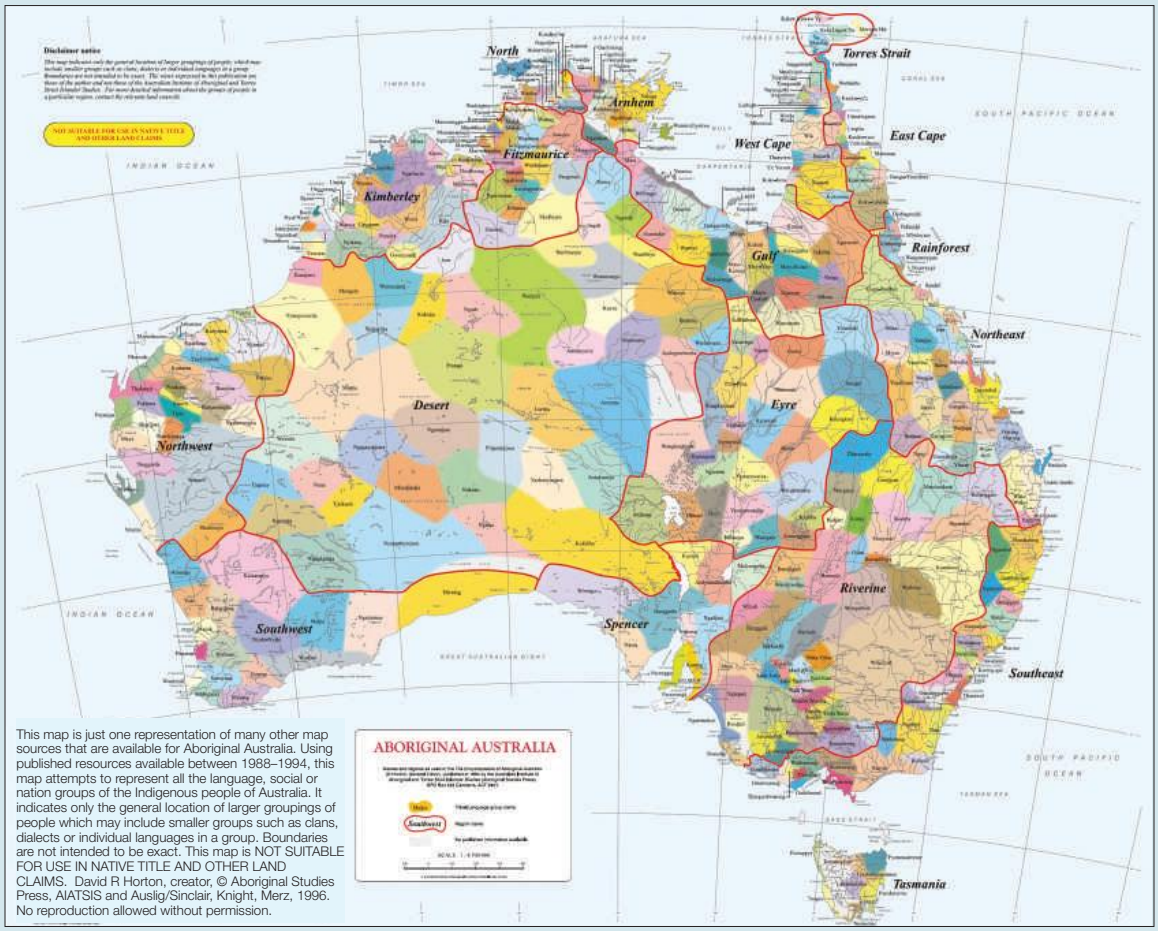
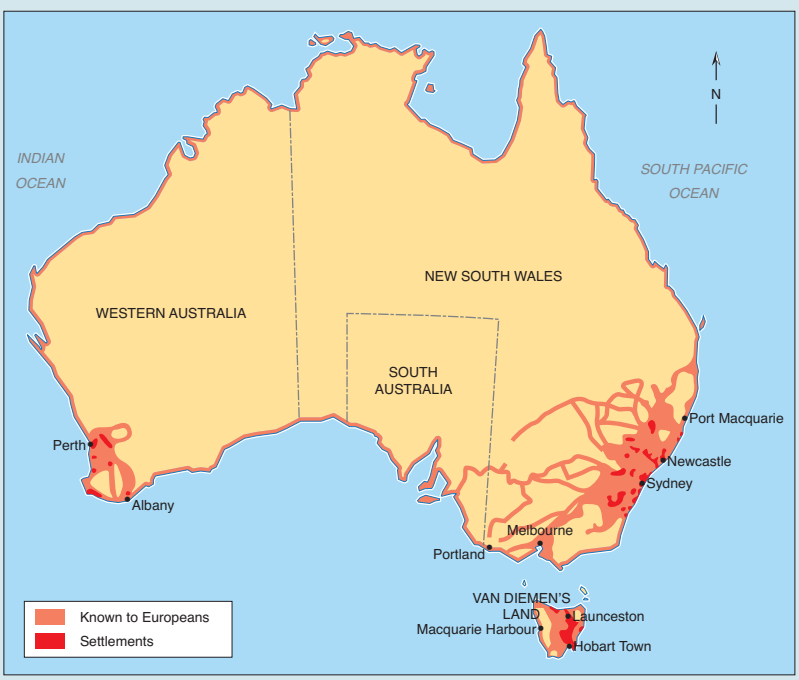


SOURCE 5.12 Aboriginal groups in Australia at the time of European settlement



SOURCE 5.13 European settlement of Australia, c. 1836

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What were the experiences of non-Europeans in Australia prior to 1900?

The experiences of non-Europeans in Australia in the 19th century varied greatly. Their experiences depended, among other things, on their class, gender and ethnicity. Germans in South Australia, for example, were generally treated as equals. Wealthy Chinese merchants were treated like any other gentlemen with capital. But the majority of non-Europeans were providers of cheap labour. They were generally exploited, and were largely hated and feared.

The experiences of Afghans

The first Afghans to come to Australia were the three men who accompanied the Burke and Wills expedition in 1860. They were enlisted in the expedition because of their expertise with camels, which Burke and Wills used.

While records of the numbers of camels brought to Australia exist, only sketchy official accounts were kept of the cameleers who drove them. Historians' estimations of the number of Afghan immigrants during the 19th and early 20th century range from 2000 to 6000. These men had a major impact on the development of Australia's interior.

ACTIVITY 3

Research

1 a To investigate the Afghans in Australia, write three questions you would ask to start your inquiry.

b Use sources 5.14 to 5.20. Find at least two sources that help you answer your questions. Take notes.

c Use your notes to answer your questions.

2 a Sources 5.15 (overleaf) and 5.17 (page 181) are visual sources. Write two questions you would ask about these sources when using them.

b How would you go about answering your questions?

SOURCE 5.14 Centres of Afghan activity in Australia

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3 One of sources 5.15 to 5.20 (page 182) indicates a problem with one sort of evidence that historians encounter when doing research on Afghans in Australia.
   a Identify the source and describe the problem.
   b How have historians dealt with this problem?

ICT

Your task is to find out two different ways that Afghans have been remembered in Australia.

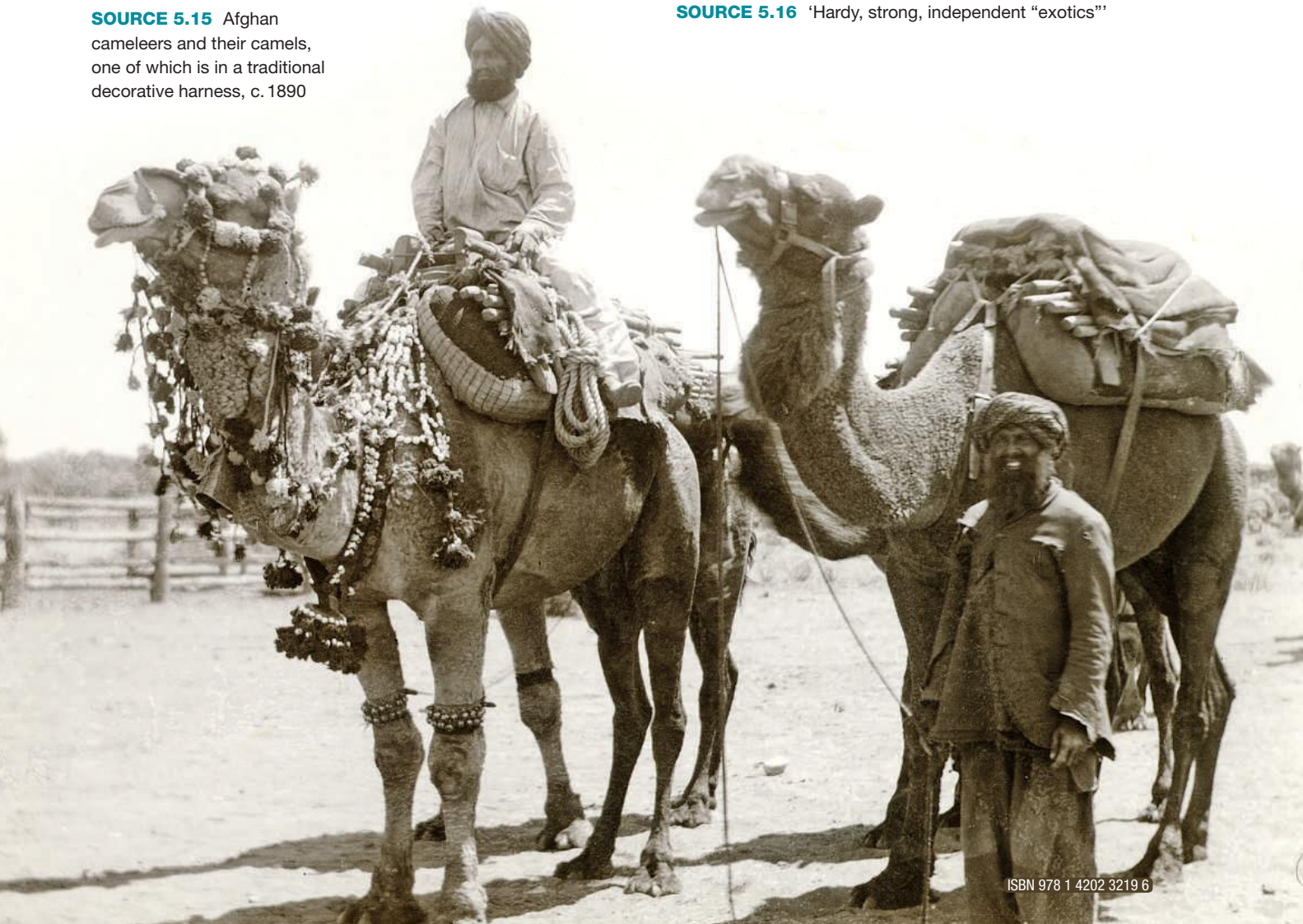
1 Go to the Places of the Heart memorial database at the Australian Centre for Public History. Your digital support includes the web address.
   a Search the database for a memorial to Afghans.
   b Write 150 words about the memorial, including where it is and when it was erected.
   c Print out a picture of the memorial.

2 Use the internet to find another way that Afghans have been remembered in Australia. Write 150 words on what you find. Include the reason you think Afghans are being remembered.

> Horses and bullock teams had proved unsuccessful [in the harsh desert terrain] and camels, which needed experienced handlers, were introduced. The men who accompanied them were hardy, strong, independent 'exotics', with a vigorously determined tribal culture quite alien to that of the European colonists. They and their animals were able to make inroads into the very heart of Australia, where others had failed so often. Yet they were feared and hated and their unique communities were isolated. Their nature and culture had been little understood, and is often misunderstood to this day.
>
> Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 1

SOURCE 5.16 'Hardy, strong, independent "exotics"'

SOURCE 5.15 Afghan cameleers and their camels, one of which is in a traditional decorative harness, c. 1890



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SOURCE 5.17 Faiz and Tagh Mahomet leaving Warrina, South Australia, June 1889, with 11 tonnes of merchandise for Tennant Creek and the stations beyond

It seems that all the camel importations into Australia were private ventures. The colonial governments [except for the Burke and Wills expedition], imported neither animals or drivers even though such labour was used in several major government projects. Camels were brought by the colonial governments from within the country, from merchants and breeders, and were bred at government camel depots. Afghans were recruited from amongst those already in Australia to tend the animals.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 20

SOURCE 5.18 Camel importations

Little is known of the backgrounds or the migration details of the men who accompanied the camels. They were recruited from rural areas or from fringes of large cities [in Afghanistan], generally contracted on a three-year basis, and given no immigratory status as they were not expected to stay in Australia beyond their contracted period. Most could speak no English, or very little, and certainly none could write English to fill out official papers ... They travelled to Australia in the dark, open holds of the ships, close to the animals. When these drivers arrived at Australian ports they continued as an extension of the camel cargo, waiting on wharves for their unloading and being housed with the animals in camel camps.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 24

SOURCE 5.19 Background of the Afghans

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There are no reliable figures relating to the number of Afghans who came to Australia, nor can an accurate assessment be made of those in the country at any one time. Census records are unreliable as it appears there was confusion between Indians, Afghans, Turks, Asians referred to as 'Other', and a somewhat loose category that fell under the term 'Syrian'. Furthermore, the cameleers were constantly on the move and often seemed to belong to no particular place ... Their names did not appear on electoral roles as they were not granted citizenship.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 24

SOURCE 5.20 Official statistics

The experiences of the Chinese and the 'new golden mountain'

In April 1851, Edward Hargraves discovered gold at Summerhill Creek near Bathurst in New South Wales. While this saw the beginning of the Australian gold rushes, Victoria quickly overshadowed NSW as the focus of the rushes.

The great rushes had finished by the early 1860s. By that time, NSW had produced 20 million ounces of gold and Victoria's production was over 20 million ounces. This made Melbourne the principal city of Australia.

News of the rushes reached China in 1853. At the time, China had been stricken by political upheaval, drought, floods, famine and the resultant poverty. Many Chinese men borrowed money from local merchants to go to Australia in search of gold. Their families stayed behind, working for the merchants until money started to be sent back to China from the goldfields to pay the debt.

SOURCE 5.21 The main Australian goldfield locations

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For many Chinese people, Victoria became *Dia Gum San*—the 'New Gold Mountain'. Between 1854 and 1857, over 25 000 Chinese men—and three Chinese women—emigrated to Victoria. Chinese men set up settlements across the mining districts, including clubs, teashops, temples and theatres. The main centres in Victoria were at Avoca, Ballarat, Beechworth, Castlemaine, Creswick, Maryborough and Sandhurst (later called Bendigo).

In Victoria, as elsewhere, Chinese people experienced **racism** and violence. The first anti-Chinese feeling was expressed at Bendigo in 1854. European and American diggers wanted to see a 'rising take place ... for the purpose of driving the Chinese off the goldfield'. Riots against the Chinese broke out in places such as the Buckland River in Victoria in 1857 and at Lambing Flat in NSW between 1860 and 1861. Colonial governments also passed legislation that hindered the work of Chinese diggers on the goldfields.

Year	Male	Female	Total
1854	2341	—	2341
1857	25 421	3	25 424
1861	24 724	8	24 732
1871	17 826	31	17 857
1881	11 871	261	12 132
1891	8872	605	9377
1901	6740	609	7349

Kathryn Cronin, *Colonial Casualties: Chinese in Early Victoria*, Melbourne University Press, Melbourne, 1982, p. 136

SOURCE 5.22 Victoria's Chinese population (including 'part-Chinese'), 1854–1901

Arrivals by sea	Arrivals overland	Departures by sea	Departures overland
42 043	20 147	36 142	11 700

Kathryn Cronin, *Colonial Casualties: Chinese in Early Victoria*, Melbourne University Press, Melbourne, 1982, p. 135

SOURCE 5.23 Total Chinese arrivals in Victoria and departures for China, 1850–90

SOURCE 5.24 Distribution of Victorian Chinese population, 1854

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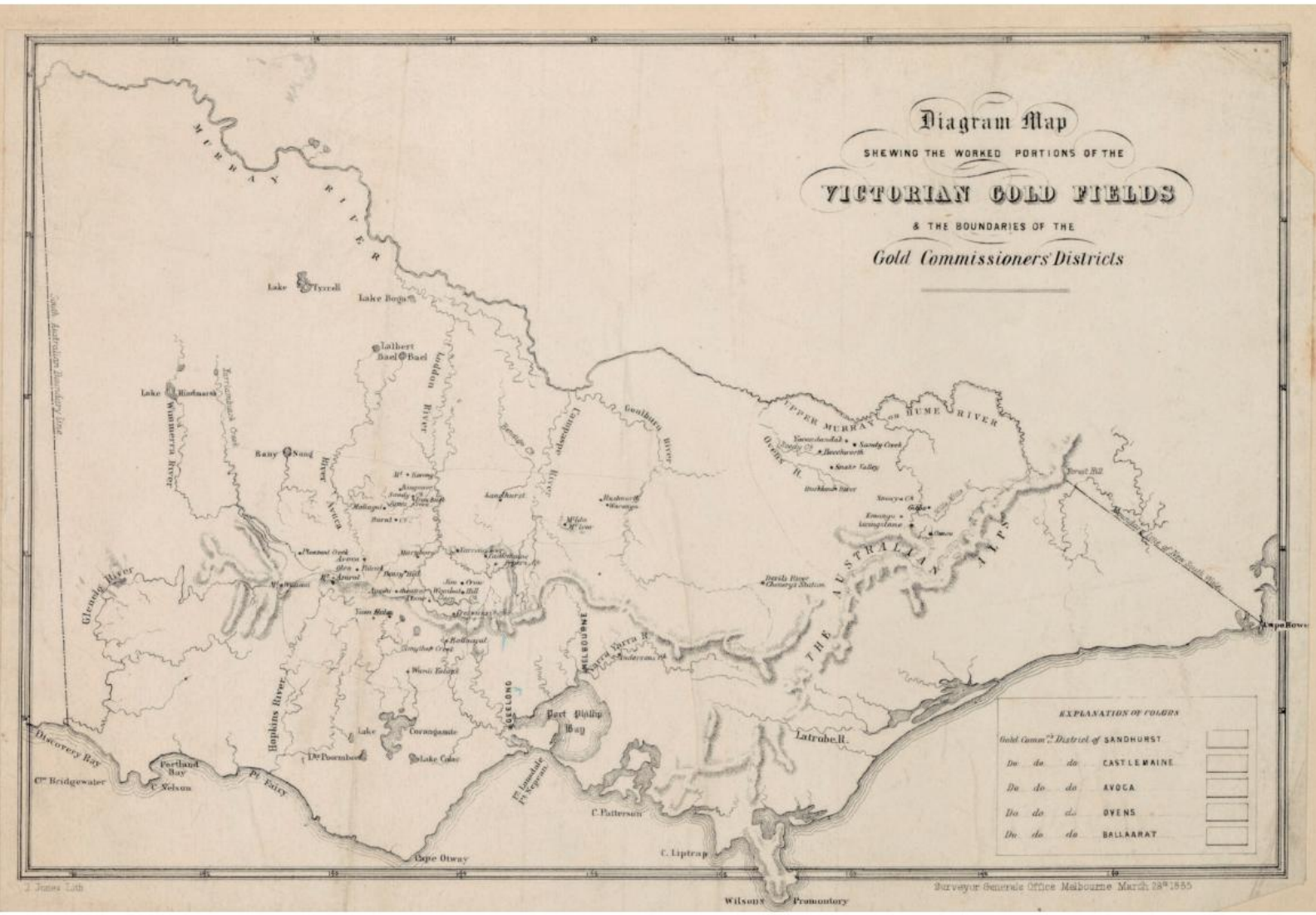

SOURCE 5.25 Victorian goldfields, 1855. This map is also viewable at your digital support.

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 What colony became the focus for the 1850s gold rushes?

2 What was one of indicators of Victoria's dominance?

3 When did news of the Australia rushes reach China?

4 How did most Chinese men fund their emigration to Australia?

5 What is the meaning of *Dia Gum San*?

6 What did Chinese people experience during the gold rushes?

7 **a** Draw a line graph based on source 5.22. Put the years 1854, 1857, etc., along the bottom. Along the side, use the scale of 10 centimetres = 10 000 people.

b Chart the number of Chinese males for each year in one colour.

c Chart the number of women in another colour.

d When was the peak of the male Chinese population in Victoria?

e When was the peak of the female Chinese population in Victoria?

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8 a Use source 5.23. What was the total number of Chinese people who arrived from China in Victoria?
   b What was the total number of Chinese people who went back to China?
   c Approximately what proportion of Chinese people stayed in Victoria?
9 Using sources 5.22 and 5.23, and the text in this section, explain the movement of Chinese diggers between China and Victoria.
10 Use source 5.24. Locate the five areas in Victoria in the mid-1850s with the highest Chinese populations.

Analysis and use of sources

1 a What is source 5.25 and when was it made?
   b Go to your digital support to view a zoomable version of source 5.25. Find out the names of the main towns and goldfields in the five areas with the highest Chinese populations.
2 a What is source 5.26 and when was it published?
   b What were Chinese immigrants blamed for?
   c What happened in 1871?
   d What did Congress do in 1882?
3 a What is source 5.27 (overleaf) and when was it published?
   b What do the eight arms of the octopus represent? (You may have to search some of the terms on the internet.)
   c What reaction do you think the cartoonist hoped to gain?
4 a What is source 5.28 (overleaf)?
   b When and where was it published?
   c Using source 5.26, explain the figure in the hat and the sign on the right side of the cartoon.
   d The cartoon is called 'The yellow gulf stream'. Explain the meaning of this title.
   e How can this cartoon help to explain the attitudes of Australians to the Chinese diggers?
5 How do sources 5.27 and 5.28 support the view that Australians generally had highly racist attitudes toward Chinese immigrants?
6 Think back on your work on the Afghan cameleers.
   a What is a major difference between official sources about Chinese diggers and Afghan cameleers?
   b What might explain this difference?
7 Look at source 5.29 (overleaf).
   a When was this photograph taken?
   b For how long before this photograph was taken had the Chinese people been on the Victorian goldfields?
   c What had they left behind in China?
   d What might they have known about conditions on the goldfields?

Empathetic understanding

1 Imagine you are one of the Chinese immigrants in source 5.29. What would you be thinking about on the way to the goldfields? Write 200 words about your thoughts.

> In ... [a] climate of economic instability, [American] politicians discovered that promising to deport Chinese immigrants or barring new immigrants from China was popular with voters. In the 1870s, labor leader Dennis Kearney and his Workingman's Party and California Governor John Bigler blamed Chinese 'coolies' for the fall in wages. (Coolie was originally a Hindi word meaning 'hired laborer', in contrast to a slave.) In 1871, an anti-Chinese riot in Los Angeles resulted in the murder of two dozen Chinese. In 1882, Congress enacted the Chinese Exclusion Act, a law that barred immigration of Chinese contract laborers for ten years. It was the first time that Congress had ever barred a particular racial group from entering the country. That law, subsequently renewed, was not repealed until 1943.
>
> 'A history of Chinese immigration in the United States and Canada', *American Review of Canadian Studies*, 22 June 2007

SOURCE 5.26 Chinese 'coolies' in the US

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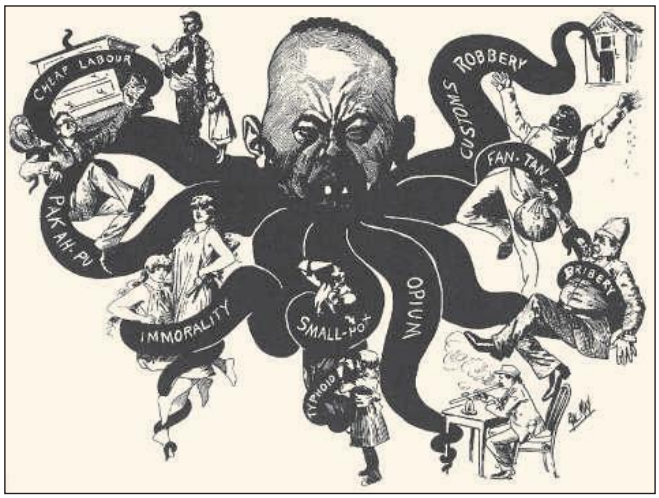

SOURCE 5.27 'The Mongolian octopus', *The Bulletin*, May 1886

SOURCE 5.28 'The yellow gulf stream', *Melbourne Punch*, 29 March 1888

SOURCE 5.29 Chinese people leaving for the goldfields from Castlemaine on a Cobb & Co. coach, c. 1888

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What were the living and working conditions in Australia around 1900?

Chronology

1872	Victoria's Education Act brings in compulsory education
1883	Compulsory education in NSW; children aged 6 to 14 should attend school for a minimum of 140 days per year
1890s	Economic depression; effects are felt until the outbreak of World War I (1914); crisis on the land accelerates a drift of rural dwellers to the cities Development of state regulation in the face of crisis; establishment of government departments such as agriculture and health
1893	First public telephone in NSW installed at Sydney's General Post Office
1894	Henry Lawson's first book *Short Stories in Prose and Verse* is published
1895	First kindergarten in Australia is opened in Woolloomooloo, Sydney
1897	Employer's Liability Act is passed in NSW giving compensation for personal injury
1899	Conciliation and Arbitration Act is passed in NSW to settle industrial disputes
1899	Short-lived Labor Party government in Queensland; first labour government in the world
1902–4	Severe drought continues in Australia (drought had been present since 1895)

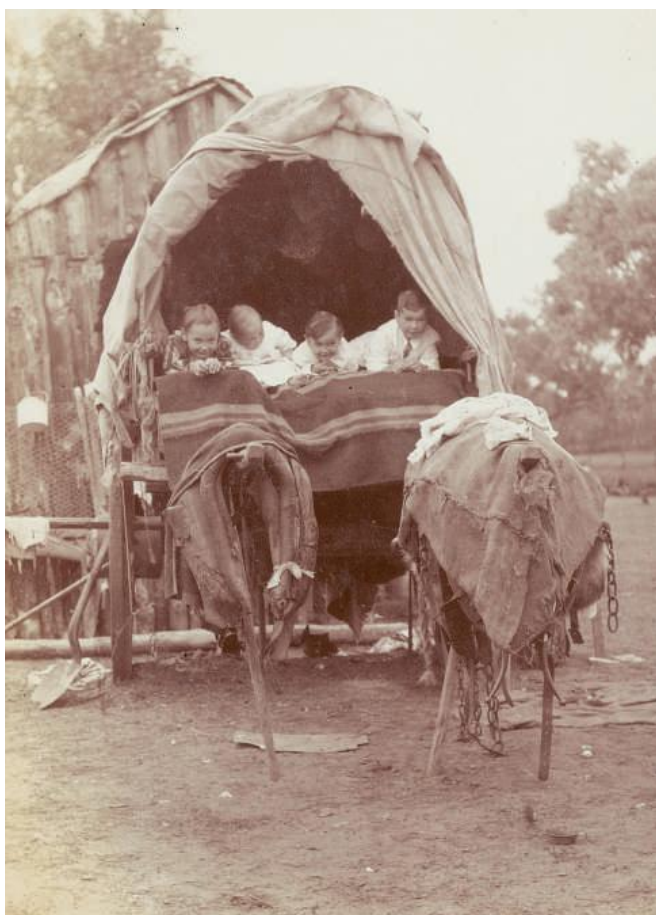
Australian life around 1900

In many ways, life in Australia at the turn of the century was in a state of transition. The economic crisis of the 1890s forced colonial governments to reconsider their role as social and economic regulators. From the 1890s until the outbreak of World War I, government bureaucracies began to grow and exert increasing control over people's lives.

In the first decade of the 20th century, federal and state governments also began to construct a social welfare system. Old-age pensions and maternity allowances were among the first benefits for ordinary people. To be eligible for assistance, however, individuals had to demonstrate that they were deserving of help.

Rural life

In rural Australia, the crisis coincided with a drought and had been particularly hard. Many small holders on the land, and a significant number of wealthy pastoralists, were ruined in the 1890s. Many poorer farmers simply walked off their properties and drifted into larger towns and cities. Some of the farmers and pastoralists who survived were able to take over the properties of those who had failed. During this period, the average size of farm properties grew. This trend continued throughout the 20th century.



SOURCE 5.30 Rural poverty, c. 1910

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SOURCE 5.31 A ringbarked forest, NSW, c. 1910

Even when times were not tough, life on the land was difficult. Some writers, such as Banjo Paterson, romanticised rural existence. Others, such as Barbara Baynton and Henry Lawson, portrayed 'the bush' more realistically. Rural places lacked most of the facilities that cities and big towns could offer. Unsustainable farming practices and clearing practices such as ringbarking also created environmental disasters on the land.

Source 5.30 was taken in the early 20th century in the region around Dubbo in NSW. Its original caption read 'A travelling family—they live in this cart'.

Urban life

Urban life was also in transition. For most of the second half of the 19th century, the majority of Australians lived in capital cities. By 1891, around two-thirds of New South Wales's population were urban dwellers; in Victoria, the figure was around 55 per cent. But a different pattern of living was emerging.

By the turn of the century, around a quarter of New South Wales's urban population lived in suburbs. At this time, however, suburbs mainly housed the middle classes and the rich, along with those who catered for their needs. Working-class dreams of owning a freestanding or semi-detached home on a modest or quarter-acre block—the 'great Australian dream'—were possible mainly in the 20th century. Indeed, it was the post–World War I period that saw the spread of suburbs as the main site of domestic life.

Changes in transportation were critical to the spread of suburbs. Throughout the industrialising world, major cities experienced a rise in urban mass-transportation systems. Sydney was at the forefront of such developments in Australia. Steam had been the dominant form of power in 19th-century Sydney. From the early 1900s, steam trams were converted to electricity as Sydney underwent electrification. Tramway operations were mainly geared to provide services to outer suburbs. Trains began to spread into suburban areas from the late 19th century.

Division in Australian society

Where people lived had major consequences for their life experiences. But other factors influenced the lives of people in Australia, as elsewhere. These factors included class, wealth, ethnic background, sex and religion. The turn of the century found Australia in the middle of sectarian trouble. **Sectarianism** in Australia created antagonism between Catholics and Protestants.

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Other conflicts were evident in Australian society at the time. In workplaces, tensions often flared between labour (workers) and capital (employers). Industrial disputes were to become a common feature of Australian life. Politically, struggles occurred between radicals and conservatives.

Prosperous people and many politicians looked forward to celebrating **federation** on 1 January 1901. But an event took place in Australia that starkly indicated that all was not well in the **Antipodes**.

For many years, social reformers, investigators and health officials had warned of the dangers of unsanitary conditions in urban areas. Almost nothing, however, was done. Australian cities and towns experienced various epidemics during the 19th century. In 1890, the *Illustrated Sydney News* reported that a parliamentary bill to improve sanitary conditions in the city had failed (see source 5.30).

On 15 January 1900, the arrival of bubonic plague—the 'Black Death', as this dreaded and painful disease became known from the Middle Ages—was officially declared in Adelaide. Four days later, its arrival was reported in Sydney.

For the next 22 years ten outbreaks of plague occurred in Sydney alone. They affected 600 people, of whom 196 died. Across Australia over 1360 people contracted plague in this period; some 535 died.

> ... a motion for a Royal Commission into the sanitary condition of the urban districts of ... [NSW] came on for discussion in the Legislative Assembly. As was anticipated, nothing practical was done, and ... the motion was ... withdrawn ... the experience of the past has but too plainly shown that the exigencies of party politics and the large and powerful vested interests [such as property owners], with which efficient sanitary legislation would necessarily interfere, surrounded the passage of such a measure with innumerable difficulties ... there is continually ample evidence of the need for reform, and the public should not require to be rudely awakened [out of their apathy] ... by the outbreak of some terrible epidemic ... Every year the register of deaths proclaim the shocking waste of human life which is taking place in the metropolis.
>
> *Illustrated Sydney News*, 19 July 1890

SOURCE 5.32 Sanitation in Sydney

SOURCE 5.33 Plague spot, Cambridge Street, The Rocks, 12 August 1901

ACTIVITY 5

Comprehension: chronology, terms and concepts

1 Name two of the effects of the economic crisis of the 1890s.

2 a Describe life on the land around the turn of the century.

  b Use source 5.31. What impact did farming and grazing have on the rural environment?

3 a Where did the majority of people live for most of the second half of the 19th century?

  b How had this changed by the turn of the century?

  c What were some of the factors behind such change?

4 What was the great Australian dream?

5 What other factors influenced people's life experiences?

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6 What was sectarianism in Australia?

7 Between what other groups was conflict experienced?

8 Define the terms 'radical' and 'conservative'.

9 What did social reformers and others predict would happen in cities such as Sydney? Why?

Analysis and use of sources

1 a Use source 5.32. Why did the *Illustrated Sydney News* anticipate that nothing would be done about poor sanitary conditions in Sydney?

b According to the newspaper, what was the cost of private and public apathy about inner-city, working-class living conditions?

2 a What happened in 1900?

b What did this say about **egalitarianism** in Australia?

c From source 5.33, describe some of the living conditions in inner Sydney around 1900.

Empathetic understanding

After plague broke out in Sydney, the government commissioned a photographer to take pictures of plague-affected areas to document clean-up operations. Imagine you are one of the children in source 5.33. Write a letter to a friend in the country explaining what has happened in your area. Also tell them how you are feeling.

Impact of the gold rushes on 'Marvellous Melbourne'

In 1851 Melbourne's population was around 29 000. Ten years later it had jumped to 123 000. Melbourne's growth was stimulated by the Victorian gold rushes. These lasted from 1851 until the late 1860s.

> 'Marvellous Melbourne', the title conferred by the visiting London journalist George Augustus Sala in 1885, epitomized the high optimism of the city in the 1880s ... In the atmosphere of brash confidence and conspicuous display induced by the land boomers [who pushed up the city's property prices], his boastful epithet caught on ... But the collapse of the property market in 1891 marked the end of Melbourne's heyday ... *The Outcasts of Melbourne* (1985), edited by Davison et al. [and others], reveals the less affluent side of Melbourne during this period; derided as 'Marvellous Smellbourne', it was notorious for its slums, poverty, and pollution.
>
> G Davison, J Hirst & S Macintyre, *The Oxford Companion to Australian History*, revised edn, Oxford University Press, Melbourne, 2001, p. 416

SOURCE 5.34 Professor Graeme Davison, historian, on 'Marvellous Melbourne'

SOURCE 5.35 Princes Bridge, Melbourne, 1900

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ACTIVITY 6

Explanation and communication

1 How much did Melbourne's population rise between 1851 and 1861?

2 What caused this growth?

Analysis and use of sources

1 a From source 5.34, who gave Melbourne the title 'Marvellous Melbourne'?

b What did this epitomise?

c How does Graeme Davison describe Melbourne's atmosphere in the 1880s?

d What was this induced by?

e What did this mark?

f By what other title was Melbourne known?

g Why was it called this?

2 a What is source 5.35 and when was it created?

b Find a photograph or a painting of Melbourne around 1861 on the internet. Compare your image with source 5.35. How had the city changed?

ICT

1 Visit Museum Victoria's website and find two webpages that relate to Marvellous Melbourne. Go to your digital support to obtain the web address. Summarise the content of the webpages into bullet-point notes.

Was Australia a workingman's paradise?

Towards the end of the 19th century, some social commentators began to call Australia a 'workingman's paradise'. Australia was portrayed as an egalitarian land of equal opportunity. Here, supposedly, any respectable worker who was willing to work hard and be thrifty could do well.

The myth of the 'workingman's paradise' was powerful and long-lasting. It was firmly established by the close of the 19th century. But it was not left unchallenged.

Chronology

1871	The Sydney Trades and Labour Council is established
1873	First Factories Act passed in Victoria
1875–6	Scarlet fever epidemic
1876	NSW unions are given legislative protection
1880s	Economic boom Growth of 'sweat work'
1881–2	Smallpox epidemic
1886	Amalgamated Shearers' Union is formed
1890s	Economic depression
1890	Great Maritime Strike
1890–1	Asiatic influenza pandemic
1891	Shearers' strike
1891	Australian Labor Party is formed in NSW
1896	Factories and Shops Act is passed in Victoria to fix wages and 'piece-work' rates and stop exploitative work practices; similar acts are passed in NSW and Queensland as a result of an anti-sweated-labour movement
1898	NSW Royal Commission on Public Charities
1898	South Australian Royal Commission on Relief of the Poor
1900	Saturday half-holiday is awarded in Queensland; South Australian and NSW shop workers are granted half-day Saturday holiday
1900	Bubonic plague breaks out in Adelaide and Sydney
1902	94 miners are killed in a coalmine explosion at Mt Kembla, NSW
1903	Railway engine-drivers and firemen's strike freezes Victoria's railways
1909	Saturday half-holiday awarded to Melbourne workers

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> ... if Australia at present presents the Working Man's Paradise, I should hardly care for a glimpse even of the Workingman's Hades.
>
> Bertha McNamara, 'Working men's houses', in *Commercialism and Distribution of the Nineteenth Century*, Sydney, 1894

SOURCE 5.36 Bertha McNamara, member of the Social Democratic Federation of Australasia, 1894

> [In Australia] the distribution of wealth is far more equal [than in England]. To begin with, there is no poor class in the colonies. Comfortable incomes are in the majority, millionaires few and far between.
>
> Richard Twopeny, *Town Life in Australia*, first published 1883, facsimile edition Penguin, Ringwood, 1973, p. 111

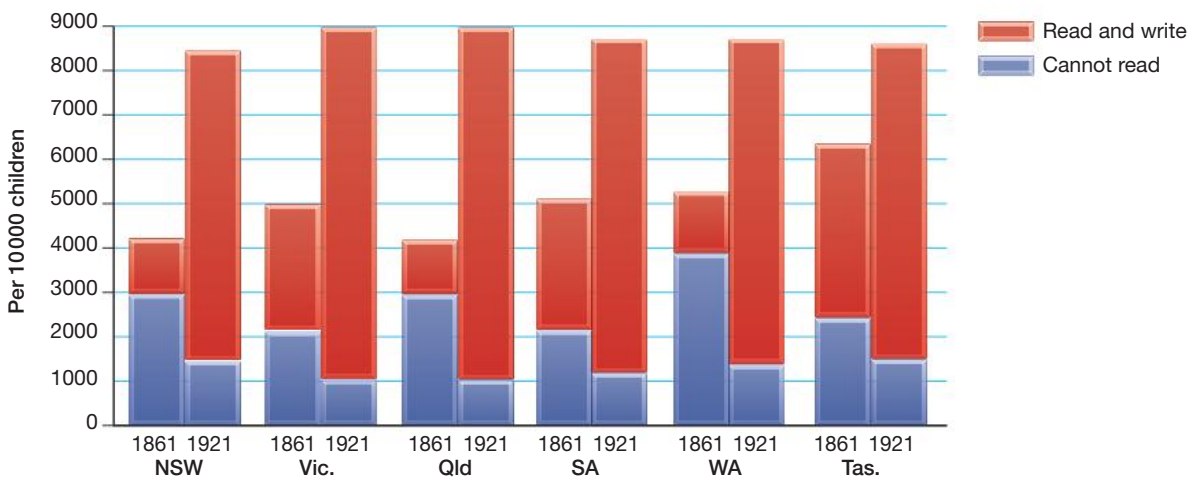
SOURCE 5.37 Richard Twopeny, journalist and exhibitions promoter, 1883

> ... [considering the] comprehensive documentary evidence available for the period [1860–1900], it becomes clear that by the century's close, Sydney's slum problem was acute ... for city workers needing to reside near to their work, living conditions were as bad as they could be. Here was a major section of Sydney society a victim of dilatory [slow] and largely disinterested government and living in sectors of the city where housing facilities, forgotten by absentee landlords, health authorities, city managers and parliament alike, were grim indeed.
>
> Max Kelly, 'Picturesque and pestilential: the Sydney slum observed 1860–1900', in Max Kelly (ed.), *Nineteenth Century Sydney: Essays in Urban History*, Sydney University Press, Sydney, 1978, p. 80

SOURCE 5.38 Max Kelly, historian, 1978

> ... [in colonial Australia] Australians were well fed, well clothed and well housed ... Australian cities were spacious, healthy, and free of large areas of extreme poverty.
>
> RV Jackson, *Australian Economic Development in the Nineteenth Century*, Australian National University Press, Canberra, 1977, p. 22

SOURCE 5.39 RV Jackson, historian, 1977



SOURCE 5.40 5- to 14-year-old children's literacy in the 1861 and 1921 censuses

ACTIVITY 7

Perspectives and interpretations

1 **a** Who wrote source 5.36 and when was it published?

b What was Bertha McNamara a member of?

c Did McNamara believe that Australia was a workingman's paradise? Explain.

2 **a** Who wrote source 5.37 and when was it published?

b Who was Richard Twopeny and what did he do?

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c Did Twopeny think that Australia was a workingman's paradise? Explain.

3 Source 5.38 presents the view of an historian, Max Kelly. What does Kelly think about living conditions in Sydney around 1900?

4 Source 5.39 presents the view of an historian, RV Jackson. What does Jackson think living conditions were like in Australia around 1900?

5 a Find five pieces of evidence from the sources, the chronology on page 191 or text in this section that support Kelly's view.

b Find five pieces of evidence from the sources, the chronology on page 191 or text in this section that support Jackson's view.

c Which view do you agree with? Provide at least one piece of additional evidence to support your view.

Comprehension: chronology, terms and concepts

1 Use source 5.40.

a In Victoria in 1861, approximately how many children per 10 000 children could not read?

b By 1921, had this figure moved up or down?

c What had the figure moved to?

2 a In NSW in 1861, approximately how many children per 10 000 children could read and write?

b What was this figure by 1921?

3 In Australia in 1900, would more people be able to read and write than in 1861? Explain.

4 Read the chronology on page 191. What could help to explain this change?

What were the key events and ideas in the development of Australian self-government and democracy?

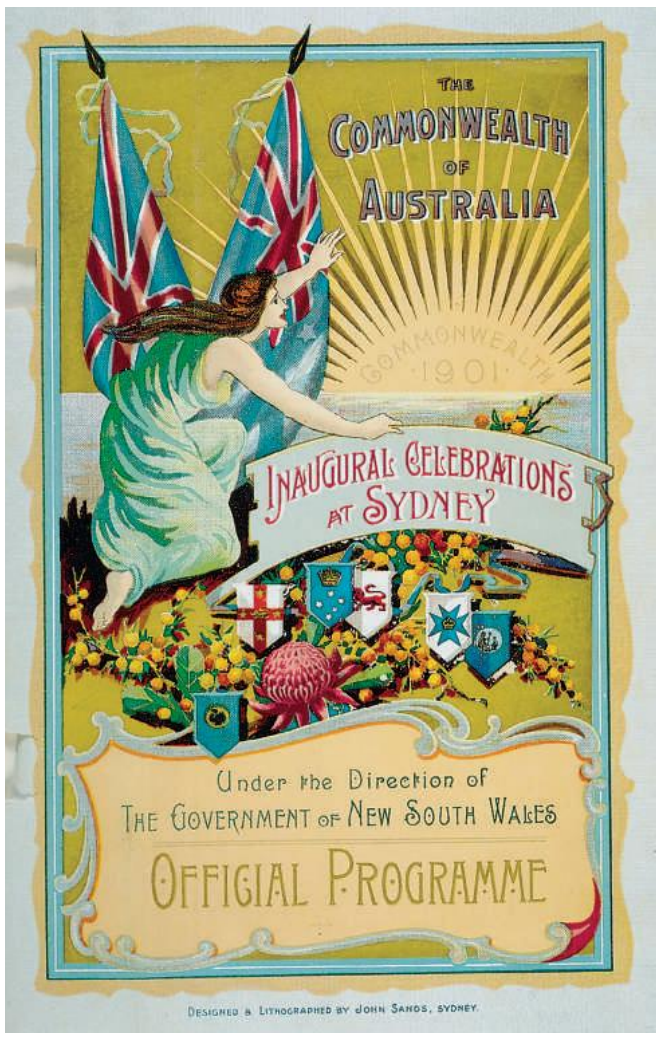
Federation, 1901

On 1 January 1901, at a ceremony in Sydney's Centennial Park, the new Commonwealth of Australia was created. It was the result of six colonies—NSW, Victoria, Queensland, South Australia, Tasmania and Western Australia—agreeing to federate.

Federation is the term used to describe a system of government whereby separate colonies or states agree to establish a central (federal) government with the authority to deal with certain matters outlined in a constitution. The states still continue to exist and have control over their own affairs.

Federation came about after a long debate that began in the 19th century. In 1847, the British noble Earl Grey suggested the colonies of Australia would become more successful if they cooperated in matters such as **tariffs**, postal services, immigration, roads and railways. At this time, each of the colonies had their own laws and government, with no single government for Australia as a nation.

The following chronology and sources will help you to discover how and why federation occurred.



SOURCE 5.41 Official program for the federation ceremony in Sydney, 1901

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Chronology of federation events

1849	A committee of British parliamentarians recommends a general assembly of the Australian colonies to meet to discuss railway construction, customs and mail services. The Australian Colonies Bill is put to the British Parliament in 1850 but is not passed.
1857	Victoria sets up a Select Committee on the federal union of Australian colonies to investigate federation. Neither Victoria nor NSW is prepared to give in to each other; therefore, nothing is achieved.
1881	Henry Parkes, a NSW politician, calls for a federal council to be established with the task of developing a federation constitution. Two years later the council is formed.
1883	At the meeting of colonial premiers, it is decided to establish a federal council.
1885	A British act of parliament creates the federal council. Although Victoria, Tasmania, Queensland and Western Australia meet, NSW and South Australia do not send representatives. Henry Parkes felt that the federal council does not hold enough power to seriously push federation.
1886	The Colonial Conference is held in London. Australian representatives express concerns about the growing influence of France, Russia and Germany in the region. The separate colonies, although protected by the British navy, see the defence of Australia as a major issue.
1889	Major-General Edwards, reporting on the defence of Australia, states that the country needs a central government, not six separate armies and navies. In the same year, Parkes, in an after-dinner speech that became known as the 'Tenterfield Oration', argues for the creation of a federal government that would legislate on all 'great subjects' including defence. Local matters would be left to the individual colonies. He calls for the establishment of a constitutional convention, made up of influential colonial men.
1890	Delegates from each of the colonies meet in Sydney at the first constitutional convention, with Parkes as chairperson. But Samuel Griffith (Queensland) plays a significant role in drafting the constitution. It is agreed that a federal government would be responsible for the defence and customs duties, and free trade between the Australian colonies. Each colony takes the draft constitution back to be passed by each of the governments. Only Victoria and South Australia do so; Parkes has to resign from the government and his replacement is against federation. With problems of economic depression and industrial trouble being more pressing, the federation movement stalls again.
1893	At the Australian Natives' Association conference, held at Corowa in NSW, Dr John Quick argues the need for a second constitutional convention that includes all Australians, not just politicians. He proposes that each colony should allow the people to elect delegates to meet to draft a constitution. When drafted, a referendum should be held and if the constitution is accepted by three or more colonies, it should be sent to England for approval. The idea of federation is becoming popular because it is seen as a possible way of giving better economic stability to Australia at a time of severe depression.
1895	At the Premiers' Conference in Hobart, George Reid (NSW) leads the debate that sees each colony agree to follow Dr Quick's proposal.
1897–8	The second federal convention meets in Adelaide (March 1897), Sydney (September 1897) and Melbourne (January–February 1898). A new constitution is drafted.
1898	A referendum is held in NSW, Victoria, Tasmania and South Australia but not in Queensland or Western Australia. A target of 80 000 'yes' votes is needed in NSW but this is not reached. Although four colonies vote 'yes' (see source 5.42), it is decided to amend the constitution in order to gain more 'yes' votes in NSW.
1899	At the Premiers' Conference, an agreement is reached on the site for the federal capital and other amendments that make federation more agreeable to NSW. A second referendum is held in all colonies except Western Australia (see source 5.43).
1900	On 21 August, the British Parliament, following a separate referendum in Western Australia where the yes vote was greater, passes the Commonwealth of Australia Constitution Act. Queen Victoria approves it on 17 September, making 1 January 1901 the date for Australian federation.
1901	On 1 January 1901, at Centennial Park, Sydney, the main federation ceremony takes place. The first elections are held on the 29–30 March 1901. The first federal parliament is opened on 9 May 1901 in Melbourne.

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	NSW	Vic.	SA	Tas.	Qld	WA	Total
Yes	71 595	100 520	35 800	11 797	—	—	219 712
No	66 228	22 090	17 320	2716	—	—	108 354

SOURCE 5.42 Results of the first constitutional referendum, 1898

	NSW	Vic.	SA	Tas.	Qld	WA	Total
Yes	107 420	152 653	65 990	13 437	38 488	*	377 988
No	82 741	9805	17 053	791	30 996	*	141 386

Notes: Voting was not compulsory. Of those eligible, 60 per cent voted in the referendum.
* Western Australia voted in 1900: yes, 44 800; no, < 2000

SOURCE 5.43 Results of the second constitutional referendum, 1899

Factors that hindered federation

Factors that hindered moves to federate included:

- *Geography and distance*—the Australian continent was large and the capitals of each of the colonies were far apart. The quickest transport between Sydney and Melbourne in 1880 was by ship, and this took seven days.
- *The attitude of NSW*—when Henry Parkes lost office in 1891, less push existed within NSW for federation. Many people in the colony were for free trade, whereas Victoria was protectionist. The difference of opinions about economics did not help. The NSW premier, George Reid, showed little interest in federation.
- *Tradition*—over 90 per cent of people that could be involved in the federation debate were of British origin. Most saw themselves as British citizens living in NSW, Victoria or Queensland, or the other colonies, and were not motivated to create a new nation.
- *Small colonies' fears*—the smaller colonies feared that the federation would be dominated by the larger colonies of NSW and Victoria. In 1880, Queensland had only been independent from NSW for 11 years, and South Australia was less than 50 years old.
- *Loss of power*—each of the colonies feared that the federal government would take power from them if they joined together.
- *The labour movement*—within the colonies workers were pushing for better wages and conditions. Many unionists felt that they had a greater chance of making gains for workers in their own colony rather than in a federal system.
- *No reason for federation*—prior to 1884 (when Germany took control of part of New Guinea), the colonies did not feel threatened by other nations, and therefore saw no need to federate for defence. Until the 1890s, economic conditions were fairly good and people saw no need to change what was working well.
- *Queensland's cane farmers*—one of the main aims of federation was to keep Australia free of 'coloured races'. Queensland cane farmers employed Pacific Islanders in preference to white workers because they could pay them less. These farmers feared that federation would mean the end of cheap labour. (See also source 5.47 overleaf, the cartoon from *The Bulletin*, 1891).
- *More urgent issues*—in the 1890s the country was hit with a major economic depression. Confrontations took place between employers and workers, and demands for better social conditions (education and health services particularly) grew. These issues were more important in the day-to-day lives of many people.

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Chinese are a cheap race—cheap to a degree that is destructive of the white race so far from thinking a Chinese war would be a calamity for Australia. I fervently believe it would be the greatest blessing we could possibly receive. For it would give us an excuse to clear out every yellow alien from our midst. Yes a Chinese threat of invasion would do all that and it would do more—far more: it would immediately federate our states into one nation; it would give us a permanent national government ...

'Australian nationalism: an earnest appeal to the sons of Australia in favour of federation', *The Bulletin*, 1888

SOURCE 5.44 An appeal for federation

Why should not the name of an Australian citizen be equal to that of a Briton? Why should not the name of an Australian citizen be equal to that of the citizen of the proudest country under the sun? Make yourselves a united people, appear before the world as one.

SOURCE 5.45 Henry Parkes speaking at the Australasian Federation Conference, Melbourne, 1890

The Tenterfield Oration was given by Henry Parkes, Premier of NSW, at the town of that name on the NSW–Qld border in October 1889. In it he called for the federation of the colonies and the formation of a strong national government. He proposed that delegates from the colonial parliaments meet forthwith to draft a constitution. In itself the speech was not particularly arresting; it contained nothing as memorable as 'the crimson thread of kinship runs through us all', which appeared in his speech the following year. Nor did it make clear Parkes's strategy of avoiding the differences between NSW and the other colonies on tariff policy ... the speech was notable because NSW had hitherto stood apart from the ... Federal Council.

G Davison, J Hirst & S Macintyre, *The Oxford Companion to Australian History*, Oxford University Press, Melbourne, 1998, p. 642

SOURCE 5.46 The Tenterfield Oration

SOURCE 5.47 'The Mongolian Millennium', *The Bulletin*, June 1881. The original caption that accompanied this cartoon read: 'At Honolulu, small-pox, introduced by recently-arrived Chinese, is decimating the island ... about 1800 Chinese have, during the last few weeks, arrived in Sydney ... from the Palmer Goldfield, which was, even after its "golden days", capable of paying handsome wages for many years to thousands of white men, the Chinese have almost completely driven out white labour.'

By the term Australian we mean not those who have been merely born in Australia. All white men who came to these shores—with a clean record and who leave behind them the memory of class distinctions and the religious differences of the old world; all men who place the happiness, the prosperity, the advancement of their adopted country before the interests of Imperialism, are Australian ... No nigger, no Chinaman, no lascar, no kanaka, no purveyor of cheap coloured labour, is an Australian.

The Bulletin, 2 July 1887

SOURCE 5.48 'Australians are white only'

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Factors that assisted federation

Factors that assisted federation included:

- *Growing Australian nationalism*—this was reflected in movements such as the Australian Natives' Association, newspapers such as *The Bulletin*, the growth of Australian themes in art and poetry in the 1880s and 1890s, and the fact that nearly 75 per cent of the population in the 1890s was born in Australia.
- *Better communications*—the telegraph linked all capital cities by the 1880s. The telephone linked Melbourne and Sydney. Rail lines (although different gauges) and steamships made transport quicker and easier between the colonies. These communications made the colonies feel less separate.
- *Defence*—growing imperialist interests in the Asia–Pacific region by France, Germany and Russia caused nervousness among Australians. When Britain failed to consult Australia over allowing France to have the New Hebrides, some Australians felt it was time for Australia to form its own defences rather than rely on the British navy. It made more sense to have one Australian navy, under a federal government, than have six separate small navies in each colony. In 1889, Major-General Bevan said that, if only for defence reasons, federation was necessary.
- *Immigration*—each colony had a policy for immigration and this often caused problems; for example, when Victoria tried to restrict Chinese immigration, the Chinese would sail into South Australia (where fewer restrictions existed) and then make their way overland to Victoria. Some people feared non-white labour (which was paid less) would take the jobs of white Australians and reduce wages. The need for a common immigration policy was a major force behind the colonies coming together.
- *Trade*—although differences existed between the colonies (such as NSW) over free trade and protection, it was felt that goods would sell better overseas if they came from a recognisable nation rather than from unknown colonies. This, and more importantly the economic problems of the 1890s, influenced the idea that a federal system might better coordinate commercial development.
- *Influential people*—the strong supporters of federation such as Parkes (NSW), Turner (Victoria), Kingston (SA), Forrest (WA) and Braddon (Tasmania) all contributed to the success of the movement.

SOURCE 5.49 The second federal convention, Melbourne, 1898

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- *British support*—the British government did not hinder the progress of federation. Earl Grey (1848–49) and Major-General Edwards (1889) both expressed support for federation. The Colonial Office and British Parliament saw advantages in federation and allowed the constitutional conventions to proceed.
- *Compromise between colonies*—differences of opinion and fears about federation among the colonies were solved. Rivalry between NSW and Victoria over who should have the national capital ended when it was decided to build a new capital in a new territory not part of either state. The smaller colonies' fears that the federal government would be dominated by NSW and Victoria were alleviated with the establishment of a federal system with two houses of parliament. The upper house (Senate) would have an equal number of members for every state.

  The conflict between free trade (NSW) and protectionism (Victoria) was resolved when NSW agreed that the new federation would support protectionist policies. Fear that the new states would have to give up powers to the federal government was lessened when the new constitution clearly defined state rights and their powers. The **White Australia Policy** was popular with most colonies and, to gain greater Queensland support, it was agreed to ban the importation of sugar. This way, Queensland's loss of cheap Pacific Islander labour would be offset by having no foreign competition in the sugar industry.

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 Use the chronology on page 194 and the text in this section. Who was Henry Parkes?

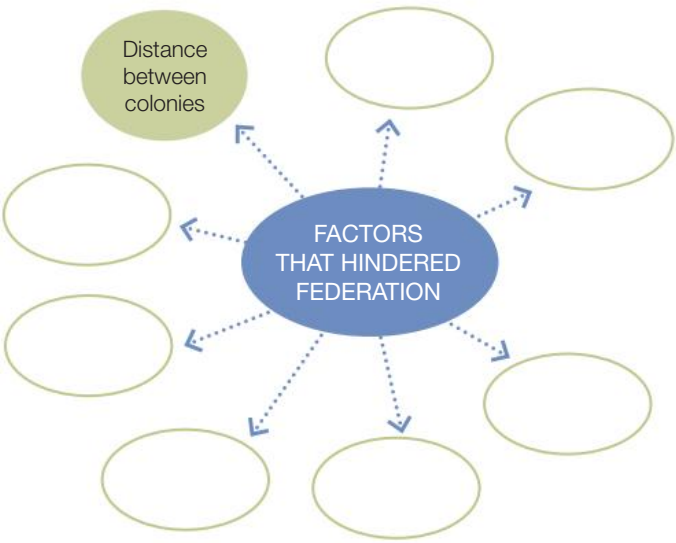
2 From the chronology, why didn't NSW attend the 1885 federal council?

3 Use the chronology on page 194.
   - **a** When was the first constitutional convention?
   - **b** What was Dr Quick's proposal?
   - **c** When did the second constitutional convention meet?
   - **d** How many colonies had to vote 'yes' to approve federation?

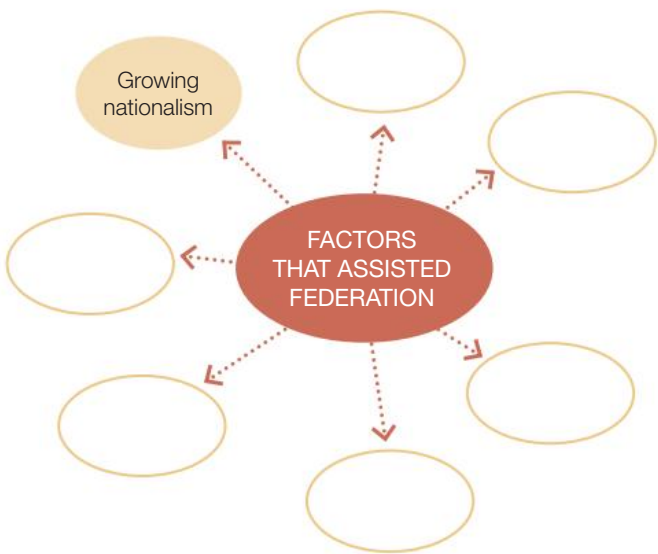
4 Use the chronology and source 5.43.
   - **a** Why was there a second referendum about the constitution?
   - **b** Was voting in the referendum compulsory?

5 Use the preceding text on factors hindering federation to complete the mind map in source 5.50. The first factor is done for you.

6 Use the preceding text on factors that assisted federation to complete the mind map in source 5.51. The first factor is done for you.



SOURCE 5.50 Mind map on factors that hindered federation



SOURCE 5.51 Mind map on factors that assisted federation

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7 Use the chronology. What three events do you see as most important in the process of federation?

8 **a** A spreadsheet records numerical data and performs calculations. Source 5.52 is a spreadsheet for recording the data from source 5.42. (If you have access to spreadsheet software, create this spreadsheet.)

	A	B	C	D	E	F	G	H
1		NSW	Vic.	SA	Tas.	Qld	WA	Total
2	Yes							
3	No							
4	Total							

SOURCE 5.52 Spreadsheet for recording data from source 5.42

b Fill in the cells B2, B3, C2, C3, D2, D3, E2, E3, F2, F3, G2, G3, H2 and H3 from the data in source 5.40.

c What would B2+B3 give? In which cell would you record this calculation?

d What cells need to be added together to make the total of 'yes' votes for the colonies that took part in this referendum? In what cell would this be recorded?

e What cells need to be added together to give H3?

9 Use source 5.43 to complete the spreadsheet shown in source 5.53.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								

SOURCE 5.53 Spreadsheet for recording data from source 5.43

a What evidence in source 5.53 shows that many Australians were not really interested in federation?

b Which colony was the strongest supporter of federation? Explain your answer.

c In which colony were the 'yes' and 'no' votes the closest?

10 Use sources 5.42 and 5.43. What changes occurred in the results between 1898 and 1899? (In your answer refer to such aspects as any large increases in the 'yes' or 'no' vote in particular colonies and/or the number of people who voted.)

11 Read source 5.44 again. What does it show about attitudes towards the Chinese at the time?

12 Nationalism (being proud of one's country) is one reason historians give for federation. Which sources provide evidence to support this?

13 Explain the meaning of source 5.45.

14 Some historians have called Henry Parkes the 'father of federation'. They claim that his Tenterfield Oration played an important role in motivating the federation movement. Does source 5.46 support this view? Explain your answer.

15 Who, according to source 5.48, were Australians and who were not?

16 Select three factors that you believe were most important to the success of federation. Explain your answer.

Research

Your task is to write a biography of Sir Henry Parkes.

1 List the things that you need to include in his biography.

2 What topics and subject headings can you use to find information on Parkes?

3 Write your biography. Choose at least five subheadings to present this information. (Tip: start with his date and place of birth.)

Explanation and communication

1 You have been asked to address the second federal convention in 1898. You have two minutes to persuade the delegates that federation is necessary for Australia. Write your speech. It should have three sections.

- an introductory statement that expresses your point of view
- a series of arguments to convince your audience
- a conclusion that restates your view.

2 A recount is a piece of text that retells past events usually in the order they occurred. There are three sections in a recount:

- an introduction that tells the audience the topic of the recount

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- a sequence of events in the order they occurred
- a conclusion that signals the end of the recount.

Words you can use in the sequence of events to show the order in which they occurred include:

- first (second, third and so on)
- afterwards
- next
- at this point
- soon after
- then
- following that
- now
- meanwhile.

Using the sources and the text on federation, write a one-page recount retelling the events that lead to federation.

3 An explanation tells how or why something occurred. Your task is to explain why federation occurred. Use information from the sources and the text on federation to write a 500-word explanation in the following structure:

Why federation occurred

- an introductory paragraph that describes the topic (federation)
- a series of paragraphs that explain why federation occurred
- a conclusion that signals the end of the explanation.

Words that you can use to explain 'why' include:

- as a consequence of
- produced by
- because
- contributed to
- caused by
- therefore
- gave rise to
- led to
- an effect of
- resulted in
- as a result of
- brought about.

Significant legislation—1901–14

Much significant legislation was passed in Australia during the period 1901 to 1914. Progressive politicians sought to 'civilise' capitalism. So legislation was brought in to protect workers' rights and ensure fair pay and safe working conditions. Laws were also passed to promote a strong white population in the new nation. Maternity allowances were introduced to encourage white people to have more children. Legislation was also made to restrict certain types of immigrants into Australia.

Chronology

1900	Old-aged Pensions Acts in Victoria and NSW are passed
1901	Commonwealth Immigration Restriction Act is passed; this was the legislative symbol of the 'White Australia Policy' All men over 21 gain federal voting rights; women gain them in 1902 Pacific Islander Labourers Act is passed to stop importation of Pacific Island labour
1902	Ada Evans becomes the first female Australian law graduate; she is not permitted to practise until 1921 under the *1918 Women's Legal Status Act of NSW*
1903	Royal Commission on the Decline of the Birth Rate
1904	Commonwealth Conciliation and Arbitration Act is passed Recruiting of Kanaka labour ceases The 'marriage bar' for women is introduced into Commonwealth Public Service Act; until 1966, women had to resign from the public service on marrying
1905	Renewed program of assistance to British immigrants
1907	The 'Harvester Judgment' establishes the principle of a basic wage for white Australian men
1908	Invalid Pensions Scheme NSW is introduced Federal Customs Tariff Act increases tariff protection
1909	Commonwealth Old-Age Pension is introduced under the Commonwealth Invalid and Old-Age Pensions Act of 1908 Defence Act (provides for compulsory military training)
1910	Asian merchants, students and visitors are permitted entry to Australia
1911	Commonwealth Electoral Act (creates compulsory enrolment but is not introduced until 1924)
1912	Commonwealth Maternity Allowances Act and Maternity Allowance scheme ('baby bonus'); Aboriginal peoples, Asians and Pacific Islanders are excluded
1914	War Precautions Act controlling the movement of 'aliens', is passed

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Voting rights

From the time of federation in 1901, all men were given the vote in Australia. Women were able to vote from 1902. This was unlike the case in Britain. There, all men were not eligible to vote until 1918. This was, in part, a response to the sacrifices made by ordinary British people in World War I.

Voting rights in Australia came about for a variety of reasons. These included:

- the more egalitarian nature of Australian society
- the rise of the Labor Party
- a less rigid, younger class structure.

The map in source 5.54 shows Australia in 1900. Note that the Northern Territory (NT) and the Australian Capital Territory (ACT) are not shown. The NT was part of NSW until 1863, when it was brought under the jurisdiction of South Australia. In 1911, the NT and ACT were transferred to the Commonwealth.

ACTIVITY 9

Comprehension: chronology, terms and concepts

Use source 5.54.

1 Draw a timeline showing when voting rights were given in chronological order from the earliest time to the most recent.

2 Which state/colony was the first to give women the vote?

3 Which state/colony was the last to give women the vote?

4 Which state/colony had the shortest period of time between men and women getting the vote?

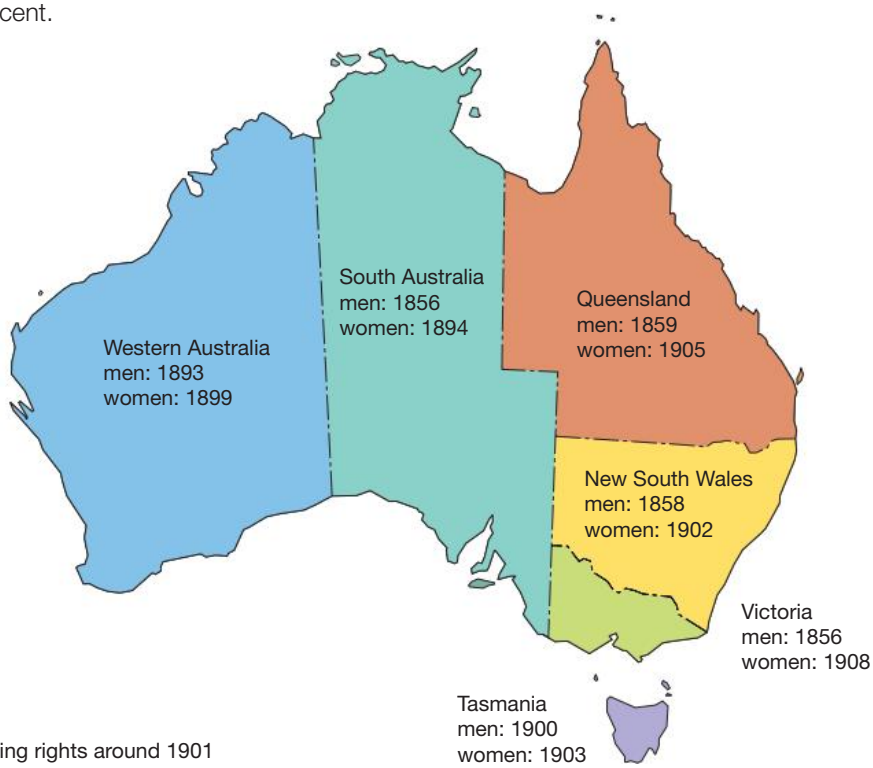
5 Across all states/colonies, what, on average, was the number of years between men and women getting the vote? (To calculate this, work out the number of years between men and women getting the vote in each state/colony. For example, the difference in Tasmania was three years. Add all the final numbers up and divide by the number of states/colonies.)

Research

1 Find out who were the leading people in NSW who worked to get women the vote.

Restriction on immigration

Why did Australia adopt the Immigration Restriction Act? From the time when 'coloured' labour was first recruited in the 1830s, colonists expressed concerns about the possible consequences of bringing non-Europeans into Australia. Fears were voiced over the potential of foreigners 'contaminating' white racial purity.



SOURCE 5.54 Voting rights around 1901

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Many became anxious about cheap imported labour competing with white Australian workers for jobs. General conditions for workers, it was thought, would be eroded.

Many white Australians saw themselves as defending a white outpost of the British race. '**Alien races**', they thought, had 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, general political consensus was 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 NSW, Tasmania and Western Australia before the turn of the century. Queensland initially objected to the proposed legislation because of its dependence on the Pacific Islander cane-cutters. But it withdrew its opposition. The southern states promised a federal subsidy for all sugar produced by white labour.

After federation in 1901, the first major piece of legislation to be passed by the Commonwealth Parliament was the *Immigration Restriction Act 1901*. This act provided for a dictation test. Unwanted immigrants were directed by an immigration officer to write a 50-word passage dictated by the officer. They had to write it in any European language that the officer chose. Until 1908, 52 people passed this deliberately discriminatory test. From that date on, no-one seems to have passed the dictation test. The test was not removed from the statute books until 1958. The act was central to the White Australia Policy.

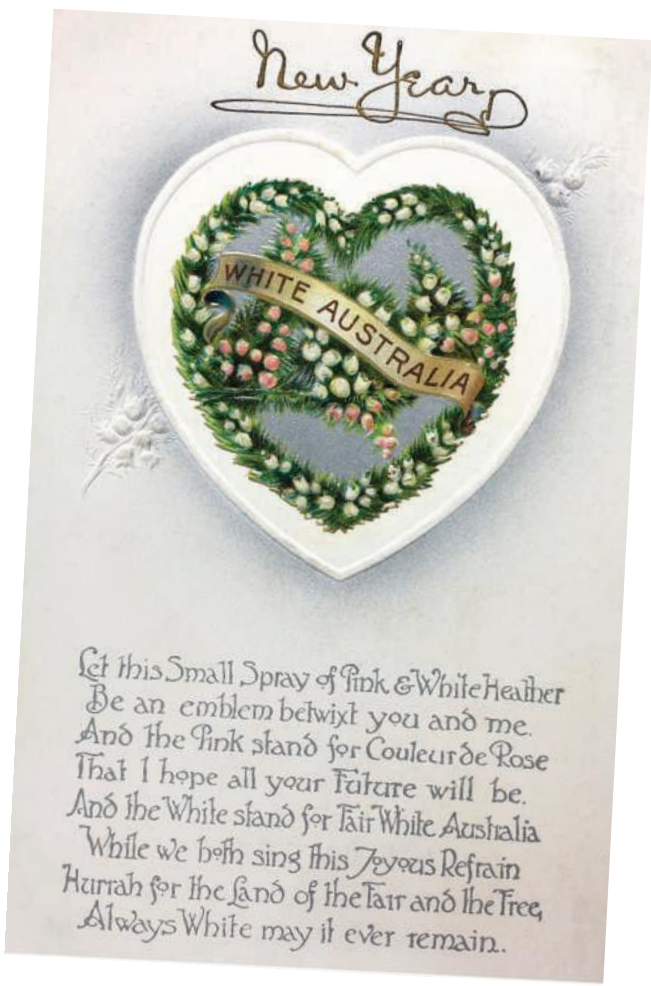
White Australia

An ideology can be defined as a political or cultural belief or plan. 'White Australia' was 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 coloured immigrants out. The White Australia ideal or policy aimed also to 'cleanse' 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 limit their reproduction and 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.

This period was characterised by theories of racial **determinism**. Such theories said that different races had different physical, **moral** and emotional traits. Race, therefore, determined national character, and mixing races could change national characteristics, for better or for worse.

Charles Darwin's theory about the evolution of animal species on the basis of natural selection was transferred to social theory. From there it was transferred to social policy and laws.



SOURCE 5.55 A New Year greeting card, 1900

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Mr Deakin (Ballarat—Protectionist Attorney-General) ...

We here find ourselves touching the profoundest instinct of individual or nation—the instinct of self-preservation—for it is nothing less than the national manhood, the national character, and the national future that are at stake ... we should be one people and remain one people without the admixture of other races. It is ... necessary to say that they do not and cannot blend with us; that we do not, cannot, ought not to blend with them ... this was the note that touched particularly the Australian born, who felt themselves endowed with a heritage not only of political freedom, but of an ample area within which the race might expand, and an obligation consequent on such an endowment—the obligation to pass on to their children and the generations after them that territory undiminished and uninvaded.

Commonwealth Parliamentary Debates, 12 September 1901, p. 4804

SOURCE 5.56 Extract from Alfred Deakin's speech on the Immigration Restriction Act

ACTIVITY 10

Comprehension: chronology, terms and concepts

1 What was decided at the 1896 Intercolonial Conference?

2 Why did Queensland finally agree to restrict the immigration of all coloured people to Australia?

3 Name the first major piece of legislation passed by the Commonwealth Parliament.

4 a Describe the dictation test as part of this legislation.

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 a What was the White Australia period characterised by?

b Define racial determinism.

8 Summarise the White Australia Policy in one short paragraph.

Analysis and use of sources

1 Use source 5.55.

a What sort of greeting card was this source?

b What did the writer hope for?

2 a From source 5.56, what did Deakin wish to preserve?

b How, in Deakin's view, was this to be achieved?

c What sort of heritage do you think Deakin was referring to?

d Does Deakin convey the feeling of a lone white nation defending itself against foreigners? In what ways?

3 a Draw four timelines using the scale 1 centimetre = 1 year from 1901 to 1912. Label the timelines (1) Health and welfare, (2) Work and industry, (3) Immigration and (4) Voting.

b Use the chronology on page 200. Decide which event belongs to which timeline and place it on the appropriate timeline. (Some events may not fit on any timeline.)

Research

1 A bibliography is a list, either complete or selective, of literature on a subject. Compile a bibliography of five books in your school library or from your state or territory library's catalogue that deal with the White Australia Policy.

You may have to use a range of key words, such as 'White Australia', 'Chinese', 'Kanakas', 'race relations' and 'immigration'. Think laterally about these.

Each item in your bibliography should include:

- the name(s) of the author(s)
- the title of the work
- the publisher
- the date and place of publication
- the call or reference number.

If the information is available, write a brief description of what each item is about.

Maternity allowance and the decline of the birthrate

The federal government passed the Maternity Allowance Act in 1912, and included in this was a maternity allowance scheme. Under the scheme, white women were paid £5 if they had a baby. Sources 5.57 to 5.59 provide evidence as to why the scheme came into being.

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The future task before Australia is to face the possibility of holding and using her vast tracts of land, knowing that China and Japan have ever-expanding millions of people. If we do not produce men and women to populate our country, we have assumed control of a larger proportion of this earth's surface than we can manage.

Western Australian Department of Health, *Annual Report*, Perth, 1910

SOURCE 5.57 The future task

Year	Average number of children per family
1840	9
1881	7
1911	4

SOURCE 5.59 The birth rate

SOURCE 5.58 A new arrival at the Royal Hospital for Women, c. 1910

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ACTIVITY 11

Analysis and use of sources

1 a Who produced source 5.57 and when was it published?

b What do you think was the purpose of this source at the time?

c Would Alfred Deakin (source 5.56) have agreed with this view? Explain.

2 a What is source 5.58?

b When was it produced and by what organisation?

c What reaction did the source's creator hope to gain?

3 a Using the figures in source 5.59, draw a bar graph showing the average number of children per family for 1840, 1881 and 1911.

b Does this source support the claim that the birth rate was declining?

c What factors may have contributed to the gradual decline of the birth rate? (Think about such things as major economic events and conditions in cities.)

4 Using sources 5.57 to 5.59, explain why the maternity allowance scheme was started by the federal government.

Justice Higgins and the Harvester Judgment

In 1907, a judgment was handed down in the Commonwealth Conciliation and Arbitration Court that established the principle of a basic wage for male workers. This was also called the family or living wage. Today we refer to it as the minimum wage.

Hugh McKay manufactured the famous Sunshine Harvester and other agricultural machinery at his factory in Victoria. Under the **New Protection law** McKay applied to the court not to pay excise duties on his machinery. To get such an exemption he had to show that the wages he gave his workers were 'fair and reasonable'.

SOURCE 5.60 Henry Bournes Higgins, 1904, seated first on the left. At the time he was also president of the Carlton Football Club.

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SOURCE 5.61 Advertising for the Sunshine Harvester 1899

Henry Bournes Higgins, president of the court, estimated that to support the average-sized family, a worker would need to be paid 42 shillings per week. McKay was paying some of his workers less than this. At the time, McKay employed around 400 workers. This number had almost tripled by 1911.

> There is hatred for the industrial tribunals among employers—employers of the old fashion who are too lofty to attend the Court and ignorant of the Court's patient methods; this is shared also among employees—the men whose minds are steeped in the revolutionary doctrines of Marx and others, men who see no hope for the worker except in revolution. The chief object of the hatred is the Commonwealth Court; for that Court has led the attack on the autocratic power of employers to dictate the terms of employment, to do what they like with their own business (as they call it); and it has tended to spoil the gospel of the revolutionary—the gospel that there is no remedy except in force.
>
> 'The future of industrial tribunals', *The New Outlook* magazine, 1922

SOURCE 5.62 Industrial tribunals

Higgins resigned from the Conciliation and Arbitration Court in 1920. Other judges had been appointed who disagreed with his views.

> Its objective is industrial peace, as between those who do the work and those who direct it ... it would not be secured without recognition of the principle which the Court has adopted, that each worker must have, at the least, his essential human needs satisfied, and that among the human needs there must be included the needs of family. Sobriety, health, efficiency, the proper rearing of the young, morality, humanity, all depend greatly on family life, and family life cannot be maintained without suitable economic conditions ...
>
> HB Higgins, *A New Province for Law and Order*, London, 1922

SOURCE 5.63 HB Higgins, justifying the Harvester Judgment, 1922

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> ... [after the] Harvester Judgment ... McKay closed his works and successfully contested the legislation in the High Court, leading in 1911 to a strike and lockout, which became Victoria's longest industrial dispute to that time.
>
> Having financially destroyed the implement workers' trade union, McKay introduced labour-saving machine tools, the piecework system and time-and-motion studies to frustrate the effects of Higgins' granting of margins to skilled workers, making the works one of the few Australian manufacturing enterprises employing mass-production methods. His triumph resulted in manufacturing systems and labour-management techniques that degraded work skills (initially at least), cheapened production and individualised the workforce.
>
> John Lack, 'Sunshine Harvester Works', Encyclopedia of Melbourne Online, School of Historical Studies, The University of Melbourne, 2008, www.emelbourne.net.au/biogs/EM01449b.htm

SOURCE 5.64 John Lack, historian, on the Sunshine Harvester works, 2008

ACTIVITY 12

Comprehension: chronology, terms and concepts

1 When was the Harvester Judgment made?
2 Who made it?
3 What principle did it establish?
4 What was the basic wage supposed to support?
5 Who was Hugh McKay?
6 Who was Henry Bourne Higgins?

Analysis and use of sources

1 a Use source 5.62. How does this source view some employers?
  b How does this source view some employees?
  c How does this source view industrial tribunals and courts?
  d From which perspective is this source written?
2 a Who wrote source 5.63 and when was it published?
  b According to Higgins, what was the objective of the Harvester Judgment?
  c How was this to be achieved?
  d What happened to Higgins around this time? Why?
  e Why do you think that Higgins wrote this document?
3 a Who wrote source 5.64 and when was it published?
  b How did McKay respond to the Harvester Judgment?
  c Is Lack writing from the viewpoint of capital or labour? Explain.

Effects of social legislation on living and working conditions

Federal legislation enacted in the early 20th century was to bring about various improvements in many people's lives. But legislation alone did not alleviate social problems and inequalities. Struggles also continued between capital and labour, men and women, and people of different racial backgrounds.

RATE PER DAY

Laborers, unskilled	7/ [shillings]
Laborer, skilled	7/7
Strikers, dressers, drillers	7/6 [7 shillings and sixpence]
Iron benders	8/
Furnacemen, sheet ironworkers	9/
Fitters, turners, moulders, case makers and blacksmiths	10/
WOOD WORKERS AND PAINTERS	
Machinists	9/6
Carpenters	10/
Wheelwrights	10/
Pattern makers	11/
Painters—brush hands	9/
Painters—writers and liners	10/...

OVERTIME

At the same rate of time and a quarter for two hours, time and a half for the next two hours and double time afterwards. Double time on Sundays and Christmas Day, New Year's Day, Good Friday and Eight Hour Day ...

Quoted in *The Age*, 9 November 1907

SOURCE 5.65 Fixed wages under the Harvester Judgment (extract)

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Year	Age pensioners	Invalid pensioners	Australian population
1901	16 275	0	3 773 801
1905	31 692	0	—
1911	75 502	7451	4 455 005
1914	87 780	16 865	—

Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, p. 374

SOURCE 5.66 Age and invalid pensioners, Australia, 1901–14

ACTIVITY 13

Explanation and communication

1. Use source 5.65. You are a trade union official. Write a one-minute speech explaining the impact of the Harvester Judgment to a group of woodworkers and painters.
2. Use source 5.66. Explain the impact of old-age and invalid pension legislation in Australia.

Perspectives and interpretations

1. What does source 5.67 tell us about some developments in Australia by 1900?
2. How would a trade unionist describe this scene? Why?
3. How might a mine owner describe this scene? Why?

SOURCE 5.67 Eight Hour Day procession, Wrightville, NSW, 1900

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History challenges

Critical and creative thinking

1. Look carefully at source 5.68 and read its caption. What sort of activities on the land over time could have contributed to making such a huge dust storm? (Source 5.31 provides one answer.)
2. Imagine that source 5.68 is the front of a postcard. Design the back of the postcard. Include a stamp. (Try to find out what stamps looked like around 1902.)
3. Imagine you are in Narrandera and that you experienced the dust storm. Write to a friend in another part of Australia telling them about the storm and what caused it.

ICT

1. Use the internet to research the term 'eugenics'.
2. Eugenics is the opposite of euthenics, but they have the same aim. Use your findings to fill in the table opposite.

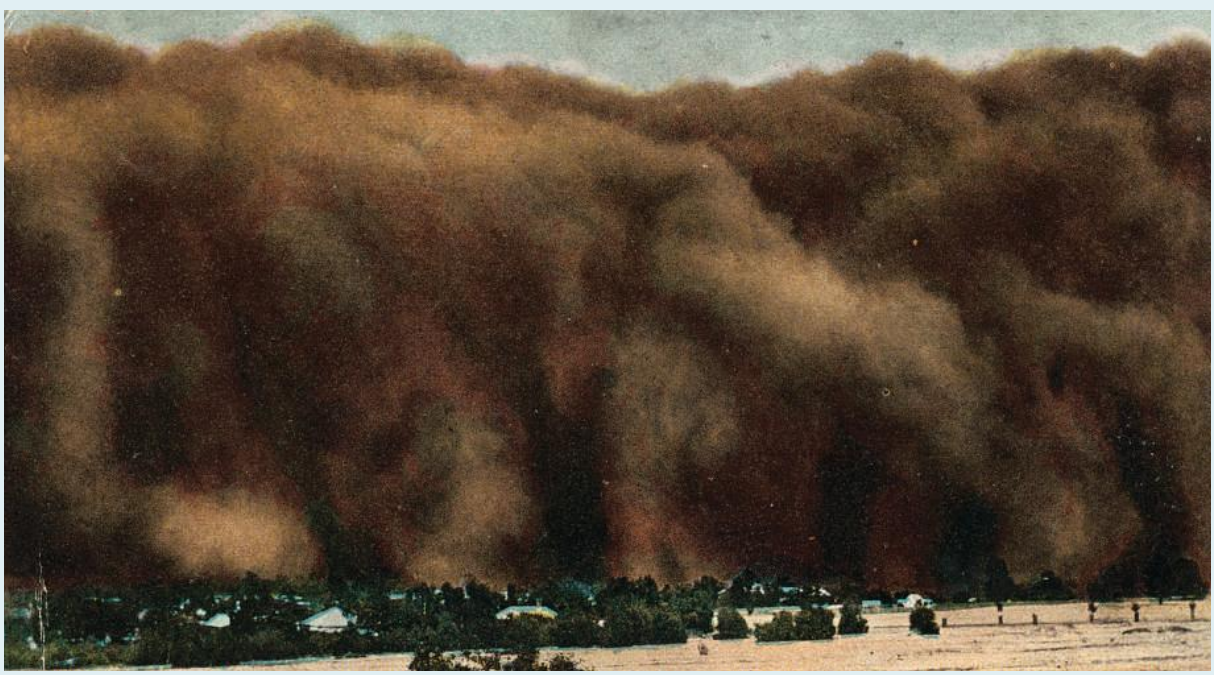
Euthenics	Eugenics
Nurture	N _____
Environmental determinism	B _____ determinism
Town planners	D _____
Architects	S _____
Politicians	Politicians
Bureaucrats	Bureaucrats
Improvement of r _____	Improvement of r _____

Getting the message across

On 1 March 1900, the NSW government released a poster. It was in English and Chinese. Part of it read:

> Plague is present in Sydney. It has been introduced by diseased rats and there is a great danger of it spreading still further.

Design a poster announcing the arrival of plague in Sydney. Use material from this chapter and the internet for ideas. (You can use English or Chinese or both languages on your poster.)



SOURCE 5.68 Dust storm at Narrandera, NSW, 1903

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SOURCE 5.69 'Piebald possibilities, a little Australian Christmas family party of the future', *The Bulletin*, 1902

Visual communication

1. What is source 5.69 and when was it published?
2. What is the cartoonist telling the viewer?
3. If you were a Chinese cartoonist at the time, how would you depict White Australia? You can either describe the features of your cartoon or draw it.

Figure it out

Match a date to an event that has been mentioned in this chapter.

1890	Women given the vote in NSW
1907	Federation
1901	Burke and Wills use Afghan cameleers on their expedition
1851	Buckland River anti-Chinese riots
1857	Gold discovered at Bathurst
1895	Women given the vote in WA
1902	First kindergarten opened in Australia
1901	Harvester Judgment
1899	Immigration Restriction Act
1860	Great Maritime Strike

Intercultural understanding

Research the role that Japanese people played in the pearl industry in the Northern Territory during the 19th and early 20th centuries. Write a 200-word report on their experiences. Include photographs where available.

Talking points

Present a case to the class for or against one of the following topics:

- the vote for women
- Chinese immigration in the 19th century
- the introduction of the Immigration Restriction Act
- federation.

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Chapter 6

Asia and the world »

Launch of the Japanese battleship, *Nagato*, c. 1900

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- choose one Asian society from around 1750 and identify key physical and geographic features, describe the structure of the society, explain the role of leaders, outline key economic and cultural features, describe main religious beliefs and discuss the lives and work of men, women and children
- outline the nature of the contact of the Asian society with European power(s)
- explain how the Asian society was changed by its contact with European power(s)
- identify features of the Asian society that were unaffected by contact with Europeans
- discuss the positive and negative consequences of contact between the Asian society and the European powers during this period
- using a range of sources, investigate and analyse data to compare the Asian society to other nations around 1900 in relation to population, form of government, type of economy, relationships with other nations and evidence of nationalism
- assess the significance of one key event involving an Asian society and a European power, using sources to identify different perspectives of the event at the time.

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Inquiry questions

1. What were the key features of Chinese society around 1750?
2. How was Chinese society affected by contact with Europeans?
3. What was the significance of the Boxer Rebellion?
4. What was the position of China by 1900?
5. What were the key features of Japanese society around 1750?
6. How was Japanese society affected by contact with Europeans?
7. What was the significance of the battles for Shimonoseki?
8. What was the position of Japan by 1900?

Introduction

CHINA HAD BEEN a highly advanced civilisation for over 2000 years but was isolated from the Industrial Revolution. The Qing Dynasty—which ruled China from 1644—strengthened the country's internal government from what it had been, and greatly expanded China, taking over additional territories in South-East Asia. However, in the 19th century, the Qing Dynasty suffered military and economic defeats. Added to this were civil wars and the ongoing problem of resistance to change. In 1911, Chinese nationalists finally overthrew the dynasty and began the task of establishing a new system of government.

Social and economic dislocation in China had grown in large part from the rising influence of Western powers in the country. The balance of trade between British, European and American merchants was heavily against China. The growing western hold on China gave rise to anti-European secret societies. Perhaps the most popular was the I-ho-ch'uan (or Yihetuan Movement)—the Righteous and Harmonious Fists. Western journalists named this group the 'Boxers' because of the boxing and callisthenic rituals they practiced, which were believed to make them invincible.

In Japan, the Tokugawa shogunate ruled from 1603 to 1868. Under the very strict feudal system, the shogun held all the political power and kept Japan isolated. However, for the Japanese, contact with Europeans—after the Meiji Restoration opened the country up in 1868—did not lead to the same trouble experienced in China. Japan quickly industrialised and modernised its economy during the second half of the 19th century, to prevent domination by the Europeans and Americans. Militarily and industrially, Japan was becoming a world power, defeating China (1894–95) and Russia (1905) in wars.

KEY TERMS

absolutism	the exercise of absolute power in government
aesthetic	a particular sense of beauty or style
Boxer	a member of the I-ho-ch'uan (or Yihetuan Movement): the Righteous and Harmonious Fists
confederation	a body of areas or states united for a common purpose
Confucius	Chinese philosopher (551–479 BCE) whose teaching emphasised morality, justice and sincerity
conscription	compulsory enrolment of men for service in the armed forces
evangelical	stressing the authority and teaching of the bible rather than the church
militarism	to have military efficiency as a country's major aim
Parrott gun	one of the most effective cannons used during the American Civil War
proto-industrial	creating the conditions for the development of an industrial society
tone	a writer's attitude towards their audience, subject and themself
treaty	formal agreement between sovereign (or independent) nations relating to alliances, trade or peace

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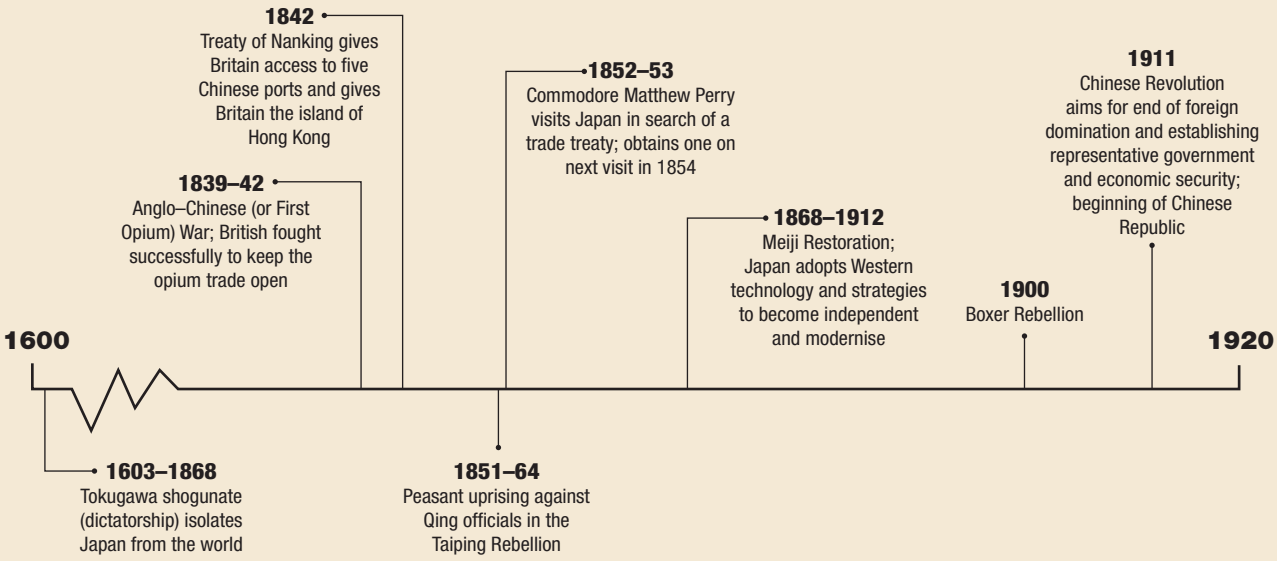
Australia and Asia today

Timeline of key events



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Focus on history skills

SKILL 5

Comprehension: chronology, terms and concepts

Timelines

Historians use timelines as a way of presenting a sequence of events. A timeline involves a chronology (times, dates and years in order) and details of the included events.

Interactive timelines

An interactive timeline is a usually web-based tool that can be used to show the relationship between events in different times and places. In addition to dates and details, it can incorporate graphics, visual references and links to further information.

Source H6.1 shows a screenshot example of a fairly simple and easy-to-use interactive timeline. But interactive timelines can be as complex or simple as you like, and contain all kinds of interesting information. Obtain other examples of interactive timelines from your digital support.

Term

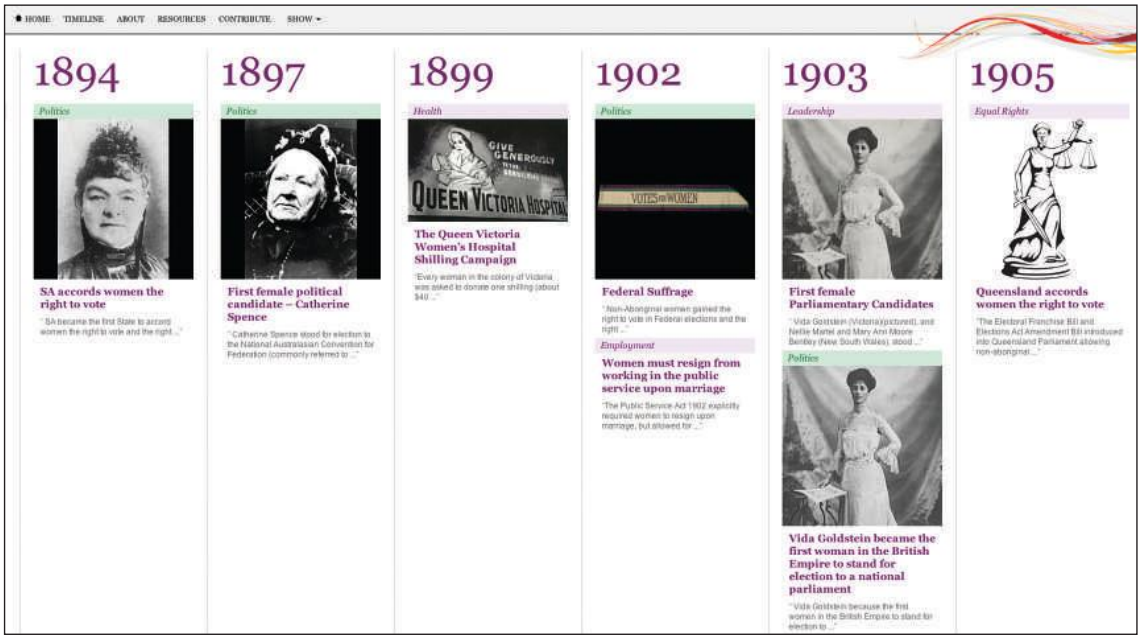
A term is a word or phrase used to describe a thing. Which of the following are terms?

- Atom
- Non-fiction
- Nationalism
- Political cartoon
- Porcelain
- Munitions depot
- Artillery
- Imperialism
- Archive

Concept

A concept is an abstract idea. Which of the following are concepts?

- Library
- Internet
- Website
- Militarism
- Confederation
- Communism
- Ceramic ware
- Class
- Encyclopaedia



SOURCE H6.1 An example of an interactive timeline, showing major milestones for Australian women

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Focus on history skills activities

1 Visit the websites listed in your digital support with interactive timelines. Rate each site by completing the table below.

Website	Pluses	Minuses	Interesting features
Site 1			
Site 2			
Site 3			
Site 4			
Site 5			
Site 6			

2 If you were to design an interactive timeline of your life, what would it include?

3 Sketch the design for an interactive timeline of your life. Include:

- local events that affected you or your family
- events that happened in your state or territory
- national events that affected you or your family
- international events (such as a war or the visit of someone famous).

4 Your digital support also provides web addresses for websites that show you how to create timelines. You can also use a search engine to find sites about how to create interactive timelines. Create an interactive timeline of your life.

5 In what ways are interactive timelines useful?

6 Is 'interactive timeline' a term or a concept? Why?

SOURCE H6.2 Key events and people that may appear in your personal timeline

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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. When you think about the term 'the Asia–Pacific region', what comes to mind? List your thoughts in this column.
3. Title the second column 'Puzzle'. In this column, list the questions you would like answered about the history of the Asia–Pacific region.
4. Title the third column 'Explore'. In this column, record how you might find answers to your questions. What words could you use to search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?
5. Discuss the answers as a class.

What were the key features of Chinese society around 1750?

The Qing Dynasty and Emperor Qianlong

The Qing Dynasty—also known as the Manchu Dynasty—ruled China from 1644 to 1911. The Qing (pronounced Ch'ing) had come from the north and conquered the Ming Dynasty of the Han Chinese.

The Chinese did not believe in the 'divine right of kings'. Rather, they believed that an emperor had to be an exceptional person who could control the cosmic forces. The right to rule was called the 'mandate of heaven'. If this control was lost, the emperor could be overthrown, and this would be considered fair. If this occurred, it was believed that the emperor had lost the mandate of heaven. When a new dynasty was established, it was believed that the mandate of heaven had passed to the new rulers.

Therefore, the Ming Dynasty officially lost the mandate of heaven when the Manchus sacked the Ming capital of Beijing and established the Qing Dynasty.

The Qing took many Buddhist religious beliefs from the Han Chinese. They made offerings to ancestors in small shrines on the west side of their bedrooms. They believed the dead travelled to another world. Corpses traditionally were removed through windows as doorways were only for the living.

The Qing banned marriage between themselves and the Chinese. They continued to speak their own language and did not make their documents available to the Chinese. The Qing also maintained military strength over the Chinese by separating the duties of the Chinese troops from those of their own troops. To keep the Chinese weak, they were not trained as an attacking force.

Under the Qing, women were allowed more freedoms, such as riding horses and practising archery. The Manchu emperor forbade women from binding their feet, starting the gradual demise of this practice. Men were required to wear a Manchu-style pigtail haircut, with decapitation the punishment for not complying.

The Qing expanded into Central and South-East Asia in the 17th century, and by the middle of the 18th century they had also brought outer regions such as Mongolia and Tibet under Qing control. China's size nearly doubled, and Manchu people were encouraged to migrate to different regions.

In the years between 1762 and 1830, the population of China nearly doubled, from 200 million people to 395 million people.

In 1736, Emperor Qianlong commenced his 60-year reign and became the longest serving monarch in Chinese history. He came to the throne at the age of 26. As well as running government business, Qianlong enjoyed calligraphy, painting and writing poems. He made six tours to the south of China to inspect

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SOURCE 6.1 The Qing Dynasty, China, 1644–1911

SOURCE 6.2 Detail from a painted silk scroll, 'Voyage of Emperor Qianlong', 1736

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building projects and to observe ordinary people's lives. During the tours, he composed many poems and had the royal artists record them through paintings.

Qianlong administered China by ensuring strong internal government and protecting the country's borders. He won ten military victories during his reign. His approach to foreign diplomats was to generously welcome them, and then turn down all their requests.

The emperor reduced rents, cut taxes, encouraged new agriculture methods, implemented flood-control measures on rivers, secured China's borders, maintained peace and travelled widely.

SOURCE 6.3 The Emperor Qianlong in court dress at the Forbidden City in Beijing

ACTIVITY 1

Comprehension: chronology, terms and concepts

1 Who were the Qing?
2 How long did their dynasty last?
3 What did the Chinese believe about their rulers?
4 What happened if an emperor lost control?
5 What did the Qing ban?
6 What steps did the Qing take to maintain their power?
7 Did women's rights improve or get worse under the Qing? Explain.
8 What did Emperor Qianlong enjoy?
9 What did Qianlong do during his administration of China?

Analysis and use of sources

1 What does source 6.1 tell us about the Qing Dynasty?
2 Where was the Qing homeland?
3 When was the greatest period of Qing expansion?

Emperor Qianlong and the arts

Creativity flourished under Emperor Qianlong, and he became a major patron of the arts. Aside from being a prolific poet and essayist—he wrote over 44 000 poems and thousands of essays—he also painted, did calligraphy and loved music.

The emperor also collected art, including ceramics, jade, enamel, bronze and other metal work. Qianlong had scholars to organise and catalogue his collections. Many of the paintings and sculptures he collected have his poems written directly onto them.

The emperor conducted a project to copy all surviving Chinese writing. This task took over 300 scholars and roughly 3600 scribes ten years to complete and produced 2.3 million pages. However, at the same time, he destroyed almost as many books as he saved, by banning and ordering the burning of books that he viewed as anti-Qing or morally unfit.

Paintings were thought to be a way to communicate with dead relatives. The Chinese believed the dead did not die; they just went to a different world where they could be contacted by the living. The royal painter Xu Yang was commissioned by Qianlong to record in 12 scrolls the emperor's 1751 tour of southern China.

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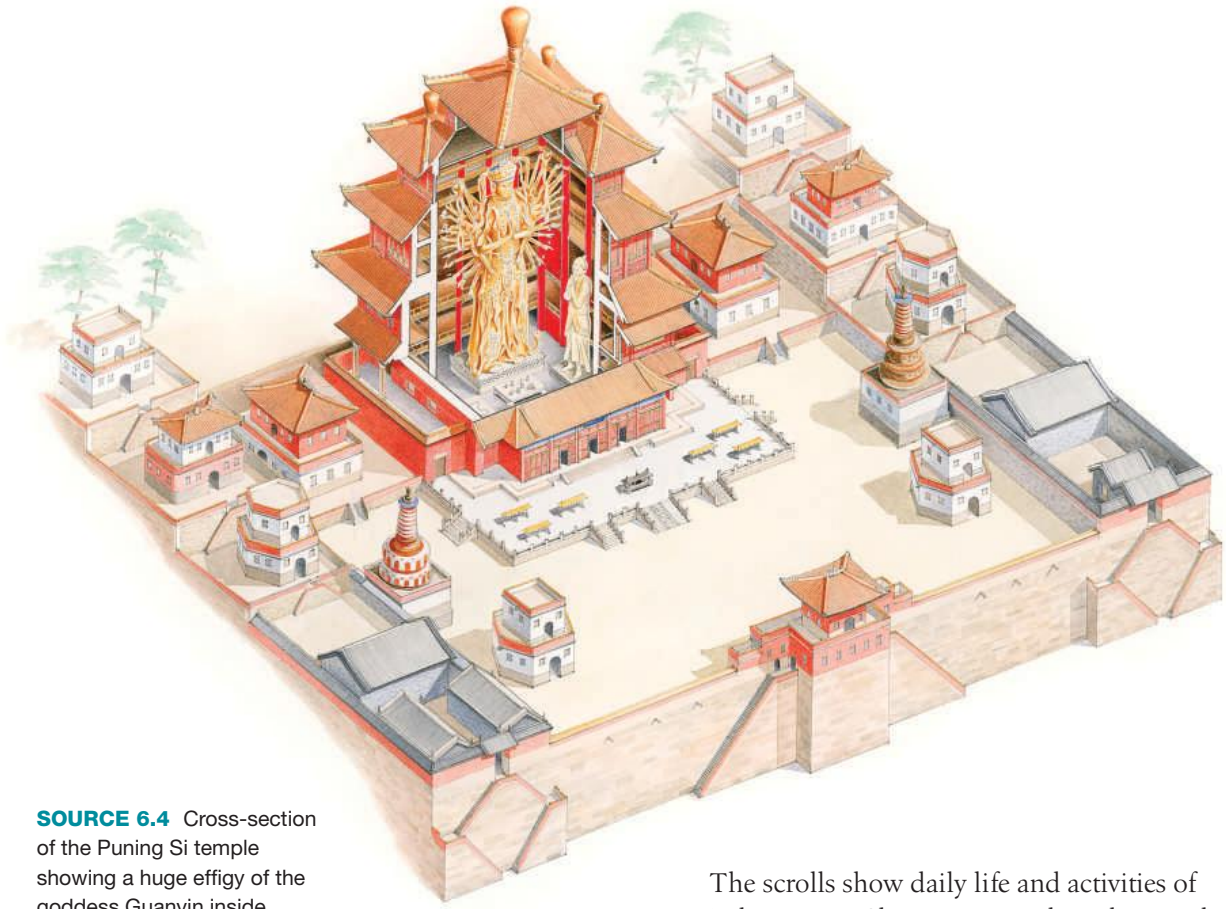

SOURCE 6.4 Cross-section of the Puning Si temple showing a huge effigy of the goddess Guanyin inside

SOURCE 6.5 The Puning Si temple, built from 1775 in Chengde city, now a UNESCO World Heritage Site

The scrolls show daily life and activities of an 18th-century Chinese city, such as the people, houses, shops, temples and gardens.

The impressive temple of Puning Si was one of eight built by Qianlong outside the Imperial Summer Villa. Combining Han and Tibetan architectural styles, it demonstrates the strong influence of Tibetan Buddhism on Chinese culture. The temple houses the world's biggest wooden statue—of Guanyin, the Buddhist goddess of mercy—and several towers, pavilions and halls containing inscriptions, paintings and statues.

The Chinese believed good things would happen to them if they drew symbols of good fortune such as birds, flowers and fine weather conditions. The crane was a symbol of a lucky bird, often shown in embroideries and paintings. Animals, celestial bodies and landscape features, among other things, made up the 12 symbols of sovereignty (shown in source 6.6, overleaf).

The 12 symbols of sovereignty have appeared on the five-clawed dragon robes of the emperor since the Western Zhou Dynasty (1050–771 BC). They are a symbolic interpretation of the universe and are symbols of Chinese imperial authority.

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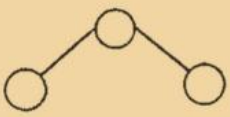
1 Sun

The Sun symbolises the source of life. It can be the symbol of enlightenment and is sometimes shown by a three-legged bird (a crow) on a red disc.

2 Moon

The Moon symbolises heaven. It is shown as a light blue or green disc enclosing the hare (jade rabbit) pounding the elixir of immortality.



3 Constellation of Three Stars

The Constellation of Three Stars possibly represents the Big Dipper and is a symbol of the cosmic universe.

4 Mountain

The Mountain is the symbol of the emperor's ability to rule earth and water, and a symbol of stability and of the Earth itself.

5 Dragon

The five-clawed dragon is the emperor's sacred symbol of imperial power, representing its dignity. Even though dragons are mythological animals, they are symbols of the natural world, the rulers of the seas and skies. Dragons symbolise adaptability as they are capable of transformations. They also symbolise power and they are the highest symbol of good luck in the animal kingdom.

6 Pheasant

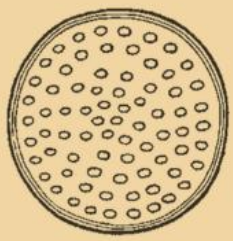
The pheasant is a symbol of literary refinement. Along with dragons, they represent the whole natural world.

7 Two goblets

The pair of bronze sacrificial goblets is the symbol of imperial loyalty. The goblets also symbolise the virtue of filial piety.

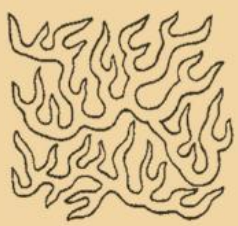
8 Seaweed

As one of the five elements, seaweed represents purity and is the noble symbol of the emperor's leadership.



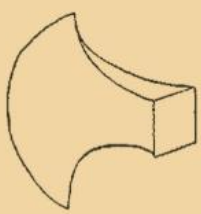
9 Grain

Grain represents the emperor's capacity to feed his people, thus prosperity and fertility. It also symbolises that the emperor is the mainstay of the people.



10 Fire

Fire is one of the five elements and represents the emperor's intellectual brilliance.



11 Axe head

The axe stands for 'cut-off' and represents the emperor's ability to act decisively.

12 'Fu' symbol

The bow-shaped 'fu' sign represents collaboration and the power of the emperor to distinguish evil from good, right from wrong.

SOURCE 6.6 The twelve symbols of sovereignty

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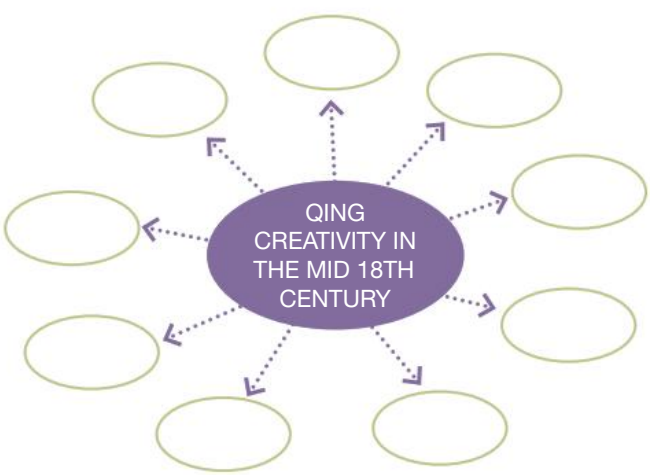
SOURCE 6.7 'The Qianlong Emperor's Southern Inspection Tour, Scroll Four: The Confluence of the Huai and Yellow Rivers', by artist Xu Yang, 1770; handscroll; ink and colour on silk on a lacquer box

ACTIVITY 2

Explanation and communication>

1 Use the section 'Emperor Qianlong and the arts' and look at sources 6.4 to 6.7 Make notes about different forms of art that flourished under Qianlong. Write the names of each art form in the mind map in source 6.8.



SOURCE 6.8 Qing creativity in the mid-18th century

Analysis and use of sources

1 **a** What type of source is source 6.5?

b What would this source help you to investigate?

c How useful is source 6.4 in investigating source 6.5?

2 **a** What is source 6.6?

b How would this help you investigate Chinese art, sculpture and clothing?

3 **a** What is source 6.7 and when was it created?

b Where would you find the original of this source?

c What does this source help you to investigate?

4 Use source 6.9 (overleaf) to fill in the blanks in the following paragraphs using the possible answers provided below.

In 1750 China was producing around _____ per cent of the world's manufactured goods. (Britain was a far more efficient producer but was only producing around 2 per cent of these goods.)

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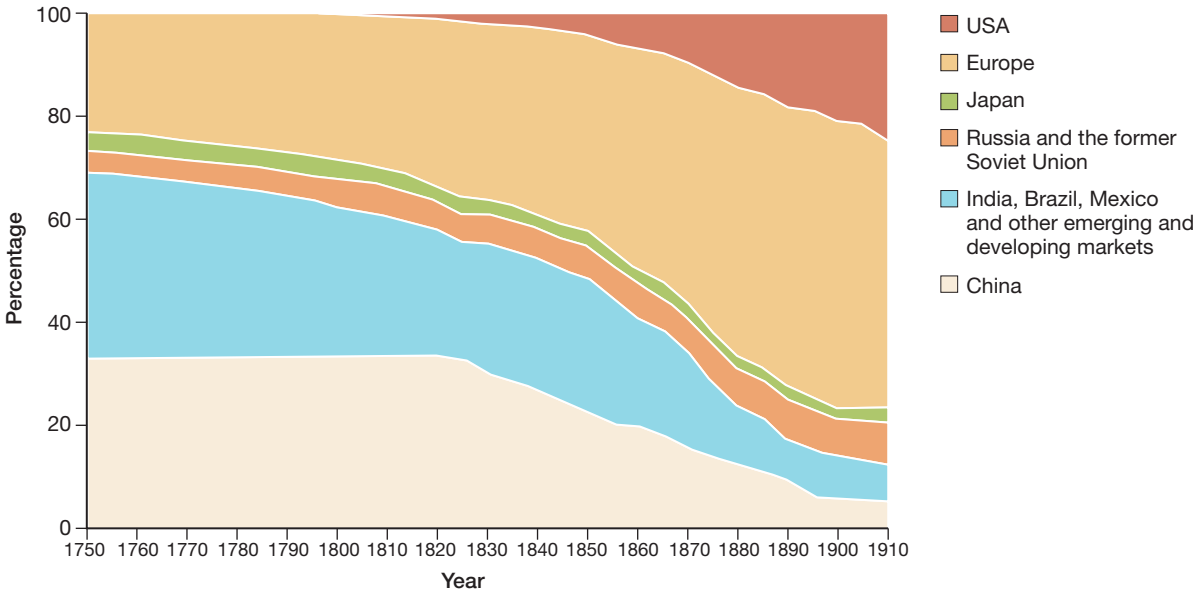

SOURCE 6.9 Share of world manufacturing output, 1750–1910

China's share of the world's manufactured goods began to decline around _____. This decline was due to the _____.

Possible answers

15, 22, 33, 60

1790, 1820, 1830

weather, industrial revolution, trade wars

5 Look at source 6.10.

a Describe this source in detail.

b How does source 6.6 assist you in understanding the significance of source 6.10?

SOURCE 6.10 Qianlong court bell, cast in the mid to late 18th century. The bell is 254 centimetres high with a rim diameter of 157 centimetres and weighs 3108 kilograms. On the bell, 22 flying dragons appear.

How was Chinese society affected by contact with Europeans?

As we have learned, in the period 1644 to 1912, China was ruled by a series of emperors known as the Qing (or Manchu) Dynasty. The Chinese called their country the 'Celestial Empire' and believed they were superior to all other nations. They were not interested in contact with the outside world. Chinese society was very conservative and tradition was more important than change.

European countries were keen to trade with China. In 1557, Portugal established the first European base at Macao. Other European nations followed but the Qing emperors only allowed the traders to do business with a small group of Chinese merchants in the port of Canton (known now as Guangzhou). They were not interested in allowing trade with European countries to expand. In 1757, the Qing government officially restricted trade to Canton.

Trade was not the only type of contact China had with Europeans. Roman Catholic missionaries had been working towards establishing their church in China since the late 13th century. By 1800, historians estimate that tens, maybe hundreds, of thousands of Chinese had been converted to the Catholic faith.

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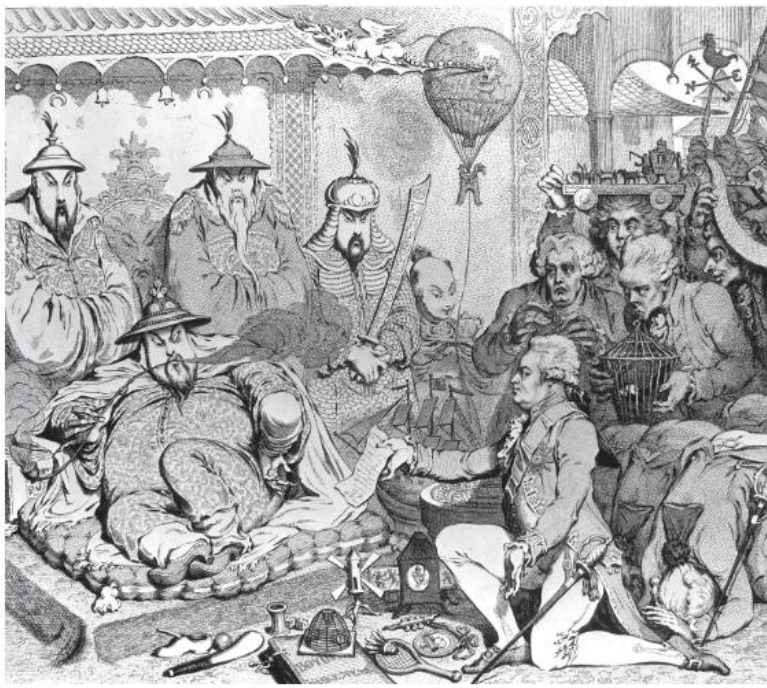
Chronology

1793	Visit to China by a British official, George Macartney, with the goal of convincing Emperor Qianlong to ease restrictions on trade between Great Britain and China, and to allow Britain to have a permanent embassy in Beijing
1839–42	First Anglo–Chinese (Opium) War between Britain and China
1842–43	Treaty of Nanking gives Britain trading and other benefits, including gaining Hong Kong.
1850–64	Taiping Rebellion
1856–60	Second Anglo–Chinese (Opium) War in which British and French forces defeat China and force the Qing government to sign further unequal treaties
1864–94	Era of 'Self-Strengthening'; major rise of foreign presence in 'Treaty Ports' including foreign 'concessions' (districts with non-Chinese administration)
1884–85	China defeated in war with France; establishment of French Indochina
1894–95	Sino–Japanese War
1895–1900	Scramble by foreign powers to gain concessions (areas of control) in China

While in Canton, the activities of European merchants were significantly restricted. The 'Canton System' limited foreign presence to the Thirteen Factories at the harbourside, which were known by locals as 'Barbarian Houses'. Foreigners were forbidden to mix with Chinese people and were not allowed to learn the Chinese language. Women were not allowed in at all. European merchants were only allowed to live temporarily at the Factories during the trading season, but were allowed to stay nearby at Portuguese-controlled Macao during the off-season.

Frustrated by the restrictions on trade, King George III of England sent an ambassador, Lord Macartney, on a nine-month sea voyage. His mission was to request Qianlong allow trade to be expanded.



SOURCE 6.11 Political cartoon showing British diplomat Earl (later Lord) Macartney kneeling before the Chinese court in 1793. Drawn by James Gillray, it was titled 'The Reception of the Diplomatique and his suite, at the court of Pekin'.

Arriving in China in the summer of 1793, Lord Macartney journeyed to the emperor's palace. He delivered a personal letter from the king to Qianlong. The emperor's reply was not what the English wanted to hear. In a letter back to King George (see source 6.12, overleaf), Qianlong refused to cooperate. He believed China had nothing to gain from trading with the Europeans.

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 Develop a timeline for 'European contact with China'. Leave enough space to add to it as you read this section.

2 What did the Chinese call their country?

3 What were hongs?

4 Where were foreign traders only allowed to trade?

Analysis and use of sources

1 a What is source 6.11? When was it made?

b What might be the meaning of the flag and weathercock (N [North], S [South], E [East], W [West])?

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As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures ... all European nations, including your own country's barbarian merchants, have carried on their trade with Our Celestial Empire at Canton. Such has been the procedure for many years, although Our Celestial Empire possesses all things in prolific abundance and lacks no product within its own borders. There was therefore no need to import the manufactures of outside barbarians in exchange for our own produce. But as the tea, silk, and porcelain which the Celestial Empire produces are absolute necessities to European nations and to yourselves, we have permitted, as a signal mark of favour, that foreign hongs [Chinese business associations] should be established at Canton, so that your wants might be supplied and your country thus participate in our beneficence [kindness].

SOURCE 6.12 A letter from Qianlong to King George III, given to Lord Macartney in 1793

- **c** Look at the small objects in front of Earl Macartney. What might some of them relate to? (For example, what country might the windmill represent?)
- **d** What do you think is the cartoonist's attitude towards the Chinese? Why?

2 **a** Use source 6.12. Why were foreign traders confined to Canton?

- **b** What Chinese produce did foreigners want to obtain?
- **c** Written documents can have different **tones**. For example, writers can sound friendly, annoyed or rude. What is the tone of Qianlong's letter to George III?
- **d** What does the tone of source 6.12 tell us about Qianlong's attitude towards foreigners?

China at war

During the 18th century, demand in Europe and America for tea from China was high, and demand for Chinese silk and porcelain was growing. China, however, was not industrialised and wanted little that the West had to offer.

The British were particularly keen to find some way of balancing their buying and selling with China. They had to find a product that the Chinese would buy. The product they found was opium, a drug produced in British India.

SOURCE 6.13 British and foreign factories at Canton, c. 1847

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The Qing emperor banned the importation of opium. But profit-seeking merchants and corrupt officials allowed huge quantities of the drug into the Chinese market.

In 1839, the Qing government set out to stop the opium trade. The emperor sent a special commissioner, Lin Zexu, to Canton. Lin destroyed some 20 000 chests of illegal British opium and arrested a number of foreigners. The British retaliated and this led to the First Anglo–Chinese War, known also as the Opium War (1839–42). Unprepared for war and failing to see the strength of the British, the Chinese were disastrously defeated. The Treaty of Nanking (later called Nanjing) was signed in 1842. It was the first of a series of agreements with the European trading nations. Later, the Chinese called these the 'unequal treaties'.

Under the Treaty of Nanking, China had to:

- end the restrictive Canton trade system
- give the island of Hong Kong to the British
- open five new ports for British residence and foreign trade
- limit the tax on trade to 5 per cent
- grant British nationals extra-territoriality (making them immune from Chinese laws)
- pay a large indemnity (compensation) to Britain.

SOURCE 6.14
A Chinese soldier, c. 1800

SOURCE 6.15 Meeting on board HMS *Cornwall*, moored on the Chin-keang-foo River, of three mandarins for the signing of the Treaty of Nanking, August 1842. This illustration was originally published in the *Illustrated London News*. Published from May 1842, this was Britain's leading illustrated newspaper. Its average circulation was around 60 000 copies but, on occasions, it rose as high as 150 000.

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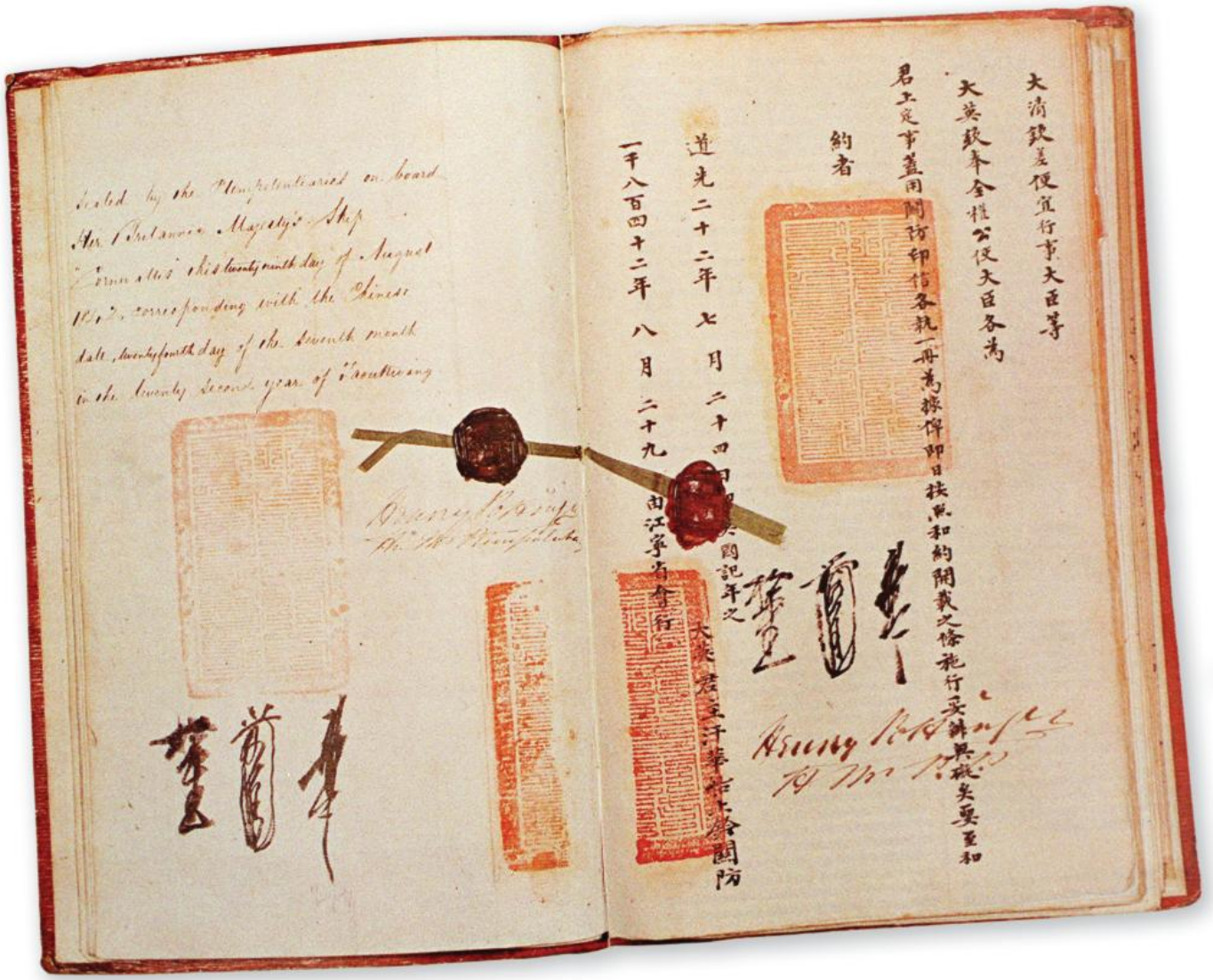

SOURCE 6.16 The Treaty of Nanking signed in 1842 by the Imperial Chinese Emissary Chi Ying and Britain's representative, Sir Henry Pottinger

The Treaty of Nanking set the style of an unequal relationship for the following century of what the Chinese called 'national humiliations'.

Other humiliating defeats for China followed. In 1843, France and the United States, and Russia in 1858, negotiated treaties similar to Britain's Nanking Treaty. To force the reluctant China to give more, Europeans fought another war (the Second Anglo–Chinese, or Opium, War) with China from 1856 to 1860. The concluding Treaty of Tientsin (Tianjin) and Convention of Peking (Beijing) decreased China's control over its own country. More ports were opened to foreign trade, and foreigners, especially missionaries, were allowed free movement anywhere in the country.

Conflicts in the rest of the century brought more humiliating concessions from China; for example, with:

- Russia over claims in China's far west and north-east in 1850 and 1860
- England over access to the upper reaches of the Yangtze River in 1876
- France over northern Vietnam in 1884
- Japan over its claims to Korea and north-east China in 1895.

Between the First Anglo–Chinese War of 1839–42 and the early 1900s, the British, French, Germans, Americans and Japanese competed for 'spheres of influence' within China until it was at risk of being 'carved up like a melon'.

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SOURCE 6.17 Ports in China opened as a result of the Treaty of Nanking

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 Add dates and events to your timeline from activity 3 using the text on the previous page and from sources 6.13 to 6.19 (overleaf).
2 What is a treaty?
3 What trade items did other countries want from China?
4 Why did Britain want to import opium into China?
5 What was the official Chinese attitude towards the opium trade?
6 What did the Qing government do to stop the trade in opium?
7 How did the British react?
8 What was the outcome?
9 What was agreed under the Treaty of Nanking?
10 What other countries did China go to war with?
11 What was the outcome of these wars?
12 What did foreign countries compete for in China from 1839?

Analysis and use of sources

1 a What is shown in source 6.15?
  b Where was this source published?
  c Would this source have been seen by many people? Why?
  d How are the British portrayed?
  e How are the Chinese portrayed?
  f Look at the British soldiers in this source. Compare them with the Chinese soldier in source 6.14.
2 a What is source 6.16 and when was it created?
  b Can you find Henry Pottinger's signature?

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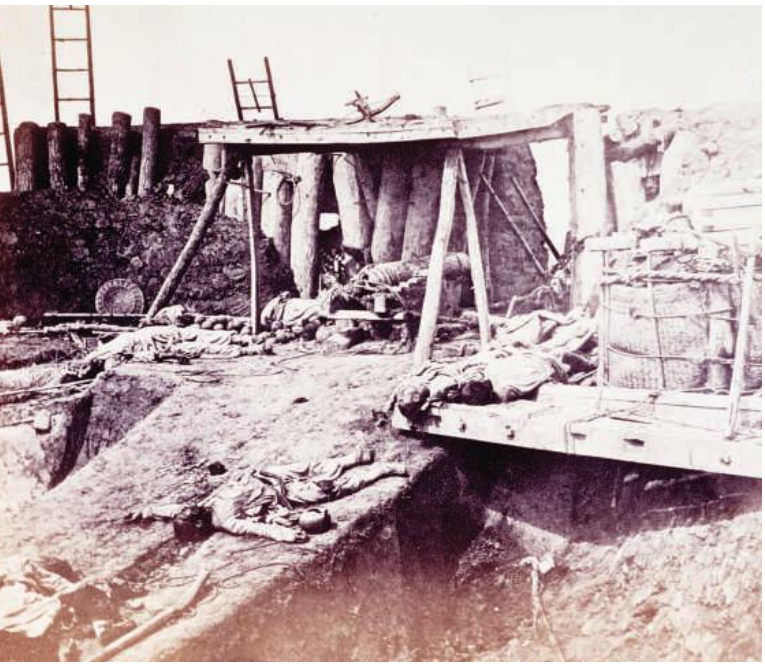

SOURCE 6.18 Chinese soldiers killed at the North Taku (now Dagu) Fort during the Taiping Uprising in the Second Opium War, 21 August 1860, taken by the Italian Felice Beato. Beato was one of the first war photographers.

3 a What is source 6.17?

b Draw a table with five columns. Use the key to label the columns (for example, 'Original ports opened in 1842–44'). List each city shown under its correct period.

4 a What is source 6.18 and when was it taken?

b What is particularly significant about this source?

c Compare this source to source 6.15. In what ways are they different?

Research

1 Locate a cartoon on the internet about the Opium Wars. Research who the cartoonist was (if possible), when and where the cartoon was published and discuss the cartoon's meaning.

Other problems

A series of natural disasters—drought, floods and famine—hit China in the late 19th century. With a huge population to provide for, the weak Qing government was unable to assist.

Spotlight

Political cartoons

In this French political cartoon from the late 1890s, the pie represents 'Chine' (French for China), and it is being divided between Queen Victoria (left, with crown) of the United Kingdom, William II of Germany (who is squabbling with Queen Victoria over a borderland piece, while thrusting a knife into the pie—this communicates aggressive German behaviour) and Nicholas II of Russia, who is eyeing a particular piece. France is represented by the 'Marianne' with the red cap, who is close to Nicholas II (indicating the alliance between France and Russia at the time). The Emperor of Japan is shown carefully considering which pieces to take. The Chinese official throws up his hands to try to stop them, but is powerless.

SOURCE 6.19 French political cartoon, 1898

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The economy had also been disrupted by European powers, and China was left helpless. Across the country, rebellions began to spring up—the Taiping (185l–64), Nien (1853–68), Muslim (1855–73) and **Boxer** (1898–1901) rebellions all took place in the second half of the 19th century.

After taking over the city of Nanjing (Nanking) in 1853, the Taiping Rebellion controlled a large part of China and made Nanjing its capital. The military power of the Qing government was weakened, because its army had to contend with widespread fighting and recruit local militias to help control the rebellion. Some began to question if the Qing emperor had lost the mandate of heaven.

ACTIVITY 5

Explanation and communication

1 Create a mind map about 'China's other problems'. What were four of these problems?

Comprehension: chronology, terms and concepts

1 Add more dates and events to your timeline from activity 3.

Research

1 John Thomson, a Scot who visited China from 1868 to 1872, took many photographs that show life in Qing China. These can be viewed on the internet. Your digital support provides the address.

Attempts at reform

The defeat in the Anglo–Chinese Wars, the unequal treaties and the Taiping and other uprisings caused the Qing officials to recognise the need to strengthen and modernise China.

A plan to adapt European technology to Chinese institutions was begun in 1861 and became known as the 'Self-Strengthening Movement'. The movement's leaders were responsible for developing industries, communications and transportation, and modernising the military. But despite its leaders' efforts, many of the Qing officials refused to accept ideas that went against Chinese traditions.

While the Self-Strengthening Movement was attempting to bring progress and security to China, the European powers were dividing the country for themselves. Little was achieved.

In the 103 days from 11 June to 21 September 1898, Qing emperor Guangxu (1875–1908) ordered a series of reforms aimed at making rapid progress for China's survival. The reforms were known as the 'Hundred Days of Reform'. They attempted to modernise agriculture, medicine and mining and to promote practical studies instead of examinations based on the study of the teachings of **Confucius**.

Great opposition to these reforms came from many in the government. They feared they would lose their power and status if traditions were replaced with modern systems. When the Empress Ci Xi successfully plotted to gain power in 1898, she ended the Hundred Days of Reform. Six of the chief leaders of the reforms were executed.

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 a What was the Self-Strengthening Movement?
  b What was this movement a response to?
2 a What was the Hundred Days of Reform?
  b How successful were these reforms?
3 Add more dates and events to your timeline from activity 3.

Results of European contact with China

The ability of the European nations and, later, Japan to force their economic demands on China upset the Chinese view of themselves. The Qing government appeared to have lost control and was made to look weak. The Chinese had thought they were a highly developed and powerful civilisation, and all other nations were barbarians. A number of Chinese people were now aware that their technology and understanding of the world were not superior to that of Europeans.

In 1871, the Chinese Educational Mission (CEM) to the United States started. The aim was to send 120 Chinese students to America to gain Western expertise. On their return, the students were to help China's efforts to strengthen itself and prevent European domination.

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European political ideas and technology were introduced to China as a result of contact, and these challenged traditional ways. As the result of internal problems and foreign aggression, the Qing dynasty eventually collapsed in 1911.

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 Add more dates and event to your timeline from activity 3.

Analysis and use of sources

1 What is source 6.20 and when was it made?
2 What is source 6.21 and when was it made?
3 Compare the two sources. How are they connected?
4 What does this comparison tell us about other effects on Chinese society as a result of contacts with Europeans?

SOURCE 6.20 Chinese enamel porcelain punchbowl, pre-1820, made for export

SOURCE 6.21 'View of Sydney, from the East Side of the Cove', painting by John Eyre, 1808

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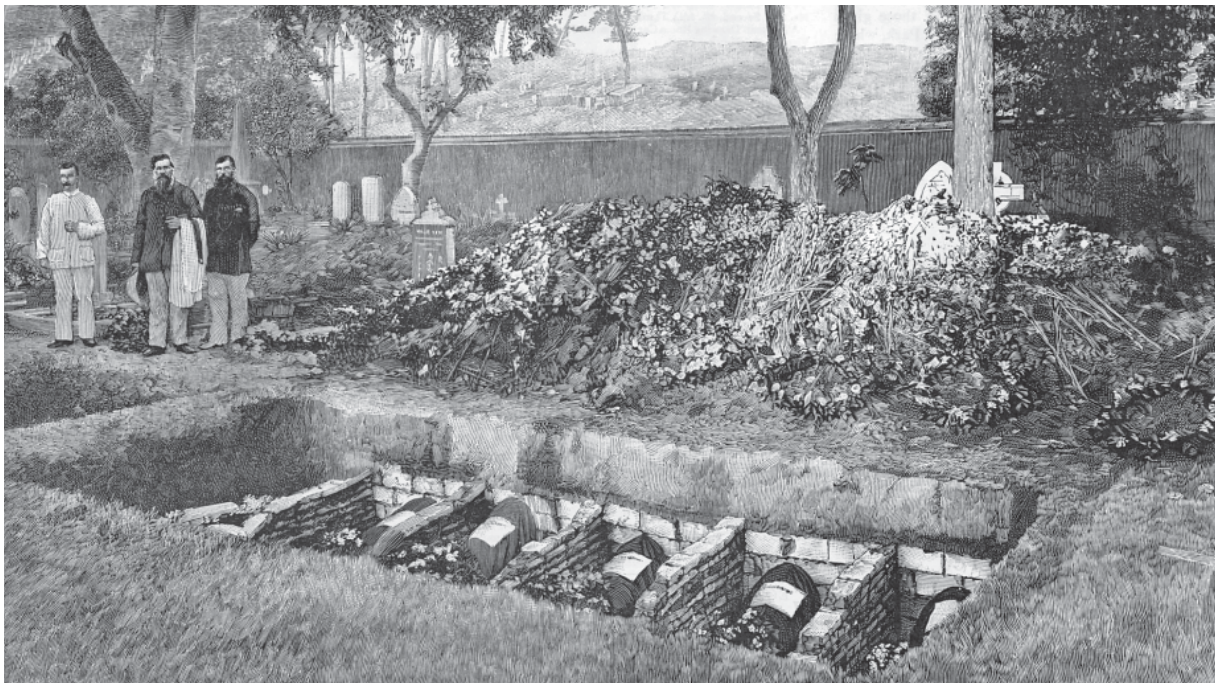

SOURCE 6.22 Graves of Christian missionaries killed near Foochow, China, 1895

What was the significance of the Boxer Rebellion in China?

Christian missions in China

Around 1550, the Roman Catholic missionary Francis Xavier, later to be made a saint, attempted to establish Jesuit teachings in China. However, Xavier was not able to find a way to enter the Chinese mainland. He died in 1552 off the coast of Guangdong.

A Jesuit college was eventually established in Macao in 1582. Along with Christian teachings, European science, mathematics and astronomy were introduced to the Chinese. However, by the time Robert Morrison, a Protestant missionary, came to Macao in 1807, the spread of Christianity was still very limited. This was because the Qing government restricted the movement of foreigners in China.

However, the spread of Christianity increased after the First Anglo–Chinese War in 1842. Missionaries, under the protection of the European powers, were able to move beyond the coastal cities.

SOURCE 6.23 A Boxer fighter, 1900

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An overview of the rebellion

Empress Ci Xi supported any actions that would rid China of the Europeans and their ideas. When the anti-foreign and anti-Christian group called the 'Society of Righteous and Harmonious Fists' (known as 'Boxers') began burning missionary buildings and killing Chinese Christians, she made no effort to stop the rebellion. In June 1900, the Boxers held foreigners captive in Beijing and Tianjin. This led the British, French, Americans and others to send assistance. The Qing government then declared war against the foreigners. But the Chinese were easily crushed. At the end of the battle in 1901, China was again forced to make payments and give concessions to the Europeans.

Who were the Boxers?

The Society of Righteous and Harmonious Fists, or I-ho-ch'uan, were called Boxers by Europeans. This was because they practised fighting moves that appeared to be a type of boxing. The Society of Righteous and Harmonious Fists was a secret society that believed through training, diet, martial arts and prayer they could not be killed by guns.

The Boxers blamed the disasters happening in China on Christian missionaries, Chinese Christians and the Europeans who had invaded their country. They feared that the Chinese people would be reduced to servants of the European powers.

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 What did missionaries introduce into China?
2 What event helped the spread of Christianity in China? Explain.
3 Name the Boxers' secret society.
4 How did the Empress respond to the Boxers? Why?
5 How did some foreign powers respond to the Boxers?
6 What was the Boxers' attitude towards foreigners? Why?

Analysis and use of sources

1 a How does source 6.22 help us understand the attitude of Boxers and other Chinese people to missionaries?
  b How would foreigners have responded to this image when they saw it published?
2 a Use source 6.23 and information from the preceding text. Describe a Boxer fighter.
  b Would you say that Boxers were modern or traditional? Why?
3 In what ways were the Boxers nationalists?

What caused the Boxer Rebellion?

In 1895, China had been defeated in a battle by Japan. This was humiliating for the Chinese because Japan had always been considered a lesser nation. Many Chinese believed that this defeat was entirely the blame of the Europeans who were dominating China. A strong sense of nationalism now grew in China and many wanted to reclaim China for the Chinese.

The origins of the Boxer Rebellion were in Shandong (then known as Shantung) Province in northern China around 1898. This province was in a German sphere of influence, with the railways, factories and coalmines controlled by Germans. The Germans made large profits while the Chinese were paid very low wages and lived in poverty.

In Shandong, the Boxers roamed the streets chanting 'kill the Christians' and 'drive out the foreign devils'. Germans who lived in Shandong were murdered, along with Chinese who had converted to Christianity. The Boxers at this time also wanted to end the Qing rule of China. They saw the Qing as being unpatriotic puppets of the European masters, doing nothing to stop the spread of Christianity.

However, the Qing empress Ci Xi made secret contact with the Boxers and offered them her support. To Ci Xi, the Boxers could be the solution to her problem. She knew Chinese tradition was that a ruler only held the mandate of heaven if they were seen to be in control. By having not stopped the spread of Christianity, she feared the Chinese people would believe she had lost control. Supporting the Boxers would help her stay popular with the Chinese people and maybe end foreign influence in China. The Boxers accepted Ci Xi's support, and this allowed them to turn their full attention to fighting the Europeans without being stopped by the Qing army. Their new slogan became 'support the Qing; destroy the foreigner'.

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By 1900, the rebellion had moved across northern China and towards the capital Beijing (then known as Peking). Many Europeans lived in Beijing in 1900. It was also the location of their legations (embassies). The Europeans lived a very privileged lifestyle and treated the Chinese in Beijing as their servants and second-class citizens. It was not surprising that the Boxers found many supporters in Beijing.

SOURCE 6.24 Dowager Empress Ci Xi (1835–1908)

ACTIVITY 9

Comprehension: chronology, terms and concepts

1 Why did Chinese people feel humiliated after their defeat by Japan?

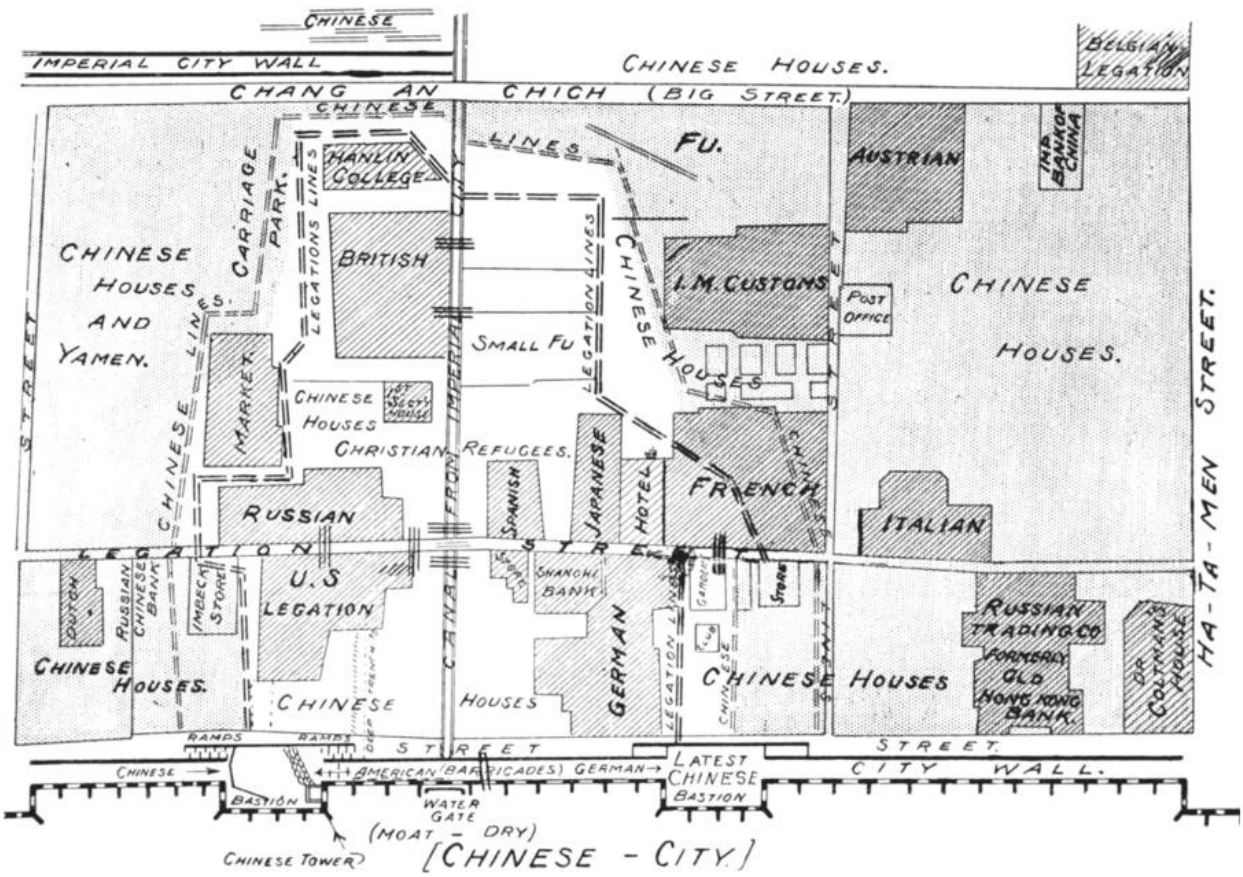
2 a Where did the Boxer Rebellion originate?

b What were the causes of the rebellion in Shandong?

3 What did the Boxers do in Shandong?

4 How did the Empress Ci Xi respond to the Boxers? Why?

5 What was the Boxers' slogan?



SOURCE 6.25 Sketch showing the foreign legations in Beijing, 1900

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6 Draw or download a map of China.
   a Indicate on the map the places where the rebellion took place mentioned in the preceding text.
   b Briefly note what happened at these places.
   c Show the spread of the rebellion.

Analysis and use of sources

1 Use source 6.25.
   a List the countries with legations in Beijing (Peking) in 1900. How many were there?
   b What commercial buildings are shown in source 6.25?
   c What do these buildings tell us about foreign activities in China?
   d Choose one of the six blocks in source 6.25 that has at least three foreign nations represented. Copy this into your workbook.

The siege

On 9 June 1900, the Boxers began a series of attacks on European property in Beijing. The Qing army was also now helping the Boxers. Chinese Christians and Europeans sought refuge from the Boxer attacks in the legation (embassy) area and the Pei T'ang Cathedral.

On 16 June, the Boxers set fire to and destroyed over 4000 shops that did business with Europeans. Three days later, the Boxers ordered all foreigners to evacuate the city in 24 hours. The foreign diplomats refused to move. Along with about 400 soldiers, plus 75 volunteers and 50 civilian troops from Austria–Hungary, France, Great Britain, Germany, Italy, Japan, Russia and the United States, they barricaded themselves inside the legation area. The German foreign minister attempted to make his way to the Chinese Foreign Office to negotiate but was murdered by Chinese troops. At 4 pm on 20 June, Chinese forces made up of Boxers and Qing army soldiers opened fire on the legation and the Siege of Beijing had begun.

The siege of the legation lasted for 55 days until a combined European and American army arrived from Tientsin to assist the trapped foreigners. By this time, 66 Europeans had been killed and 150 wounded. The siege was the subject of the historically dubious Hollywood movie *55 Days in Peking* (1963).

Luella Miner, an American professor working in China in 1900, was among the foreigners besieged by the Boxers in Beijing. She wrote a diary during this time, an extract from which is provided in source 6.28.

SOURCE 6.26 US troops from the Signal Corps in Beijing, 1900

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SOURCE 6.27 Trainees at a Chinese Imperial Army School in Tientsin, south-east of Beijing, during the Boxer Rebellion, 1900

June 15: About ten o'clock the most horrible noise began in the southern city, just on the opposite side of the city wall. It was a horde of Boxers going through their rites, burning incense, crying, 'Kill the foreign devils! Kill the secondary foreign devils! (Christians). Kill! Kill! Kill!' ...There may have been from twenty to fifty thousand voices ...ten Americans and twenty Russians went to the south cathedral, where the Boxers were looting, burning, and killing, [and] killed seventy Boxers, captured ten, and took Catholic refugees to a place near the British Legation ...

June 18: We have now spent ten full days in this place, and may be obliged to spend many more, ...Placards are being distributed everywhere in the city commanding that this place and Legation Street be destroyed today ...Over seventy of us American missionaries live, eat, and sleep in the little church at the British Legation ...there is only one tiny stove to cook over, so we cannot cook much.

If we are besieged long, we shall have to go on short rations. In fact, we are now leaving most of the canned meats for the men, who are doing hard work outside, watching and fortifying ...

July 18: About two o'clock this afternoon—four weeks to an hour from the time when we took refuge in this Legation—we received our first authentic message from the outside world ...a messenger to Tientsin ...has just returned, bringing a letter from the Japanese Consul in Tientsin, stating that foreign troops numbering 33 300 will leave Tientsin about the 20th, day after tomorrow, for the relief of Peking.

August 14: Last night was a fearful one. There were at least six distinct attacks, the first beginning about eight in the evening, and there was almost incessant firing between these attacks. Our ...foes seemed determined to use to the utmost this last chance to wipe us out ...

Luella Miner, 'A prisoner of the Boxer Rebellion, 1900', EyeWitness to History.com

SOURCE 6.28 An eyewitness account

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A 'relief force' made up of about 20 000 British, American, Japanese, Russian and French soldiers marched from Tientsin and reached Beijing on 14 August 1900. On entering the city, the soldiers not only freed the foreigners who had been under siege in the legation but also went on a rampage in Beijing to punish the Chinese. Countless killings, looting and rapes took place. The Empress Ci Xi secretly fled the city to safety.

The 'relief' of Beijing did not end the Boxer Rebellion. Fighting continued throughout September and October as the foreign troops went after any Boxer resistance.

The official peace agreement was signed on 7 September 1901. The price for China was a huge bill to pay to the foreign powers for their costs of fighting the rebellion and to build memorials in the honour of the killed diplomats.

ACTIVITY 10

Comprehension: chronology, terms and concepts

1 Develop a detailed chronology of the siege with ten date entries. The first is done for you:

Date	Occurrence
9 June 1900	Boxers begin attacks on European property helped by the Qing army.

2 How long did the Siege of Beijing last?

3 The term 'imperial' means 'of or relating to an empire'.

- **a** In what way might source 6.26 be about imperialism?
- **b** In what way might source 6.27 be about imperialism?

Analysis and use of sources

1 Use source 6.28. Why do you think this source was made?

2
- **a** What is source 6.28? Who wrote it and when was it written?
- **b** What did the writer do apart from being a professor?
- **c** How might Luella Miner have felt about the Boxers?
- **d** In Miner's account, what did the foreigners do during the siege?

3 Source 6.28 is written by a woman. Use your answer to question 2(d). Write two diary entries by an American man at the siege.

4 Add any new places mentioned to your map of China from activity 9. Briefly note what happened there.

What were the results of the Boxer Rebellion?

Historians estimate that the Boxers killed 189 missionaries—including 53 children and 47 Catholic priests and nuns—30 000 Chinese Catholics, 2000 Chinese Protestants and between 200 and 400 Orthodox Christians in Beijing.

SOURCE 6.29 A public execution of a Boxer during the Boxer Rebellion

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The foreign powers took revenge on the Boxers. Those caught were given little mercy and they were beheaded in public. The foreigners allowed Empress Ci Xi to return to power because they believed it was easier to control China through her.

A peace settlement was signed on 7 September 1901 between China and the powers of Germany, Austria–Hungary, Belgium, Spain, United States, France, Great Britain, Italy, Japan, the Netherlands and Russia. This settlement, known as the Boxer Protocol, included the following terms:

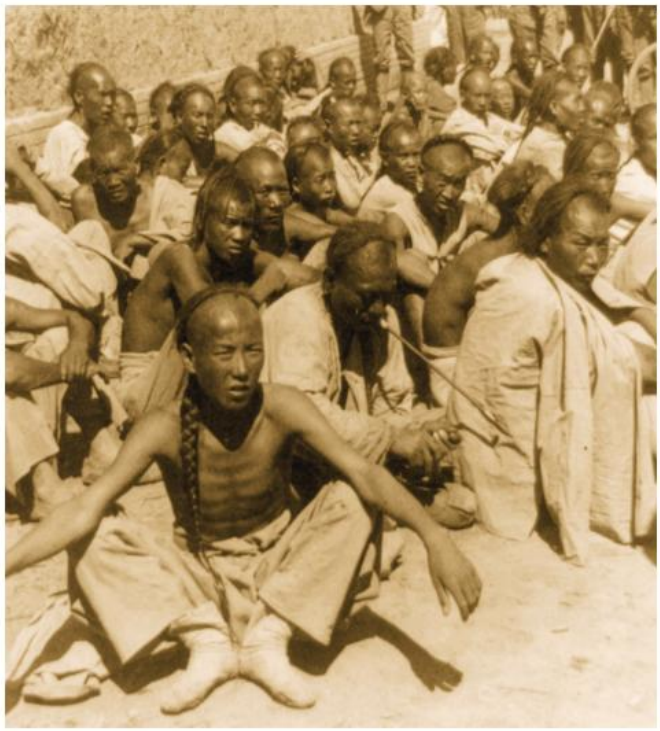
- China agreed to pay the foreign powers compensation of 450 000 000 taels (equalling approximately US$335 million dollars at the time, or in today's money, about $6.6 billion).
- China agreed to prohibit the importation and production of weapons and ammunitions.
- The Chinese government allowed the foreign powers to occupy certain territory in China.
- Boxer and Chinese government officials were to be punished for crimes against the foreigners. Many were sentenced to death.
- The Chinese government was to prohibit forever any anti-foreign societies. Any official who allowed anti-foreign societies to develop was to be punished by death.

The Chinese population suffered and discontent increased when the Qing government raised taxes to pay the compensation to the foreign powers. The Boxer Protocol was a further blow to what little honour the Qing government had left. More people in China became dissatisfied with the inefficient Qing government and believed that a revolution was the only way the country could return to peace and prosperity.

ACTIVITY 11

Explanation and communication

1 Create a mind map. In the centre of your mind map create a circle or square with the title 'Results of the Boxer Rebellion'. In five (or more) surrounding and connected circles, place five (or more) major outcomes of the rebellion.



SOURCE 6.30 Boxer prisoners captured and brought in by the 6th US Cavalry, Tientsin, China, 1901

ICT

1 Create a PowerPoint presentation showing three different views on the Boxer Rebellion (for example, of the Boxers, the foreign powers, the Empress Ci Xi or the missionaries.)

Use one of the sources in this section to illustrate each point of view. Include one bullet point summing up the particular perspective.

Empathetic understanding

1 If you were a Boxer rebel from Shandong, what would you give for your reason for becoming involved in the rebellion?

Research

1 Choose one of the following events in Chinese history:

- Taiping Rebellion
- Hundred Days Reform
- Self-Strengthening Movement.

Do research to find out (a) what caused the events (b) what happened and (c) what the results were.

2 Research Australia's involvement in the Boxer Rebellion at the Australian War Memorial. Your digital support provides the web address.

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SOURCE 6.31 Foreign powers and spheres of influence in China

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Chronology

1897–8	German troops capture Qingdao
1898	'Hundred Days of Reform'
1899	The Qing backs anti-Western Boxer movement
1900	Boxer Rebellion Population of China approximately 460 million
1903	Britain takes control of Tibet
1904	Russia takes over Harbin
1904	British occupation of Tibet
1904–5	Russo–Japanese War; Japan's victory strengthens its power in Manchuria and Korea
1905	Confucian civil service examination system abolished Sun Yat-sen (Sun Zhong Shan) founds Revolutionary Alliance in Tokyo Japan seizes Shenyang Sun Yat-sen is in exile; founds nationalist, pro-democracy 'Tong Meng Hui' (Chinese Revolutionary Alliance)
1907	Chinese exiles in Paris under Wu Chih-hui start anarchist paper *Hsin Shih-chi* (New century)
1910	Japan annexes Korea
1911	Republican Revolution begins in military barracks in Wuchang; Sun Yat-sen becomes provisional president
1912	China is declared a republic following the Xinhai Revolution; Sun Yat-sen is the first president, but resigns in favour of Yuan Shihkai; the Nationalist Party is formed

What was the position of China in 1900 and beyond?

After the Boxer Rebellion of 1900, the Qing dynasty was again forced to make concessions to the foreign powers and consider the need to reform China. China was being carved up by the Europeans, Americans and Japanese into areas known as 'spheres of influence'.

SOURCE 6.32 The German Imperial Navy takes over the main gate of the Chinese munitions depot, Qingdao (also known as Tsingtao), 1898

SOURCE 6.33 Japanese forces unloading supply ships at Dalian, Manchuria, during the Russo–Japanese War, c. 1905

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Forces of change in China from 1900

Some of the factors causing China's weakness in this period were:

- the way the army was organised
- using exams that required a study of Confucius to select public officials
- a lack of modern industry and transport systems.

Added to this, groups of Chinese people were becoming convinced that China's system of government also needed reforming. Some wanted the Qing emperor to establish a parliament and make China a constitutional monarchy. Others wanted to go further and see the end of the Qing dynasty and for China to become a republic.

From 1901 onwards, a number of reforms were planned and implemented by the Qing government in an effort to make China strong. These included:

- establishing military academies to create the 'New Army'
- reorganising education into primary schools, middle schools and colleges, and selecting students to study abroad (see the 'Results of European contact with China' section, earlier in this chapter, which includes information on the Chinese Educational Mission)
- lifting the ban against marriage between Qing males and Chinese females
- foreigners constructing over 5000 kilometres of railways in China between 1900 and 1905, compared to only 450 kilometres in the previous five years
- abolishing the old public service examination system (between 1901 and 1905).

Many in China believed that Japan's impressive victory over Russia in 1905 was the result of having a constitutional monarchy. This led to increased pressure on the Qing emperor to take steps to introduce a constitutional government.

ACTIVITY 12

Analysis and use of sources

1 a What is source 6.32 and when was it taken?

b Find Qingdao on source 6.31.

c What flag is flying on the former Chinese fort in source 6.32?

d How important are flags as symbols of nation and empire?

e Using sources 6.31 and 6.32, write two sentences about what happened at Qingdao in 1897–98.

SOURCE 6.34 Northern farmers transporting agricultural produce to market in wheelbarrows assisted by sails in the early 1900s

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2 a From the chronology on page 239, what happened in 1904–05?
   b What is source 6.33 and when was it taken?
   c Find Dalian on source 6.31.
   d Use sources 6.31 and 6.33 to write two sentences about what happened at Dalian in 1905.
3 Use source 6.31.
   a Draw or download a map of China in 1900.
   b Show where the spheres of influence were for Britain, France, Germany and Japan.
   c Locate three places in China that foreign powers took control of between 1897 and 1912. Mark them on your map. Include a brief note as to what happened.

Explanation and communication

1 What happened after the Boxer Rebellion?
2 a Create a mind map showing three factors that weakened China. (In the centre of your mind map write 'Factors causing China's weakness'.)
   b Which source supports the view that China's transport system was poor? Explain.
3 What did some groups of Chinese people think should happen to the Chinese system of government?
4 Name five reforms brought about the Qing government.
5 What did Japan's victory over Russia make some Chinese people think?

Chinese nationalism

Chinese nationalism was growing at this time. As we learned earlier in this chapter, the Qing rulers of China had originally come from the northern area known as Manchuria and conquered the Han (Chinese) people. From 1900 onwards, Chinese nationalists argued for the overthrow of the Qing and the return to Han rule of China. One leader of the nationalist movement was Sun Yat-sen.

Sun declared:

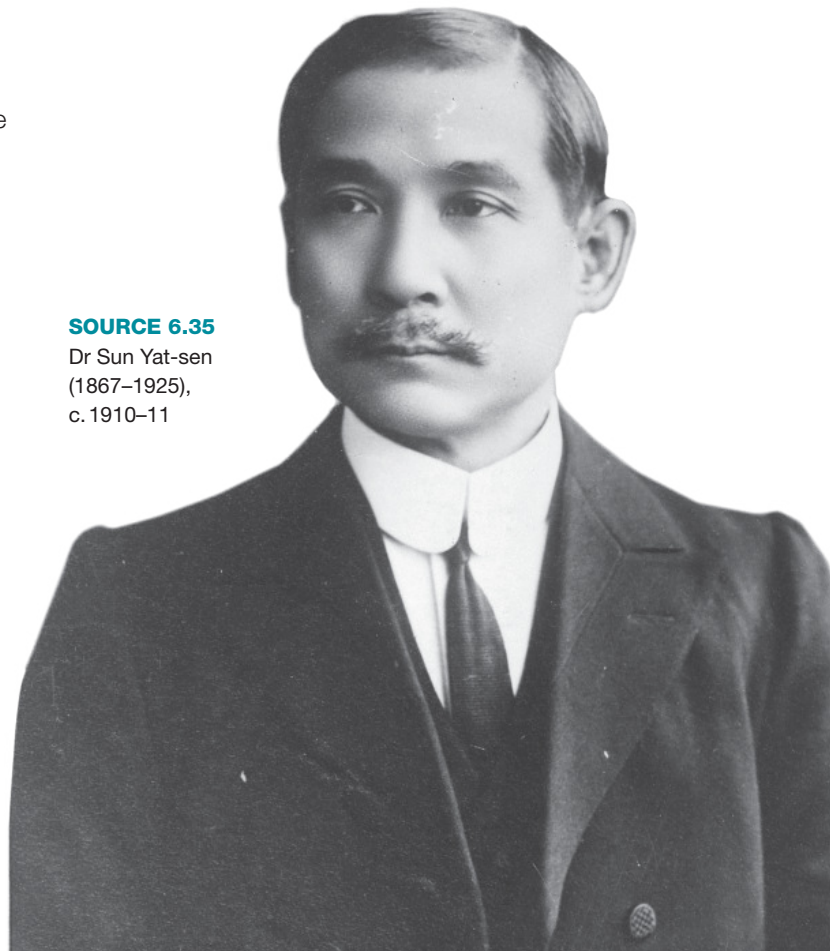
> In order to restore our national independence, we must first restore the Chinese nation. In order to restore the Chinese nation, we must drive [out] the barbarian Qing ... Fellow countrymen, a revolution is the only means to overthrow the Qing government!

The reforms attempted by the Qing were having little effect on improving conditions in China. Discontent, particularly among those Chinese who had studied new ideas overseas, continued to grow. Added to the anti-Qing feelings caused by nationalism was the idea of making China a republic. Some republican secret societies were prepared to use force to overthrow the Qing dynasty.

Wuchang Uprising

Wuchang, in the Chinese province of Hubei, had become an area where a number of revolutionary societies established their headquarters. In October 1911, a bomb exploded accidentally at one of the headquarters. This led to an armed uprising of anti-Qing revolutionaries. The local 'New Army' was supposed to fight the revolutionaries but, instead, it joined with them.

On the morning of 11 October, the revolutionary army took the whole city of Wuchang. They set up the Hubei Military Government and proclaimed the end of the imperial Qing dynasty. They published a message calling for every province to join the uprising.



SOURCE 6.35
Dr Sun Yat-sen (1867–1925), c. 1910–11

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Two months later, ten more provinces in China had declared themselves independent. This caused Qing rule to collapse in the south of China.

ACTIVITY 13

Perspectives and interpretations

1 What did Sun Yat-sen declare?

2 How does this help us understand the Chinese revolutionaries' view of nationalism?

ICT

1 Find a photograph of the Wuchang Uprising on the internet. Write a 50-word caption for the image based on the preceding text.

The Xinhai (Chinese) Revolution of 1911–12

The delay by Qing officials to take quick action against the rebels allowed many southern provinces to break free from the Qing government. The Qing emperor called on General Yuan Shikai to lead the northern New Army (the Beiyang Army) to stop the rebellion in the south. But Yuan wanted to ensure he would gain from any help he provided.

Yuan decided to support the nationalist rebels who had set up a government based in Nanking. Sun Yat-sen had been elected as the temporary president of the nationalists and took up office on 1 January 1912. Negotiations between Yuan and Sun followed. Yuan returned to Beijing and forced the emperor and his mother to abdicate the throne on 12 February 1912. Sun agreed to allow Yuan to be the first president of the new Republic of China. On 6 March, the Nanking parliament voted to let Yuan become president in Beijing. He was inaugurated on 10 March 1912. The Qing dynasty had fallen and China was now a republic.

The revolution was brought about by a number of factors, including:

- lack of action by the Qing rulers; their reforms were 'too little and too late'
- Chinese resentment of the European and Japanese spheres of influence and the Qing's failure to stop this
- increased poverty among the population and the devastating effects of natural disasters, leading people to question if the Qing rulers had lost the mandate of heaven

SOURCE 6.36 Imperial officials fleeing from Tientsin during the Xinhai, or Chinese, Revolution, late 1911

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SOURCE 6.37 Sun Yat-sen, centre, at Shanghai before leaving for Nanking, 1912

SOURCE 6.38 Sun Yat-sen, centre, and Huang-Hsin, the War Minister, right, proclaiming the republic in Nanking, 29 December 1911

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- Chinese students who experienced new education that introduced them to ideas of nationalism, republican governments, democracy and revolutions
- nationalist feeling of the Han Chinese, who wanted to end Qing rule
- the growth of political movements such as Sun Yat-sen's Tong Meng Hui (Chinese Revolutionary Alliance) with aims to overthrow the Qing and introduce nationalism, democracy and socialism.

ACTIVITY 14

Comprehension: chronology, terms and concepts

1 Use sources 6.36 to 6.38 and the text about the Xinhai Revolution. Construct a chronology of the events that led up to the inauguration of the first president of the Republic of China.

Explanation and communication

1 What were some of the factors that brought about the revolution?

2 How important do you think nationalism was in bringing about the revolution?

Analysis and use of sources

1 Use source 6.39. When was this source created?

2 What was happening around the time this source was created?

3 What do the people walking represent?

4 What might the burning Chinese building in the background represent?

5 What are the five figures doing? What does this represent?

6 Overall, what is the message in this cartoon?

What were the key features of Japanese society around 1750?

Society and politics

Japanese society in 1750 was organised as a feudal system. Although the head of the society was an emperor, real power was with the shogun (military dictator). From 1603 onwards, the Tokugawa shogunate had ruled Japan. The shogun ruled from the city of Edo, known now as Tokyo.

SOURCE 6.39 Illustration showing the reaction of the imperial powers to the Boxer Rebellion and the crumbling Qing empire, 1900

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Life in Tokugawa Japan was based on a strict class system. This is shown in sources 6.40 and 6.41 (overleaf).

Japanese government in the Tokugawa period was a **confederation**. Different powers were given to the daimyo (feudal warlords who lived in castle-towns) and the shogun (the most powerful warlords). Daimyos and shoguns were given specific areas. Villagers in the area paid them taxes. Only the shogun could deal with external countries. This stopped daimyos from making alliances that might have threatened the central government.

The Tokugawa government also insisted that daimyo stay a part of the year in the capital, Edo (Tokyo). When they went back to their province, their family had to stay in Edo as hostages. Edo became a major urban area. By 1750 it had a population of around 1.22 million people. Merchants in the city and surrounds became very wealthy.

Social classes in feudal Japan

Technically, the emperor and his family had the highest social status in Japanese society, but the emperor had little actual power. The people of all other classes provided for the emperor and the imperial family.

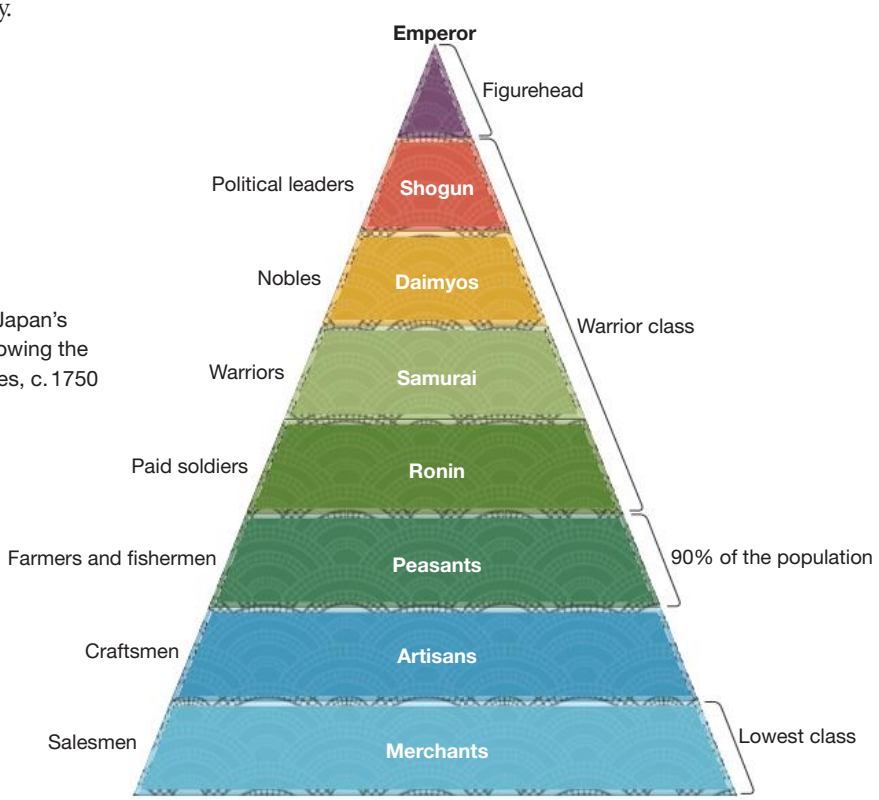
The shogun was the commander of the military and the leader of the most powerful clan. The clans often fought for their leader to gain this high social status. The shogun held the real political control.

Daimyos were the territorial lords, and the most powerful leaders under the shogun. Within their territory they held military and economic power, but had to follow the shogun's rules. As top members of the warrior class they lived in large castles.

Samurai were professional warriors and were loyal to the shogun and daimyos. They had a higher social status than common people, and enjoyed additional privileges.

Ronin were masterless samurai who had no daimyo and thus had low social status. They depended on others for their income and had to be mercenaries because they could not legally work once they lost their master.

Peasants, making up 90 per cent of the population, included farmers and fishermen. Their social status was low but they could be landowners, and were respected because they produced the food for all other classes. They had to pay high taxes to the daimyos.



SOURCE 6.40 Japan's feudal system showing the eight social classes, c. 1750

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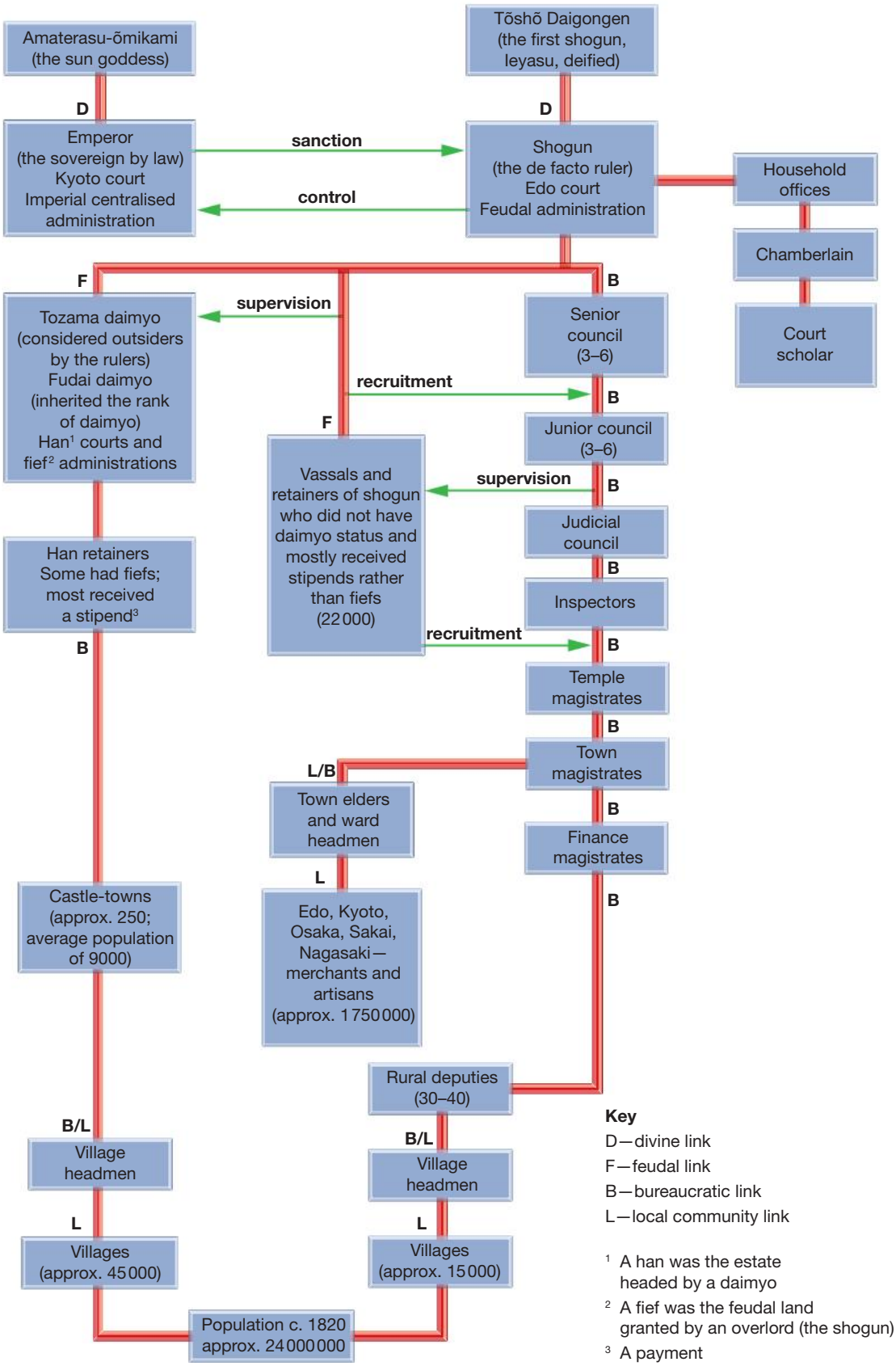

SOURCE 6.41 Power structure in the Tokugawa period

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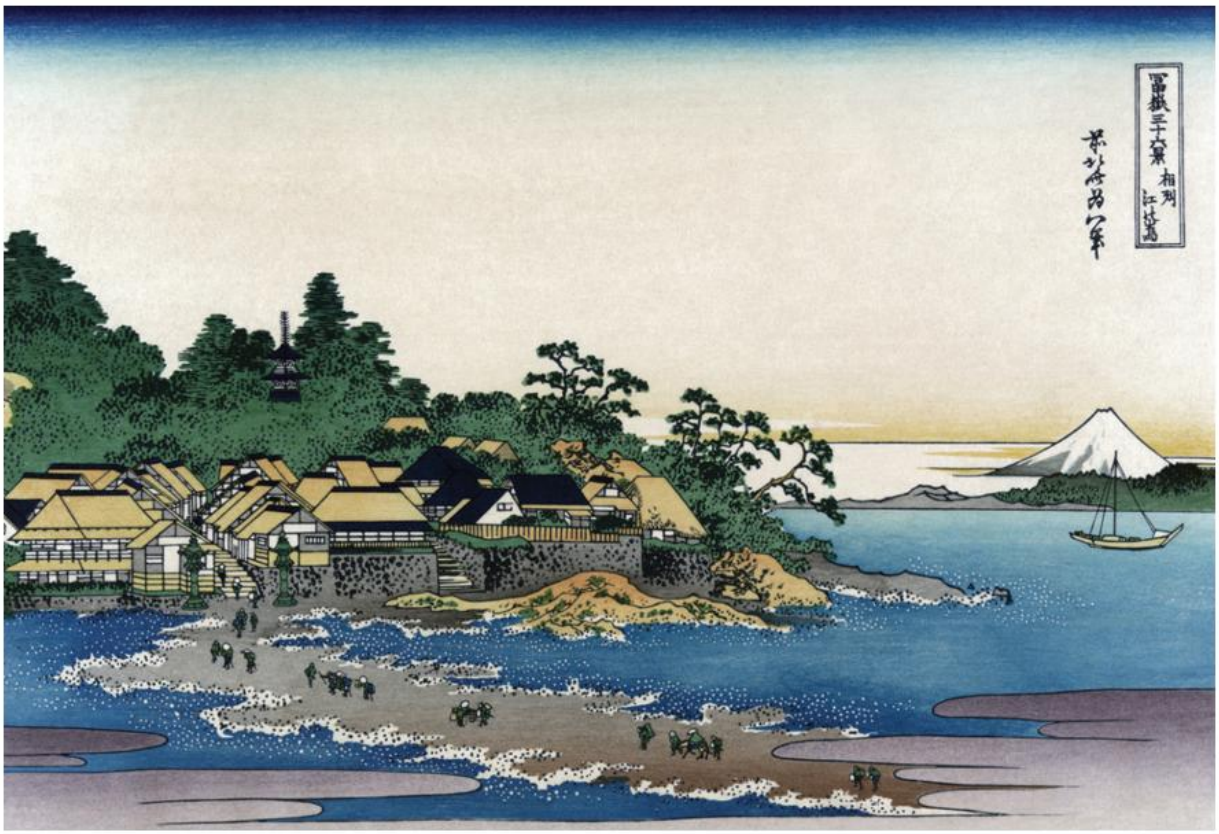

SOURCE 6.42 The Japanese village Enoshima in Sagami province, c. 1800

Artisans, or craftsmen, lived in the cities and made a variety of products for the higher-ranking classes, such as farm tools, utensils and swords. They were below peasants in ranking because they did not make or grow their own food.

Merchants were seen as profiting off other people's work, so they had the lowest social status. They had to live in their own quarters in the city, and were only allowed to mix with others for business.

ACTIVITY 15

Comprehension: chronology, terms and concepts

1 What is a confederation?

2 Define 'shogun'.

3 Define 'daimyo'.

4 What is the difference between a samurai and a ronin?

Explanation and communication

1 Copy source 6.40. Leave room to include details of each social class.

2 Use the text on Japanese society. On your pyramid, write bullet points of no more than four words to describe each social class. For example:

Daimyo

- shogun's representatives
- followed shogun's rules
- high social status
- members of warrior class
- lived in large castles.

Analysis and use of sources

1 Use source 6.41.

a Who effectively was the ruler in Tokugawa Japan?

b Was the link between the emperor and the sun goddess divine or feudal?

c Did the emperor control the shogun?

d Who lived in castle-towns?

e Who was recruited to senior council?

f How many villages were connected to the daimyos?

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SOURCE 6.43 A samurai warrior preparing for the re-enactment of the Kawanakajima battle in Yonezawa, Japan, May 2004

g How many villages were connected to the shoguns?

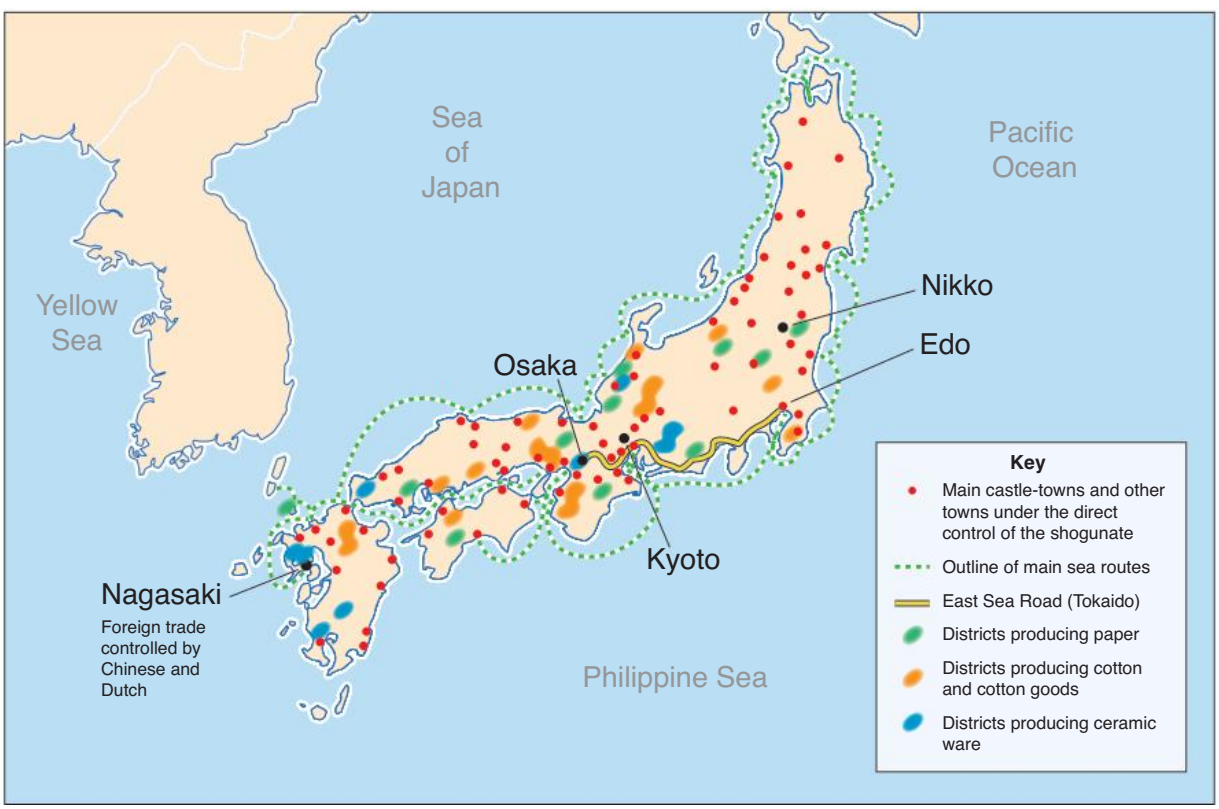
h Describe the people who the daimyo had under them.

i Who came under the shogun?

2 What does source 6.42 tell us about village life in Japan?

Economy

After 1700, Japan experienced major growth throughout its villages in the production of items for the home. These items included ceramics and cotton goods. While rice and fish were an important part of Japanese diet, industrial crops such as fruit, tea and mulberries increased significantly. (Mulberry leaves were used to feed silkworms in the production of silk.) This meant that Japan developed a **proto-industrial** economy, which laid the basis for Japan's later industrial expansion.



SOURCE 6.44 Towns and commerce in the Tokugawa period

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ACTIVITY 16

Comprehension: chronology, terms and concepts

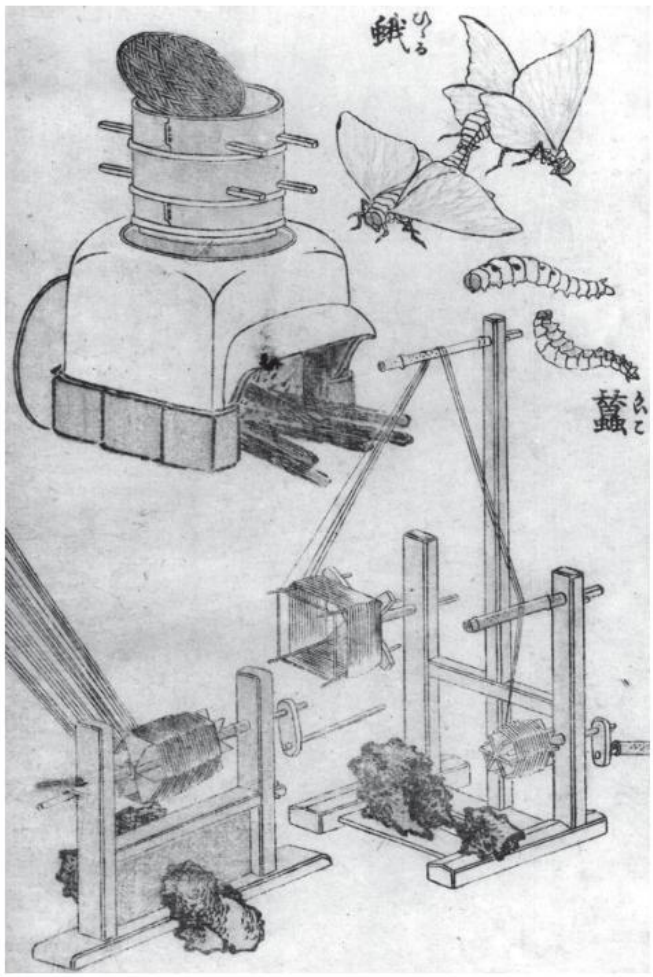
1 What is meant by 'proto-industrial'?

Analysis and use of sources

1 Use source 6.44.
   - a How many castle-towns were there in the Tokugawa period?
   - b What were some of the main commercial activities?
   - c Were commercial activities concentrated in particular areas or spread out?
   - d What happened in Nagasaki?

2 a What is source 6.45?
   - b What is shown in source 6.46?
   - c How are these two sources related?
   - d What commercial activity do these sources tell us about? Explain.

SOURCE 6.45 A woman in a kimono winding up a weight-driven clock; painting on silk by Nishikawa Sukenobu (1671–1751)



SOURCE 6.46 The process of silk growing and winding; by artist Katsushika Hokusai (1760–1849)

Culture

Cultural endeavour blossomed in the Tokugawa period, partially due to civic stability. Activities included art, literature, philosophy and music.

Source 6.48 (overleaf) shows people on the Nihonbashi Bridge in Edo in 1786. The girl in the green kimono is returning from a visit to the shrine at Enoshima. The woman with the black hood —popular at the time—is married and from the wealthy merchant class. Her maid is beside her. She is carrying a child's kite and a bunch of plum blossoms. The woman wearing the black *uchikake* (outer kimono) is from a samurai family. She is talking to her maids and a young boy. The *ageböshi* (hat) she is wearing indicates her military-class status. The image shows the city's main centre of distribution with storehouses along the river. Edo Castle is shown in the middle and Mt Fuji behind the castle.

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The Edo period was characterised by almost 250 years of uninterrupted peace and relative isolation from the outside world. These factors contributed to the rise in wealth of a merchant class, *chonin*, who had no political power. Their aspirations and desires were expressed in a lively and carefree urban culture. To represent their new **aesthetic**, the Edo townsmen borrowed the ancient Buddhist term *ukiyo*. It originally meant the impermanence of life, but was used to denote a 'floating world' unfettered by daily concerns ...

New egalitarian ideals demanded a more accessible art, so the ancient technique of woodblock printing was revived. Courtesans, sporting outrageous hair styles and dressed in the latest kimono designs, represented the height of Edo aesthetic taste. Parading in festivals, parodied in the theatre by the female impersonators, or depicted in erotic works, these women became the main subject matter for the *ukiyo-e* artists.

National Gallery of Australia, 'Beauty and desire in Edo period Japan', 1998, http://nga.gov.au/exhibitions/beauty/index.html

SOURCE 6.47 The chonin and art

Spotlight

Haiku

A haiku is a Japanese poem. It does not rhyme, and often refers to seasons. Haiku poems have:

- five syllables on the first line
- seven syllables on the second
- five syllables on the third.

Yosa Buson (1716–83) was one of the most famous haiku poets. The following is one of his poems:

Morning haze
As in a painting of a dream
Men go their ways.

ACTIVITY 17

Comprehension: chronology, terms and concepts

1 What is meant by the term 'ukiyo'?

2 Define 'aesthetic'.

SOURCE 6.48 *Street Traffic at Nihonbashi*, woodblock print by artist Torii Kiyonaga, 1786

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Explanation and communication

1 What was the Edo period characterised by?
2 Who were the chonin?
3 What was their culture like?
4 What did new egalitarian ideals demand?
5 What represented the height of Edo aesthetic taste?

Analysis and use of sources

1 What is source 6.48 and when was it created?
2 How useful is this source in investigating Japanese culture in the mid-18th century? Explain.
3 a How many social classes are shown in this source?
  b What might the woman in the black uchikake (outer kimono) have felt about the woman in the black hood?

Being creative

1 Write a haiku poem related to one of the seasons (summer, winter, spring or autumn).

How was Japanese society affected by contact with Europeans?

Developments and events outside Japan had minimal impact on it until the mid-19th century. From 1868, under the Meiji Restoration, Japan launched major cultural, economic and political reforms. The Charter Oath issued in 1868 by the Meiji assured Japanese people that there would be:

- public involvement in government decision-making
- government with representation from all classes
- freedom to choose one's type of employment
- natural law and enlightened government
- a search for knowledge across the world.

This involved opening Japan up to international trade and adopting Western technology, which led to changes in Japan's society. Along with goods and guns came ideas and values. These, too, affected Japanese society. Much about traditional Japan, however, remained the same.

While some changes to Japanese society were expected, others were not. This was partly due to modernisation. The strong central Japanese government wanted to adopt advanced knowledge from foreign countries and promote literacy and education. The best students, for example, were sent overseas to gain Western knowledge. But it also wanted to reinforce traditional Japanese values. It did this in part through a new education system.

Under the Meiji Restoration, Japan was to be transformed into an imperial power. Government was based on the principle of **absolutism**.

ACTIVITY 18

Comprehension: chronology, terms and concepts

1 What is 'absolutism'?

Analysis and use of sources

1 Sources 6.49 to 6.55 show different aspects of Japanese society. Your task is to match the source with its correct caption from the list below.

Captions

A Japanese woman in national dress paints screens around 1900. Screen painting became a major art form in the Azuchi-Momoyama period (1573–1603). It and other art forms continued into later periods. After 1868, however, Japan opened up and modernised. While traditional art forms continued, European styles began to compete with the old styles.

A socialist is arrested by police in Japan, c. 1910. Missionaries brought with them Western socialist ideas from the 1860s. A number of groups promoted social change in the latter part of the 19th century. The Socialist Democratic Party was founded in 1901, but it was quickly banned by the government. Other socialist parties formed around this time but they were watched by police and suppressed.

Temple of the fourth shogun, Tokyo, c. 1900. Buddhist temples were and continue to be the main places of worship in Japan. The oldest one in Tokyo was built in 645. Every municipality has at least one temple, and the major city Kyoto has thousands of them. Most temples have cemeteries and Japanese people visit ancestors' graves on numerous occasions during the year.

The *Kotetsu*—later renamed the *Azuma*—was the Imperial Japanese Navy's first ironclad warship. It was built in France in 1864 and purchased by the US. America sold the ship to the Japanese in 1869. The vessel played a decisive role in the Battle of Hakodate Bay in 1869. This battle ended the civil war in Japan (1868–69) during which the Tokugawa shogunate attempted to stop political power going back to the imperial court. The death toll in this war was 3500.

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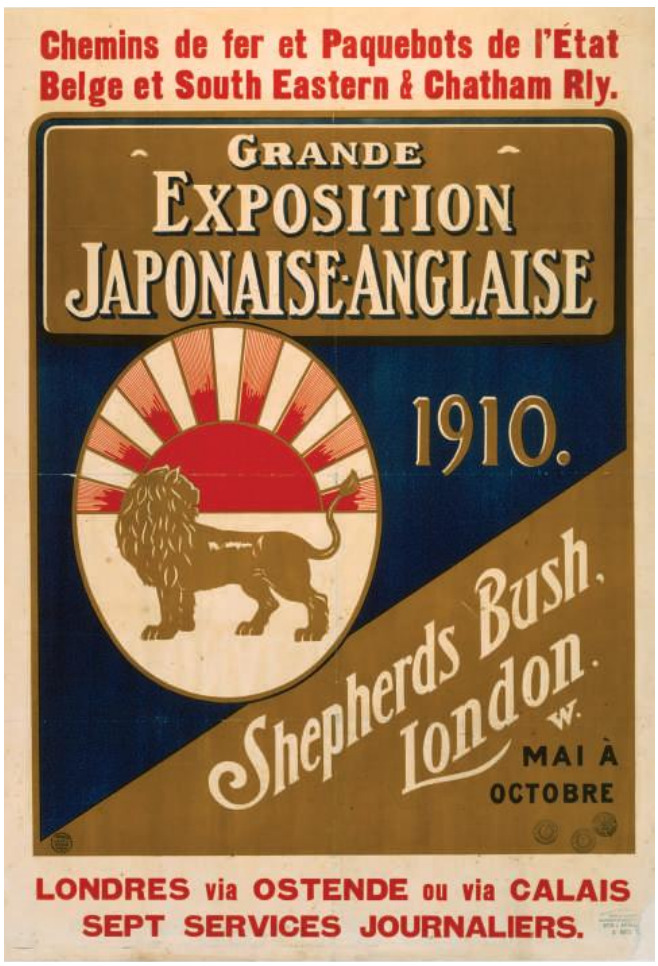
A Salvation Army school in Japan around 1905. The Salvation Army was a Protestant **evangelical** Christian church, established in Britain by William and Katherine Booth in 1895. It was and remains an international movement aimed at spreading 'the good word'. Missionaries had been forced out of Japan in 1587 when the government ordered all foreigners out of Japan.

A French Railway poster for the 'Great Anglo–Japanese Exhibition' from 14 May to 29 October 1910. Japan had not participated in such an exhibition before. It did so this time for two reasons: to boost its trade with Britain and to improve public impressions of Japan. The Anglo–Japanese alliance of 1902 was also up for renewal in 1911.

Japanese agricultural workers cutting rice in a paddy field around 1900. The stalks were used to make rice bags, sandals or mats. This form of agriculture was very labour-intensive. Agriculture had yet to become industrialised.



SOURCE 6.49

SOURCE 6.50

SOURCE 6.51

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SOURCE 6.52

SOURCE 6.53

SOURCE 6.54

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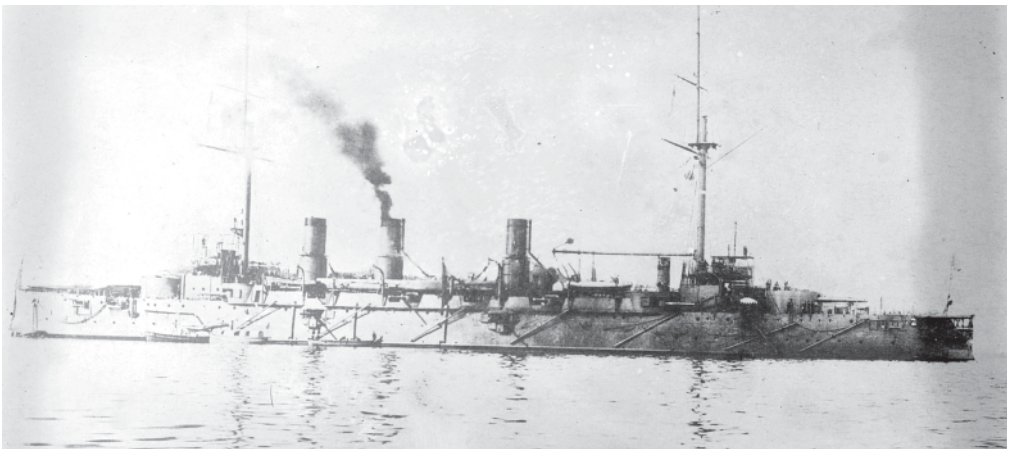

SOURCE 6.55

Source	Continuity	Change	Continuity and change	Cause	Intended	Unintended	Reason
6.49							
6.50							
6.51							
6.52				Allowing foreigners into Japan			Japan was a Buddhist society
6.53							
6.54							
6.55							

SOURCE 6.56

Explanation and communication

1 Copy the table in source 6.56 into your workbook.

2 **a** Use sources 6.49 to 6.55. In the row for each source, indicate with a tick whether the source provides evidence for something that remained the same in Japanese society, something that changed or something that continued but was different. Then explain the cause of the continuity or change.

b Next indicate with a tick whether this continuity or change was intended (done on purpose) or unintended. Give a reason for this being the case. One is done for you.

Pressures of change

Japan's shift to a modern economy in the late 19th century caused great hardships. Mass unemployment, civil unrest and bankruptcies led many people to leave the country.

> Historians frequently describe the Russo–Japanese War as a time when Japan achieved great power status ... [and] won world acclaim ... everywhere leaders of subjected peoples were inspired to believe that they too could import Western science and industry, rid themselves of white control, preserve their national character, and themselves oversee the process of industrialization ...
>
> However great the world acclaim, there was at home after the war a ... sense of the fragility of ... [Japan's] position. These feelings were founded upon the fearful demands that industrialization and imperialism were placing on Japanese society.
>
> KB Pyle, 'The technology of Japanese nationalism: the local improvement movement, 1900–1918', *Journal of Asian Studies*, Vol. 33, No. 1, November 1973, p. 51

SOURCE 6.57 Pressures of change—an historian's perspective

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Year	Japanese population	Total population of Hawaii	% Japanese
1884	116	80 578	0.1
1890	12 610	89 990	14.0
1900	61 111	154 001	22.4
1910	79 675	191 874	39.7

SOURCE 6.58 The Japanese population of Hawaii

ACTIVITY 19

Perspectives and interpretations

1 Use source 6.57.
   - **a** In the writer's view, how do historians often describe the Russo–Japanese war?
   - **b** What were leaders of countries under the influence of Western powers inspired to believe?
   - **c** What did some Japanese people think about the country's position after the Russo–Japanese war?
   - **d** What were these feelings based upon?

2 **a** What is source 6.58?
   - **b** How many Japanese people lived in Hawaii in 1884? What percentage of Hawaii's population did they account for?
   - **c** How many Japanese people lived in Hawaii in 1910? What percentage of Hawaii's population did they account for?

3 Does source 6.58 support the views expressed in source 6.57?

Research

1 Use your school library or the internet to investigate the reasons Japanese people migrated to Hawaii. Keywords could include 'sugar industry', 'Hawaii', 'migration'.

What was the significance of the battles for Shimonoseki?

Japan's Inland Sea was the busiest trade route in the Edo period. It connected the Pacific Ocean and the Sea of Japan. Foreign nations had treaties with the Japanese government to trade in this and other areas, but many Japanese thought that these treaties were unfair or unequal.

Among the daimyos was strong hostility to trade with foreigners. They pressured the emperor to issue orders to ban foreigners. Lord Mori Takachika, head of the Chōshū clan, was based at Shimonoseki. He gave an order to shell any foreign ships that came through the Shimonoseki Strait, going against the emperor's directions. America, Britain, France and the Netherlands sent forces to open the strait.

The battles for Shimonoseki were relatively minor conflicts. But they indicated to the world that Japan was on the edge of profound change. Recent contact with the West had radically changed Japanese society. Within four years of the battles, the 'Meiji Restoration' would bring in many reforms, including the:

- abolition of the feudal system
- adoption of a Western legal system
- introduction of Western education
- adoption of constitutional government.

The last 'unequal treaties' were terminated in 1898. Japan was to adopt the status of a major world power.

Chronology

1863	
11 March – 11 April	Under pressure from daimyos, Emperor Kōmei issues 'orders to expel the barbarians'
25 June	US merchant steamer SS *Pembroke* is attacked by Chōshū clan rebels, based in Shimonoseki and led by Lord Takachika, using a steamship built in Europe
26 June	Anchored French naval dispatch steamer *Kienchang* is shelled by Japanese rebel artillery
11 July	Dutch warship *Medusa* is bombarded by rebels
20 July – 14 August	First battle of Shimonoseki
1864	
5–6 September	Last battle of Shimonoseki

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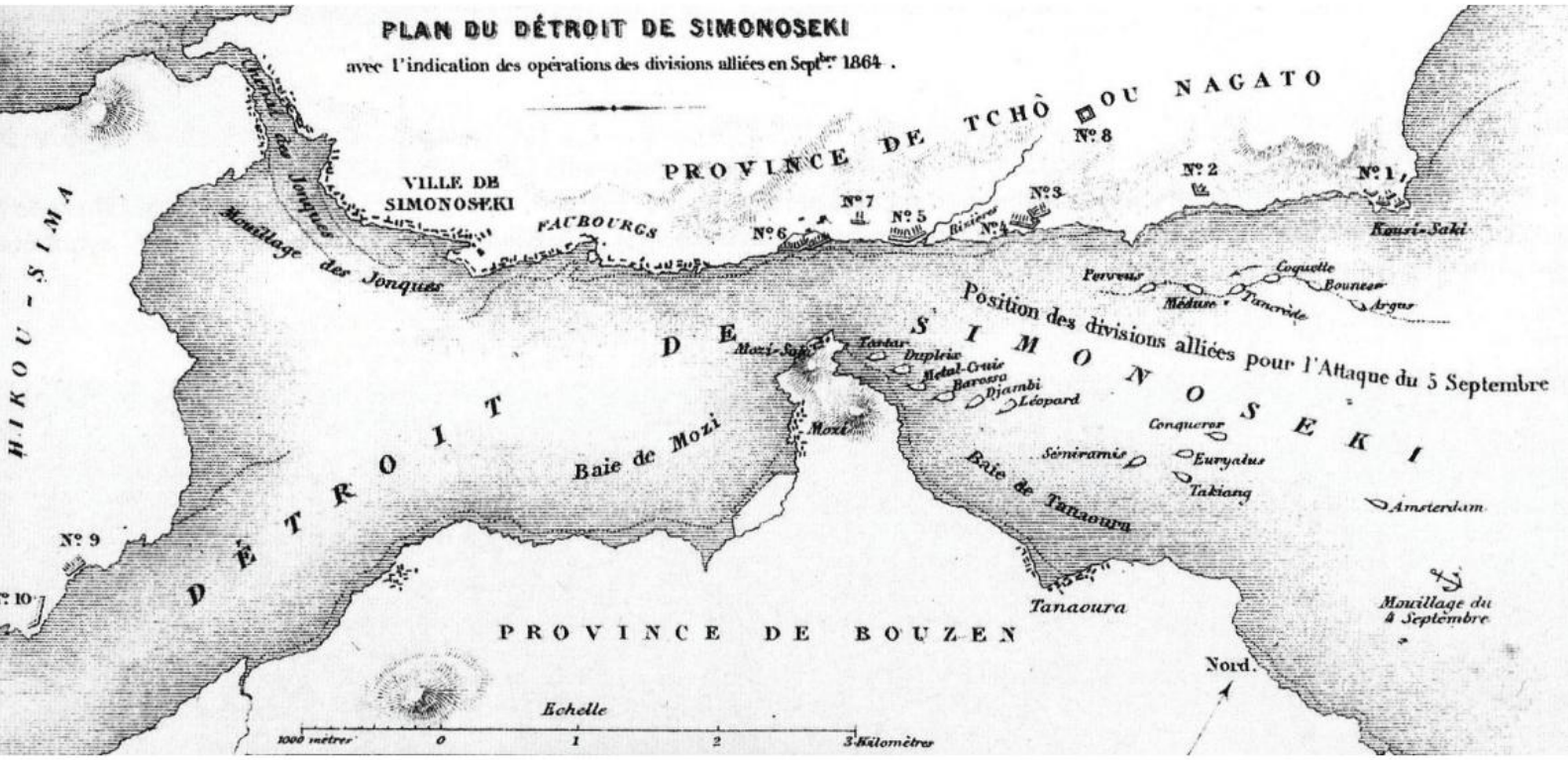
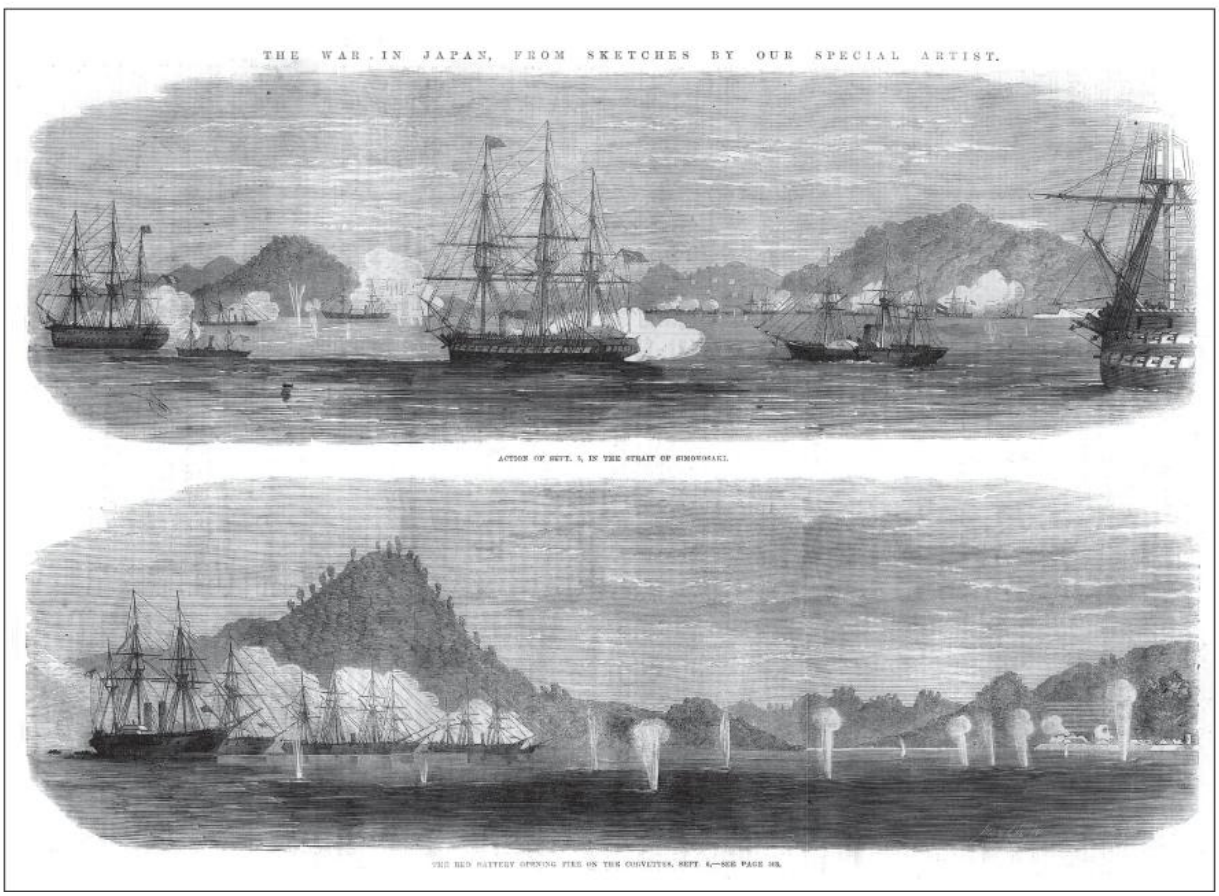


SOURCE 6.59 'Plan Du Détroit De Simonoseki' (Plan of the Shimonoseki Strait)



SOURCE 6.60 The action of 5 September 1864 in the strait of Shimonoseki, published in the *Illustrated London News*

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SOURCE 6.61 The naval brigade and marines storming the stockade at Shimonoseki, 6 September 1864, published in the *Illustrated London News*

France, Netherlands, United Kingdom, United States	Chōshū clan
2000 land troops 28 warships	1500 land troops 6 warships (3 American built); 40 junks 100 cannons (including five 200 mm Dahlgren guns presented to Japan by the USSR

SOURCE 6.62 The firepower of the combatants

ACTIVITY 20

Comprehension: chronology, terms and concepts

1 Use the chronology on page 255 and sources 6.60 and 6.61. Create a timeline for the battles for Shimonoseki.

2 What was happening in America at the time of these battles?

Analysis and use of sources

1 a What is source 6.59 and when was it drawn?

b To which battle does source 6.59 relate?

c How wide was the Shimonoseki Strait?

d Where were the Allies' ships positioned?

e Name four of the ships.

2 Use the chronology on page 255 and sources 6.59 to 6.62. Describe the battles.

JAPAN: FORCING OF THE STRAITS OF SHIMONOSAKI BY THE ALLIES

(By Telegraph from Suez)

Bombay, Friday Oct. 14.

The French steamer brings news from Japan, announcing that the allies had forced a passage through the straits of Shimonosaki with trifling loss. The Japanese fought hard.

SOURCE 6.63 *New York Times*, 15 November 1864

FROM JAPAN: OPENING OF THE INLAND SEA TO THE ALLIED FORCES

The Indemnity to the Americans

San Francisco, Saturday, Nov. 19.

Official advices of Oct. 28, from Yokahama, confirm the report of the opening of the inland sea of Japan by the allied fleet. The engagement was brief. The allies lost 12 killed and 34 wounded; the Japanese from 200 to 300 killed and wounded. The steamer Sea King ... represent[ing] the United States, did good execution with her 32-pounder Parrott gun. She was afterward sold to the Japanese Government for $108 000.

... It is believed that the Japanese Government will henceforth be able to keep the unruly nobles in check.

SOURCE 6.64 *New York Times*, 21 November 1864

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ACTIVITY 21

Analysis and use of sources

1 a What is source 6.63 and when was it published?
   b How did the newspaper gain its information about the battle?
   c Who won the battles of Shimonoseki?
   d How are the Japanese portrayed in this source?
2 a What is source 6.64 and when was it published?
   b How many people were killed or wounded?
   c Were the Japanese quick to take on new technology? Explain.

Perspectives and interpretations

1 Read source 6.65. Why does the writer think that the Battles of Shimonoseki were important?
2 Which sources support the writer's view?
3 Do you agree with source 6.65?
4 The information in source 6.65 is from Wikipedia.
   a Is Wikipedia an encyclopaedia?
   b What care needs to be taken if using Wikipedia as a source of information?

Explanation and communication

1 Draw or describe a cartoon of the battles for Shimonoseki. Include the Allied nations, the daimyo, the emperor, the straits, weapons, Japanese anti-foreign sentiment and the reasons the Allied forces wanted to keep the straits open.

While the battles of Shimonoseki Strait were mere footnotes in the histories of the European powers, an interesting aspect of the affair was the resourcefulness displayed by the Japanese ... The feudal Japanese did not set eyes on a steam-powered ship until Commodore Perry's arrival only a decade before USS *Wyoming*'s battle. Yet they had rapidly learned the ways of the Europeans within the brief span, purchasing foreign vessels and arming them with foreign weaponry. The quality and abundance of these armaments in 1860s Japan shocked the world.

'Battles for Shimonoseki', Wikipedia, http://en.wikipedia.org/wiki/Battles_for_Shimonoseki

SOURCE 6.65 Historical significance of Shimonoseki

What was the position of Japan by 1900?

The Meiji government oversaw and largely funded Japan's economic modernisation, working closely with major companies such as Mitsubishi and Mitsui. Using Western technology, the government also set up model factories. By the turn of the 20th century, the institutional infrastructure for a modern capitalist economy had been set in place.

Field Marshal Yamagata Aritomo was one of the Chōshû samurai who supported the Meiji Restoration. Before the battles for Shimonoseki, he was anti-foreigner. But the Western bombardments during these battles convinced

SOURCE 6.66 Field Marshal Yamagata Aritomo (1838–1922)

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him of the need to take up Western technologies. He did military study in Europe and liked the Prussian model, and supported authoritarian government and Japanese military expansion in Asia. He is said to be the father of Japanese **militarism**.

Key events in Japan's modernisation

1867	Chōshû and Satsuma clans lead revolt, replacing Tokugawa shogunate with Mutsuhito (later using the name Meiji)
1868	Meiji Restoration; imperial rule is re-established in Japan First Japanese constitution is drafted; Japan fails to develop a parliament and constitution that other world powers would recognise
1869	Charter Oath (or the Imperial Oath of Five Articles) Feudal lords are forced to give up their lands and related powers by official decree; official restructuring of Japanese society: daimyo become *kazoku* (nobles), samurai become *shizoku* (landowners) or *sotsuzoku* (soldiers), all other Japanese people become *heimen* (commoners)
1871	Ministry for Education is created with school system based on an American model (school administration based on French model)
1872	Elementary education becomes compulsory
1873	**Conscription** is introduced, ending the samurai's exclusive right to bear weapons; conscription is selective not universal; around 150 000 men are conscripted each year for a two-year term; students, teachers and first-born sons are exempt; wealthier classes could buy their way out
1877	Rebellion led by Saigo Takamori is defeated by Imperial Army forces (the movie *The Last Samurai* is based loosely on this)
1880	Revised Education Order is introduced for a conservative curriculum that stresses traditional Japanese values, loyalty to the emperor and service to the Meiji state
1889–91	Field Marshal Yamagata Aritomo is prime minister
1890	Meiji Constitution
1895	Japan acquires Taiwan after Sino–Japanese war
1898–1900	Field Marshal Yamagata Aritomo is prime minister; in 1900, rules that the War or Navy Minister has to be an active military officer; this fosters militarism
1900	Japan joins Britain, Germany, France, Russia and America against China in Boxer Rebellion
1902	Japan and Britain sign mutual defence alliance, recognising Japan as a world power
1905	Korea becomes a Japanese protectorate after Russo–Japanese War
1907	Compulsory education is increased to a minimum of six years; all textbooks have to be approved by the Ministry of Education; martial arts and physical education are still an integral part of education

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ACTIVITY 22

Comprehension: chronology, terms and concepts

1 Use the chronology on page 259 and the text above to fill in the blanks in the following text.

In _____ imperial rule was restored in Japan. The Meiji Restoration was to radically change Japan's society and economy. The Imperial _____ was proclaimed in _____. It promised to modernise Japan.

A Ministry of _____ was established in _____. It brought in a school system based on an _____. In the following year _____ became compulsory. A Revised Education Order was given in _____. It was _____. It stressed _____.

To build up the Japanese armed forces, _____ was introduced in _____. Japanese militarism was on the rise. Field Marshal _____ is said to be the _____. After his experience in the battles for Shimonoseki he was convinced that Japan needed _____.

He supported _____ and _____.

Aritomo was the prime minister of Japan twice between _____ and _____. During 1900 he used his power as prime minister to rule that _____.

During the 1890s, Japan rose rapidly to become a modern imperial power. In 1895, for example, Japan acquired _____ after winning the Sino–Japanese war in _____. The country's status as a leading world power was recognised in 1902 when Japan signed a _____ with _____.

Explanation and communication

Using source 6.67, answer or complete the following.

1 In 1885–89, what percentage of Japan's total trade was outside Japan?

2 What was the percentage from 1890–1913?

3 What does this tell us about Japan opening itself up to the world?

4 Use source 6.67 to create a bar graph. Put each period along the horizontal axis. On the vertical axis, use the scale 10 per cent equals 3 centimetres.

Year	External trade (as proportion of overall trade) %
1885–89	6.9
1890–1913	16.4
1919–29	32.4

Carl Mosk, 'Japanese industrialization and economic growth', Economic History Association, EH.net

SOURCE 6.67 External trade, Japan, 1885–1938

Japanese imperialism

From the late 19th century until World War I, Japan took up an aggressive policy of imperial expansion. It did so for a number of reasons. First, it was concerned with its own national security. Second, Japan followed the example of Western powers such as Britain and France. Japanese nationalism also fuelled imperialism.

ACTIVITY 23

Comprehension: chronology, terms and concepts

Use source 6.68 to answer the following questions.

1 Where was Japan involved in battles in 1894–95?

2 Where was Japan involved in a battle in 1905?

3 Which areas of Japan had become industrialised by 1914?

4 Which area of Japan was bombarded by Western powers in 1863–64?

Research

1 **a** When was Japan's first railway line opened and between which two cities did it run?

b Who is credited with bringing the first steam railway locomotive to Japan?

2 **a** What was the name of the military campaign fought in 1863–64?

b Which Western powers involved their naval forces in the campaign?

c Write a paragraph about the historical significance of the campaign.

3 **a** What was the name of the military campaign fought during 1894–95?

b Who fought in this battle?

c Over which modern day country was this war fought?

d What geographic event occurred in 1882 as a precursor to the battle?

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4 How did the 1894–95 war end? Write a paragraph about the aftermath of the war and the impact in Japan.

5 Which areas were under Japanese control by 1914?

SOURCE 6.68 Japanese territorial gains, 1780–1914

SOURCE 6.69 The Japanese Imperial Family, 1900

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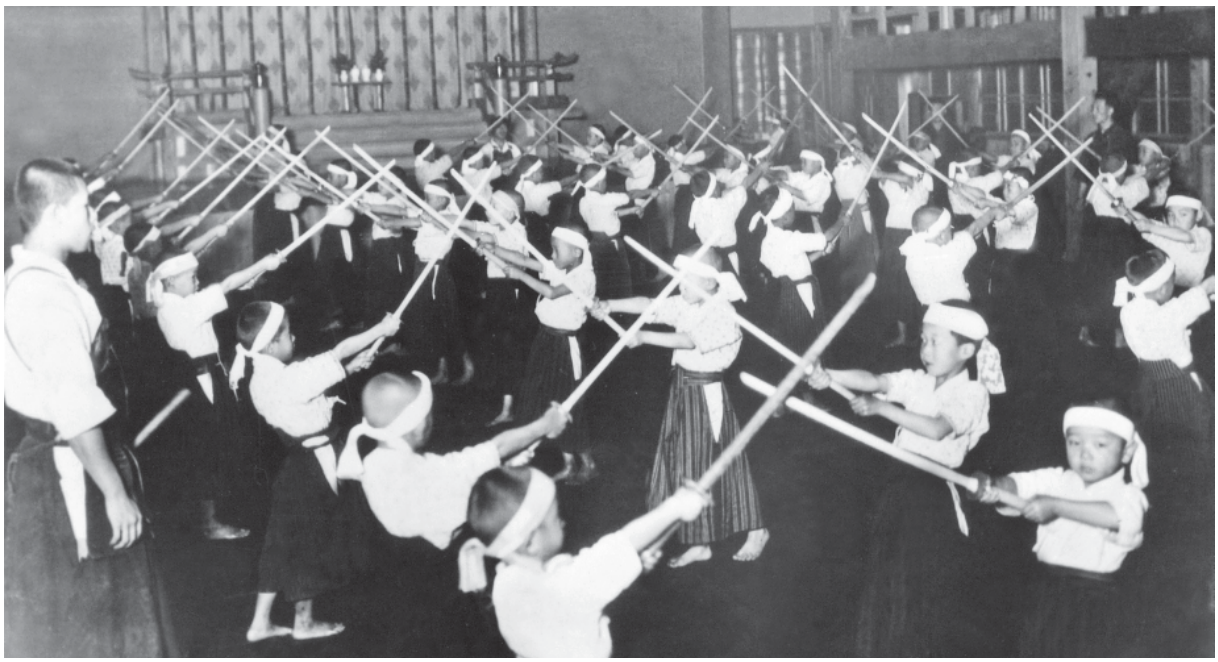
Japanese life

Despite its economic and political modernisation and the influence of the West, most of Japanese social life around 1900 was still traditional. Thriving urban economies could be found in places such as the main island of Honshu.

But traditional agricultural social forms continued. Western commodities and products were being used by most Japanese people by the turn of the century. But they were usually adapted to traditional Japanese ways of life.



SOURCE 6.70 Japanese children learning martial arts in Tokyo, c. 1900

SOURCE 6.71 Men, women and children visiting the Meiji Shrine for the anniversary of the death of Empress Shōken, c. 1915

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SOURCE 6.72 Street scene in Tokyo, c. 1910

ACTIVITY 24

Analysis and use of sources

1 a What is source 6.70 and when was it taken?

b Use the chronology on page 259 and source 6.70. What do they tell us about education in Japan? Write a 100-word response.

c How might some of these children feel about martial arts?

2 a Describe what is happening in source 6.71.

b What does this source tell us about Japanese feelings of loyalty?

3 a What is source 6.72 and when was it created?

b What does this image tell us about Japan's position in relation to other nations? (Think about industrialisation, transport, energy, and so on.)

Japanese nationalism

Japanese nationalism was militaristic, and the military had a great deal of power over making national policy. Under the Constitution the ministers for the army and the navy had to be serving officers. Right-wing secret societies also supported the military. They used scare tactics and even assassinated people such as academics and journalists who spoke out against militarism.

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ACTIVITY 25

Analysis and use of sources

1 a Use source 6.73. What was Japanese nationalism a blend of?

> In Meiji period Japan, nationalist ideology consisted of a blend of native and imported political philosophies, initially developed by the Meiji government to promote national unity and patriotism, first in defense against colonization by European powers, and later in a struggle to attain equality with the Great Powers.
>
> 'Japanese nationalism', Wikipedia, http://en.wikipedia.org/wiki/Japanese_nationalism

SOURCE 6.73 Definition of Japanese nationalism

b What was nationalism initially developed to promote?

c What was it first used as a defence against?

d What was it later used in?

e As with source 6.65, this extract is from Wikipedia. Is Wikipedia a reliable source of information?

2 a What is source 6.74 and when was it published?

b Use this source and the chronology on page 259. Was this source published at the beginning or the end of the Russo–Japanese War?

c How is the Japanese nation presented here?

d Based on source 6.74, how might other world powers have viewed Japan?

e How does this source help us to understand Japanese nationalism?

SOURCE 6.74 The emperor of Japan presenting the 'colours' (used in battle to show the rallying point for troops and the commander's position) to Japanese regiments in the Russo–Japanese War; from the cover of the *Le Petit Journal*, Paris, 6 March 1904

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History challenges

Critical and creative thinking

Organise a trivia quiz. Base your questions on the sections on China in this chapter. Divide the class into four groups. Each group should be allocated one of the following sections:

- Chinese society in the mid-18th century
- Impact on Chinese society of contact with Europeans
- The Boxer Rebellion
- China's position from 1900.

Each person in the group develops two questions and answers. The group's questions are then pooled, ready for the trivia quiz. (Groups can't answer their own questions in the quiz.)

ICT

Do an internet search for China around 1900. Choose two items (images, texts or objects). What do they tell us about China around 1900?

Getting the message across

Source 6.76 shows a scene from the opening of the massive modern railway station in Tokyo on 18 December 1914. Design a poster for the opening of the railroad station asking Japanese citizens to attend as part of their national duty.

Figure it out

1. Use source 6.76. What happened to manufacturing output in Japan from the 1880s to 1919?
2. How useful is this source in investigating changes to Japan's economy from the 1880s to World War I?
3. Use source 6.76 to draw a bar graph. Put each period along the horizontal axis. On the vertical axis, use the scale 10 per cent equals 2 centimetres.

Year	Agriculture %	Manufacturing %
1887	42.5	13.6
1904	37.8	17.4
1911	35.5	20.3
1919	35.5	26.2

SOURCE 6.76 Net domestic production in Japan, 1887–1920

SOURCE 6.75 Opening of the railway station in Tokyo, 1914

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Intercultural understanding

Undertake research.

1 What is the meaning of the Japanese political slogan 'Sonnō jōi' ('Revere the Emperor, expel the Barbarians')?
2 Why were foreigners feared or hated?
3 What political slogan replaced 'Revere the Emperor, expel the Barbarians'?

Visual communication

1 Describe source 6.77 in detail. For example, how is Japan shown? Which country is Japan holding up? What are some of the other countries holding? Which country is kneeling? Which country is hiding behind Japan?
2 What do you think the cartoonist is trying to say?
3 Think of a title for this cartoon.

Talking points

Develop a trivia game. Divide the class into eight groups. Each group is allocated one section in this chapter. Each group then sets ten questions about their section. These can be written or visual. Each group asks their questions and the other groups write down their answers. (Groups do not answer their own questions.) Groups swap answers and call out the answers to their questions. The group with the most correct answers wins.

SOURCE 6.77 Cartoon about the Russo–Japanese War, 1904–05

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Section 3

Australians at war: World Wars I and II »

Lieutenant R Ramsay with two Australian nurses at the Cairo train station, c.1915. Five other Australian nurses are talking on the right.

World War I and Australia

A total of 26 000 000 people served in World War I (1914–18). Of the 8 000 000 who lost their lives, 1 000 000 were from the British Empire, including 60 000 Australians. For a country with a relatively small population—just over 5 000 000 at the end of the war—this was a significant sacrifice for Australia.

World War I had major impacts on Australian society. The new nation became divided over the issue of conscription, the status of women was temporarily raised, and the most powerful legend in the nation's history—that of the Anzac—emerged during the war.

Anzac legend

'Anzac' (or ANZAC) is an acronym for the Australia New Zealand Army Corps. It was created in the battle against Turkey in the Dardanelles, particularly in the disastrous 1915 Gallipoli campaign.

Out of this disaster was born the Anzac legend and national pride. The Anzacs have come to represent great courage, endurance, initiative, discipline and mateship. Such qualities are now seen as the Anzac spirit and are called upon in times of danger and hardship.

World War II and Australia

When Britain declared war on Nazi Germany on 3 September 1939, Australia immediately announced that it was also at war. During the years 1939 to 1941, Australian soldiers, sailors and airmen fought the enemy in Europe, Egypt, Libya, Syria, Lebanon, Greece and Crete. In 1942, Japanese troops advanced rapidly in Asia, capturing the British base of Singapore. This led to thousands of Australian soldiers becoming prisoners of war and a group of Australian nurses being mercilessly executed.

The threat of Japanese attack on Australia became a reality on 19 February 1942, with a devastating air raid on Darwin. On 31 May 1942 three Japanese midget submarines entered Sydney Harbour. Australian soldiers, in campaigns such as Kokoda to repel the Japanese, again demonstrated the Anzac spirit.

The end of World War II in 1945 was hastened by the dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki. In the aftermath of the war, the horrors of the Holocaust became known to the world. As a result of the war, Australia changed its foreign policy and turned to America rather than Britain as a main ally.

ACTIVITY

Explanation and communication

1 The photographs in sources S3.1 and S3.2 are examples of war memorials.
   a Describe the features of each memorial.
   b In what ways are the memorials similar?
2 Why are war memorials constructed?
3 In what other ways can we remember and honour those who died in war?

SOURCE S3.1 War Memorial, Kings Park, Western Australia

SOURCE S3.2 War Memorial, Caloundra, Queensland

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Chapter 7

World War I, 1914–18 »

Grace Cossington Smith, *Reinforcements: Troops Marching* (c.1917), oil on paper on hardboard, 23.7 x 21.5 cm, Art Gallery of NSW, purchased 1967, © Estate of Grace Cossington Smith

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the main causes of the war
- locate and sequence the places where Australians fought in the war
- explain why Australians enlisted to fight
- describe the nature of warfare during the Gallipoli campaign
- explain the outcome of the Gallipoli campaign
- outline and sequence the changing scope and nature of warfare
- using sources, investigate prisoners of war, a specific campaign, the role of women, and participation of Aboriginal and Torres Strait Islander peoples and a specific event/incident
- outline the Australian governments' control on the home front for each of the following: conscription, use of government propaganda, changing roles of women, enemy 'aliens' and wartime controls/censorship
- explain the impact of the war on returned soldiers/civilians
- explain how and why Australians have commemorated the war
- explain different perspectives on the ANZAC legend.

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Inquiry questions

1. What caused World War I?
2. Why did men enlist to fight in World War I?
3. Where did Australians fight and what was the nature of warfare during World War I? What was the Gallipoli campaign?
4. What was the impact of World War I on those involved?
5. What was the impact of World War I on Australia?
6. How did World War I affect the role of women?
7. What was the conscription debate?
8. How and why is World War I commemorated?
9. What is the Anzac legend?

Introduction

WORLD WAR I, also known as the Great War, was caused by both long-term and short-term factors. These included international tensions over trade, naval rivalries and colonial jealousies. International alliances complicated the situation even further. When the Archduke of Austria was assassinated in 1914, these factors led to the outbreak of the first 'world war'. Fighting occurred mainly on the Eastern, Western, Balkan and Italian fronts, and in Africa, Mesopotamia and Palestine. Australia joined Britain in the war in August 1914, as did other members of the British Empire. Australia experienced very high casualty rates. The war also had major impacts on the home front. This war birthed the Anzac legend.

World War I had numerous impacts on Australia. For contemporary Australians, one of the most striking in our landscape today is the existence of huge numbers of war memorials. These reflect the huge loss of life in individual Australian communities, and they attest to the fact that Australians lost their lives in foreign lands. These memorials stand in for missing remains of dead soldiers. The war is also remembered in art and literature, such as Kenneth Slessor's poem 'Beach burial'.

KEY TERMS

assassination	the murder of a public figure, often for political reasons
commemoration	honouring the memory of particular people or events
dreadnought	a large, fast battleship introduced at the beginning of the 20th century
enlist	to voluntarily join the armed forces
feminist	a person who supports equal rights and opportunities for women
homogeneous	being the same
intern	to lock up or put in prison
memorabilia	objects or written accounts that are kept because of their historical significance
moratorium	an agreed suspension of activity
pacifist	a person who opposes war and violence
propaganda	information that is spread to persuade the audience to believe a point of view
propagandist	a person who spreads a message that is designed to persuade the audience to believe a point of view
sap	to extend a tunnel or trench from within
stalemate	a situation in which neither opponent can advance or improve their position
ultimatum	a final demand or set of conditions issued by one party to another, the refusal of which may lead to retaliation

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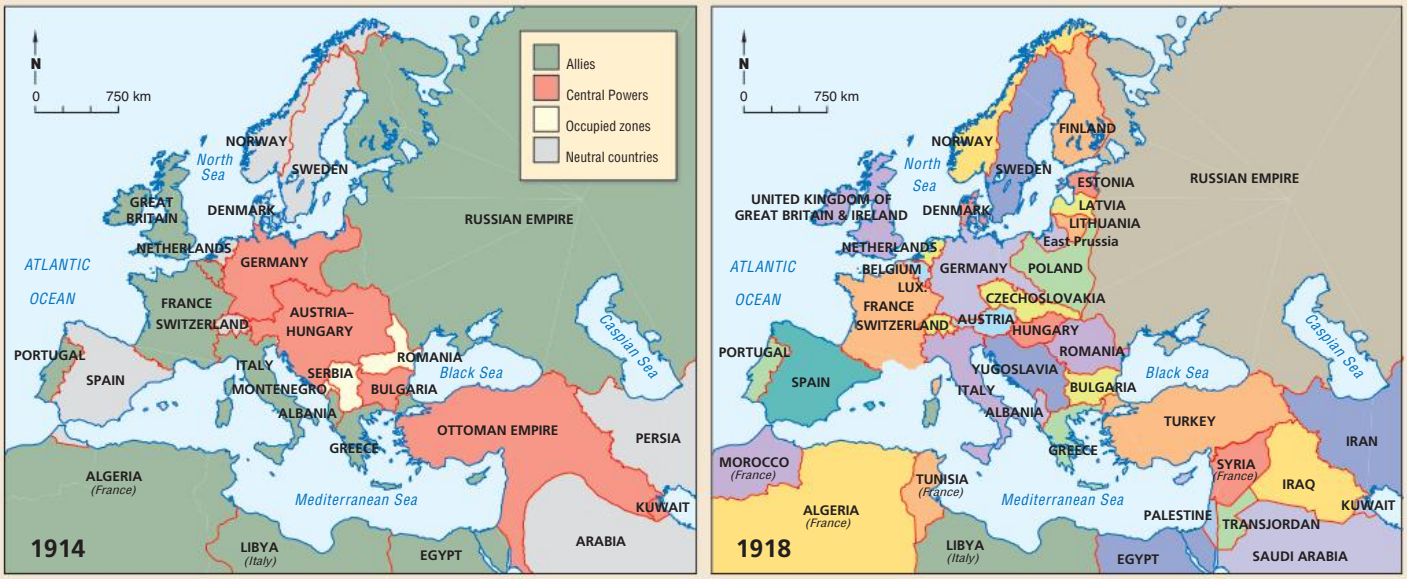
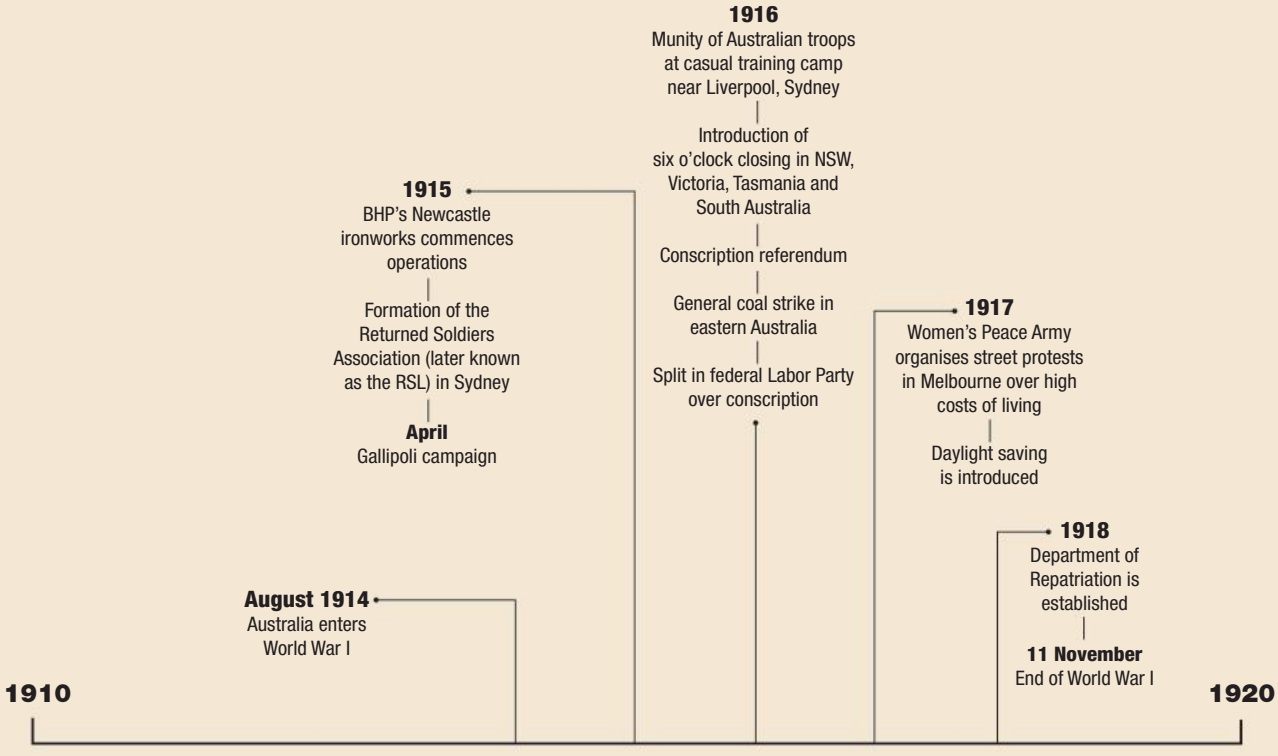
Europe in 1914 and in 1918



Timeline of key events



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Focus on history skills

SKILL 6

The analysis and use of sources

When using primary and secondary sources, considering their origin, purpose and context is important.

Origin

- Where did the source come from?
- Who made it?
- Is it the original?
- What is the evidence to establish the date it was created?
- What is the creator's background? Could this influence what is presented in the source?
- Is the source complete?

Purpose

- Why was the source created?
- Who was the original intended audience?
- What was the original intended purpose: to persuade, to inform, to entertain?

Context

- What events were happening at the time the source was created?
- What were the attitudes of the time?
- What has changed? What new knowledge is now available?
- What other sources are available from the same time?

Process and synthesise

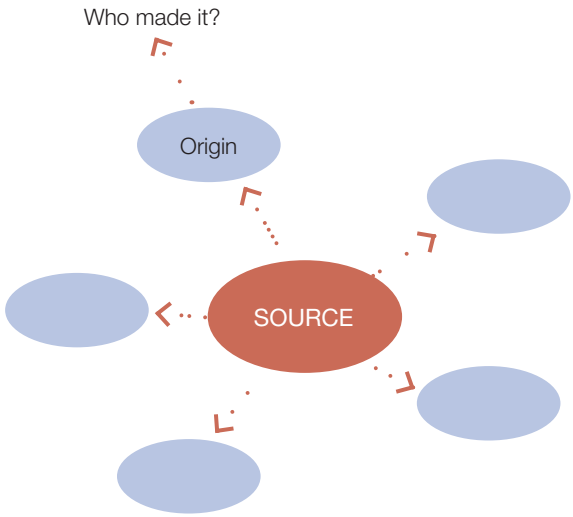
- How can the information be presented?
- Does the source show a trend?
- Can conclusions be drawn from the source?

Evaluate reliability and usefulness

- How reliable is the source?
- What does it tell us about different perspectives and past attitudes?

Focus on history skills activities

1. Copy the outline of the mind map in source H7.1. Complete it using the information about the analysis and use of sources.
2. Select a picture source from within this chapter. Use your mind map to analyse your chosen source.
3. Of all the information contained in your mind map, what do you think is the most important when analysing a source? Give reasons for your choice.



SOURCE H7.1 Mind map for thinking about sources

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We who see that the time has come for Australia to form a great nation simply say that the time has come for union ... We say that the time has come when there should be only peace and good will and agreement between these great colonies. Those who are against us must be in favour of distraction and turmoil and dissension ...

We seek to break down the barriers which have hitherto divided us. They, if they oppose us, must seek to keep us apart.

Seeing that we have at this moment a population of upwards of four million people ... we may say that the time has come when Australian people shall be one, henceforth and forever.

... But does this imply any disloyalty to the empire of which we are part? I contend that it means nothing of the sort ... We wish to be an Australian people and as such we wish to be the brightest jewel in the crown of the empire.

I shall not tonight attempt to point out the advantages that would flow from the federation of Australia. I would only point out the signs of the times. ... No power on earth can throw back the cause of the Australian federation ...

We seek no separation. We only seek to draw closer the bonds of true loyalty, and to continue to share in the rights and privileges that belong to every British subject. We seek a proud place undoubtedly, but it is the proud place of being equals of the best of the British nation and at the same time preserve our Australian identity.

We seek in the best way that is possible, by federated power, to master our own destinies and to win our own position in the world ... And in claiming that, we seek to give our interest an Australian colouring and character so that the name of 'Australian' shall not be eclipsed by the name of 'Englishman', or 'Scotsman' or 'Irishman' in any part of the world.

I have often wondered why any person could quarrel with us in this cause. We are making war on no one ... Our cause is the consolidation of Australian interests ... One people. One destiny.

Henry Parkes, 'One People, One Destiny' speech to the Federal Constitution Convention, March 1891, www.parkesfoundation.org.au/Parkessepeach.htm

SOURCE H7.2 Henry Parkes, 'One People, One Destiny' speech, March 1891

4 What questions need to be asked about the origin of this source? Write your questions and then answer them.

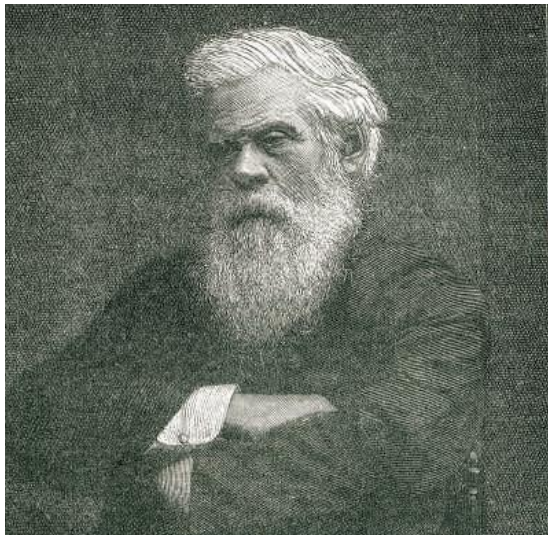
5 What do you think was the purpose of this source? Give reasons for your answer.

6 What do you need to know about the context of this source?

7 How might you use this source?

8 How would you test its reliability?

9 Choose another source from within this chapter and evaluate it in the same way.



SOURCE H7.3 Henry Parkes c. 1891

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Think, puzzle, explore

1. Draw a three-column table in your workbook.
2. Title the first column 'Think'. When you think about the causes of wars, what comes to mind? List your thoughts in this column.
3. Title the second column 'Puzzle'. In this column, list the questions you would like answered about Australia's involvement in World War I.
4. Title the third column 'Explore'. In this column, record how you might 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?
5. Discuss the answers as a class.

What caused World War I?

A number of factors contributed to the outbreak of World War I. The war was sparked by the **assassination** of the Archduke Franz Ferdinand in 1914 at Sarajevo, the capital of Bosnia Herzegovina.

But a number of long-term causes set the scene for war. They included nationalism, imperialism and militarism. (Nationalism and imperialism are treated in chapter 4.)

Chronology

1848	Pan Slav Congress promotes unity among Slavic groups to remove rule of the Austro–Hungarian and Ottoman empires; Pan-Slavism nationalist movement begins
1861	The Kingdom of Italy is established
1870–1	Franco–German War: German victory leads to the unification of Germany; loss of Alsace–Lorraine to Germany after settlement heightens French nationalism and generates hatred of Germans
1891–1914	Arms race between a number of European countries
1898–1912	Five German naval laws are passed to build up German navy to rival the British navy
1899–1902	Boer War—British victory over the Transvaal and Orange Free State; Germany opposes British tactics (including use of concentration camps)
1904	Russo–Japanese War over imperial conflicts; Japan defeats Russia Morocco is given to France by Britain; Moroccans, supported by Germany, seek independence
1906	Crisis over German attempts to stop France setting up a protectorate over Morocco; Britain and Russia support France
1908	Austria annexes Bosnia; undermines relations between Austro–Hungarian Empire and Russia
1912–13	Balkan Wars bring Ottoman Empire's 500-year rule in the Balkans to an end
1914	Austria–Hungary give an **ultimatum** to Serbia threatening a localised war; Russia supports Serbia
1914, 28 June	Archduke Franz Ferdinand and his wife, Sophie, Duchess of Hohenberg, are assassinated at Sarajevo by Gavrilo Princip, a Yugoslav nationalist involved with the Young Bosnia movement

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ACTIVITY 1

Comprehension: chronology, terms and concepts

1 Copy the following table into your workbook.

Nationalism	Imperialism	Militarism
1848, Pan-Slav movement begins in opposition to the rule of Austro-Hungarian and Ottoman empires		

2 Use the chronology. Decide which column heading each event fits under. Place the date and a description of the event in that column. One event is done for you.

3 Use the information in the column on nationalism. Write 100 words on the rise of nationalism in the 19th and early 20th centuries.

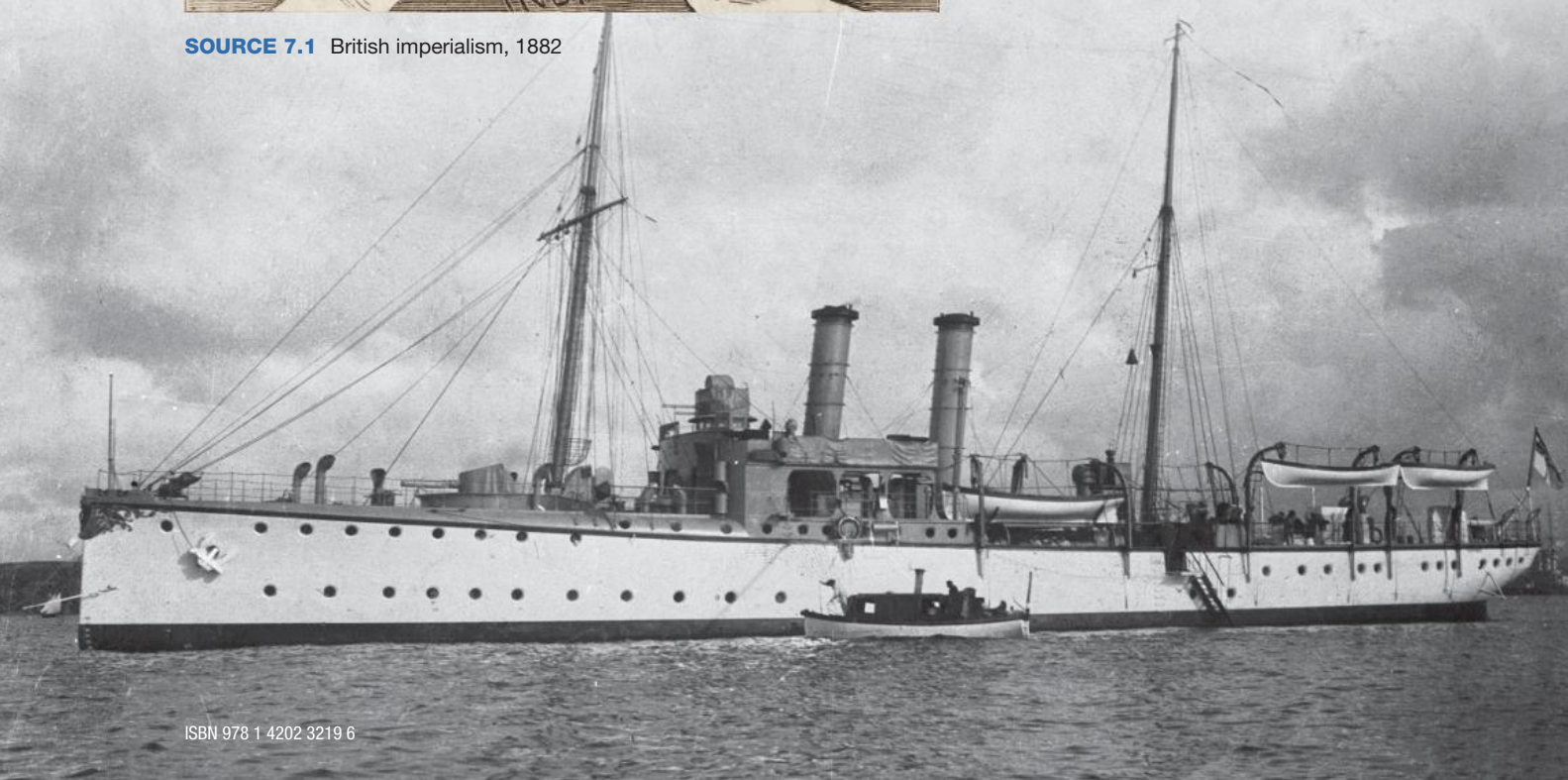
SOURCE 7.1 British imperialism, 1882

Rule, Britannia!
Britannia, rule the waves.
Britons never, never,
never shall be slaves.

'Rule Britannia', 1740,
written by James Thomson (1700–48),
set to music by Thomas Arne in 1740

SOURCE 7.2 Rule Britannia

SOURCE 7.3 German gunboat, *The Panther*, Agadir (Morocco), 1911, at the time that the French–German agreements of Algeciras over Morocco were being contested



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ACTIVITY 2

Analysis and use of sources

1 a What is source 7.1? How is Britain depicted?
  b Does this image relate mainly to British nationalism, imperialism or militarism? Why?
2 a What is source 7.2?
  b How does this source relate to imperialism?
  c How does this source relate to nationalism?
3 a What is source 7.3 and when was it created?
  b How would a German nationalist have reacted to this source?
  c How would a French nationalist have reacted to this source?
4 a What was happening between 1891 and 1914 in Europe?
  b How does this relate to source 7.4?
  c How could you link source 7.4 with militarism and imperialism?
5 a What is source 7.5 and when was it produced?
  b What had Germany conquered?
  c What did the Kaiser see as his task?
  d Where did he see Germany's future lying?
  e Does this source support the view that the Kaiser was for militarism?
  f What do you think was the purpose of this source at the time?

In spite of the fact that we have no such fleet as we should have, we have conquered for ourselves a place in the sun [that is, began to build an empire, in Africa and New Guinea]. It will now be my task to see to it that this place in the sun shall remain our undisputed possession, in order that the sun's rays may fall fruitfully upon our activity and trade in foreign parts, that our industry and agriculture may develop within the state and our sailing sports upon the water, for our future lies upon the water. The more Germans go out upon the waters, whether it be in races or regattas, whether it be in journeys across the ocean, or in the service of the battle flag, so much the better it will be for us.

Kaiser Wilhelm II, quoted in C. Gauss, *The German Kaiser as Shown in His Public Utterances*, Charles Scribner & Sons, New York, 1915, p. 181

SOURCE 7.5 Kaiser Wilhelm II, speech to the North German Regatta Association, 1901

	Country	Number
Triple Entente	Russia	4
	France	10
	Britain	20
Triple Alliance	Austria–Hungary	4
	Italy	6
	Germany	13

SOURCE 7.6 Number of dreadnoughts, 1914, built by Alliance powers.

(This figure does not include many other vessels; for example, Britain had 55 battleships and 191 destroyers; Germany had 33 battleships and 123 destroyers.)

SOURCE 7.4 Biermeister and Wain steel forge, 1885; painted by Peder Severin Kroyer

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6 **a** What is source 7.6?

b What does it tell us about military alliances in Europe around the outbreak of World War I?

c Use the chronology and other sources in this section. What events helped to shape these alliances?

7 **a** Who wrote source 7.7 and when was it published?

b Does this source support or contradict the following statement. Explain your answer.

> 'The white man's burden' was about superior white people being sent to new parts of white empires to civilise the inferior inhabitants of colonised countries.

8 **a** What is source 7.8 and when was it created?

b In what way is this source an example of 'the white man's burden'?

c What do you think was the purpose of the source at the time?

Take up the White Man's burden—
Send forth the best ye breed—
Go send your sons to exile
To serve your captives' need
To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child

Rudyard Kipling, 'The white man's burden: The United States and the Philippine Islands, 1899', in *Rudyard Kipling's Verse: Definitive Edition*, Doubleday, New York, 1929

SOURCE 7.7 'The white man's burden', Rudyard Kipling, 1899

Explanation and communication

Use sources 7.1 to 7.8 to fill in the mind map in source 7.9.

1 Complete the heading for each cause of World War I.

2 Indicate which source relates to what cause. (A source may fit into more than one cause.)

3 Note a key part of the source that relates to the cause of the war.

SOURCE 7.8 Two missionaries leave for an excursion in the Congo, c. 1912

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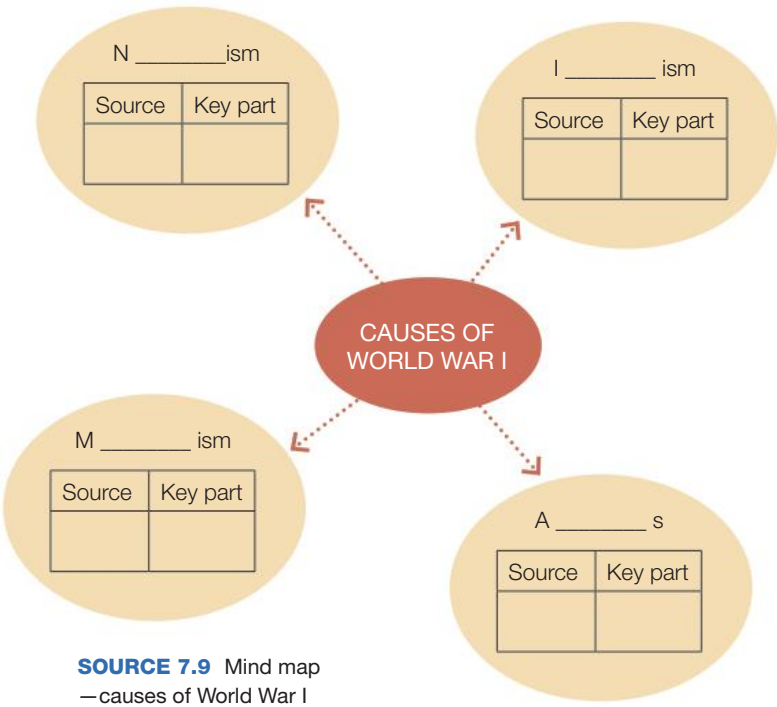

SOURCE 7.9 Mind map —causes of World War I

Attitudes towards war

People's attitudes towards war range across a spectrum. At one end, **pacifists** oppose the use of violence to settle conflicts. At the other end, chauvinists support extreme patriotism and welcome war.

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
'Forward, the Light Brigade!'
'Charge for the guns!' he said:
Into the valley of Death
Rode the six hundred.

'Forward, the Light Brigade!'
Was there a man dismay'd?
Not tho' the soldier knew
Someone had blunder'd:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die:
Into the valley of Death
Rode the six hundred.
…

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honor the charge they made,
Honor the Light Brigade,
Noble six hundred.

Poems of Alfred Tennyson, JE Tilton & Co., Boston, 1870

SOURCE 7.10 'Charge of the Light Brigade', 1854, by Alfred, Lord Tennyson (1809–92); British poet laureate for most of Queen Victoria's reign

ACTIVITY 3

Perspectives and interpretations

1 a What is source 7.10? Who wrote it and when?
  b When was Tennyson born and what did he do?
  c Choose two lines of the poem that tell us that the soldiers were doomed to be killed.
  d Which line indicates that soldiers had to obey orders without question?
  e What did the dead soldiers gain?
  f What does Tennyson ask us to do?
  g What is Tennyson's attitude to war? Explain.
2 a What is source 7.11? Who wrote it and when?
  b When was Owen born and what did he do?
  c Does Owen see soldiers dying as heroes? Explain.
  d In Owen's poem, what two things marked their deaths?

What passing-bells for these who die as cattle
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons [funeral prayers].
No mockeries now for them; no prayers nor [church] bells;
Nor any voice of mourning save the choirs,—
The shrill, demented choirs of wailing shells…

Jon Stallworthy (ed.), *The Complete Poems and Fragments of Wilfred Owen*, Chatto & Windus, 1983

SOURCE 7.11 'Anthem for doomed youth', 1917, by Wilfred Owen (1893–1918), poet and soldier, killed in action in World War I

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e A mockery is something that is silly or insulting. For Owen, why would prayers or church bells mock the death of soldiers in World War I?

f Is Owen for or against war? Explain.

3 a If Tennyson had been alive during World War I, how would he have responded to Owen's poem?

b How would have Owen have responded to Tennyson's poem?

Why did men enlist to fight in World War I?

Two months after World War I broke out, the Australian prime minister, Andrew Fisher, announced 'We will support Britain to the last man and the last shilling'. The following sources give reasons for **enlisting**.

> I think then, my motive was the call of adventure plus a dim pride in my British heritage coupled with the fact that any decent able-bodied man was 'doing his bit'.
>
> JNI Dawes and LL Robson, *Citizen to Soldier: Australia before the Great War*, Melbourne University Press, Carlton, 1977

SOURCE 7.12

> My motives for enlisting were more or less a combination of patriotism, the call of high adventure and a desire to see the world. I put patriotism first because I think it was really the strongest of all my feelings.
>
> JNI Dawes and LL Robson, *Citizen to Soldier: Australia before the Great War*, Melbourne University Press, Carlton, 1977

SOURCE 7.13

> I may say that I was not influenced very much by patriotic feelings, but merely by the fact that my friends and relations were fighting, or were going to.
>
> JNI Dawes and LL Robson, *Citizen to Soldier: Australia before the Great War*, Melbourne University Press, Carlton, 1977

SOURCE 7.14

ACTIVITY 4

Analysis and use of sources

1 From source 7.12, what reasons are given for joining up?

2 From source 7.13, what reasons are given for joining up?

3 From source 7.14, what reasons are given for joining up?

4 Look at the table below. If a source provides evidence to support the reason given for joining up, write 'Yes' in that column. If evidence conflicts with the reason, write 'No'. If no evidence exists to say either yes or no, write 'No evidence'.

Reason for joining up	Sources		
	7.12	7.13	7.14
Patriotism			
Wanting adventure			
Because others were			
A desire to see the world			
Excitement about the war			
To help Britain			
Desire to see the war finish quickly			

Australia's involvement in World War I produced feelings of patriotism and nationalism on the home front. **Propaganda** played on these feelings to get young men to enlist and to persuade people to vote 'yes' in the 1916 and 1917 referenda on conscription held by the government of William (Billy) Hughes. Sources 7.15 and 7.17 are examples of propaganda posters.

ACTIVITY 5

Analysis and use of sources

1 a Use source 7.15 (overleaf). Who is this poster appealing to?

b What things will recruits do together? Why do you think 'together' was emphasised? What part of the Australian image is this appealing to?

c What emotion is this poster playing on? Why?

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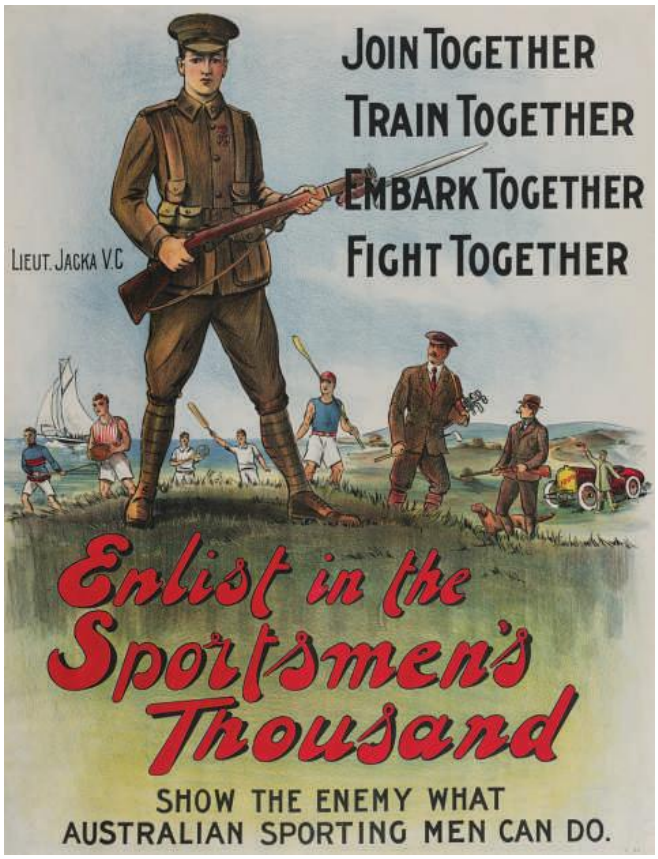

SOURCE 7.15 'Enlist in the Sportmen's Thousand', 1917, by the Sportsmen's Committee, State Parliamentary Recruiting Committee

SOURCE 7.16 Cartoonist Samuel Garnet Well's caricature of WM 'Billy' Hughes, c. 1920s

SOURCE 7.17 'Were you there then?', 1916

2 **a** Use source 7.17. Why has the artist used a woman in the poster?

b Why do you think the Australian flag is shot through with holes?

c Who is this poster appealing to?

d How is this poster supposed to make male viewers feel?

Where did Australians fight and what was the nature of warfare during World War I?

Where Australians fought

Although service in the Australian defence forces was voluntary, 40 per cent of men aged between 18 and 45 enlisted in the armed services. At the start of the war (August 1914), many believed it would be 'all over by Christmas'. This was not to be. By 1918, at the end of the war, 331 781

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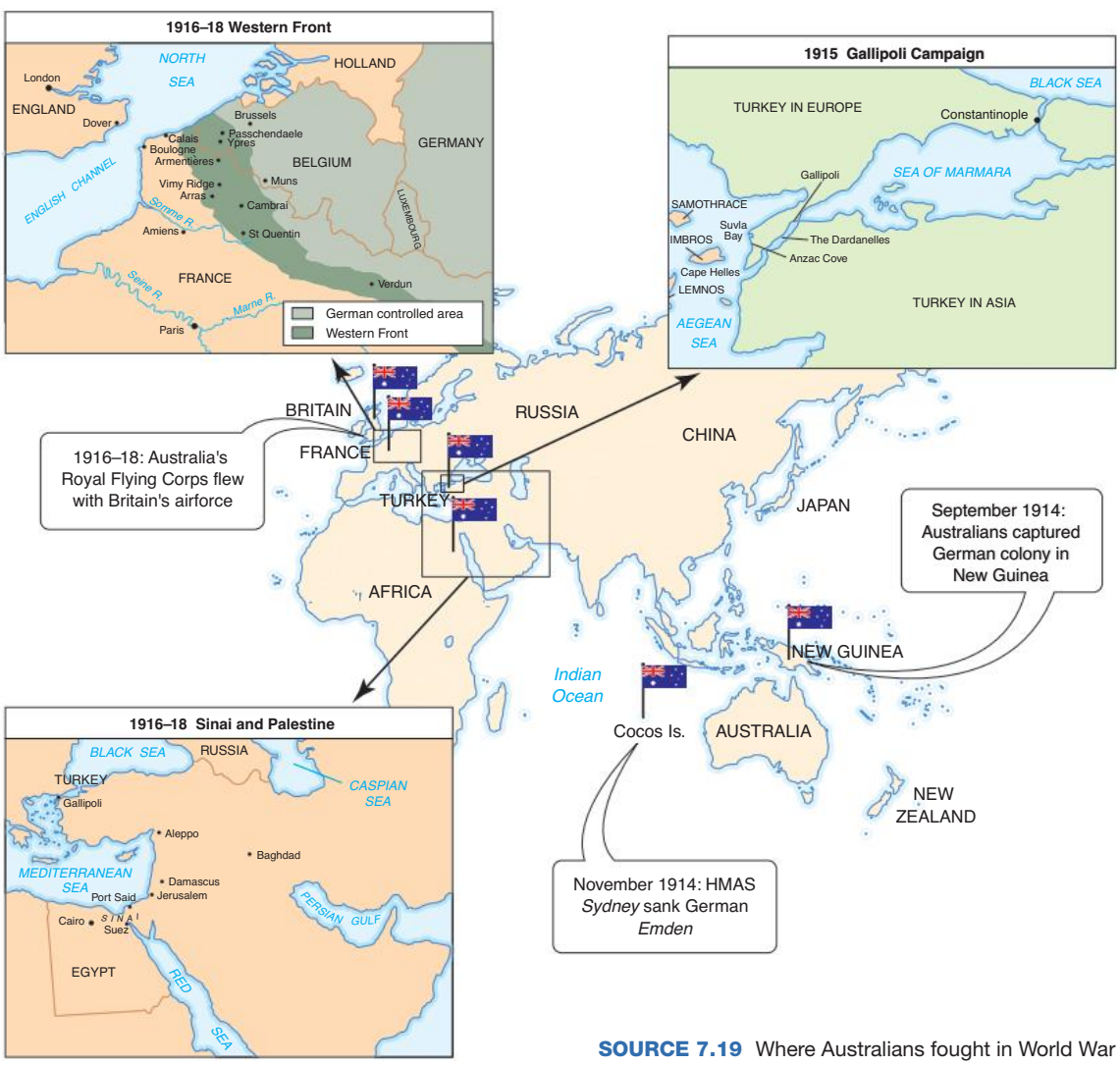
Australian troops had served overseas. Of these, 59 342 had been killed and 152 171 wounded.

Australian troops served mainly in Turkey, the Middle East and on the Western Front (France), as detailed in sources 7.18 and 7.19. The first shot fired by Australians in World War I occurred in Port Phillip, Victoria, to prevent the German merchant ship SS Pfalz leaving.

When	Where	Details
September 1914	German New Guinea	Naval forces and 2000 troops captured German New Guinea
9 November 1914	Indian Ocean near Cocos Islands	HMAS *Sydney* sinks the German cruiser *Emden*
25 April – 20 December 1915	Gallipoli Peninsula, Turkey	The British plan was to gain control of the Dardanelles (a narrow strip of water). Australian and New Zealand (Anzac) soldiers, after training in Egypt, were part of a combined force.
1916–18	Sinai, Palestine	The Australian Imperial Force (AIF) helped gain control of territory in the Middle East
1916–18	Western Front, France	The AIF fought in major battles including the Somme and Ypres (very high casualties); Australia's Royal Flying Corps were also involved—the first time aircraft were used in a war.

SOURCE 7.18 Details of where and when Australians fought in World War I



SOURCE 7.19 Where Australians fought in World War I

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ACTIVITY 6

Analysis and use of sources

1 Use source 7.18. On what dates did the following occur?
   - a *Sydney* sinks *Emden*
   - b Australian troops capture German New Guinea
   - c Anzacs land at Gallipoli.

2 Copy the map of the Western Front in source 7.19 and mark in these places: Vimy Ridge, River Somme, Passchendaele, Verdun and Ypres.

3 Sources 7.18 and 7.19 provide the same information about where Australians fought yet are presented differently. Which source do you prefer? Why?

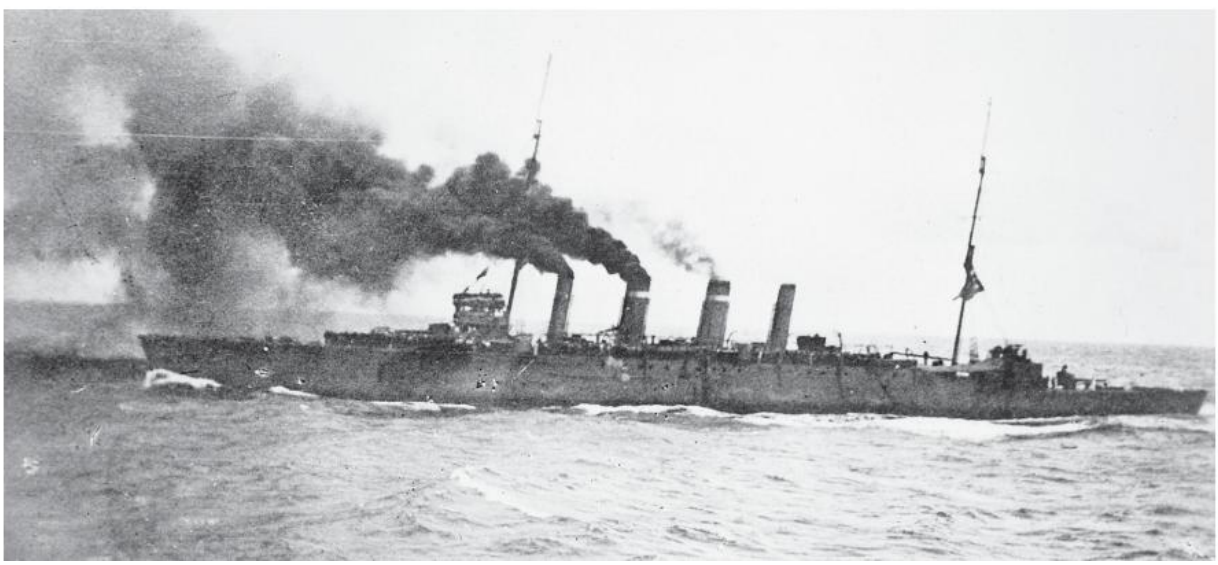
The nature of warfare during World War I

Australian troops gained a reputation for being gallant fighters, sticking by their mates and having little respect for those in authority. World War I was the first 'modern' war in which new technology such as machine guns, tanks, poisonous gas and aircraft were used for the first time.

Much of the war was fought in trenches over the same piece of ground with little movement. Casualties on all sides were very high. Compared with other members of the British Empire, Australia's battle casualties (as a percentage of the number of troops) were among the highest. This was partly due to British commanders using Australian troops in the frontline.

Sources 7.20 to 7.26 provide further evidence of Australia's involvement in World War I and how battles were fought. Later in this chapter we undertake a detailed inquiry into the Gallipoli campaign.

SOURCE 7.21 Australian Light Horse, Gallipoli, 1915



SOURCE 7.20 HMAS *Sydney*, 1914

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SOURCE 7.22 The main street of Pozières, France, before World War I (left) and in 1916 (right)

SOURCE 7.23 Messines, Belgium, Western Front, 1917

SOURCE 7.24 Gallipoli, 1915

SOURCE 7.25 Ypres, Western Front, 1917

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SOURCE 7.26 Australian nurses in Egypt, 1915

ACTIVITY 7

Analysis and use of sources

1 Complete this table.

Source	What is shown in this source?	How and why is this source useful to historians studying World War I?
7.20		
7.21		
7.22		
7.23		
7.24		
7.25		
7.26		

2 Name three new weapons used in World War I.

3 What evidence is contained in sources 7.20 to 7.25 to support the statement: 'World War I was the first "modern" war in which new technology such as machine guns, tanks, poisonous gas, and aircraft were used for the first time. Much of the war was fought in trenches'?

Perspectives and interpretations

Sources 7.21 and 7.23 to 7.26 are 'official' photographs.

1 Who would have taken them?

2 What would have been the purpose of these photographs?

3 Choose one of the sources from 7.20 to 7.26. Write a caption for the image from a German perspective. Then write a caption from an Australian perspective.

Empathetic understanding

Here is an extract from a letter written by an unknown German soldier on the Western Front in 1916.

> *We have now been two days in the front trenches ... we sit day and night ... we have already lost about 50 men in two days, 6 killed and the rest wounded ... I have given up hope of life ...*

1 Using this extract and source 7.25, describe how you would have felt fighting on the Western Front.

Explanation and communication

1 Find definitions of the following terms: '**stalemate**', 'war of attrition', 'deadlock'. Use these, and your summaries from your answers to question 2 in the 'Research' activity below, to write a report entitled 'Attempts to break the stalemate on the Western Front'.

Research

1 Locate three sources of information (such as books and websites) that would assist you to investigate places Australians fought at during World War I.

2 Research information and summarise these topics:

- **a** trench warfare
- **b** Battle of the Somme
- **c** tanks and World War I
- **d** gas and World War I
- **e** artillery used during World War I.

ICT

1 Use the Australian War Memorial collection database to find records of Australians fighting in World War I. Obtain the web address from your digital support. How would you narrow your search to find photographs and private records?

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What was the Gallipoli campaign?

Background

Australia, being part of the British Empire, fought on the side of the Triple Entente (Britain, France and Russia) and received its orders from the British High Command. Early in January 1915, Russia made a request to Britain for help.

The British High Command devised a plan that would help Russia to take control on the Eastern Front and lead to the capture of the Turkish capital of Constantinople (known today as Istanbul). The plan involved British, French, Indian, Australian and New Zealand forces. The last two countries would become linked together as the Australian and New Zealand Army Corps (Anzac). Their landing on the Gallipoli Peninsula on 25 April 1915 became a significant event in their histories.

The original aim of the Gallipoli campaign involved gaining control of the strait known as the Dardanelles (source 7.27) by British navy bombardment of Turkish forts on the Gallipoli Peninsula. This was important because:

- Russia's only all-weather ports in the Black Sea were entered from the Sea of Marmara, via the Dardanelles. While Turkey controlled the Dardanelles, Russia had limited movement of shipping. This meant supplies of Russian grain and oil could not be shipped to Great Britain and France, and Russia could not receive supplies of ammunition from its allies.

SOURCE 7.27 Location of the Gallipoli campaign

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- Without control of the Dardanelles, the Entente powers could not move troops quickly to and from the Eastern Front.
- Control of the Dardanelles and the capture of Constantinople would break the deadlock on the Eastern Front, meaning Entente troops could then concentrate on defeating Germany on the Western Front.
- Britain and France felt it was necessary to help Russia to repay it for supporting the Triple Entente in August 1914. They could not afford to see Russia collapse or lose it as an ally.

In 1906, the British General Staff had considered a similar idea but decided it was too risky. Nine years later, the First Lord of the Admiralty, Winston Churchill, disregarded this risk and convinced members of the British government and General Staff to accept the plan to undertake a mainly naval attack on Turkish forts on the Gallipoli Peninsula. This acceptance occurred on 28 January 1915.

In March, Lord Kitchener, after consulting Sir Ian Hamilton, modified the plan to include the landing of a large army. Thus, according to CEW Bean, the official war historian, 'the tragedy of Gallipoli was born'.[1] The noted Australian historian Manning Clark stated 'It was a plan for romantics, a plan for those who believed a rich prize outweighed the suffering, cruelty, and losses'.[2]

The campaign begins

On 1 April 1915, troops of the Australian Imperial Forces (AIF) who were based and training in Egypt had their leave cancelled. Two days later they were moved to the supposedly secret location of Lemnos. The campaign's aim was to land British and French soldiers at Cape Helles and have them capture the Achi Baba range.

Australian and New Zealand soldiers were to land near Gaba Tepe and then capture Hill 971 on Sari Bair. The landing of the Anzacs was timed to be just before dawn. It was expected these two highpoints would be captured on the first day.

At 4.30 am on 25 April 1915 the first Anzacs came ashore at Ari Burnu (later renamed Anzac Cove), over 1 kilometre north of the intended landing site. In the dark, British seamen had miscalculated the current of the ocean and position. The 16 000 men in this first wave were faced with steep cliffs and deadly fire from Turkish guns. At the end of the first day they had advanced between 500 and 900 metres inland at a cost of 2000 casualties.

Generals Birdwood and Bridges considered evacuating immediately. But General Hamilton refused and ordered the Anzacs to 'dig yourselves right in and stick it out'.[3] Sources 7.28, 7.29, 7.30 and 7.32 (page 288) are original photographs showing

SOURCE 7.28 Anzacs landing at Anzac Cove, taken 11 am on 25 April 1915

1 CEW Bean, *Official History of Australia in the War of 1914–1918*, vol. 1, Angus & Robertson, Sydney, 1921, p. 201
2 Manning Clark, *A Short History of Australia*, Heinemann, London, 1964, p. 206
3 CEW Bean, *Anzac to Amiens*, Australian War Memorial, Canberra, 1946, p. 112

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SOURCE 7.29 Anzacs landing at Anzac Cove, taken on the morning of 25 April 1915

SOURCE 7.30 Anzacs in trenches on Gallipoli Peninsula, taken on 25 April 1915

aspects of the Anzac campaign. Source 7.33 is an oil painting of the beach at Anzac Cove. Source 7.34 comes from CEW Bean's official history.

Charles Bean, usually referred to as CEW Bean, was Australia's official war correspondent during World War I. He was present at the landing on 25 April 1915 and accompanied the AIF throughout the remainder of the war.

From 1921 to 1942, Bean was appointed editor of the 12-volume *Official History of Australia in the War of 1914–1918*. He wrote six of the volumes and is credited with creating the 'Anzac legend' (see the section on the Anzac legend later in this chapter). Bean was a strong supporter for the establishment of the Australian War Memorial in Canberra.

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SOURCE 7.31 Charles Edwin Woodrow Bean (1879–1968)

SOURCE 7.32 Bodies of Anzacs killed on Gallipoli Peninsula, May 1915

SOURCE 7.33 *The Beach at Anzac*, painted by Frank Crozier in 1919

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By 2.35 a.m. the rowing-boats were full, and dropped back in long strings behind the battleships. At 2.53, the moon now being very low, the ships moved slowly ahead, towing the boats behind them ... At 3.30 the battleships stopped, and the order was given to the tows to go ahead and land ...

There was some difficulty in getting into line. The night was so black that it was often impossible to see the next tow either side, much more the whole line of them. Some of the tows appear to have sandwiched themselves into a wrong place in the line. But there could be no waiting or indecision ...

Half an hour after the ships had been left, the first faint signs of dawn began to show ... Every brain in the boats was throbbing with the intense anxiety of the moment: 'Will the landing be a surprise, or have we been seen?' ... The naval officer in charge of the right-hand tow was to have given direction, but it was too dark to see at times ... The naval officer in the southernmost found that the whole line, except the tow next to him, was heading for a different part of the shore ...

The voice of Commander Dix broke the silence. 'Tell the colonel,' he shouted, 'that the dam' fools have taken us a mile too far north.'

Just then—at 4.29 a.m.—on the summit of another and rather lower knoll a thousand yards south there flashed a bright yellow light ... There was deathlike silence for a moment ... From the top of Ari Burnu a rifle flashed. A bullet whizzed overhead and plunged into the sea ... They were discovered ...

The rowing-boats with the troops were paddling the last short space to the land ... It was at 4.30 a.m. on Sunday, April 25th ... that the Australians landed at Ari Burnu ... They raced across the sand, the bullets striking sparks at their feet, and flung themselves down, as instructed, in the shelter of a sandy bank ...

The fire was increasing fast. A machine-gun was barking from some fold in the dark steeps north of the knoll ... The seaman who, as if he had been landing a pleasure party, was handing Captain Butler his satchel out of the boat, fell back shot through the head ... bullet after bullet was splintering the boats or thudding into their crowded freight. Every now and then a man slid to the bottom of the boat with a sharp moan or low gurgling cry ...

The men were ashore and mostly alive, but the place was clearly the wrong one. Anyone who depended upon a set plan for the next move was completely bewildered ... Some officers thought that the knoll of Ari Burnu as Gaba Tepe itself. A high rugged slope pressed down on to the beach. A fierce rifle-fire swept over the men ... a rough line about six companies strong began the difficult ascent ... they were faced by a steep bank as high as the wall of a room ... As they climbed higher towards the plateau, the sides became steeper and steeper...

The first men were now reaching the plateau ... from there a heavy fire still met the Australians appearing over the rim of the plateau.

CEW Bean, 'Volume 1—The Story of ANZAC from the outbreak of war to the end of the first phase of the Gallipoli Campaign', *The Official History of Australia in the War of 1914–1918*, 9th edn, 1939

SOURCE 7.34 Extracts from 'Volume 1—The Story of ANZAC' of CEW Bean's official history, first published in 1921 and later revised

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 What do the letters of 'Anzac' stand for?

2 Explain the decision of the British to provide assistance to Russia.

3 Who convinced the British to attack the Gallipoli Peninsula?

4 Sequence the following events in correct chronological order:

- General Hamilton orders the Anzacs to 'dig yourselves right in'
- first Anzacs land at Ari Burnu
- Russia asks Britain for assistance
- Anzacs are moved to Lemnos
- Churchill's plan to attack Gallipoli is accepted.

5 Who was Charles Bean?

6 How did the Anzacs being landed at the wrong place affect the success of the Gallipoli campaign? Explain.

Analysis and use of sources

1 How can source 7.27 be used to support the view that the Gallipoli campaign was risky?

2 Why is source 7.28 useful to historians investigating the landing at Gallipoli?

3 What is happening in source 7.29?

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4 How does the content of source 7.30 help you to understand the landing at Gallipoli?

5 What is shown in source 7.32? How does it help our understanding of the Anzac landing?

6 Source 7.32 is a primary source (made at the time of the event) and source 7.33 is a secondary source (an interpretation of an event made at a later time). How accurate and useful is source 7.33 to historians studying the Gallipoli campaign?

7 a What is the origin of source 7.34?
  b What is its content?
  c What is the purpose of source 7.34?

8 What is fact and what is opinion in source 7.34?

9 What care should historians take when using source 7.34 to draw conclusions about the Gallipoli landing?

10 How do sources 7.28 to 7.32 support the content of source 7.34?

Perspectives and interpretations

1 Manning Clark said this about the Gallipoli campaign: 'It was a plan for romantics, a plan for those who believed a rich prize outweighed the suffering, cruelty, and losses'. What do you think he meant by this?

2 CEW Bean wrote the official history of Australia's involvement in World War I. How would an 'official' history be different from an unofficial history?

3 Newspaper reports of the landing at Gallipoli included photographs like the scene shown in source 7.33 but not source 7.32. Why would have this have occurred?

4 How would a Turkish perspective of the Anzac landing be different from the preceding perspective presented?

5 CEW Bean wrote: 'Every brain in the boats was throbbing with the intense anxiety of the moment: "Will the landing be a surprise, or have we been seen?"' If you had been an Anzac making the landing on 25 April 1915, what would have gone through your mind?

Explanation and communication

1 Write a paragraph that could be used as caption for source 7.29 that summarises the landing at Anzac Cove.

2 Prepare a two-minute speech that explains the background to the Gallipoli campaign.

3 You will notice that the sections headed 'Background' and 'The campaign begins' include footnotes with references for sources used as evidence to support the point of view in the text. Using the knowledge and understanding you have gained about the early part of the Gallipoli campaign, write a one-page description of the landing of the Anzacs at Gallipoli. Use sources to support your ideas and include at least four footnotes.

Research

1 Locate and list five sources of information on the Anzac landing at Gallipoli.

2 Locate information on each of the following personalities and write a quarter-page report on each:
  a General I Hamilton
  b Lord Kitchener
  c Winston Churchill
  d General W Birdwood
  e Mustafa Kemal.

3 Contact your local RSL sub-branch and ask if they have a library or collection of **memorabilia** related to the Anzac landing at Gallipoli. They might have the 12 volumes of the *Official History of Australia in the War of 1914–1918* that you could examine.

ICT

1 Most word-processing software has the ability to create footnotes. You might have noticed the footnotes at the bottom of page 286. To create footnotes in Microsoft Word, do the following:
  - In Print Layout View, click in the text where you want to insert the footnote.
  - On the Insert ribbon, select Footnote. (In some versions of Word you may need to select References and then Footnote.)
  - In the pop-up box, select Footnotes. (You may need to click on the arrow in the bottom right of the Footnotes area to get this pop-up box to appear.)
  - Under Numbering, select the option you want.
  - Word inserts the note number in the text and places the cursor next to the note number at the end of the page.
  - Type the details of your source reference.
  - Type your answer to question 3 in the preceding 'Explanation and communication' activity using a word-processor and the footnote feature, and then print your final copy.

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A disastrous campaign

The Gallipoli campaign quickly turned into a stalemate. Attacks and counter-attacks were made on both sides. These usually involved heavy losses. In one attack in May 1915, 1000 Australians and New Zealanders died in one hour. It was not unusual for the Anzacs and the Turks to call ceasefires to let the dead be buried.

Fighting in June and July mainly involved trench warfare. Anzacs tunnelled and **sapped**, and periscope rifles were developed to avoid snipers (see source 7.24). Both sides made mortars and crude bombs from jam tins and used shell cases (see source 7.35).

The Turks were led by Mustafa Kemal, known as Atatürk, and they outdid the Allied troops throughout the assault. Lord Kitchener, secretary of state for war, inspected Gallipoli in November. A decision was made to evacuate, and troops were withdrawn in December 1915 and January 1916.

ACTIVITY 9

Explanation and communication

1 In two to three sentences, give your view of the performance of the Allied troops at Gallipoli as a military campaign.

ICT

The Gallipoli campaign

In your digital support, you will find links to information and sources on:

- battles at Gallipoli from May to December, including the attack on The Nek
- weapons
- food rations
- health of the Anzacs
- virtual site study.

Which source was most useful for providing information on each of the preceding points?

What was the impact of World War I on Australia?

While Australian soldiers and nurses were overseas, life at home was changing as a result of the war. In 1914, most Australians were united in support of involvement in the war. But two years later, the country was divided over the issue of conscription.

The traditional role of women was also affected by the war. With many men fighting overseas, women were given opportunities to work in areas usually seen as male-only.

SOURCE 7.35 Two soldiers cutting up barbed wire for jam-tin bombs, Gallipoli, 1915

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This did not mean that women were treated equally. For example, the weekly wage for a male teacher was the equivalent of between $3.00 and $4.60, whereas a female doing the same job earned $1.15 to $1.90.

Fear of migrants of German background and hatred of 'the Hun' led to the **internment** of 'enemy aliens'. People with German-sounding names changed them to sound more English.

For Indigenous Australians, little changed. A number of Aboriginal people enlisted in the AIF. But those who remained at home continued to be dispossessed.

Australian economy and society during World War I

Australians faced a number of issues during World War I. Four political issues, among others, were:

- internal divisions within the union movement
- the employment of non-European labour
- the influence of the 'Wobblies' (International Workers of the World)
- conscription.

Work conditions were also a major issue. This was especially so in areas such as the coal industry in which both conditions and industrial relations were bad. Poor economic conditions were to contribute to deterioration of these circumstances. But economic conditions also generated their own set of issues.

Chronology

1914	Australia enters World War I
	War Precautions Act gives federal government extra powers
1915	BHP steelworks begins operation at Newcastle
	The Returned Soldiers' Association (later to become the RSL) is formed
	WM (Billy) Hughes becomes prime minister
1916	(3 July) Conscription debate begins
	Split in federal Labor Party
	(28 October) First referendum on conscription is defeated
	6 o'clock closing for hotels is introduced
	NSW Aboriginal Protection Board given power to remove Aboriginal children from their parents
	Prices Adjustment Board is created to control rising prices
1917	Daylight saving is introduced
	General strike by workers
	Women's Peace Army organises protest over high cost of living
	(20 December) Second referendum on conscription is defeated
1918	Department of Repatriation is established
	The Country Party is formed
	Women's Legal Status Act is passed in NSW
	(11 November) World War I ends

Year	Metals and coal	Agricultural produce	Dairy produce	Groceries	Meat	Building materials	All groups
July 1914	1000	1000	1000	1000	1000	1000	1000
1915	1166	2024	1272	1098	1502	1164	1406
1916	1539	1130	1235	1266	1551	1361	1318
1917	1919	1084	1181	1302	1480	1722	1456
1918	2197	1351	1210	1378	1469	2448	1695
1919	1930	1858	1373	1469	1448	2602	1801

Note: The prices are given as an index number, with the prices shown for July 1914, a month before declaration of the war, taken as the base

Ernest Scott, Volume 11—Australia During the War, *Official History of Australia in the War of 1914–1918*, 9th edn, 1941, p. 634

SOURCE 7.36 Australian prices changes, 1914–19

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Year	$
1914	5.56
1915	5.65
1916	6.07
1917	6.42
1918	6.64
1919	7.49

Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, 1987, p. 155

SOURCE 7.37 Australian minimum weekly wage for men, 1914–19

Year	%
1891 (1890s depression)	9.3
1896	10.8
1901	6.6
1910	5.6
1914	8.3
1915	9.3
1916	5.8
1917	7.1
1918	5.8
1919	6.6

Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, 1987, p. 152

SOURCE 7.38 Percentage unemployed in Australia, 1891–1919

ACTIVITY 10

Analysis and use of sources

1 Use source 7.36. What was the general trend of prices during World War I?

2 Use source 7.37. What was the general trend of wages in Australia during the war?

3 From these two sources, which rose greatest: prices or wages? Explain.

4 Use source 7.38.

- **a** Use the figures in this table to draw a line graph. Place the year along the bottom. On the side, use the scale of one percentage point = 1 centimetre.
- **b** Would you describe Australia during World War I as having low unemployment? Why?

Issues and disputes related to industrial relations during the war had major consequences for labour, capital and government. Source 7.39 indicates the level of industrial disputes.

ACTIVITY 11

Analysis and use of sources

1 Use source 7.39. What year during the war (1914–18) had the highest level of industrial disputes? (Read the total line.)

2 **a** List the three main causes of industrial disputes in the period covered by source 7.39.

- **b** Choose at least one of these causes. Give reasons you think the cause(s) would have been so important.

3 **a** Which year had the greatest number of disputes in support of other unions?

- **b** What do you think this might have been related to? (See the chronology on page 292.)

4 **a** Who is shown in source 7.40 (overleaf)?

- **b** How do the men look in this image?

Causes	Year								
	1913	1914	1915	1916	1917	1918	1919	1920	Total
Wages	77	120	129	228	123	127	201	200	1205
Hours	10	14	9	21	10	12	9	25	110
Anti-scab labour	13	24	35	22	58	26	48	47	273
Anti-non-white labour	44	83	76	83	90	92	118	135	721
Conditions	51	72	76	90	81	34	54	106	564
Support of other unions	5	3	6	20	57	1	6	2	100
Other	8	21	27	44	25	6	24	39	194
Total	208	337	358	508	444	298	460	554	3167

Ernest Scott, Volume 11—Australia During the War, *Official History of Australia in the War of 1914–1918*, 9th edn, 1941, p. 666

SOURCE 7.39 Reasons for industrial disputes, 1913–19

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SOURCE 7.40 Strikebreakers from the Upper Hunter region in Sydney during the 1917 general strike. Strikebreakers, also known as 'scabs', took up unionists' jobs when they were on strike.

c Who might have commissioned this photograph? Why?

d What caption would an employer write for this photograph?

e What caption would a unionist write for this photograph?

Enemy 'aliens'

When World War I broke out, people who had arrived in Australia from countries that Australia was now at war with were often viewed with suspicion and were referred to as 'enemy aliens'. The word 'alien' literally meant that they were not from Australia.

Origin	Number	%
German residents in Australia	3272	58.3
Australians of German origin	393	7.0
Hong Kong	280	5.0
Singapore	270	4.8
Ceylon	300	5.3
Prisoners and prisoners of war	1100	19.6
Total	5615	100.00

JCR Camm & J McQuilton (eds), *Australians: A Historical Atlas*, Fairfax, Syme & Weldon Associates, 1987, p. 228

SOURCE 7.41 Origins of Germans interned during World War I

Chronology

1911	33 381 German-born residents in Australia
1915	Turks attack a trainload of picnickers at Broken Hill, killing four passengers; Attorney-General WM Hughes uses this incident to argue for the need to intern enemy aliens
1916	Riot among internees at the Holdsworthy camp, Liverpool, NSW
1917	Federal Nomenclature Act passed; 42 towns and districts with German names have their names changed

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	Number	%
Paroled	4260	38.2
Liberated	1124	10.1
Deported	5276	47.31
Died	202	1.81
Not known	288	2.58
Total	11 150	100.00

JCR Camm & J McQuilton (eds), *Australians: A Historical Atlas*, Fairfax, Syme & Weldon Associates, 1987, p. 228

SOURCE 7.42 Fate of 'aliens' under government control, World War I

ACTIVITY 12

Comprehension: chronology, terms and concepts

Use sources 7.41 and 7.42 to answer or complete the following:

1. How many Australians of German origin were interned during World War I?
2. How many Germans residing in Australia were interned? What percentage was this of all Germans interned?
3. What was the main fate of German aliens during the war?
4. Choose one of the sources and create a graph of the data.

Propaganda and 'the enemy within the gates'

Some Australians with overseas origins and a number of naturalised residents were interned in Australia during World War I. The vast majority were Germans, along with a relatively small number of Austro–Hungarians and a tiny group of Turks and Bulgarians. While internments were carried out as a security measure, very few of those interned were a threat to national security.

Internment camps were located at Enoggera in Queensland; Bourke, Trial Bay, Liverpool, Berrima and Molonglo in New South Wales; Langwarrin, Point Cook and St Kilda Road in Victoria; Claremont and Bruny Island in Tasmania; Torrens Island in South Australia; and on Rottnest Island in Western Australia. These camps housed both internees and prisoners of war.

Over half of the internees in World War I were recent migrants who were unemployed due to wartime disruptions to trade. Hundreds of these people voluntarily interned themselves. The total numbers of internees, however, made up around 12 per cent of all 'classified' enemy aliens. Of approximately 35 000 aliens, about 6000 in total were sent to internment camps. The rest were disregarded by authorities.

Official responses to enemy aliens were initially piecemeal. On the Western Australia goldfields, Austro–Hungarians were targeted by authorities. Wartime treatment of these immigrants reflected pre-war racial tensions. Hostility towards foreigners was also influenced by propaganda that portrayed aliens as subhuman and evil. In addition, Australian successes and failures in battle contributed to changes in attitudes towards and the treatment of those perceived to be 'the enemy within the gates'.

Germans bore the brunt of Australian antagonism towards aliens. As indicated in sources 7.43 and 7.44, this happened in a number of ways.

> [Germans] ... are a race alone and apart, interlopers and squatters in Europe ... The very name 'Ger-man' or 'Alle-man' means 'Wolfman' ... invented by Germans to inspire terror ... The Hun love for inhuman atrocities has been fostered by this savage tribal cult of the wolf and the carrion raven.
>
> Quoted in R Evans, *Loyalty and Disloyalty: Social Conflict on the Queensland Homefront, 1914–18*, Allen & Unwin, Sydney, 1987, p. 55

SOURCE 7.43 'The Hun', from a Brisbane soldiers' magazine, c. 1916

ACTIVITY 13

Analysis and use of sources

1. Use source 7.43. How were Germans described in this magazine?
2. What purpose might the author have had in describing Germans as 'a race alone and apart'?
3. a. What is source 7.44 (overleaf) and when was it published?
   b. How do you think people of German origin would have reacted to this poster?
   c. Compare sources 7.43 and 7.44. In what ways are they similar?

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4 Read the following definition of racism from the Macquarie Dictionary.

> ***Racism:*** 1 the belief that human races have distinctive characteristics which determine their respective cultures, usually involving the idea that one's own race is superior and has the right to rule or dominate others. 2 offensive or aggressive behaviour to members of another race stemming from such a belief.

a In what ways are the sentiments in source 7.43 racist?

b In what way is source 7.44 racist?

c The term 'demonise' means to make a group of people look wicked and cruel. Do sources 7.43 and 7.44 demonise Germans? How?

d Why are races demonised during times of conflict?

5 a When was source 7.45 taken and what is shown in the source?

b Why might this photograph have been taken?

SOURCE 7.44 'Enlist: Always Huns', 1915

SOURCE 7.45 School of commercial art at the Holsworthy German Internment Camp, NSW, c. 1916. The internee instructors who ran the school charged internee students a small fee.

Participation of Aboriginal and Torres Strait Islander peoples in the war

Prior to the outbreak of World War I, the federal and state governments had a policy of 'protecting' Aboriginal peoples. Under various Acts of Parliament, governments controlled the affairs of Aboriginal peoples, including where they could live, how they could earn a living and how they should raise their children. Aboriginal peoples were not recognised as citizens; therefore, joining the Army was officially not possible.

When war broke out in 1914, many Indigenous Australians who tried to enlist were rejected on the grounds of race and skin colour. However, by October 1917, when the number of volunteers dropped and the first conscription referendum had been lost, the Australia government cautiously eased its restriction on recruiting Aboriginals so that 'Half-castes may be enlisted in the Australian Imperial Force provided that the examining Medical Officers are satisfied that one of the parents is of European origin'. Approximately 500 Aboriginal and Torres Strait Islander men served in the AIF. A number of these soldiers were decorated for outstanding actions, and sources 7.46 to 7.48 contain examples of their citations.

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On returning to Australia at the end of the war, many Aboriginal servicemen faced racism and were denied the same benefits given to white Australians. An example is provided in source 7.50.

For conspicuous gallantry on 23rd August, 1918 at Herleville Wood near Poucaucourt. When the left portion of his Company came under exceptionally heavy machine gun fire from a wood in front, Pte Runga, taking charge of a small party dashed forward to the wood and succeeded in capturing two hostile machine guns and the crews of 16 men. On another occasion he rushed forward alone over 70 yards of ground without cover and despite point blank machine gun fire succeeded in bombing the enemy from the communication trench, thus enabling the remainder of the platoon to continue their advance. This latter feat was a heroic example of utter disregard of personal safety and the desire at all costs to worst the enemy, any man of whom with one shot calmly aimed would have killed him.

SOURCE 7.46 Citation for Private Raymond Charles Runga when awarded the Military Medal

For conspicuous gallantry and devotion to duty during operations at Road Wood on 31st Aug, 1916. Singlehanded, and in the face of heavy fire, he rushed three separate machine gun nests, capturing guns and crews. While rushing a fourth, he was severely wounded. His irresistible dash inspired the whole of his company.

SOURCE 7.47 Citation for Private William Allan Irwin when awarded the Distinguished Conduct Medal

SOURCE 7.49 William Reginald Rawlings, MM

Wartime service gave many Indigenous Australians pride and confidence in demanding their rights. Moreover, the army in northern Australia had been a benevolent employer compared to pre-war pastoralists and helped to change attitudes to Indigenous Australians as employees.

Nevertheless, Indigenous Australians who fought for their country came back to much the same discrimination as before. For example, many were barred from Returned and Services League clubs, except on ANZAC Day. Many of them were not given the right to vote for another 17 years

SOURCE 7.50 Treatment of returning Indigenous servicemen

At Morlancourt on night 28/29th July, 1918, during the attack on enemy system this soldier had the responsible position of first bayonet man in a bombing team which worked down the enemy C.T [communications trench], routed the enemy and established a block in the trenches. Pte Rawlings displayed rare bravery in the performance of his duty killing many of the enemy, brushing aside all opposition and cleared the way effectively for the bombers of his team. His irresistible dash and courage set a wonderful example to the remainder of the team.

SOURCE 7.48 Citation for Private William Reginald Rawlings when awarded the Military Medal

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SOURCE 7.51 Trooper James Lingwoodock (left), a Kanaka from Gin Gin, Queensland, and Trooper John Geary (centre), an Aboriginal from Bundaberg, Queensland, at their double wedding at St Luke's Church, Charlotte Street, Brisbane, 1917

ACTIVITY 14

Comprehension: chronology, terms and concepts

1 Describe the policy towards Indigenous Australians at the time of World War I.

2 Why did the Australian government relax restrictions on Aboriginal people being able to enlist?

3 Approximately, how many Aboriginal and Torres Strait Islander men served in the AIF?

Analysis and use of sources

1 Who do you think would have written the citations contained in sources 7.46 to 7.48?

2 How do sources 7.46 to 7.48 assist our understanding of the experiences of Aboriginal soldiers in World War I?

3 How does source 7.50 assist our understanding of the treatment of returned Aboriginal soldiers?

Empathetic understanding

1 Why do you think the federal and state governments did not give returned Aboriginal soldiers citizenship or the same benefits as non-Aboriginal soldiers? How would this make you feel if you had bravely served your country and faced the dangers described in the citations?

Research

1 Look at source 7.51 and read its caption. Find out more about James Lingwoodock and John Geary. Use the online search facilities at the Australian War Memorial.

'Lest we forget'—Australia's war dead and wounded

For a country with a relatively small population, the number of Australians that were either killed or wounded in World War I was significant. Today, we are reminded of this by the great number of war memorials that can be found throughout Australian towns and suburbs. This also reflects the fact that only one body was brought back to Australia. Many country towns lost large numbers of their young men. Returned disabled soldiers could often not go back to their former jobs.

ACTIVITY 15

Comprehension: chronology, terms and concepts

1 Use source 7.52 to draw a bar graph showing the percentage of total casualties suffered by the British Empire countries.

2 Use information from source 7.52 to answer or complete the following:

- a How many Australians troops fought in World War I?
- b Calculate the number of Australian troops as a percentage of the Australian population.
- c Calculate the percentage of Australian troops who were wounded in relation to the Australian population.

3 Most bodies of servicemen were not returned to Australia. What structures or objects exist in our cities, suburbs and townships today to remind us of this huge loss?

Research

1 Find examples of war memorials. In recording your findings for each, include when it was built, erected or unveiled; if it has any inscriptions; and what it is made of. You could also photograph it.

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Spotlight

Country	Population	Number of troops	Killed /died of wounds	Wounded	Total casualties	Casualties to troops
Australia	4 875 325	331 781	59 342	152 171	211 513	64.8%
Canada	8 361 000	422 405	56 625	149 732	206 357	49.7%
India	315 200 000	1 388 620	53 486	64 350	117 836	9.1%
New Zealand	1 099 449	98 950	16 654	41 317	57 971	58.6%
South Africa	6 685 827	136 070	6928	11 444	18 372	13.6%
United Kingdom	48 089 249	5 399 563	702 410	1 662 625	2 365 035	47.1%

SOURCE 7.52 Casualties of British Empire forces

How did World War I affect the role of women?

World War I had a variety of impacts on women in Australia. Some were positive; others were not. The war marked the beginning of significant developments in employment opportunities. Growing numbers of women began to move into office work, often doing this to escape domestic service or factory work.

Chronology

1915	Women's Peace Army is formed
1916	Provision for equal pay for women in Commonwealth Public Service is dropped Queensland Industrial Conciliation and Arbitration Act includes provisions for equal pay for women; not put into practice
1918	Commonwealth Government bars women's entry into clerical division of the federal Public Service Minimum women's wage is set at 50 per cent of the minimum male wage in New South Wales and South Australia

Generally, new avenues for work resulted from vacancies created by men who had enlisted. Women became accountants, bookkeepers, clerks and typists (then known as 'type-writers'.)

SOURCE 7.53 'Be a Business Girl', c. 1917

But they were usually paid considerably less than men for performing the same work. Most men wanted women to remain the subordinate sex.

Women were not allowed to join the armed forces during World War I. Nor, unlike British women, were they permitted to work in munitions factories. But women did serve as

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nurses, as they had done during the Boer War in 1900, and 3000 female nurses were sent overseas in the Australian Army Nursing Service. They were stationed in all main theatres of war and on hospital ships. During the war, 13 nurses were killed and others were wounded.

Women supported the war effort in other ways. Some became volunteer workers with organisations such as the Red Cross that, among other things, provided 'comfort parcels' for servicemen. Others did unpaid work for 'patriotic funds'. All the activities undertaken by these women—providing comfort, mothering men and knitting socks—were not threatening to men. They were seen to be part of 'natural' female roles. But not all women were in favour of Australia's participation in the war.

The Women's Peace Army

In 1915, a group of women, including Vida Goldstein, Adela Pankhurst and Cecilia John, formed the Women's Peace Army. Anti-imperialist and pacifist, the Women's Peace Army strongly opposed Australian involvement in the war. Other developments were to enlarge the role of women as political activists in this period.

During 1916, as discussed in the next section, the Hughes Labor government introduced a referendum on conscription. Members of the Women's Peace Army and women in the organised labour movement became prominent in the anti-conscription campaign. A short time before the referendum, 80 000 people attended a women's 'no conscription' demonstration in Melbourne. (At the time, the federal government was situated in that city; Parliament House in Canberra did not open until 1927.)

Women's Legal Status Act

Heightened political activism and the movement of women into non-traditional (that is, men's) jobs helped **feminists** in their demands for equality. After much lobbying, the Women's Legal Status Act was passed in New South Wales in 1918. This gave women in that state the right to stand for election to state parliament, be jurors, enter the legal profession and become justices of the peace.

However, women were still discriminated against in many ways. Different rates of pay for men and women continued to be a major source of social inequality for women—a situation that continues today.

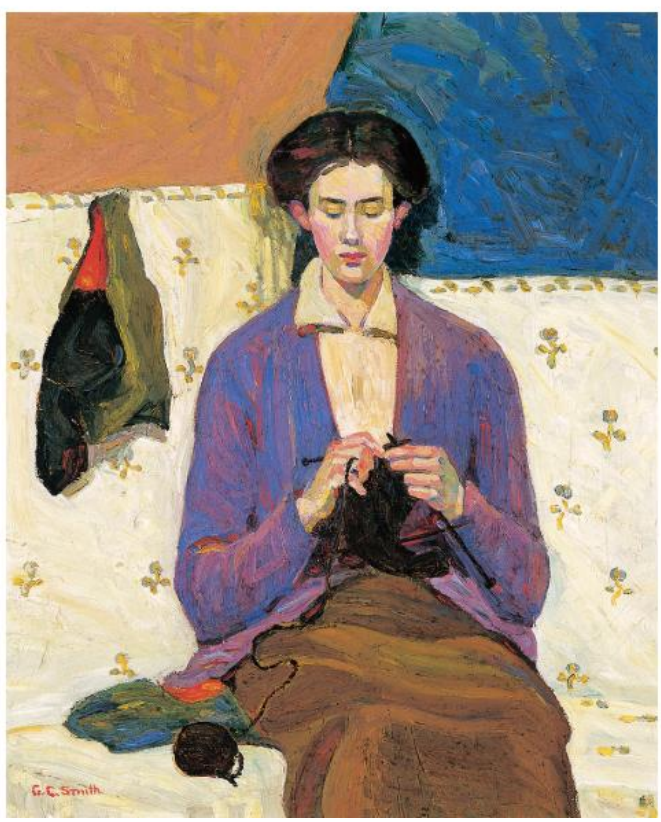
ACTIVITY 16

Comprehension: chronology, terms and concepts

1. What was one reason for the increased employment opportunities for women?
2. Were women paid at the same rate as men?
3. What roles did women play in overseas fighting?
4. In what other ways did women support the war effort?
5. Did all Australian women support the war effort?

Analysis and use of sources

1. Examine source 7.53. What does this source tell us about the changing nature of women's roles during World War I?
2. What was happening at the time source 7.54 was created?



SOURCE 7.54 This painting shows a woman knitting socks as part of the war effort. Grace Cossington Smith, *The Sock Knitter* (1915), oil on canvas, 61.6 x 50.7cm, Art Gallery of NSW, purchased 1960, © Estate of Grace Cossington Smith

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3 Use sources 7.55 to 7.59 (overleaf). How are these sources useful to an historian investigating the impact of the war on Australian women?

> A farm of 14 acres has been taken at Mordialloc ... already some thousands of bulbs have been planted; a well is being sunk and a windmill erected ... Six young women will be in training under the capable direction of Cecilia John and Ina Higgins. The former is a poultry expert, and besides, as 'good as a man', she can drive a car, paint a house, erect poultry sheds ... Miss Higgins is a trained and certified flower and fruit expert ... the trainees have no fees to pay; they give their work, receive a home ...
>
> *The Woman Voter*, 13 April 1915

SOURCE 7.55 Women's roles during World War I

4 When was source 7.59 created? What were Australian soldiers doing at this time?

Perspectives and interpretations

1 Source 7.58 quotes Mr CH Holmes. Why would he be keen to see women enter the 'business world'?
2 How does the view of Mr CH Holmes differ from the one expressed in source 7.59?
3 From your analysis of the sources provided, what was the attitude towards women during World War I in Australia?
4 Explain the attitude expressed in source 7.59. Is it fair?

Explanation and communication

1 Explain the factors that contributed to the passing of the Women's Legal Status Act.
2 What does source 7.59 suggest to you about the experiences of women at the end of the war compared to during the war?
3 From evidence you have found in the sources, outline how the experiences of women changed during World War I.

Research

1 Find definitions for the following terms. The first is done for you.
   a feminist: someone who wants equal rights and opportunities for women
   b patriarchy:
   c matriarchy:
   d misogynist:
2 Use the internet to locate a variety of images showing the role of women in the years 1914 to 1918. See if you can find images that show women:
   a supporting the war effort
   b opposing the war
   c at work
   d in the home.
3 Identify a first-wave feminist from source 7.60. Find out about her contribution to the women's movement. Write a 200-word biography, starting with where and when she was born.

> The procession created a sensation, as this was the first time in history that Australian women had made any sort of political demonstration in defence of their own rights. Then the speakers, unemployed women, spoke of their situation: 'Dear Sir, we are here because we want work, not charity. My father wouldn't let me learn a trade or go in for any profession, because he said, the home is the women's place, but I lost my home because the landlord doubled the rent ... For those of us who have no other source of income, two days work isn't enough ...
>
> *The Woman Voter*, 3 June 1915

SOURCE 7.56 In defence of women's rights

> *What can a helpless female do?*
> *Rock the cradle and bake and brew,*
> *Or if no cradle, your fate afford,*
> *Rock your brother's wife for your board;*
> *Or live in one room with an invalid cousin,*
> *Or sew shop shirts for a dollar a dozen.*
> *Or please some man by looking sweet,*
> *Or please him by giving him things to eat,*
> *Or please him by asking him much advice,*
> *And thinking what ever he does is nice.*
> *Visit the poor (under supervision),*
> *Doctor the sick who can't pay a physician,*
> *Save men's time by doing their praying,*
> *And other odd jobs there's no present pay in …*
>
> *The Woman Voter*, 28 October 1915

SOURCE 7.57 Women's work

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The remarkable adaptability and success with which the girl has shouldered the new tasks thrust upon her by the war have rapidly won her a higher status in the business world, she is today no longer limited in her ambition to the more trifling duties, and there is practically no field of business endeavour in which she cannot hope to succeed.

That this new condition is no more than her right, a thing essentially due to her in the present circumstances, is the opinion of Mr C.H. Holmes ... headmaster and manager of Stott's Business College ...

The Herald, 27 May 1916

SOURCE 7.58 The case for 'the girl': rights in the business world

Wherever a woman took a post on the understanding that she was to fill it temporarily until a man returned from war, she is a coward and a swindler and a little treacherous knave if she does not relinquish it.

The Triad, 10 February 1919

SOURCE 7.59 Temporary women's work

SOURCE 7.60 First-wave feminists: Rose Scott, Catherine Helen Spence and Vida Goldstein

What was the conscription issue?

When World War I started in 1914, men rushed to join up. By December, over 50 000 had enlisted. Following the news of the Gallipoli landing in 1915, a wave of patriotic spirit led to increased numbers of volunteers. Monthly enlistments were 10 526 in May 1915, rising to 12 505 in June and 36 575 in July.

As the grim realities of war became known to Australians, however, the number of men volunteering each month began to decline. The initial enthusiasm gave way to fear and to questioning why Australia was involved in a war that did not directly threaten the country's safety. The government calculated that 5500 new recruits were needed each month to ensure the AIF maintained its strength. Further, Prime Minister Hughes had promised Britain that Australia would supply 16 500 troops per month. With enlistments declining, it seemed conscription would be necessary.

Under the Australian Constitution, the federal government had the power to conscript men to defend the country. However, it did not have the power to enforce compulsory military service in overseas wars. In 1911, the federal government introduced the first compulsory training scheme for boys. Although 636 000 enlisted, 34 000 refused to do so; 7000 had detentions imposed as a penalty.

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The issue of conscription was first raised in the federal parliament in July 1915 by Sir William Irvine, the representative for Flinders, Victoria. The Labor government dismissed his ideas, because it was felt voluntary enlistments were sufficient.

In September 1915, the Universal Service League was formed, with the aim of the introduction of compulsory war service for all fit men. This view was supported by Prime Minister Hughes (Labor), although his party was opposed to it. The pro-conscriptionists argued that all men should do their duty and that shirkers should not be allowed to avoid military service.

Discontent existed among Labor Party members about Hughes's calls for conscription. Many were becoming disillusioned by the war and the high rate of casualties. Furthermore, trade unionists and other Labor supporters were beginning to question the prime minister.

Knowing of these concerns, Hughes bypassed parliament and went directly to the people to find out their views on conscription.

A referendum (it was technically a plebiscite) was to be held on 28 October 1916. The lead-up to this vote was accompanied by conflict and division among Australians.

Jan–Dec 1915	165 912
Jan–Dec 1916	124 335
Jan–Dec 1917	45 101
Jan–Nov 1918	28 883
Aug–Dec 1919	52 561
Total	416 812
Number who served overseas	331 781

SOURCE 7.61 Voluntary enlistments

Australia has done much. But she has not done enough ... Our first duty is to send more men to the front ... it is now evident that voluntary effort is not meeting [this duty] ... The objects of the Universal Service League are:

1 To advocate the adoption ... of compulsory service at home or abroad, in the battlefield or elsewhere; and to support the Government ...
2 To secure the passage of legislation for the above purpose, and to assure the Federal Government that such legislation will command the loyal support of the people of the Commonwealth.
3 To adopt any other measure calculated to promote the object of the league.

Sydney Morning Herald, 11 September 1915, p. 17

SOURCE 7.62 Universal Service League Manifesto, 1915

SOURCE 7.63 WM 'Billy' Hughes

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ACTIVITY 17

Comprehension: chronology, terms and concepts

Choose A, B or C as the correct statement in questions 1 to 6.

1 Under the Australian Constitution at the time of World War I:
   - **A** the government could not conscript anyone for military service.
   - **B** the government could conscript men to defend Australia.
   - **C** the government could conscript men to fight overseas.

2 At the outbreak of war:
   - **A** Australian men were keen to enlist.
   - **B** Australian men were not enthusiastic about the war.
   - **C** only conscripted men went off to fight.

3 During the months of May to July 1915, enlistment:
   - **A** decreased.
   - **B** remained steady.
   - **C** increased.

4 The Universal Service League:
   - **A** was for conscription.
   - **B** was opposed to conscription.
   - **C** did not have a view on conscription.

5 Many trade unionists and Labor Party members:
   - **A** supported conscription.
   - **B** questioned conscription.
   - **C** agreed with Prime Minister Hughes.

6 The first referendum on conscription was held on:
   - **A** 28 October 1914.
   - **B** 28 October 1915.
   - **C** 28 October 1916.

Analysis and use of sources

1 How useful is source 7.61 for understanding the conscription debate?

2 In source 7.62, what is fact and what is opinion?

3 If you had been a 25-year-old male living in Australia during World War I, how would have you reacted to the idea of introducing conscription?

Explanation and communication

1 Explain why conscription was needed in Australia at the time of World War I.

Research

1 Locate information on and write a definition of 'plebiscite'. How is a plebiscite different from a referendum?

ICT

1 Obtain the web address for the Australian Electoral Commission from your digital support. Conduct a historical inquiry into referenda in Australia's political history. You will find answers to such questions as 'What is a referendum?', 'How many referenda have been held?', 'How many have been passed?'.

The conscription debate

The issue of conscription during World War I divided Australians into two groups. Some people believed the government should have the power to make military service compulsory. Others opposed this power.

Not only was Australian society divided, but debate over conscription also split the Labor Party. Some members, including the prime minister, left the party and formed a new one—the National Labor Party.

Objectors

A number of groups were opposed to conscription. Many trade unionists and socialists saw the war as one of greed in which wealthy capitalist bosses were fighting over resources, and were using workers, not the rich, as soldiers. Conscription would only help the rich to stay rich and cost the workers their lives.

> This congress declares the action of the Prime Minister in seeking to enforce conscription upon the workers of Australia ... destroys their freedom ... and calls upon workers of the Commonwealth to hold simultaneous mass meetings ...
>
> This congress declares that the Prime Minister and ex-leader of the Labor party is unworthy of the confidence of Australian unionists.
>
> Melbourne Trades Hall meeting, reported in *The Argus*, 25 September 1916, p. 6

SOURCE 7.64 The response of trade unions

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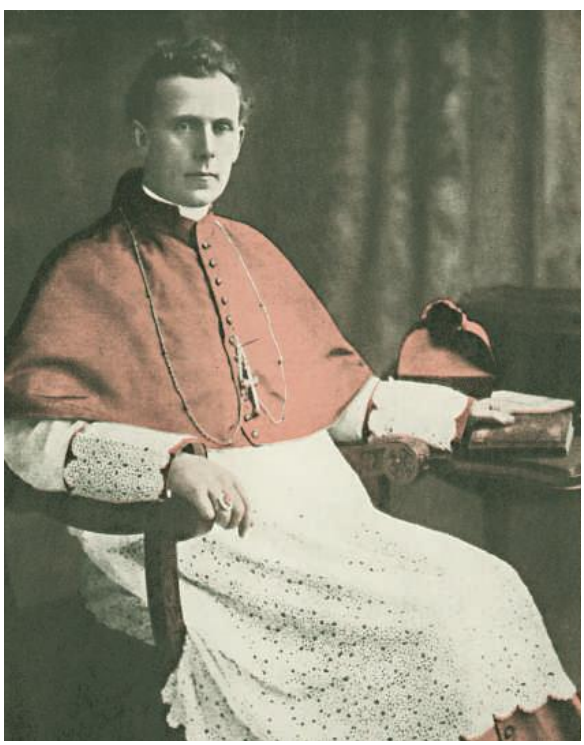
> This branch of the Catholic Workers' Association declares its emphatic hostility to conscription of human life for military service abroad, and pledges itself to use all lawful means at its disposal to defeat conscription.
>
> *The Argus*, 25 September 1916, p. 6

SOURCE 7.65 Carlton Catholic Workers' Association's view

Others who objected to conscription referred to the Constitution and the Australian way of life. They believed conscription would be acceptable if Australia was being directly attacked by a foreign power, but in the case of World War I this was not so. The war was taking place in Europe, thousands of kilometres away, and posed no threat to Australians. If Australians wanted to volunteer, that was their choice, but no Australian should be forced to fight in another country's war. Conscription in this case was undemocratic and un-Australian.

Another group opposing conscription was the Irish Catholics led by Daniel Mannix, the Archbishop of Melbourne. They saw the war as part of British domination, especially of Roman Catholics, and denounced conscription.



SOURCE 7.66 Dr Daniel Mannix, the Catholic Archbishop of Melbourne, during World War I

Australia was, therefore, divided in many ways over conscription: rich and poor, Protestant and Catholic, Labor and Liberal. Even within families, arguments over conscription took place.

> [At the meeting, Dr Mannix] hoped that the majority of Catholics, and non-Catholics also, would be on the side of freedom for Australia ... He declared himself wholly against conscription ... [Mannix said that] young men and old men had been asked to rush to Europe to avenge the wrongs of Belgium, but there was another small nation that had wrongs more ancient than those of Belgium, whose scars were deeper than Belgium's scars ... a standing disgrace to the whole British Empire ... [was the condition of] Ireland [and] the Irish people ...
>
> *The Argus*, 9 November 1916

SOURCE 7.67 Archbishop Daniel Mannix on conscription, November 1916

> In the House of Representatives yesterday Mr Hughes made a passionate appeal for support for the Government's scheme for maintaining reinforcements for the army.
>
> He said the Imperial Government [Britain] looked to Australia to keep her troops who were in the firing line at their full strength.
>
> To accomplish this it would be necessary to provide 32,500 men in September, and 16,500 in each of the three following months.
>
> The Government proposal, he said, provided the speediest and most certain method for securing these reinforcements.
>
> *Sydney Morning Herald*, 2 September 1916, p. 17

SOURCE 7.68 Prime minister Hughes on conscription, September 1916

The first referendum

The first referendum on conscription was lost by only 72 476 votes (1 087 557 'Yes' and 1 160 033 'No'). The referendum of October 1916 asked Australians:

> Are you in favour of the Government having, in this grave emergency, the same compulsory powers over citizens in regard to requiring their military service, for the term of this War, outside the Commonwealth, as it has now in regard to military service within the Commonwealth?

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SOURCE 7.69 A recruiting poster drawn by Norman Lindsay, c. 1918

The campaign had been passionately fought by both sides. The pro-conscriptionists called everyone who voted 'No' disloyal to the Empire.

The defeat of conscription in the first referendum led to a major split in the Labor Party. On 14 November 1916, Hughes and 23 colleagues walked out of a party meeting. He formed a new political party called the National Labor Party and, with the support of the Liberals, was able to continue in government.

In January 1917, the National Labor Party and members of the Liberal Party joined together to form the Nationalist Party. This new party contested the May 1917 elections. It called itself the 'Win the War' Party and it won easily. Hughes was returned as the prime minister. The Australian Labor Party was left in a powerless position.

Meanwhile, the war dragged on and the enlistment rate of volunteers continued to decline. Around 4500 recruits per month were joining the AIF, while Hughes was hoping to recruit 16 500 men per month. He asked, 'Why should able-bodied Australians be allowed to live in comfort while many of their countrymen are fighting and dying in France?' He decided to hold a second referendum on conscription.

The division among Australians was reignited. In August 1917, 70 000 trade unionists in New South Wales went on strike. They opposed government actions that were decreasing their working conditions. The strike became part of a struggle between the wealthy capitalists (often loyal to the British Empire, Protestant and well educated) and the workers (usually of Irish-Catholic background).

The second referendum

In the lead-up to the second referendum (20 December 1917), Archbishop Mannix was even more vocal. In Melbourne, a crowd of between 30 000 and 60 000 people gathered to listen to him speak against conscription.

In Bendigo, prime minister Hughes countered with a speech outlining why conscription was necessary and how it would operate. He gained strong support from many women's organisations, such as the Women's National League and the Women's Christian Temperance Union.

HE Boote, editor of the *Australian Worker*, publicised the 'No' campaign. He was a successful **propagandist**. And he produced the only newspaper to push the anti-conscription case so fully.

In Queensland, the only state to have a Labor government, premier Ryan accused prime minister Hughes of using censorship to prevent the views of the 'No' campaigners being heard. Ryan's anti-conscription speech had been censored in newspaper reports. To counter this, Ryan had special pamphlets of his speeches published and distributed.

When Hughes found out, he ordered soldiers to raid the Queensland Government Printing Office. Ryan then ordered state police to guard the printing office. The incident was the biggest clash between the federal and state governments in Australia's history.

Next, Hughes established the Commonwealth Police Force in order to protect himself and

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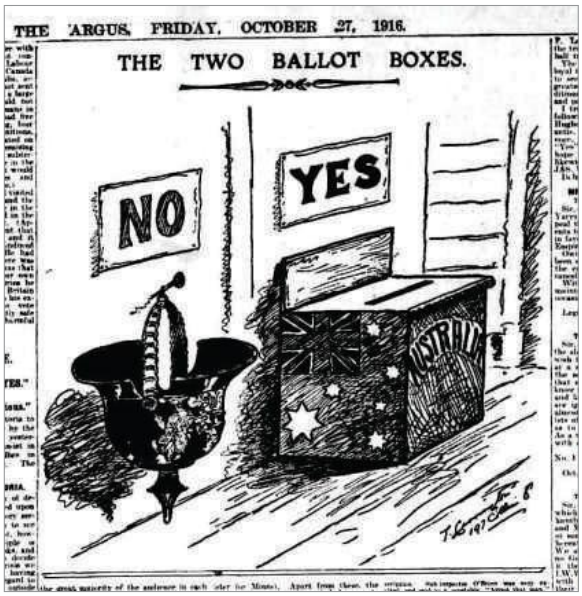
to enforce law and order in Queensland. The Reinforcements Referendum Council produced the 'Anti's Creed' (source 7.73), which attacked the anti-conscriptionists.


THE 'ARGUS, FRIDAY, OCTOBER 27, 1916.

THE TWO BALLOT BOXES.

NO

YES

SOURCE 7.70 'The two ballot boxes', *The Argus*, 1916

State	Yes	No
NSW	356 805	474 544
Vic.	353 930	328 216
Qld	144 200	158 051
SA	87 924	119 236
WA	94 069	40 884
Tas.	48 493	37 833
Territories	2136	1269
Totals	1 087 557	1 160 033

Commonwealth Parliamentary Papers, 1917–19, Vol. 4

SOURCE 7.71 Results of the 1916 referendum

> ... October 28 1916 was a black day for Australia: it was a triumph for the unworthy, the selfish and anti-British in our midst. It was a triumph ... for those reckless extremists who had captured the Labor organisations ... hailed by Germany and the enemies of Britain ...
>
> *The Age*, 13 November 1917, p. 7

SOURCE 7.72 Hughes on the result of the first referendum, November 1917

I believe the men at the Front should be sacrificed
I believe we should turn dog on them
I believe that our women should betray the men who are fighting for them
I believe in the sanctity of my own life
I believe in taking all the benefit and none of the risks
I believe it was right to sink the Lusitania
I believe in murder on the high seas
I believe in the Sinn Fein
I believe in the massacre of the Belgian priests
I believe in the murder of women and baby killing
I believe that Nurse Cavell got her desserts
I believe that treachery is a virtue
I believe that disloyalty is true citizenship
I believe that desertion is ennobling
I believe in Considine, Fihelly, Ryan, Blackburn, Brookfield, Mannix, and all their works
I believe in egg-power rather than man-power
I believe in holding up transports and hospital ships
I believe in general strikes
I believe in burning Australian haystacks
I believe in handing Australia over to Germany
I believe I'm worm enough to vote 'No'
Those who don't believe in the above creed will vote 'Yes'.

'The Anti's Creed', Reinforcements Referendum Council, Melbourne, 1917

SOURCE 7.73 The Anti's Creed

> Wives and mothers! Do you realise the wonderfully powerful influence you will have in turning the scale in favour of a 'Yes' or 'No' vote on December 20? Are you thinking seriously, gravely and deeply why you should vote 'Yes' or 'No'?
>
> You mothers know the thrills of joy, and the delights of youth and life—and the glory of parenthood. Don't cast your vote for 'Yes' and thus forcibly sever the young manhood from their inherent right—to decide their own destinies—their innate right to a full life.
>
> Kate Dwyer, *The Australian Worker*, 10 December 1917, p. 4

SOURCE 7.74 Women's part, December 1917

> Miss Martyn said that the women associated with recruiting had done splendid work, but they felt that the time had come for more vigorous means ... For the last four days she and others had been urging in country towns in the East the necessity for conscription ... The honour of Australia was in the balance. The women who advocated conscription would lose friends and have to endure criticism.
>
> *The Argus*, 9 November 1917, p. 7

SOURCE 7.75 Women and the war, November 1917

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SOURCE 7.76 Prime minister Hughes at a protest in Melbourne, 1917

The results

When the referendum was over and the votes counted, the 'No' vote had won again. This time, the difference was larger than the first referendum: 1 015 159 'Yes' to 1 181 747 'No'.

The conscription debates had divided Australians, split the Australian Labor Party and caused tensions between religious and social groups. Although the defeat of Germany came in November 1918, the legacy of the conscription issue remained alive in Australian society throughout the postwar era.

ACTIVITY 18

Comprehension: chronology, terms and concepts

1 Who were these people?
   - a William 'Billy' Hughes
   - b Daniel Mannix

2 Why did trade unionists and socialists oppose conscription?

3 When did the first referendum take place and what was the result?

4 Explain the impact of the conscription debate on the Labor Party.

5 When did the second referendum take place and what was the result?

6 Why did Hughes create the Commonwealth Police Force?

Analysis and use of sources

1 How do sources 7.64, 7.65 and 7.67 help explain the division caused by the conscription debate?

2 In source 7.68, Hughes does not use the word 'conscription'. How does he try to persuade the reader?

3 Use source 7.69.
   - a What is this source?
   - b Why is the question mark used?
   - c What does the colour red represent?
   - d What symbol is used to represent Germany?
   - e How is the creature representing Germany drawn?
   - f What is the purpose of the source?

4 Look at source 7.70.
   - a What is used to represent the 'No' ballot box?
   - b What is used to represent the 'Yes' ballot box'?

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   c What message does this source communicate to the voter?
   d Look up source 7.70 online. What is one way of accessing the *Argus* newspaper today?

5 Sources 7.69 and 7.70 use images rather than words to achieve their purpose. Why would the creators of these sources use this method to persuade their audience?

6 How does source 7.71 help your understanding of the first conscription referendum?

7 In what way is the point of view expressed in source 7.72 subjective?

8 How does source 7.73 help to explain how the conscription debate divided Australians? List the various groups mentioned in this source.

9 How do sources 7.74 and 7.75 show the impact of the conscription debate on women?

10 Source 7.76 is a photograph of a protest.
   a Who is shown in the photograph?
   b What might they be protesting about?
   c How useful is this source in investigating the conscription issue?

Perspectives and interpretations

1 Whose perspective is presented in source 7.72?

2 Not all Australian women living during World War I had the same perspective on conscription. Comment on the different perspectives given in sources 7.74 and 7.75.

3 Why did Australians from an Irish-Catholic background have a different perspective on conscription from the 'loyalists'?

Explanation and communication

1 Why would Australians have been in favour of introducing conscription?

2 What do the arguments against conscription show about the values of Australians at the time?

Research

1 This question will assess your ability to:
   - locate, select and organise relevant historical information from a number of sources
   - use sources appropriately in an historical inquiry.

   Copy and complete the following table using sources 7.62, 7.64, 7.65 and 7.67 to 7.76. The first one is done for you.

Source	Type	Relevant information about division in Australia
7.62	Newspaper report of trade union congress meeting, 1916	Trade unions opposed the prime minister because he was 'unworthy of the confidence of Australian unionists'. Conscription seen as against 'the workers of Australia'.
7.64		
7.65		
7.67		
7.68		
7.69		
7.70		
7.71		
7.72		
7.73		
7.74		
7.75		
7.76		

2 'The Anti's Creed' (source 7.73) lists several anti-conscription groups or people, including:
   - IWW (Industrial Workers of the World)
   - Sinn Fein
   - Mannix.

   Select one and research the group's or person's activities at the time of World War I.

3 Source 7.69 is the work of Norman Lindsay. Locate information on this Australian artist and write a one-page report of his work during World War I.

Explanation and communication

1 Draw a mind map exploring the arguments for and against conscription in Australia during World War I.

2 Use your answers to question 1 in the 'Research' activity at left, your completed conscription mind map, plus other information you can locate. Explain how and why the conscription issue divided Australians. Your answer should be at least 400 words.

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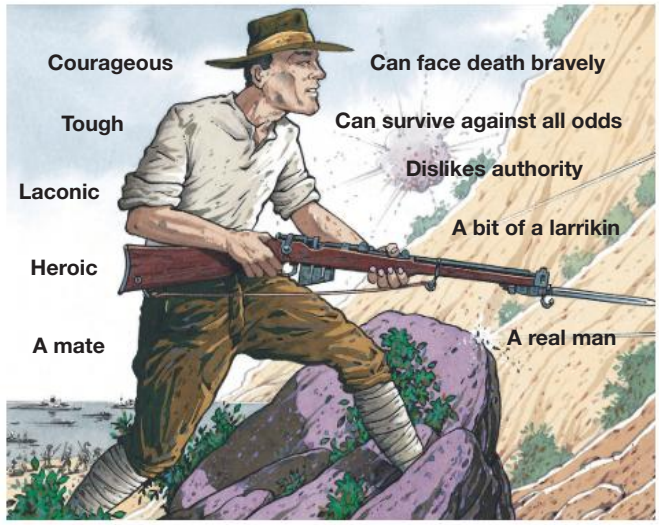
ICT

1 Find three sites on the internet that contain useful information about the conscription debate in Australia during World War I. List the web addresses and write a paragraph to explain why you chose each site.

2 Use the Australian War Memorial collection database to find examples of posters for and against conscription during World War I. Obtain the web address from your digital support. For each example you find, explain who was the intended audience for the poster.



SOURCE 7.77 The digger legend

How is World War I commemorated?

In Australia, World War I is commemorated in a variety of ways. For example, it is remembered in

- rituals and ceremonies
- cultural institutions such as museums and archives
- cultural forms such as books, film, art and music
- programs and curricula in educational institutions such as school and universities.

Commemoration involves honouring the memory of particular people or events. This is usually done by pointing to the reasons they are being remembered.

The commemoration of World War I in Australia focuses on the Anzacs. The ideals associated with this tradition are depicted in source 7.77. In this section you will investigate different ways the war has been remembered over time and how these relate to the ideals shown in source 7.77.

ACTIVITY 19

Analysis and use of sources

1 From source 7.77, what are the main values and ideals connected with the Anzac legend?

2 Copy and complete the table at right. Identify useful information in sources 7.78 to 7.85 to explain how World War I is commemorated, and what the source shows and its connection to the Anzac ideal. The first one is done for you.

Source	Primary or secondary	How WWI is commemorated	What is shown and connection to Anzac ideals
7.78	Primary	Shows people attending a church service	Shows the spiritual meaning of Anzac and how much it affected society then (just 11 years after Gallipoli); crowd shows courage in the face of the tragedy at Gallipoli
7.79			
7.80			
7.81			
7.82			
7.83			
7.84			
7.85			

3 a Use source 7.88. What does this source say that the Anzac legend has done?

b Read source 7.90. What did Duncan Waterson think would happen to Anzac Day?

c How does this source help us to understand why Australians commemorate World War I through Anzac Day?

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4 a Are the views expressed in sources 7.86 and 7.87 different or similar?

b How useful is source 7.87 in explaining why people commemorate World War I?

ICT

1 Find a video clip on YouTube commemorating World War I that has a music soundtrack.

a What music has been chosen?

b Why do you think the music was chosen?

2 Find a video clip on YouTube of an Anzac Day march with a voice-over commentary.

a Describe some of the individuals and groups that are marching.

b Describe the sorts of people in the crowd.

c How does the commentary help to explain why World War I is commemorated in Australia?

3 Find an exhibition (or a review of an exhibition) that commemorates World War I.

a How is/was the exhibition structured (put together)?

b What are the main features of the exhibition?

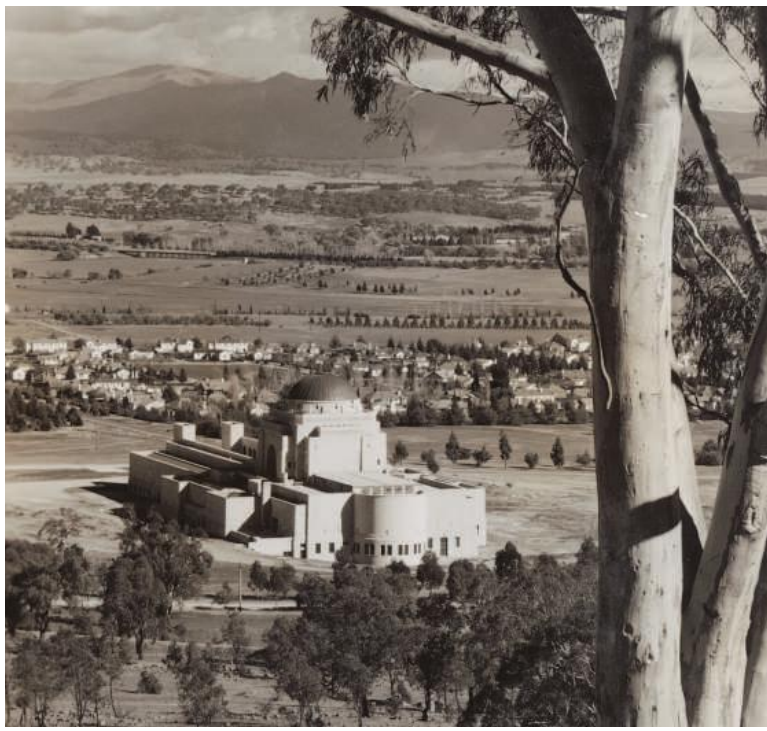
c How useful is the exhibition in explaining why World War I is commemorated in Australia?

d What is the exhibition's overall conclusion about Australia's involvement in World War I?

e What is your favourite part of the exhibition? Why?

f What is your least favourite part? Why?

What is the Anzac legend?



SOURCE 7.79 Australian War Memorial, c. 1940, from Mount Ainslie, Canberra

SOURCE 7.78 Anzac church service held outside Christ Church, Gladesville, Sydney, 1926

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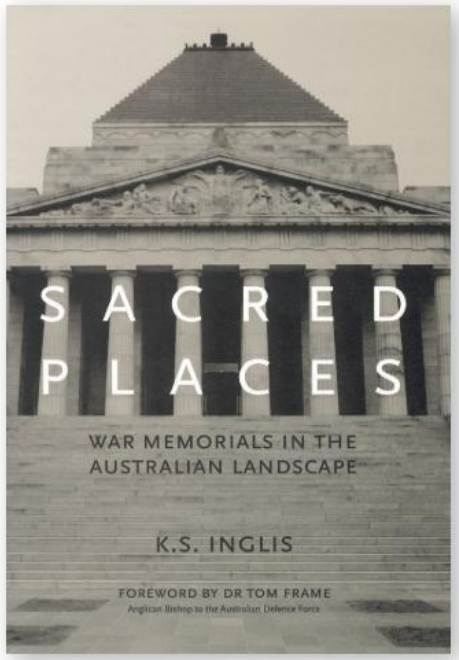
SOURCE 7.80 Interior of the suburban Bexley RSL Club, Sydney, 1950s



SOURCE 7.82 Cover of Professor Ken Inglis's book, *Sacred Places*, published 1998

SOURCE 7.81 Anzac Day march, Swanston Street, Melbourne, 1986

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SOURCE 7.83 Aboriginal and Torres Strait Islander Anzac Day march, Redfern, Sydney, 2007

SOURCE 7.84 Annual Anzac Day two-up game on Fraser Island, Queensland, 2002

SOURCE 7.85 Screenshot of Guidepost Tours's Anzac tours information

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The most significant outcome of World War I in Australia was the Anzac legend. At the beginning of the 21st century it still has the most powerful influence on ideas about Australian identity. Indeed, Anzac Day, observed since 1916, remains Australia's only significant national day.

For some time after World War I, it was almost unthinkable to challenge the Anzac legend. But debates about it began in the 1960s. How, some asked, did Gallipoli become so closely associated with Anzacs across the world? Anzacs had only accounted for one-quarter of the Allied troops in the campaign. Was there more to Gallipoli than glory and courage? What was the Anzac legend?

Australian academics discovered the First World War in the 1960s, no doubt because the issue of conscription, and indeed of war and Australian national identity itself, had acquired a new salience [prominence] during the Vietnam War. A profoundly influential address by Ken Inglis at the ANZAAS conference in 1964 ... triggered a vigorous debate about the Anzac tradition. At Melbourne University ... Lloyd Robson subjected the First Australian Imperial Force (AIF) to critical scrutiny for the first time—an enterprise so implicitly challenging to the semi-sacred status that Anzac had ... that Robson received death threats.

Joan Beaumont (ed.), *Australia's War 1914–18*, Allen & Unwin, Sydney, 1995, p. xx (introduction).

SOURCE 7.86 Australian history and World War I

The notion that the 'Anzac legend' was 'created' by C.E.W. Bean or was a figment of his imagination seems to be coming fashionable among a younger generation of historians ... Eliminate Bean's writing from the story, and the same picture emerges of bravery, recklessness, a cynical or disrespectful attitude towards authority outside battle, stern discipline under fire, and so on.

The creators of the Anzac legend were, of course, the men themselves ...

John Robertson, *Anzac and Empire: The Tragedy and Glory of Gallipoli*, Hamlyn Australia, Port Melbourne, 1990, p. 263

SOURCE 7.87 Defending the legend

Spotlight

Chronology

1916	Publication of *The Anzac Book* edited by Charles Bean
1919	Charles Bean is appointed official war historian
1921	Federal government proclaims Anzac Day a public holiday
1921	First volume of the official war history is published
1941	Australian War Memorial is opened
1962	Australia makes a commitment to send advisors to South Vietnam
1964	First Australian killed in action in Vietnam
1970	First **moratorium** on Vietnam War
1972	Whitlam government recalls Australian troops from Vietnam

Recent critics of the Anzac legend have not sought to belittle the Australian soldiers. Rather, we have argued that, by explaining the Australian experience of war in terms of national character and achievement, Bean and his successors have narrowed the range of our understanding of Anzac, and have excluded or marginalised individual experiences that do not fit the **homogeneous** national legend ... these historians [also] neglect the ways in which the soldiers' story was regulated and shaped in particular ways by Anzac legend-makers ...

Alistair Thomson, *Anzac Memories: Living with the Legend*, Oxford University Press, Melbourne, 1985, p. 218

SOURCE 7.88 Questioning the legend

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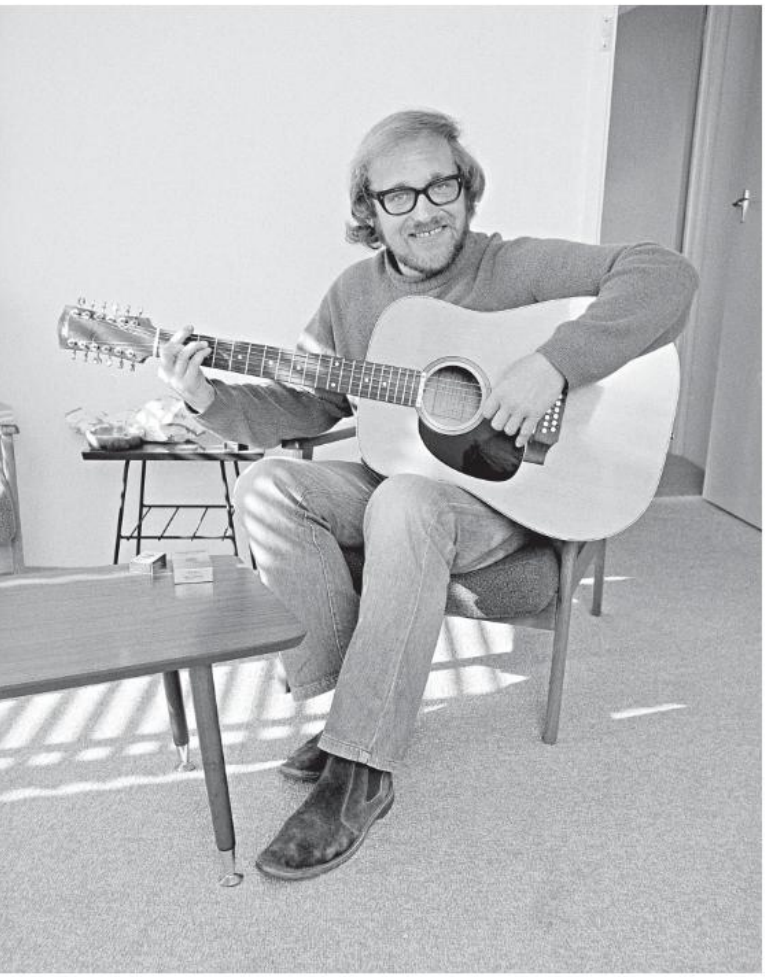

SOURCE 7.89 Eric Bogle, 1971. Writer and performer of the famous song 'And the band played Waltzing Matilda'.

ACTIVITY 20

Comprehension: chronology, terms and concepts

1 In your own words, define the 'Anzac legend'.

2 What debate has there been about the Anzac legend?

Perspectives and interpretation

1 Use source 7.87.
   - a What is the title of the book in which this source appears?
   - b What are the key words in the title?
   - c Is the author part of the younger or older generations of historians? Why?
   - d What is John Robertson's view of the Anzac legend?

2 Use source 7.88.
   - a Is Alistair Thomson part of the younger or older generation of historians?
   - b What is his view of the Anzac legend?
   - c In the title of his book, what is meant by 'living with the legend'?

3 Compare sources 7.87 and 7.88.
   - a How do these sources differ?
   - b Why do they differ?
   - c Which view of the Anzac legend do you agree with? Why?

Analysis and use of sources

1 Use source 7.86.
   - a What happened in the 1960s?
   - b Why did this happen?
   - c What happened in 1964?
   - d What did Lloyd Robson do at the University of Melbourne?
   - e What happened to Robson?
   - f Why did this happen?

ICT

1 Locate Eric Bogle's website and find the rest of the lyrics to his famous song 'And the band played Waltzing Matilda'.
   - a When was this source written?
   - b What was happening at the time it written?
   - c Is this source pro-war or anti-war?
   - d How would the writer of this source respond to the view of the Anzac legend in source 7.87?
   - e How would the writer of this source respond to the view of the Anzac legend in source 7.88?

2 Look at source 7.89. Find a version of Eric Bogle singing this song on YouTube (or other source).
   - a How is the song supposed to make the listener feel?
   - b How effective is this song in presenting one view of Australian experiences at Gallipoli and the Anzac legend? Why?

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Explanation and communication

1 Design a CD cover for Bogle's song.

2 The phrase *Dulce et decorum est pro patria mori* comes from the Roman poet Horace and means 'it is a sweet and glorious thing to die for one's country'. The British soldier and poet Wilfred Owen wrote a poem using this as the title.

   a Does the Anzac legend support the view that it is a 'sweet and glorious thing to die for one's country'?

   b How do you think the Anzacs should be remembered?

But perhaps the most remarkable feature of this anniversary is its relatively recent revitalisation which has been due in large part to the power and flexibility of the legend. 'When I first started lecturing in the '60s', Duncan Waterson, then professor of modern history at Macquarie University, told the Sydney Sun Herald in 2000, 'we thought Anzac Day would fade away with the last of the old diggers'. But from the mid-1990s it has undergone an astonishing revival. Waterson put this down in part to the anniversary 'filling a vacuum for young people'. While Graeme Davison and others have pointed to the complexity of this situation, such a development suggests in part an emotional need for structure and tradition. A particularly articulate man from Melbourne who was born during the Second World War and had a passion for military and Australian history pointed squarely at this, though not specifically in relation to Anzac Day:

> Rituals are important. We must observe different days as rituals belonging to ethnic, religious and other groups. It brings whole societies together in harmony. Some things are hard to do as individuals such as the National Day of Mourning. For me I need to listen and then to join in the big marches. The more people doing it the more significant it becomes. The media then broadcasts it and it helps to teach people its importance.

Paul Ashton and Paula Hamilton, *History at the Crossroads: Australians and the Past*, Halstead Press, Sydney 2009, p. 49

SOURCE 7.90 Reflections on the importance of Anzac Day

ACTIVITY 21

Comprehension: chronology, terms and concepts

1 According to source 7.90, what, in the 1960s, did Waterson think would happen to Anzac Day? Why?

2 What reason did he give for the day's revival?

3 What did other people think was important about these types of days?

4 Choose some or all of the following concepts and terms. Explain how they might have contributed to the revival of Anzac Day.

- Globalisation
- Nationalism
- Ritual
- Media
- Mobility

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History challenges

Creative and critical thinking

Design a medal for soldiers who served in the Gallipoli campaign. Explain the reasons for your design.

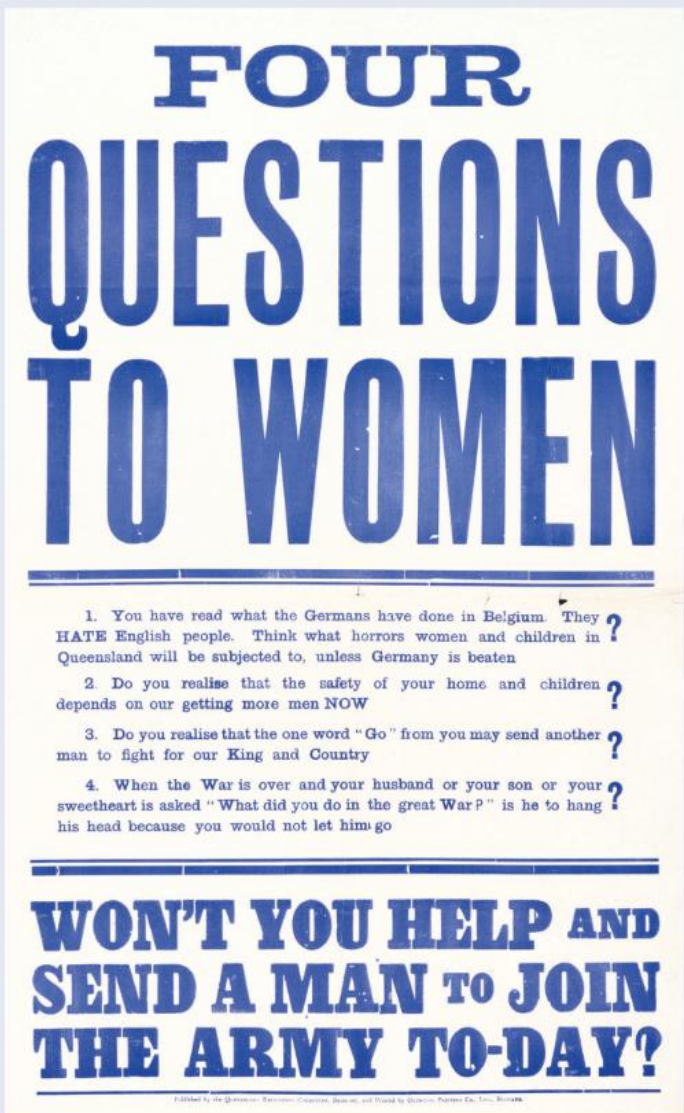
ICT

One of the medals shown in source 7.91 is the 1914–15 Star. Can you identify the medal? Use the internet to find out about this medal. Can you locate information about any of the other medals in this source?

Getting the message across

1. What is the purpose of source 7.92?
2. How does it try to convince its audience?
3. Is source 7.92 an example of propaganda? Explain.
4. Source 7.92 does not use visual images to attract and engage the audience. Re-design this poster to include at least one image.
5. You have been asked by the pacifists to create a poster similar to but with the opposite message to source 7.92. Draw your poster.

SOURCE 7.91 Charles Ulm's World War I medals



FOUR QUESTIONS TO WOMEN

1. You have read what the Germans have done in Belgium. They HATE English people. Think what horrors women and children in Queensland will be subjected to, unless Germany is beaten ?

2. Do you realise that the safety of your home and children depends on our getting more men NOW ?

3. Do you realise that the one word "Go" from you may send another man to fight for our King and Country ?

4. When the War is over and your husband or your son or your sweetheart is asked "What did you do in the great War?" is he to hang his head because you would not let him go ?

WON'T YOU HELP AND SEND A MAN TO JOIN THE ARMY TO-DAY?

SOURCE 7.92
'Four questions to women', Queensland poster, c. 1914–18

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Visual communication

SOURCE 7.93 Women spectators during a march to the Cenotaph in Martin Place, Sydney, during World War I

Think about two things:

- A cenotaph is a monument to the dead whose remains lie elsewhere.
- The woman in the centre at the front of source 7.93 is wearing a mother's badge.

Write a 100-word caption indicating why some of these women might have been at the Cenotaph.

Figure it out

Year	Male	Female
1914	500 700	22 600
1915	499 100	28 900
1916	507 000	39 600
1917	518 000	45 600
1918	531 000	50 700
1919	564 000	63 400

Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, 1987, p. 164

SOURCE 7.94 Trade union membership by gender, 1914–19

1. Approximately how much did male membership of unions increase between 1914 and 1919 (for example, 5 per cent or 10 per cent)?
2. Approximately how much did female membership of unions increase between 1914 and 1919 (for example, 100 per cent, 200 per cent or 300 per cent)?
3. What does this tell us about the impact of World War I on women?

Intercultural understanding

SOURCE 7.95 A Turkish war veteran marching on 24 April 2007 during the 92nd anniversary of the Gallipoli campaign at the Cape Helles British Memorial at Gallipoli

Imagine that you are an Australian reporter who interviewed the man in source 7.95. Write a five-paragraph newspaper report based on your interview.

Talking points

Play a game of hot seat. Divide the class into two or more groups. Each group picks one to three representatives. The representative(s) sits at the front facing the rest of the class without looking at the board. The opposing team writes a term or concept from this chapter on the board. Without using mime or hand gestures, the group has to communicate the term or concept to their representative(s) using words or phrases that define the term or concept.

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Chapter 8

World War II, 1939–45 »

The Japanese attack on Pearl Harbor, Hawaii, December 1941

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the main causes of the war
- locate and sequence the places where Australians fought in the war
- explain why Australians enlisted to fight
- outline and sequence the changing scope and nature of warfare
- using sources, investigate prisoners of war, a specific campaign, the role of women, and participation of Aboriginal and Torres Strait Islander peoples and a specific event/incident
- outline the Australian governments' control on the home front for each of the following: conscription, use of government propaganda, changing roles of women, enemy 'aliens' and wartime controls/censorship
- analyse the changing relationship of Australia with other countries after World War II
- explain the impact of the war on returned soldiers/civilians
- explain how and why Australians have commemorated the war.

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Inquiry questions

1. What caused World War II?
2. What was the Holocaust?
3. Why did Australians enlist to fight in World War II?
4. Where did Australians fight and what was the nature of warfare during World War II?
5. What was the Kokoda Campaign?
6. What were the experiences of Australian prisoners of war?
7. What was the impact of World War II on Australia?
8. What was the conscription issue?
9. How did the role of women change during World War II?
10. What was the significance of World War II to Australia's international relationships?
11. How is World War II commemorated?

Introduction

WORLD WAR II broke out on 3 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 focused its war efforts there. Around 65 000 000 people were killed in World War II; of these, 40 000 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
transcript	a written copy of something spoken

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A World War II vintage P-40 Kittyhawk fighter

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: 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
August: Atomic bombs dropped on Hiroshima and Nagasaki, Japan
15 August: Victory over Japan Day —Japan surrenders

1946

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Focus on history skills

SKILL 7

Explanation and communication (part 2)

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.
- Use specific evidence to support the point of view presented.

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 may be included here.

SOURCE H8.1 Being able to write a clear and cohesive historical argument is a valuable skill.

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Focus on history skills activities

Read the historical argument below, and 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?

Many reasons are given for America using 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 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.

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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 use to search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

What caused World War II?

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

SOURCE 8.1 Germany used 45 divisions and aerial attack to invade Poland

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SOURCE 8.2 Expansion by Germany, Italy and Japan in the 1930s

became 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 8.2). 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**, both sides hesitated. 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 straightaway. 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.

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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.

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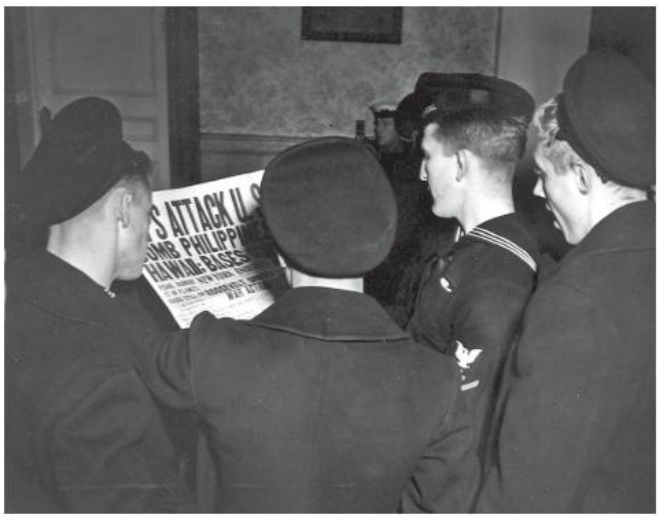
The Australian parliament passed a motion on 17 December 1941 to endorse the governor-general's proclamation. Curtin, in the same sitting of the House of Representatives, had a resolution passed approving his early action of declaring war on 9 December.



SOURCE 8.3 American sailors read news of the surprise attack by the Japanese on Pearl Harbor, Hawaii, December 1941

ACTIVITY 1

Comprehension: 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 8.2 to complete the following table. One full 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 8.4 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 8.1 and when was it created?

2 How might this source be used as **propaganda**?

Explanation and communication

1 Explain who the following people are and their connection with World War II:

- **a** Adolf Hitler
- **b** Benito Mussolini
- **c** Robert Menzies
- **d** John Curtin.

2 In your own words, explain the causes of World War II.

3 Use the photograph of the USS *West Virginia* (source 8.4). 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 also 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.

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Ghettos

A ghetto was a city area in which local Jewish people were forced to live. Ghettos were overcrowded, often enclosed, miserable and poorly supplied with food and medicine. Some lasted for a number of years. Others closed quickly. Ghettos were holding places where Jews were forcibly detained until their fate was decided by the Nazis.

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 Which people were confined in ghettos?

2 Describe six features of a ghetto.

3 Look at source 8.5.

- **a** When were the first ghettos established? Name three early ghettos.
- **b** Where were the last ghettos established? Name three.
- **c** Were ghettos only set up in German-occupied territories? Explain.
- **d** Were any ghettos in Switzerland? Why?
- **e** Were ghettos concentrated in western, central or eastern Europe?

Research

Investigate the internet site www.holocaust.com.au.

1 Match a source from this site to a ghetto in source 8.5.

2 **a** Which perspective does this source represent?

b What does the source tell you about ghettos?

The 'Final Solution'

The '**Final Solution**' was the term the Nazi Government used to describe its plan to wipe out the Jewish race. The plan was formalised in January 1942 at the Wannsee Conference, but the Nazis started building concentration camps such as Dachau (which would serve as a model for later camps) in 1933. As the Final Solution plan was formalised, the numbers of concentration camps were increased and death camps such as Belzac, Sobibor, Majdanek, Chelmno, Treblinka and Auschwitz were built. Jewish prisoners were used as forced labour, and the Nazis used

SOURCE 8.5 Major ghettos in occupied Europe, 1939–44

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extermination camps to carry out their genocide. Six million Jews (approximately two-thirds of the pre-war European Jewish population) were killed by Nazis. The Nazis also used these camps for the mass murder of Romani people, homosexuals, people with disabilities, prisoners of war and other dissidents.

Of all the horrors of the place, the smell, perhaps, was the most startling of all. It was a smell make up of all kinds of odors—human excreta, foul bodily odors, smoldering trash fires, German tobacco—which is a stink in itself—all mixed together in a heavy dank atmosphere, in a thick muddy woods, where little breeze could go.

The ground was pulpy throughout the camp, churned to a consistency of warm putty by the milling of thousands of feet, mud mixed with feces and urine. The smell of Gunskirchen nauseated many of the Americans who went there. It was a smell I'll never forget, completely different from anything I've ever encountered. It could almost be seen and hung over the camp like a fog of death.

As we entered the camp, the living skeletons still able to walk crowded around us and, though we wanted to drive farther into the place, the milling, pressing crowd wouldn't let us. It is not an exaggeration to say that almost every inmate was insane with hunger. Just the sight of an American brought cheers, groans, and shrieks. People crowded around to touch an American, to touch the jeep, to kiss our arms—perhaps just to make sure that it was true. The people who couldn't walk crawled out toward our jeep. Those who couldn't even crawl propped themselves up on an elbow, and somehow, through all their pain and suffering, revealed through their eyes the gratitude, the joy they felt at the arrival of Americans.

Holocaust Teacher Resource Centre, "Oh, No, It Can't Be", www.holocaust-trc.org/the-holocaust-education-program-resource-guide/oh-no-it-cant-be

SOURCE 8.6 Recollections from Captain J.D. Pletcher, 71st Division at Gunskirchen

SOURCE 8.7 Czech doctors examine an emaciated Hungarian Jew at the Buchenwald concentration camp, Weimar, Germany, 13 April 1945. Photograph by Margaret Bourke-White.

ACTIVITY 3

Analysis and use of sources

1 What is source 8.6?

2 a What did Captain Pletcher find most startling about the horrors of the place?

b What did captain Pletcher say he would never forget?

c When did the Captain enter the camp?

d What does the source tell you about the condition of inmates in the camp?

e Can you find photographic evidence on the internet to support Pletcher's description of Buchenwald?

3 Some historians investigate the ways in which smell influences people's memories of past events. What does source 8.6 tell us about the connection between smell and memory?

4 What is source 8.7 and who created it?

Research

Who was Margaret Bourke-White? What role did she play in documenting concentration camps?

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SOURCE 8.8 Margaret Bourke-White

Why did Australians enlist to fight in World War II?

Following the outbreak of World War II, Australian men quickly volunteered to join the Australian Army, Air Force or Navy. By the end of the war, nearly one million had enlisted in one of these armed services.

SOURCE 8.9 Applying to join the Air Training Corps

Women would also enter military service and, for the first time, be engaged in roles other than nursing. Nearly 36 000 would enlist in the three women's Army services during World War II.

The reasons Australian men and women enlisted can be found in sources 8.12 to 8.15. By analysing these sources and answering the activities which follow, you will gain an understanding of the motives of those who joined at the outbreak of the war. With the Japanese advance following the fall of Singapore in 1942, the main reason for enlisting after this time became the defence of Australia.

Service	Outside Australia	Inside Australia	Total
Army	396 661	330 139	726 800
RAAF	124 077	91 923	216 000
RAN	37 061	11 039	48 100
Total	557 799	433 101	990 900

Joan Beaumont, *Australian Defence: Sources and statistics*, Oxford University Press, Melbourne, 2001, p. 306

SOURCE 8.10 Number of Australian men who served in World War II

The age grouping of 14 953 men chosen at random from among those who enlisted in 1939 is shown in source 8.11:

Age group	18–19	20–24	25–29	30–34	35–49
Number	116*	6457	3851	3797	732

*It is probable that a considerable number of youths of 19 and under gave their ages as 20

Gavin Long (Australia's official historian) *Australia in the War of 1939–1945*, Series 1—Army, Volume 1, To Benghazi (1961 reprint), p. 58

SOURCE 8.11 Ages of men enlisting in 1939

> [T]he powerful tradition of the Australian Imperial Force of twenty years before. So high was the prestige of that volunteer army that a desire to qualify for membership of its brotherhood and to march on Anzac Day was to some a strong motive for enlistment. Some men said that they enlisted to escape from uninteresting occupations, dull towns or suburbs, or domestic difficulties—in fact, for adventure; and this motive, mixed with other feelings of duty and of desire for self-enhancement, was undoubtedly powerful ...
>
> Gavin Long (Australia's official historian) *Australia in the War of 1939–1945*, Series 1—Army, Volume 1, To Benghazi (1961 reprint), p. 57

SOURCE 8.12 Reasons for enlisting—Official War History 1

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One of the new recruits (unable to define exactly why he himself had joined) questioned his companions but found all too shy or reserved to confess a serious reason for enlisting. Finally he decided:

> The men who joined the army were the type who stood up in trams and gave their seats to women. There are people who are constitutionally unable to resist when a call is made, or when they feel they are under some obligation. I doubt whether many of them could tell why they enlisted. The real cause was something deeper than they could fathom. We could not see ourselves as fitting the glowing words ... about the Anzacs at Gallipoli, and, although we were born with a tradition to carry on, and were proud of it ... There was, I believe, a large body of men—perhaps the majority—who were adventurers at heart but common citizens by force of circumstance—how many of us are not—who saw in this call a glorious combination—the life of an adventurer with the duties of a citizen.
>
> Gavin Long (Australia's official historian) *Australia in the War of 1939–1945*, Series 1—Army, Volume 1, To Benghazi (1961 reprint), p. 57

SOURCE 8.13 Reasons for enlisting—Official War History 2

> It is so hard to say that you joined up for this reason or that reason—when so many things come into it. Some people join up because it is the thing to do, or because they are hard up, or because they want to get away from domestic unhappiness, or because they simply want to get at the enemy. It's all those things. Perhaps it was a stirring R.A.A.F poster that shouted: 'It's a man's job!'
>
> Roberts Dunstan, *The Sand and the Sky*, Robertson and Mullens, Melbourne, 1945, p. 40

SOURCE 8.14 Reasons for enlisting in the RAAF

> I was nineteen [and joined] for the same reason the boys wanted to join up; you felt that you had to do something for your country. It was something entirely different and I was young. Women were stepping into these roles simply because we were a small country, they needed so many, they were committed to send so many of the young men away and the only way to handle everything was to bring the women in.
>
> Interview with June Stone, 'When the war came to Australia', 19 February 1991 at http://www.womenaustralia.info/archives/AWH000867.htm

SOURCE 8.15 June Stone enlists in the WAAF

SOURCE 8.16 'One in—all in', lithograph by LG McPherson

SOURCE 8.17 'Join us in a Victory Job', photolithograph by unknown artist

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 Use source 8.10.
   - a What was the total number of men who served both inside and outside Australia during World War II?
   - b Which force and where (inside or outside) had the highest number?

2 Use source 8.11
   - a Which age group had the highest enlistment in 1939?
   - b Who was Gavin Long? Why would his sources be useful to an historian?

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3 What, according to Gavin Long in source 8.12, were the reasons men enlisted to serve in World War II?

4 What other reasons for enlisting are given in source 8.13?

5 Fill in the following table of possible reasons for enlisting in the RAAF by using source 8.14 and WAAF by using source 8.15.

	RAAF	WAAF
Reason		

Analysis and use of sources

1 Who wrote sources 8.11 to 8.13? What does this tell you about the origin, content and purpose of these sources?

2 In what ways does the information in source 8.12 agree with that in source 8.14?

3 Which sources would be more reliable and useful when inquiring into the reasons Australians enlisted—those by the official historian (8.11 to 8.13) or those by 'ordinary' people (sources 8.14 and 8.15)?

4 Who is the intended audience for source 8.16? What is the purpose of this source?

5 Who is the intended audience for source 8.17? What is the purpose of this source?

Perspectives and interpretations

1 Read again source 8.13. What image does it create of the type of man who enlisted?

Research

1 Locate the Official War History (available at www.awm.gov.au/histories/second_world_war). How would you use this to further investigate why Australians enlisted to fight in World War II?

Participation of Aboriginal and Torres Strait Islander peoples in World War II

At the outbreak of World War II, the Australian Army and the Royal Australian Navy both had a policy that excluded persons 'not substantially of European origin or descent' from enlisting. The Royal Australian Air Force was more relaxed and accepted Aboriginal and Torres Strait Islanders in order to overcome the shortage of aircrews caused by the demands of the Empire Training Scheme. With the threat of Japanese invasion, the recruitment of Indigenous Australians into the armed services and supporting roles increased. The Torres Strait Light Infantry Battalion was formed to defend Australia's north and became the only Indigenous battalion in Australian military history—although they never received the same rate of pay or conditions as non-Indigenous soldiers. Also patrolling the top end of Australia was the 2/1st North Australia Observer Unit, known as

SOURCE 8.18
Troops of the 2/7th Infantry Battalion, including Sergeant Reg Saunders (third from left), 1943

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the 'Nackeroos'. By the war's end, about 6000 Aboriginal and Torres Strait Islander peoples had served as enlisted servicemen or members of irregular or support units.

Reginald Saunders, a Gunditjmara man from western Victoria, became the highest ranked Aboriginal serviceman in Australian history and was later appointed Member of the Order of the British Empire (MBE) for his civilian duties after the war.

Although they were not considered or treated as Australian citizens, many Aboriginal and Torres Strait Islander servicemen and women fought and died for Australia during World War II.

ACTIVITY 5

Comprehension: chronology, terms and concepts

1 Approximately how many Aboriginal and Torres Strait Islander peoples served in World War II?
2 Who was Reginald Saunders?
3 Why was the RAAF more lenient when enlisting Aboriginal and Torres Strait Islanders in World War II?
4 Who were the 'Nackeroos'?

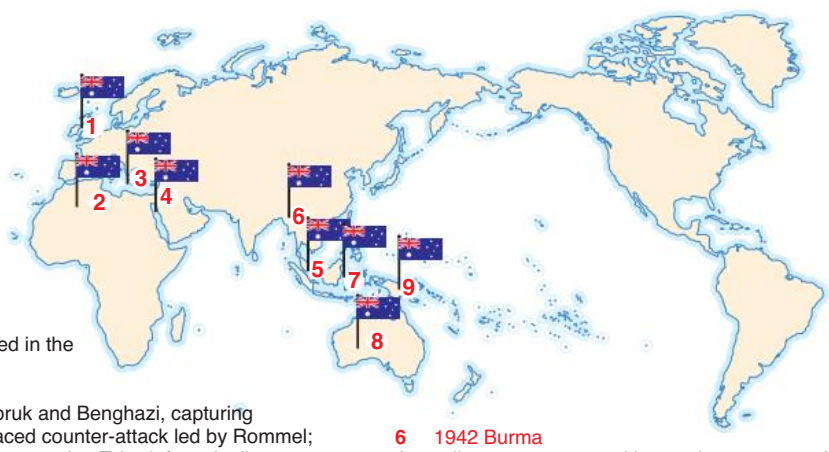
Research

1 Use the internet to locate further information on the role Aboriginal and Torres Strait Islander peoples played in World War II.

Where did Australians fight, and what was the nature of warfare during World War II?

Almost one million Australians men and women served in World War II. They fought against the Axis powers (Germany and Italy) in Europe and North Africa, and against Japan in South-East Asia and areas of the Pacific. For the first time in Australia's history, the mainland came under attack when Japanese aircraft bombed Darwin and Broome, and three Japanese midget submarines struck in Sydney Harbour.

After initial victories against Italian forces, Australians suffered defeat in Greece, Crete and North Africa by Germany. Australian and Allied soldiers held out against repeated German attacks in the Libyan port of Tobruk in April to August 1941. In October 1942, Australians played



Key

1 1940 Britain
Australian airmen assisted in the Battle of Britain

2 1940–42 North Africa
Australians fought at Tobruk and Benghazi, capturing 10 000 prisoners, then faced counter-attack led by Rommel; 30 000 Australian troops trapped at Tobruk from April to September 1941; with the 8th Army defeated Rommel at the Battle of El Alamein in 1942.

3 1941 Greece and Crete
Australian forces arrived in Greece in March 1941 but were forced back to Crete; 1500 Australians killed and 5000 captured in the German invasion of Crete.

4 1941 Middle East
Australian troops involved in driving enemy forces from Lebanon, Syria and Iraq.

5 1941–42 Singapore
Australian troops and nurses trapped in Singapore and forced to surrender in February 1942; 16 000 became prisoners of war.

6 1942 Burma
Australian troops engaged in attacks to prevent the Japanese reaching India.

7 1942 Indonesia
Australians unable to stop Japanese advances into Java and Sumatra; a number formed guerilla groups and continued the attacks on Japanese troops in Timor.

8 1942 Australia
Darwin bombed for the first time on 19 February; Japan also attacked Broome and sent midget submarines into Sydney Harbour.

9 1942–43 New Guinea
Australian and American troops involved in jungle warfare against the Japanese; the Battle of the Coral Sea in May 1942 prevented the Japanese from invading Australia.

SOURCE 8.19 Where Australians fought during World War II

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a significant role in the victory over Germany at El Alamein. The nature of this fighting is best described as 'desert warfare'. By the end of 1942, most Australian forces had left Europe and North Africa to fight in the Asia-Pacific theatres of war. However, thousands of Australians continued to serve with the RAF and RAAF in Europe. Australians served with Britain's Bomber Command up until Victory in Europe (May 1945). These airmen suffered some of the highest losses of the war with over 3500 killed as part of air raids on Germany.

When Japan entered the war in December 1941, it quickly achieved a series of victories in South-East Asia and large areas of the Pacific. Singapore fell in February 1942, leading to the capture of an entire division of Australian soldiers. The advancing Japanese army was engaged in jungle warfare by Australian troops. A number of crucial battles in the Coral Sea and in New Guinea, including on the Kokoda Track and at Milne Bay and Buna, ended the threat of invasion.

Australian soldiers were involved in a series of campaigns in 1944 extending from Borneo to Bougainville. This continued until the end of the war in August 1945.

SOURCE 8.21 Australian troops of the 7th Division, AIF, at Buna, New Guinea, November 1942

SOURCE 8.22 Australians in Bomber Command—portrait of a Lancaster Bomber crew taken in 1942

SOURCE 8.20 Australian troops in action in Tobruk, 1941

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SOURCE 8.23 Lancaster Bomber on a bombing raid over Germany, March 1945

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 Use source 8.19 to answer or complete the following:
   - **a** Name three battles involving Australians in North Africa.
   - **b** How many Australians were killed and captured on Crete in 1941?
   - **c** List three countries in Asia where Australians fought.

2 How many Australians who flew in Britain's Bomber Command were killed?

Analysis and use of sources

1 What information does source 8.20 provide about the nature of warfare?

2 What information does source 8.21 provide about the nature of warfare?

3 What information does source 8.23 provide about the nature of warfare?

Research

1 Select one of the battles that involved Australians from the following list. Next, using the internet or your school library, locate and select relevant information about your selection. Use this information to write a 200-word summary of your selected battle. Include at least one diagram that helps to explain the battle.
   - Tobruk
   - El Alamein
   - Crete

2 Robert Byron Pattison was an Australian who enlisted in the RAAF and was assigned to Bomber Command. His war service record has been digitalised and can be viewed on the National Archives of Australia website. Go to your digital support to find the website address. Use this record to locate information on where he served and the nature of warfare in which he was involved.

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.

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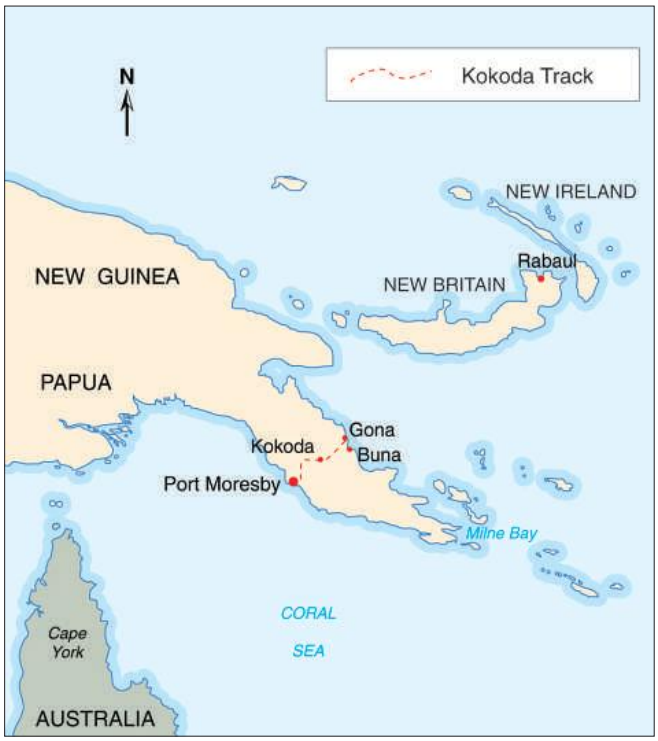
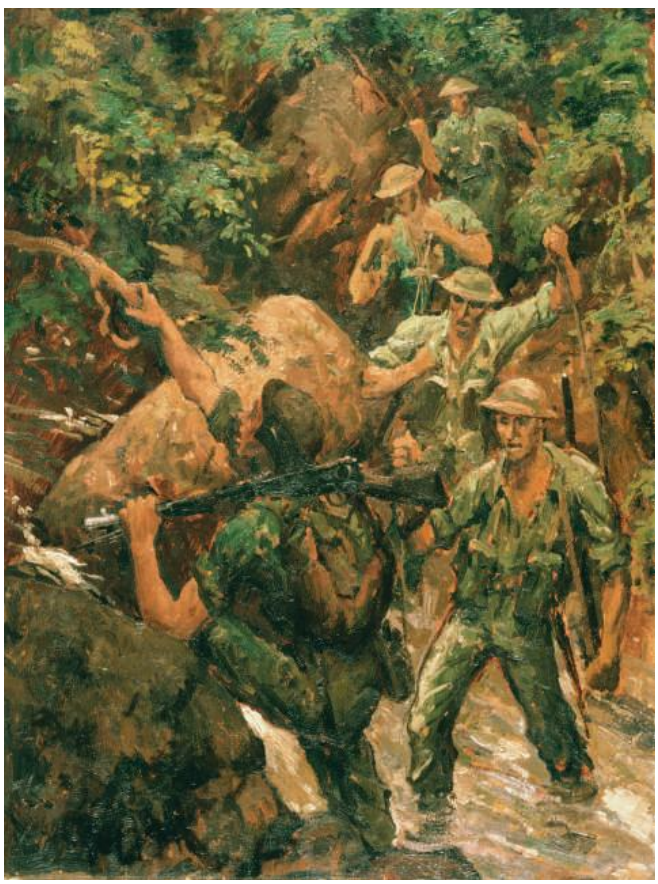


SOURCE 8.24 Milne Bay and the Kokoda Track



SOURCE 8.25 *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 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 8.27 and 8.28 provide insight into the experiences of Australians involved at Kokoda.

SOURCE 8.26 Papuans carrying the wounded

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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

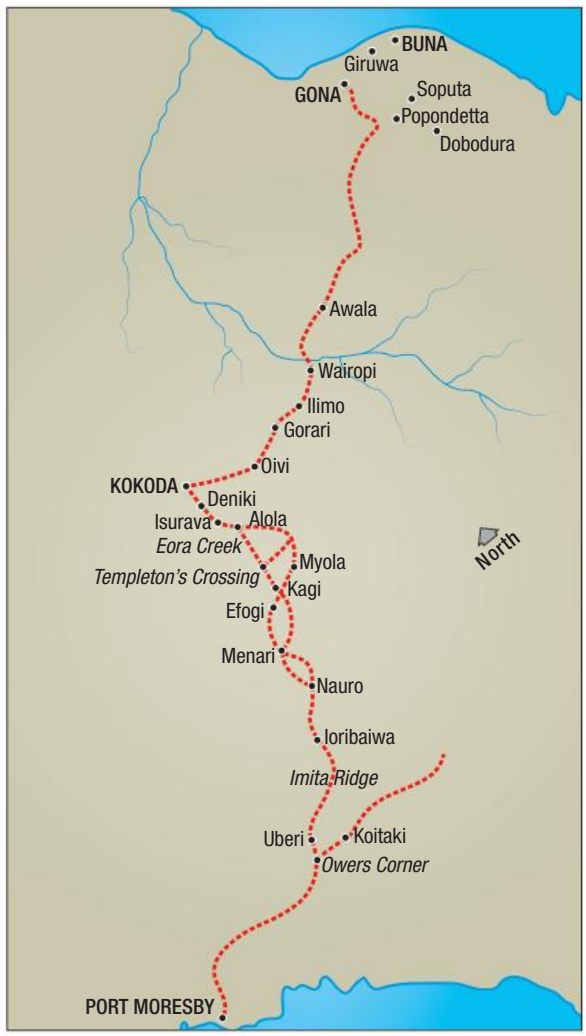
SOURCE 8.27 Kokoda experience 1

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 8.28 Kokoda experience 2



SOURCE 8.29 The Kokoda Track

ACTIVITY 7

Comprehension: 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 and Milne Bay.
4 Who were the 'Fuzzy-Wuzzy Angels'?

Analysis and use of sources

1 Make a list of quotes from sources 8.27 and 8.28 that provide information on the experiences of Australians at Kokoda in 1942.
2 Study Dargie's drawing (source 8.30). What did you think was the artist's purpose in doing this drawing?

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?

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2 In September 2012, the Australia War Memorial convened a major international conference to mark the 70th anniversary of the Kokoda and Papuan campaigns in 1942. Go to your digital support to view the speakers and abstracts (summaries) of the research they presented. After reading the abstracts, describe the different interpretations of Kokoda presented at the conference.

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.

Explanation and communication

1 Use the results of your research from the preceding 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.

2 How does source 8.30 contribute to fostering the Anzac legend?

SOURCE 8.30 William Dargie, *Infantry in trucks moving up to Owers' Corner on the Kokoda Trail*, November 1942, pencil on paper

Empathetic understanding

1 How might the wife of one of the soldiers in source 8.30 react to it?

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

ICT

1 Go to your digital support 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 your digital support to look for stories related to Kokoda.

What were the experiences of Australian prisoners of war?

Over 31 000 Australians became prisoners of war (POWs) during World War II. Of the 8600 held captive by the Germans, 8358 were released alive or had escaped by the end of the war in 1945. The majority of Australian POWs, however, were captured by the Japanese and treated extremely harshly, with over one-third dying or being killed.

From 1942 to 1945, 22 000 Australian troops, including 71 women of the Australian Army Nursing Service, were 'prisoners of Nippon' and placed in camps in Ambon, Borneo, Burma, Hainan, Japan, Java, Manchuria, Malaya, New Guinea, Singapore, Sumatra, Taiwan, Thailand and Timor. Most prisoners were expected to work on constructions or in industries that assisted the Japanese war effort. It was not uncommon for prisoners to be worked to death or to be beaten, starved and denied adequate medical treatment. Two particularly horrendous experiences were those related to Changi and Sandakan.

Changi, in Singapore, had been a British garrison until February 1942, when the island fell to the Japanese. It then became home to the 15 000 Australian and 35 000 British soldiers who had been forced to surrender. When the Japanese decided to hasten the construction of a rail link to help supply their troops in Burma in 1943, 12 000 Australian prisoners found themselves moved

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SOURCE 8.31 Australian prisoners of war

from Changi to toil on this horrific project. Working with 50 000 other Allied prisoners and 250 000 Asian slave labourers, they cut through jungle and rock with primitive tools to build the Burma–Thailand railway. Over one-third of the POWs did not survive, mainly due to starvation and disease.

SOURCE 8.32 The region where Australians were prisoners of the Japanese. The Burma–Thailand railway was from Bampong to Thanbyuzayat—a distance of 430 km through mountains and jungle.

An excellent source for investigating the experiences of Australian who were prisoners of the Japanese is Hank Nelson's book *P.O.Ws: Australians Under Nippon*, which uses both primary and secondary sources, including **transcripts** of interviews from Tim Bowden's ABC Radio series of the same name. The following extracts are taken from Nelson's book.

> The reason why most men died is simple: they starved. The greatest atrocity committed by the Japanese against the prisoners was that they did not feed them. The Australian army ration in 1941 had given the men a daily intake of 4220 calories; they could survive and do some work on 3000; in Changi they had been getting just over 2000 calories, and at that level they had been losing weight and suffering from deficiency diseases.
>
> Hank Nelson, *P.O.Ws: Australians Under Nippon*, p. 51

SOURCE 8.33 Reason for so many deaths

> We were all lying there with our ulcers and our dysentery and malaria and everything—no medicine, nothing at all. At the end of the hut you could see the Colonel [Coates] operating...The Colonel would cut right around the flesh and he'd grip the arteries and that to stop the blood from flying out. He had a sort of tenon saw to cut through the bone and snap it off. He was taking six legs a day off there.
>
> Alf Michell quoted in Hank Nelson, *P.O.Ws: Australians Under Nippon*, pp. 52–53

SOURCE 8.34 Sickness and treatment

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The ground turned to mud, your clothes rotted away, your boots, if you had any boots at that stage, rotted off. The six-foot latrine pits which we had dug filled up with water and in no time the whole camp area was crawling with maggots. In the cemetery the graves filled up with water and the bodies came to the top. But none of this affected the progress of the railway.

Hank Nelson, *P.O.Ws: Australians Under Nippon*, pp. 46–47

SOURCE 8.35 Working conditions

Prisoners no longer hoped for a 'smoko' and the man who asked to go to the benjo (toilet) might be bashed. 'It was nothing', Clarke remembers, 'to be hit on the head with a drill; whatever the guard had handy you got thumped with. Geoff Singer happened to get a bashing over the head, and he died the next day.' Reg Newton calculated sixty-eight men were battered to death in the cutting of Hellfire Pass.

Hank Nelson, *P.O.Ws: Australians Under Nippon*, p. 49

SOURCE 8.36 Bashings

In July 1942, the Japanese moved 1494 Australian prisoners of war from Changi to Sandakan in North Borneo to construct an airfield. Another 500 joined them in June 1943. Bashings and the deliberate starvation of the prisoners caused many deaths. However, in January 1945, the men were compelled to make 'death marches' as the Japanese tried to escape the advancing Allied forces. Of the 2000 Australians prisoners involved, only six were to survive. Don Wall, in his book *Sandakan Under Nippon: The Last March*, gives an account of the ordeal. The following sources come from this book.

Tsuji took his party of ten PWs 400 m along the Tambunan Road. He selected a location and informed the guards that the PWs were to be killed. He ordered the guards to surround them, then he addressed them and said, 'There is no rice so I'm killing the lot of you today…' Tsuji then ordered the guards to bring one prisoner at a time to the killing site… after the killings were completed one of the guards arrived from the camp and provided a meal.

Don Wall, *Sandakan Under Nippon: The Last March*, p. 110

SOURCE 8.38 Sandakan experience 2

SOURCE 8.39 Sergeant Siffleet about to be beheaded by a Japanese officer

On the march from Paginatan to Ranau, I think, 24 of our 36 died. One was puffed up with beri beri in the legs and face and was getting along all right on his own and could have made it but the Japs would not leave him alone; they tried to force him along and eventually he collapsed. They kicked him on the ground, Kinder and I in front saw it. The Jap turned and saw the man had gone down and struck him over the head with his rifle butt. The soldier was left there and the party marched on.

Don Wall, *Sandakan Under Nippon: The Last March*, p. 74

SOURCE 8.37 Sandakan experience 1

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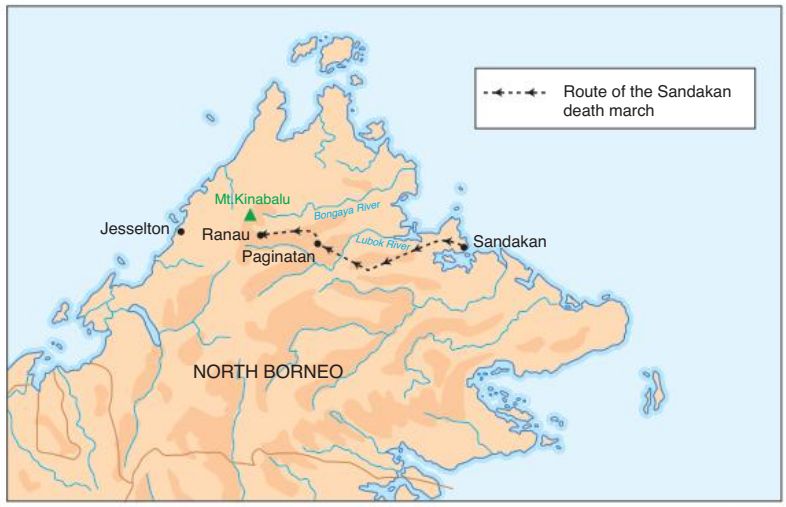
On 15 August 1945 at 7 am ... Morozumi was the prime figure and some of the guards had shovels. The PW was made to kneel and a black cloth was tied around his eyes; his hands were not tied. Morozumi decapitated him then pushed the body into the drain with his feet; the guards then shovelled earth into the drain and covered the body. With that sword stroke Morozumi killed the last prisoner of war at Sandakan.

Don Wall, *Sandakan Under Nippon: The Last March*, p. 122

SOURCE 8.40 Sandakan experience 3. (Note: The six who survived the death march from Sandakan to Ranau were at another location at this time.)



SOURCE 8.41 The route of the death march from Sandakan to Ranau —a distance of 250 kilometres

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 Answer true or false to these statements.
   - **a** No Australian women became prisoners of war.
   - **b** Approximately 31 000 Australians became prisoners of war.
   - **c** Changi is in Singapore.
   - **d** Only Australian prisoners of war worked on the Burma–Thailand railway.
   - **e** Approximately 2000 prisoners of war survived Sandakan.

2 Sequence these events in correct chronological order:
   - Prisoners taken to Sandakan
   - Fall of Singapore
   - Changi becomes a prisoner of war camp
   - Sandakan death marches commence
   - Australians taken from Changi to work on the Burma–Thailand railway.

Analysis and use of sources

1 Is source 8.33 a primary or secondary source?

2 How do sources 8.34, 8.35 and 8.36 help you to understand the experiences of Australian prisoners of war?

3 What care should historians take when using sources 8.34 and 8.35?

4 How do sources 8.37, 8.38 and 8.39 help you to understand the experiences of Australian prisoners of war?

Empathetic understanding

1 If you had been an Australian prisoner of war in Changi, how would you have felt?

2 What was the attitude of the Japanese towards prisoners of war at this time?

3 How would the possibility of defeat have influenced the Japanese in charge of prisoners at Sandakan?

4 Why is it important for us, living 60 years after World War II, to appreciate the experiences of Australians who were 'prisoners of Nippon'?

Explanation and communication

1 Using the preceding information and sources, describe the experiences of Australian POWs during World War II.

2 Explain why so many prisoners of the Japanese died.

Research

1 Locate information on Edward 'Weary' Dunlop. Describe his experiences during World War II.

2 Locate information on the Australian 8th Division. Why did so many become prisoners of war?

3 Locate information on these diseases: tropical ulcers, dysentery, malaria and beri beri. Describe their causes and symptoms.

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4 Locate information on Hellfire Pass. Describe the experiences of Australian POWs who had to construct this section of the Burma–Thailand railway.

5 Patsy Adam-Smith's book *Prisoners of War* is another excellent source of information. Can you locate this book in your school or local library?

What was the impact of World War II on Australia?

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 8.50 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 8.42 Prime Minister Curtin's message to Australian civilians

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

SOURCE 8.43 Home damaged during Japanese air raid on Darwin, April 1943

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the psychology of Australians. Many feared that a successful invasion by the enemy would soon follow. Sources 2.44 and 2.45 provide information on the impact of the bombing of Darwin on civilians.

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 8.44 Report of the attack on Darwin

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*, 1st edition, 1970, pp. 141–43

SOURCE 8.45 The Darwin air raid

ACTIVITY 9

Comprehension: 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 8.44) have obtained its information?

2 What care should historians take when using the *Courier Mail*'s report (source 8.44) as evidence about the bombing of Darwin?

3 List the facts in the *Courier Mail*'s report (source 8.44) that help you to understand the impact of the bombing of Darwin.

4 When was Paul Hasluck's book (source 8.45) created?

5 How does Paul Hasluck's book (source 8.45) assist your understanding of the bombing of Darwin?

6 Use source 8.44. 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.

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Perspectives and interpretations

1 In what ways does the *Courier Mail*'s interpretation (source 8.44) of the bombing differ from Hasluck's in source 8.45?

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

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 your digital support 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.

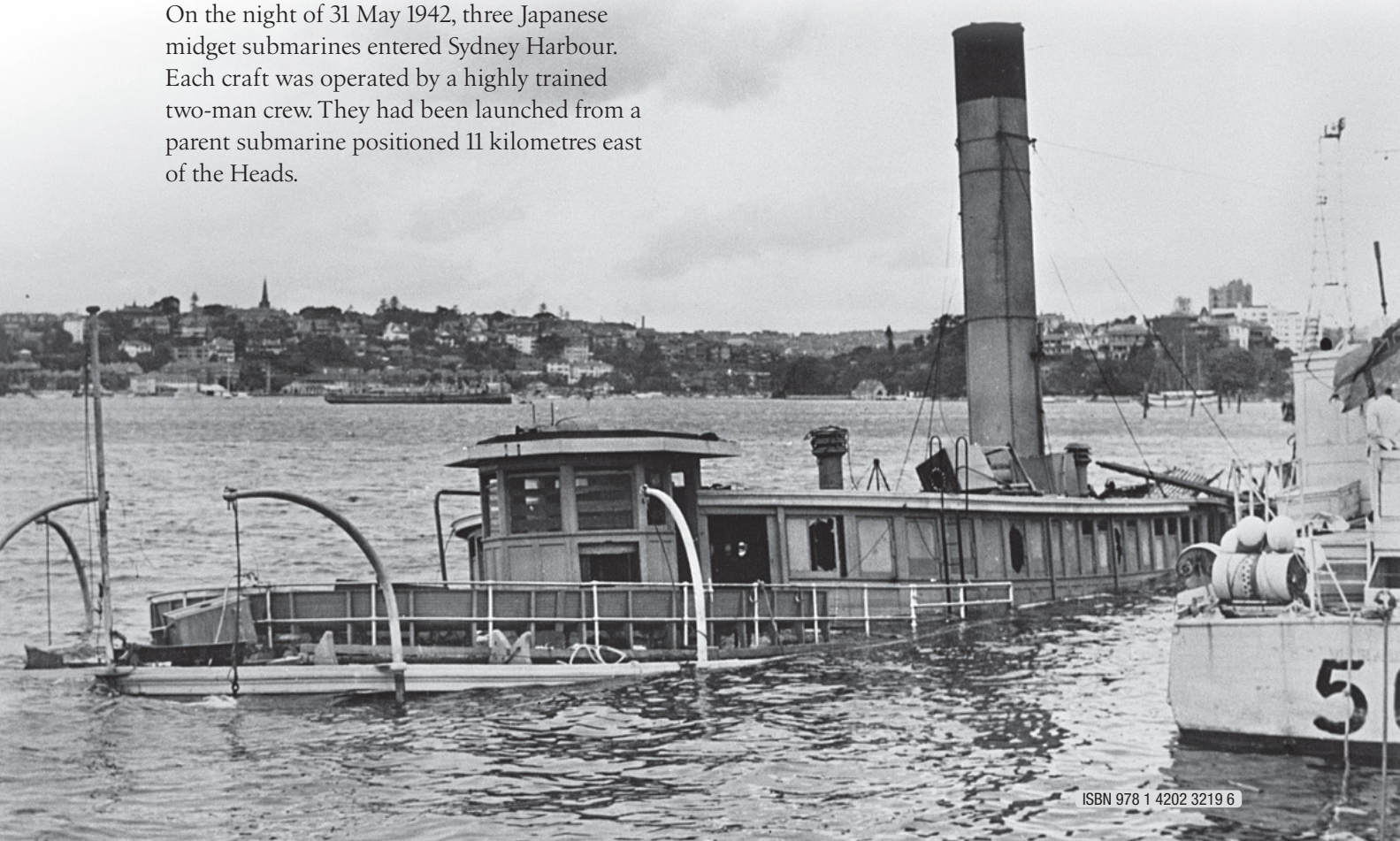
The Japanese submarine attacks on Sydney

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.

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 8.49—page 346). 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.

SOURCE 8.46 HMAS *Kuttabul* after being hit by a torpedo from a Japanese midget submarine



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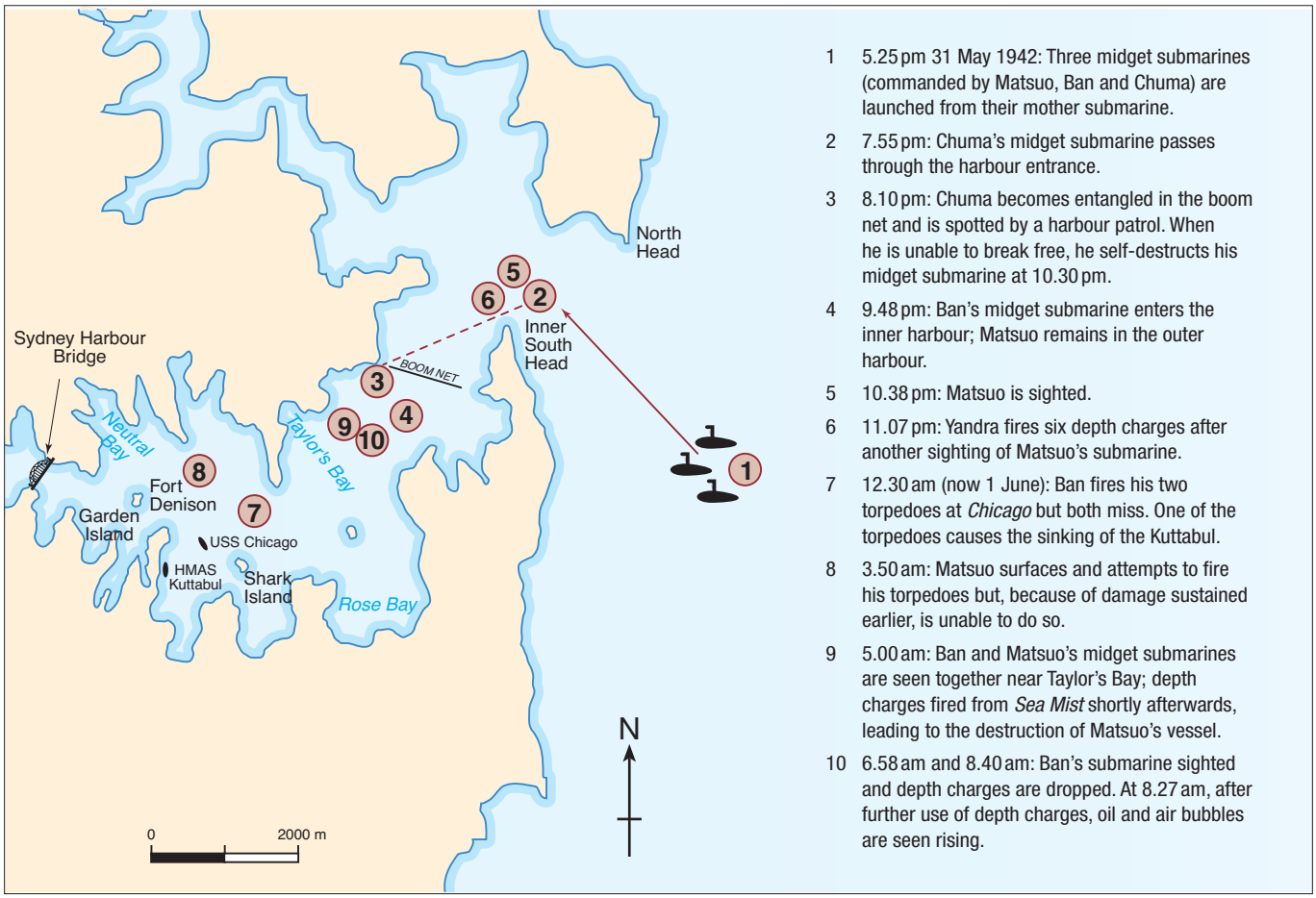
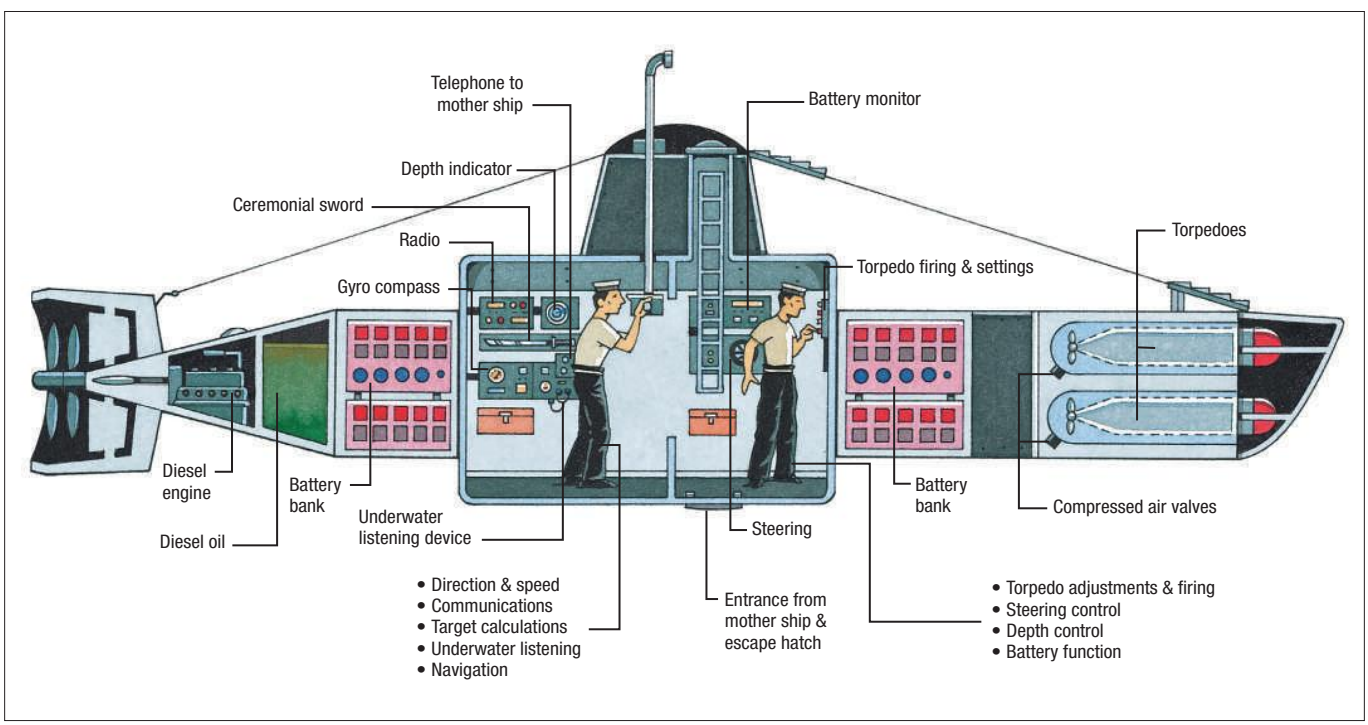


SOURCE 8.47 Sydney Harbour and the Japanese midget submarine attack



SOURCE 8.48 The design of Japanese midget submarines

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ACTIVITY 10

Comprehension: 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 8.49) 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?
4 How might a historian use the image of the submarine being lifted out of the water (source 8.50) in creating an account of the Japanese attack on Sydney Harbour?

Empathetic understanding

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

Perspectives and interpretations

Source 2.49 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 8.50)?

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?

> 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 8.49 Newspaper report of the submarine attack on Sydney Harbour

SOURCE 8.50 One of the Japanese midget submarines that raided Sydney Harbour

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Spotlight

The mystery of the third midget submarine solved

Two of the midget submarines that entered Sydney Harbour in 1942 were recovered within a week, but the third could not be found. What happened to it remained a mystery for over 60 years.

In November 2006, a group of scuba divers found the wreckage of M24, the third Japanese midget submarine, off Bungan Head on Sydney's northern beaches. The submarine was 54 metres below the surface, entangled in nets but still intact.

Phil Hendrie, one of the divers, recounted his first view of the wreck:

> The first thing I saw was this long cylindrical shape and I thought: what the hell is this? Then I swam towards the back of it and I saw the two propellers and I thought 'Crikey! I know what this is, it can only be one thing'. Then I swam back and had a look underneath the nets and there was the conning tower sitting up, and I knew straightaway what it was.

To learn more about the discovery of M24 and the 70th anniversary of the Japanese attack on Sydney Harbour, go to your digital support where you will find a podcast and a link to the NSW Environment and Heritage website.

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.

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.

SOURCE 8.51 The first meeting of the Australian War Cabinet was held on 27 September 1939 in Melbourne

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On 11 November 1939, Menzies created an Economic Cabinet that had 'the duty of carrying out the business side of the war' (see source 8.51). 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 time the National Security Act was amended to give the federal government the power to require all citizens to contribute their labour and property to assist the defence of Australia.

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 8.61).

Preserve this card carefully by keeping it in an envelope or other suitable holder.

No. Q. E 5092

COMMONWEALTH OF AUSTRALIA.

CLOTHING RATION CARD

1945-6 ISSUE

Pg. D.2.

See directions for use on other side.

Name Amy Matilda Rutter

Address

Civilian Identity No. or Alien Registration No. Or 10 14482

In the case of a child not holding a Civilian Identity Card or Alien Registration Certificate.

Age at 30th June, 1945 Years.

PARTICULARS OF SUPPLEMENTARY ISSUES

Commonwealth of Australia

1949 BUTTER RATION CARD V C 66676

CHILD under 7 years at 1st January, 1949

Name EVELYN M. WATTS

Address GLASSHOUSE MTS

Holder's name and address must be inserted immediately upon receipt of card

If this Card is found it must be returned at once to the Deputy Director of Rationing, Melbourne

1949 BUTTER 59 1949 BUTTER 60

SOURCE 8.52 Clothing and butter ration card

ACTIVITY 11

Comprehension: chronology, terms and concepts

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, but the states were the main collectors 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

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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*, William Heinemann, Melbourne, 1974, p. 464

SOURCE 8.53 Federal powers over money

ACTIVITY 12

Comprehension: chronology, terms and concepts

1 When did the federal government take full control of income tax?

2 What does PAYE stand for?

Analysis and use of sources

1 Read source 8.53.

- **a** Explain why state governments became dependent on the federal government for funds.
- **b** What evidence supports the view that the federal government had increased powers during World War II?

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.

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 8.54.

> 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 8.54 Prime minister Curtin on striking workers

Internment of enemy 'aliens'

During World War II, thousands of men, women and children thought to be a threat to Australia's national security were placed in internment camps.

At first, these enemy 'aliens' were housed in prisons such as the existing one at Long Bay.

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As numbers grew, special camps were constructed. At its peak in 1942, more than 12 000 people (mainly men) from German, Italian, Japanese and 30 other backgrounds were interned. Probably one of the most famous internment camps in New South Wales was at Cowra.

ACTIVITY 13

Comprehension: chronology, terms and concepts

1 Read source 8.54. List two groups of workers who were on strike.

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

3 Who were considered to be enemy 'aliens'?

Explanation and communication

1 How did the government make sure that the Commonwealth Bank would follow government policy?

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 8.55.

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 8.55 Fadden on the 1944 referendum

ACTIVITY 14

Analysis and use of sources

1 Read source 8.55. How did Fadden try to persuade people to vote 'No'?

Explanation and communication

1 What was the purpose of the proposed 1942 referendum?

2 What was the result of the 1944 referendum?

3 Write a historical argument text to answer 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?'

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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.

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.

What was the conscription issue?

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 8.56) 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.

> [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 8.56 Conscription for defence introduced

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.

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

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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. 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 8.58).

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 because it seemed necessary. In the federal election held in August 1943 the ALP was returned to office.

ACTIVITY 15

Comprehension: chronology, terms and concepts

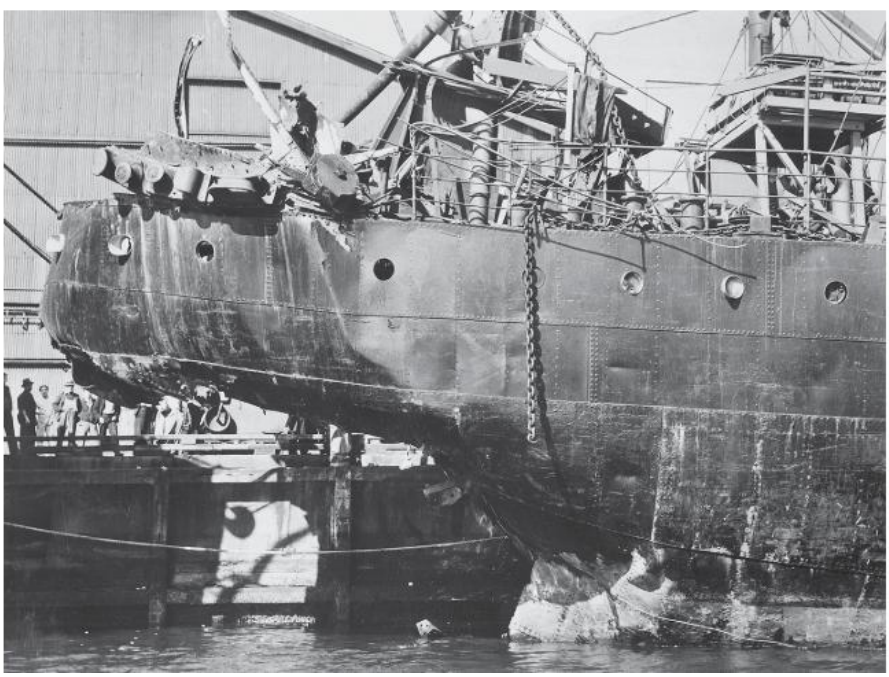
1 What is a 'militia'?
2 What does 'CMF' stand for and what was its purpose?
3 What is a 'conscientious objector'?

Analysis and use of sources

1 Look at source 8.56. What did Cabinet feel was inequitable about the voluntary system?
2 What was 'a sound democratic principle' mentioned by Menzies in source 8.56?
3 What was 'the question for Cabinet'?
4 What did Cabinet decide?
5 Look at source 8.58, 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 What attacks were made on Australia by Japan in 1942?



SOURCE 8.57 Damage done to the stern of the Australian merchant vessel SS *Allara* after being attacked by a Japanese midget submarine off Newcastle

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SOURCE 8.58 Zone for conscripted service

2 When was the Defence (CMF) Bill passed? Explain the powers it gave the federal government.

3 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 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
- individual's rights versus social responsibilities.

Also consider the following questions:

- Does democracy mean everyone must play an equal part?
- What limits should be placed on governments during wartime and peacetime?
- Does room exist for disagreement in a democracy during wartime?

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Empathetic understanding

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

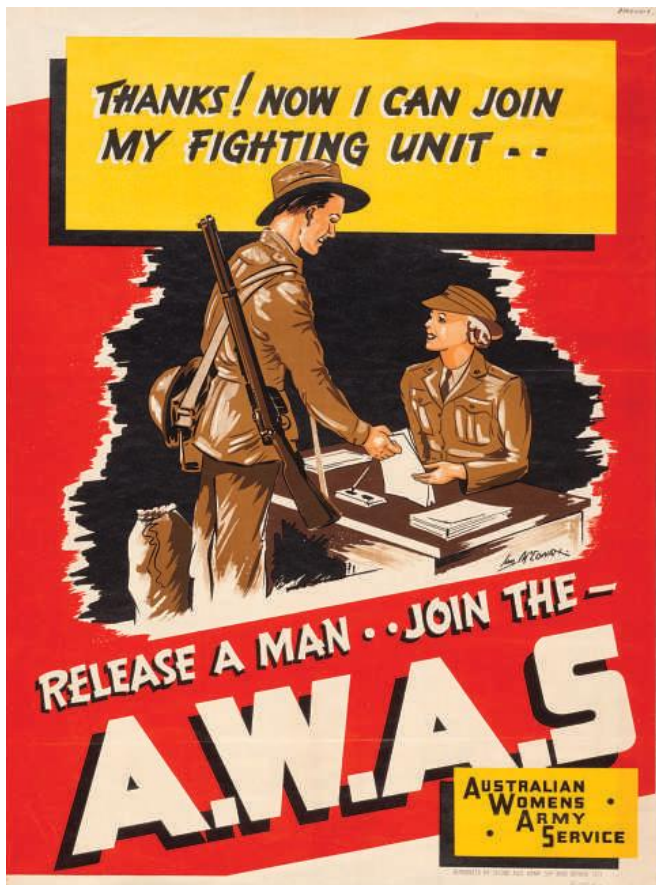
How did the role of women change during World War II?

During World War II, women's roles were radically affected because, as men enlisted in the armed services, not enough men were left to be ordinary workers. When Japan entered the war in December 1941, 554 000 Australian males and 74 000 females (out of a population of 6 700 700) were 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 8.59 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 8.60). 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; for example, almost 25 000 women joined the AWAS.



SOURCE 8.60 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, with Women's Land Army camps set up across the country—for example, 69 were set up in New South Wales alone.

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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 8.61 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 8.62 Formation of Women's Land Army

SOURCE 8.63 Women at the Cowra Women's Land Army Training Farm clearing chaff from a stripping machine, c. 1942

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SOURCE 8.64 Helen McGregor and Flora Hendy, members of the Land Girls' Army, working on Killara, near Stawell, Victoria, September 1941

SOURCE 8.65 A cartoon from *The Bulletin*, 17 November 1943

SOURCE 8.66 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 8.67 explains this change.

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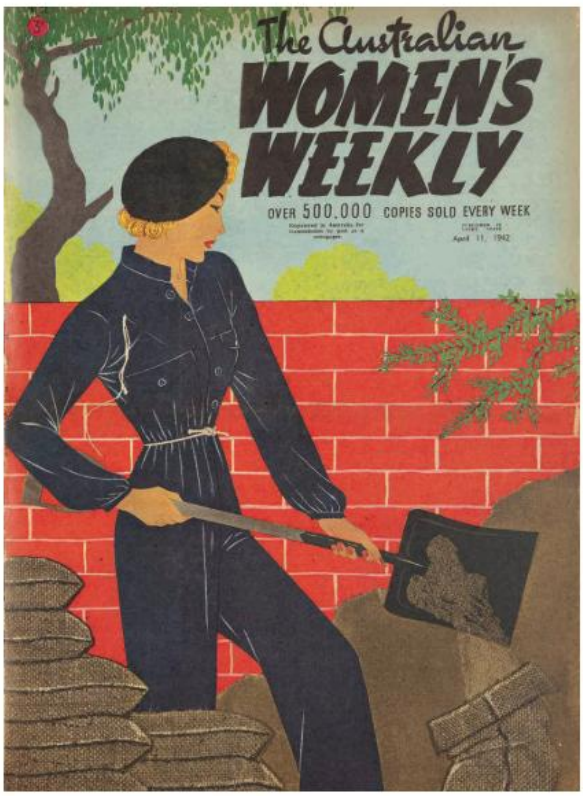
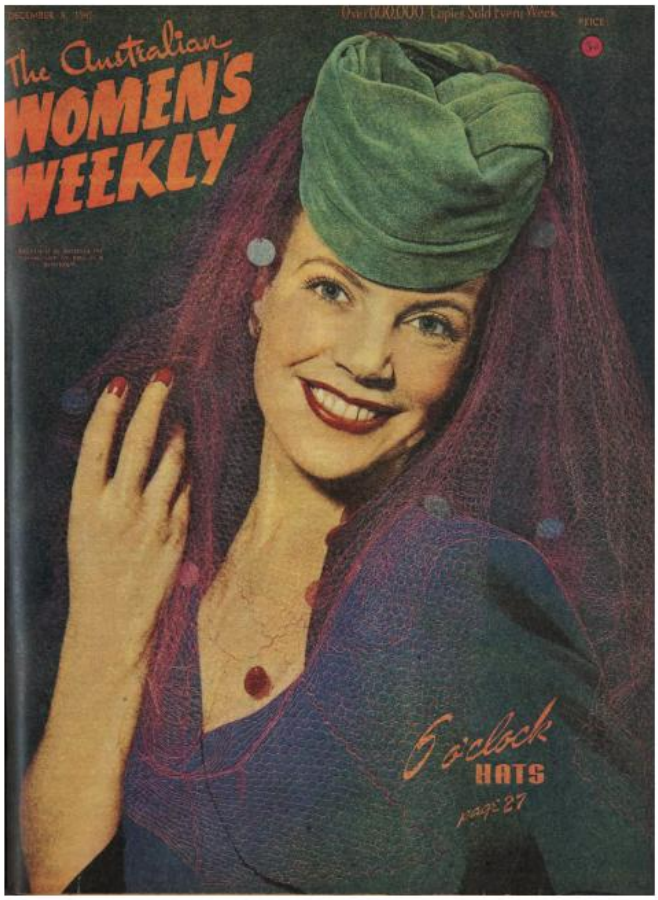
During the early war years, up to 1942, homemaking and motherhood remained the most important job. As the need for increased supplies of female labour became paramount, the magazine began to change the image of its heroine. As long as women were needed in the workforce, magazine propaganda painted an 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 8.67 How the *Australian Women's Weekly* presented women's work



SOURCE 8.68 *Australian Women's Weekly* cover, 11 April 1942



SOURCE 8.69 *Australian Women's Weekly* cover, 8 December 1945

ACTIVITY 16

Comprehension: 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.

Analysis and use of sources

1. Read source 8.62. How does this source help our understanding of the Women's Land Army?
2. Look at the photographs of working women (sources 8.59, 8.61, 8.63 and 8.64). How do these sources assist an investigation into the roles of women during World War II?
3. Read the advertisement (source 8.66). What was its purpose?
4. How does the government advertisement (source 8.66) try to achieve its purpose?
5. What does the cartoon from *The Bulletin* (source 8.65) show?
6. What is shown on the cover of the Australian Women's Weekly from April 1942 (source 8.68)?
7. What was the purpose of the cover?
8. What does the AWAS recruitment poster (source 8.60) tell us about the federal government's strategies to increase the number of soldiers outside the zone for conscripted service?

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9 What is source 8.69 and when was it published?

10 What happened at this time?

11 Compare source 8.68 with source 8.69. How are the two covers different or similar?

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?

3 What had changed during World War II in terms of women and work? Why?

4 At the end of World War II, what remained the same about women and paid work?

Empathetic understanding

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 8.59). 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 8.69).

Perspectives and interpretations

1 What attitude towards women is presented in the cartoon from *The Bulletin* (source 8.65)?

2 How does Andree Wright's interpretation (source 8.67) help you to understand the changing roles of women?

3 Does the cover of the *Australian Women's Weekly* from 8 December 1945 (source 8.69) support or contest Andree Wright's view of the magazine (source 8.67)? 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.

What was the significance of World War II to Australia's international relationships?

The Japanese entered the war on 7 December 1941, when they attacked the American naval base at Pearl Harbor 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. The Australian population feared that an invasion would occur because 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 recognised the need to bring Australia closer to the powerful United States and to not rely solely on Britain for protection. Source 8.70 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 8.70 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.

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'Long-distance thinking'

SOURCE 8.71 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, 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, which 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*, Oxford University Press, Melbourne, 1998, p. 695

SOURCE 8.72 The United States as the great protector

SOURCE 8.73 Emblem of the Australian–American Association, formed in 1941

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SOURCE 8.74 Jac, 'Hope of his side', *Daily Mirror*, 1943

ACTIVITY 17

Comprehension: 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 8.70) published and what was happening at this time?

2 Why is Curtin's announcement (source 8.70) 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 8.71)?

6 What was the purpose of this cartoon (source 8.71)?

7 What does Jean Beaumont's analysis (source 8.72) suggest about Australia in comparison with the United States?

8 Describe the symbols used in the emblem of the Australian–American Association (source 8.73).

9 Describe what is being shown in the cartoon from the *Daily Mirror* (source 8.74).

10 What does the cartoon from the *Daily Mirror* (source 8.74) tell us:

- **a** about the power of the United States
- **b** about Australia's relationship with the United States at the time?

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.

4 What does the cartoon from the *Daily Mirror* (source 8.74) tell us about something that has been ongoing in Australia's history? (Think about this in relation to the other cartoon, source 8.71.)

Empathetic understanding

1 Imagine that you are General MacArthur and that you have just seen this cartoon in a copy of the *Daily Mirror* (source 8.74). 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 8.74) 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 8.74) to contest the view put forward in Jean Beaumont's analysis (source 8.72)? Explain.

How is World War II commemorated?

World War II ended in two stages. Firstly, there was Victory in Europe (VE), first celebrated by a public holiday on 8 May 1945 to mark the date when the Allies formally accepted the unconditional surrender of Nazi Germany. This was followed by Victory over Japan (VJ), when Japan accepted the terms of surrendered on 15 August 1945

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(or, because of time zone differences, 14 August 1945 in the USA). In Australia, this has become known as Victory in the Pacific (VP).

The importance of remembering the sacrifice of those who gave their lives during World War II was stressed by prime minister Chifley when he announced of the defeat of Japan (see source 8.75).

For many years, Australians celebrated both VE Day and VP Day along with Anzac Day and Armistice Day (the ending of World War I). After World War II, the Australian Government agreed to the United Kingdom's proposal that Armistice Day be renamed Remembrance Day to commemorate those killed in both World Wars I and II.

Fellow citizens, the war is over.

The Japanese Government has accepted the terms of surrender imposed by the Allied Nations and hostilities will now cease ...

At this moment let us offer thanks to God.

Let us remember those whose lives were given that we may enjoy this glorious moment and may look forward to a peace which they have won for us. Let us remember those whose thoughts, with proud sorrow, turn towards gallant, loved ones who will not come back. On behalf of the people and the Government of Australia I offer humble thanks to the fighting men of the United Nations whose gallantry, sacrifice and devotion to duty have brought us to victory. Nothing can fully repay the debt we owe them nor can history record in adequate terms their deeds from the black days that followed September 1939 and December 1941, until this moment.

We owe, too, a great debt to those men and women who performed miracles of production, in secondary and primary industries so that the battle of supply could be won and a massive effort achieved. Materials, money and resources have been poured out so that the fighting men would not go short. Australia's part, comparatively, in terms of fighting forces and supplies, ranks high and the Australian people may be justly proud of everything they have done ...

You are aware of what has been arranged for the celebration of this great victory and deliverance, and in the name of the Commonwealth Government, I invite you to join in the thanksgiving services arranged for, truly, this is a time to give thanks to God, and to those men against whose sacrifice for us there is no comparison.

Good day to you fellow citizens.

SOURCE 8.75 Prime Minister Ben Chifley announcing the end of the war against Japan, 15 August 1945

SOURCE 8.76 Victory in the Pacific, 1945—crowd rejoicing in Sydney when the surrender of Japan was announced

SOURCE 8.77 Victory in the Pacific commemoration, 2012—Royal Australian Navy Band marches through Martin Place, Sydney, after attending the commemoration service

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SOURCE 8.78 Australian veteran Bruce Bridgman visiting the grave of a mate killed in action at the Commonwealth War Graves Commission Cemetery in El Alamein, Egypt

ACTIVITY 18

Comprehension: chronology, terms and concepts

1. Explain what is meant by 'VP'.
2. Explain what is meant by 'VE'.

Analysis and use of sources

1. Using source 8.75, list the people Chifley asks Australians to remember.
2. How does source 8.76 help us understand the feeling at the time of VP?
3. How do sources 8.77 to 8.79 assist us in explaining how wartime events can be commemorated?

Research

1. What is a catafalque party? How is it used in commemoration services?
2. The 70th anniversary of the Kokoda campaign occurred in 2012. Use the internet to locate information on how it was commemorated.
3. What is commemorated on the first Wednesday in September every year?

SOURCE 8.79 The catafalque party rests on arms during the commemorative service to mark the 70th anniversary of the Battle of Kokoda at the Port Moresby (Bomana) War Cemetery, 2012

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Explanation and communication

1 The 70th anniversary of the end of World War II occurs in 2015. You have been asked for your ideas on how this should be commemorated at your school. What would be your suggestions?

2 Design a program for a one-hour commemoration of Australia's involvement in World War II.

MEMORIAL HONOURS BOMBER COMMAND SERVICE

More than 2000 Bomber Command veterans and their families watched as Her Majesty The Queen dedicated the Bomber Command Memorial in Queen's Park on 28 June 2012.

The official Australian government delegation of 31 Bomber Command veterans attended the dedication, along with more than 70 veterans who travelled after receiving assistance from the government, the RAAF Association and Bomber Command Commemoration Day Foundation.

Chief of Air Force Air Marshall Geoff Brown led the Australian Defence delegation, which included 13 members of the RAAF contingent of Australia's Federation Guard.

A highlight was a flypast of the Battle of Britain Memorial Flight Lancaster bomber, which dropped one million paper poppy petals as a tribute to the 55 573 fallen.

The memorial took more than three years to design and construct.

Its roof is made from sections of a Handley Page Halifax III bomber, shot down over Belgium in 1944, which was eventually located and excavated more than 50 years later.

The centrepiece is a sculpture of a Bomber Command aircrew, gazing into the sky awaiting the return of other aircraft and their mates from a mission.

Former Australian Lancaster bomber rear gunner Robert Charles Chester-Master said the memorial captured the spirit of Bomber Command aircrews.

'It epitomises what our whole crew would look like after coming back from a raid,' Mr Chester-Master said.

'We'd be tired ... and looking forward to our bacon and eggs.

'We'd also be looking to the sky to see how many more aircraft were going to come home.'

http://www.defence.gov.au/defencenews/stories/2012/jun/0629.htm

SOURCE 8.80 Commemorating Bomber Command service

Commemorating Australians and Bomber Command

Bomber Command was part of Britain's Royal Air Force. It was made up of over 80 squadrons and was responsible for bombing targets in Europe. Approximately 10 000 Australians served with Bomber Command and 3486 were killed.

SOURCE 8.81 The Queen thanks Australian Bomber Command veterans at the Bomber Command Memorial dedication in London, 2012

SOURCE 8.82 A Royal Air Force Lancaster Bomber in the sky over the Bomber Command memorial in London, 2012

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EMOTIONAL VISIT TO AIR FORCES MEMORIAL

Tears flowed during an emotional commemorative service held at the Air Forces memorial, Runnymede on June 26, as Australian World War II Bomber Command veterans remembered their fallen mates and the time they spent fighting in the skies over Europe.

Etched on its walls are the names of 20,401 British Commonwealth Air Force personnel who were lost after taking off from bases in Great Britain and north-west Europe during WWII who have, or had, no known grave.

More than 1300 of those names are Australians who answered the call for aircrew to serve in the RAF and RAAF.

Chief of Air Force, Air Marshal Geoff Brown said it was a unique privilege to be Chief during the commemoration of the efforts of Bomber Command.

'It's an honour as the veterans are an amazing group of people,' he said.

'They had a less-than 50 per cent chance of surviving their missions and they continued to go up night after night.

'The veterans are a special group because they were not only a little lucky, but I think they were members of some fantastic aircrews, which had gotten them through their experience.'

A catafalque party made up of Air Force personnel from Australia's Federation Guard added ceremonial effect to the sombre occasion for the veterans and their families.

Veteran Albert Wallace, who was a Lancaster bomber mid-upper gunner, said being in London brought back memories.

'It's great to be back and I've remembered various people who were with us during the war and didn't go back to Australia,' he said.

'Back then it was quite disheartening because there were a lot of young blokes who didn't make it.'

Following the visit to Runnymede, Air Marshal Brown held a reception to honour Australian Bomber Command veterans at Australia House in London.

Air Marshal Brown said for those who survived the fighting more than 67 years ago, their service with Bomber Command continued to be an important part of their lives.

'The bomber offensive was the longest and the most costly of all World War II campaigns,' he said.

'It required sustained courage for aircrews to take off time and time again in the face of deadly odds, and to maintain the air offensive.

'Bomber Command set a high standard which is an enduring legacy that modern airmen and women of today have a particular duty to remember and aspire to.'

http://www.defence.gov.au/defencenews/stories/2012/jun/0627.htm

SOURCE 8.83 Air Forces memorial

ACTIVITY 19

Analysis and use of sources

1 Using sources 8.81 to 8.83, list information that would be useful for explaining how and why Bomber Command was commemorated in 2012.

Explanation and communication

1 Using sources 8.81 to 8.83, explain why Australians are involved in the commemoration of Bomber Command.

Research

1 In 2003 the Australian War Memorial held a conference on the air war in Europe. Locate the conference papers of Don Charlwood and Hank Nelson via your digital support in order to find information on the role Australians played in Bomber Command.

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History challenges

Critical and creative thinking

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

Getting the message across

Compare Alan Moir's cartoon (source 8.85) with Jac's cartoon (source 8.74).

ICT

Go to your digital support 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 8.84.

SOURCE 8.84 Myer staff in Melbourne hang a portrait of General MacArthur outside the store to celebrate American Independence Day, July 1943

SOURCE 8.85 A cartoon from 2002 drawn by Alan Moir, showing the then prime minister, John Howard

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2 Write 100 words on how one of the people shown in source 8.84 might feel about what they are doing.

Figure it out

1 Study the table of average yearly incomes (source 8.86). 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*, Fairfax, Syme & Weldon, 1987, p. 161

SOURCE 8.86 Average yearly income in manufacturing by sex, 1939–45

Intercultural understanding

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 soldiers and their deeds should be remembered.

SOURCE 8.87 The Hiroshima Peace Memorial Museum, shown here in 2011, opened in 1955

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Chapter 9

Comparative study: World Wars I and II »

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

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the main causes of both wars
- locate and sequence the places where Australians fought in both wars
- explain why Australians enlisted to fight
- outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II
- using sources, investigate prisoners of war, a specific campaign, the role of women, and participation of Aboriginal and Torres Strait Islander peoples and a specific event/incident
- outline the Australian governments' control on the home front in both wars for conscription, use of government propaganda, changing roles of women, enemy 'aliens' and wartime controls
- analyse the changing relationship of Australia with other countries after World War II
- explain the impact of the war on returned soldiers/civilians
- explain how and why Australians have commemorated the wars.

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Inquiry questions

1. What comparisons can be made about the causes of the wars, why men enlisted and where Australians fought?
2. What comparisons can be made about the nature and scope of warfare?
3. How do the events and experiences of Australians in World War I compare to those in World War II?
4. How did the impact of World War I on Australia compare with the impact of World War II?
5. What was the significance of World Wars I and II to Australia?
6. What comparisons can be made about how World Wars I and II are commemorated?

Introduction

WORLD WARS I AND II were significant events of the 20th century. Although only 25 years passed between the outbreak of each, major changes in technology had occurred during this time. These changes would influence the nature of warfare during World War II. However, aspects of World Wars I and II were similar.

In this study, you will use your historical skills to compare the causes of each war, how each war was fought, the events and experiences of those involved, and the impact and the significance of each war.

The cause of World War I can be linked to rivalry over territory and colonies by imperialist powers. Both sides need to share some of the blame. World War II, however, was caused by a clash of ideologies, particularly fascism, and the aggression of Germany.

Although World War I is called a 'world war', our study in chapter 7 showed that this war was fought mainly in Europe. Most of the fighting in the early stages was done by the infantry in trenches. World War II, however, was fought on a larger scale, taking in Asia and the Pacific. The method of fighting also changed dramatically. The development of aircraft, tanks and other weapons led to a far more destructive war. The civilian populations on both sides suffered to a much greater extent in World War II, and the dropping of two atomic bombs on Japan signalled how deadly the use of technology had become.

Some historians believe World War II was really an extension of World War I. Germany still held ambitions to be a world power, and Britain and France were challenged by this. Other historians see World War II as being caused by the failures and severity of the peace treaties that followed World War I. When interpretations of the past vary, this is called contestability.

As you work through the inquiry questions in this chapter, keep in mind the similarities and the differences between the two world wars.

KEY TERMS

archives	collections of public records, documents and so on, and/or the place(s) where they are stored
compare	to identify similarities between two or more people, objects or events
contestability	when interpretations of the past vary because of different perspectives and/or use of different evidence
continuity and change	aspects of the past that have remained the same over a period of time or have altered over time
contrast	to identify differences between two or more people, objects or events
evidence	information contained within a source that supports an historical argument
interpretation	a way of understanding and explaining what has happened in the past; more than one view of what has happened and why it happened is often possible
significance	the importance given to a particular aspect of the past such as events or sites

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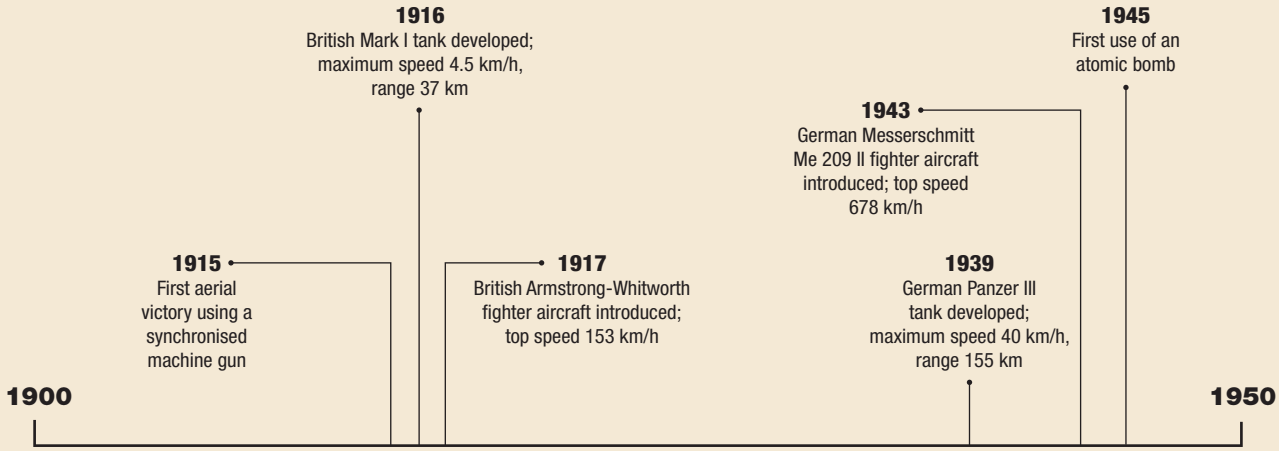
Veteran of both World Wars I and II, Mr Claude Choules

Timeline of key dates



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Focus on history skills

SKILL 8

Comparing and contrasting

Undertaking a comparison involves looking for things that are alike. If you were to **compare** a dog and a cat, the things that could be identified as being alike include the following: both have four legs, both can be pets and both come in a variety of breeds.

Sometimes comparing can also include **contrasting**, which means looking for differences between people, objects or events. For example, contrasting dogs and cats would identify differences such as dogs being part of the canine family whereas cats are part of the feline family.

Historians compare and contrast for two purposes. These are to:

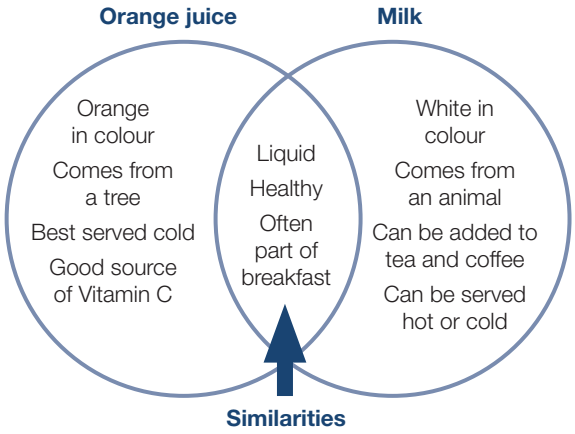
- explain—to show why people, objects or events are similar and/or different
- evaluate—to describe why one person, object or event is better than another

Words for comparing	Words for contrasting
like, similar to	unlike, differs from
same as	in contrast to
as well as	however
also, too	but, except
as do, as did, as does	as opposed to, on the other hand

SOURCE H9.1 Useful words for comparing and contrasting

When planning a compare and contrast text, a Venn diagram with two overlapping circles can help you to organise information about the people, objects or events you are comparing and contrasting.

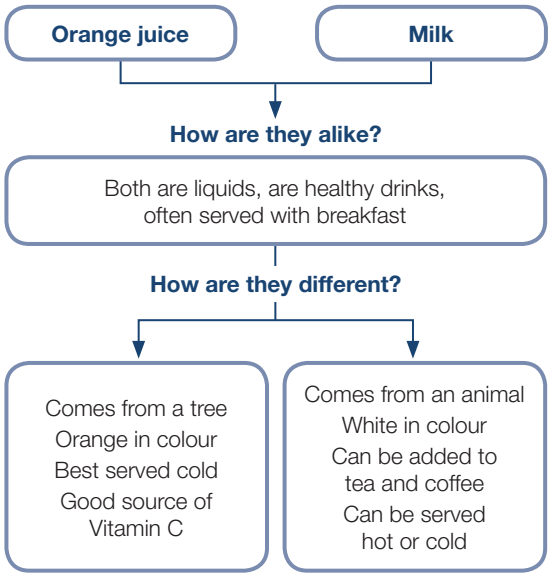
Write the features of the subjects inside each of the circles. Features that are the same for both go into the overlapping section (centre) of the two circles.



SOURCE H9.2 Using a Venn diagram to plan a comparison text

When you have finished, your information will be divided into similarities (the overlapping part) and the differences. Source H9.2 compares and contrasts orange juice and milk.

Another method for planning a compare and contrast text is to use a graphic organiser, as shown in source H9.3.



SOURCE H9.3 Compare and contrast graphic organiser

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Focus on history skills activities

Read the following text, which compares and contrasts aspects of World War I and World War II, and then answer or complete the following:

1. Which paragraphs compare World Wars I and II?
2. Which paragraphs contrast World Wars I and II?
3. Referring to the list of comparing words, how many of these can you find in the text?
4. Referring to the list of contrasting words, how many of these can you find in the text?
5. Draw a Venn diagram showing the similarities and differences included in the text.
6. Create a graphic organiser to show the similarities and differences included in the text.
7. Which method do you prefer for planning a compare and contrast text—a Venn diagram or a graphic organiser? Explain your choice.

COMPARING AND CONTRASTING WORLD WARS I AND II

During the 20th century, two major wars were fought that became known as 'world wars'. Although 25 years apart, a number of similarities and differences can be identified when World War I and World War II are compared and contrasted.

In both wars, Germany can be viewed as the aggressor. In 1914, German militarism was blamed as one of the main causes of World War I. Similarly in 1939, Germany's militarism under the Nazis led to the outbreak of World War II.

Germany forming alliances with Italy is also another similarity. In World War I, Germany and Italy were part of the Triple Alliance. In World War II, they were members of the Rome–Berlin Axis.

Britain and France were victors in World War I and in World War II too. America did not enter World War I at the outbreak. This was the same as World War II. Australia supported the British Empire in World War I, as it did in World War II.

The location and methods of fighting differ between World Wars I and II. In World War I, most of the fighting was on the Western Front involving trench warfare. However, in World War II, the fighting occurred in Europe, the Pacific and Asia. In contrast to World War I, World War II used more advanced weapons such as bomber aircraft and the atomic bomb.

Unlike World War I, Australia was directly threatened in World War II. Japanese aggression led to the bombing of northern Australia and midget submarine attacks in Sydney Harbour.

Therefore, both similarities and differences can be found when World War I and World War II are compared and contrasted.

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What comparisons can be made about the causes of the wars, why men enlisted and where Australians fought?

Comparison of causes

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What caused World War I?' (see chapter 7, pages 274 to 279) and 'What caused World War II?' (see chapter 8, pages 324 to 327).

The study of history involves an understanding of the concept of cause and effect. This requires identifying events, decisions and developments in the past that later result in actions and outcomes. In comparing the causes of World Wars I and II, we first need to identify the background causes of each war. Next, we need to compare the immediate cause of each war. This involves identifying the event that triggered the declaration of each war. You will do this in activity 1.

SOURCE 9.1 Adolf Hitler and Benito Mussolini in Kufstein, German Reich, Europe, in 1939

Chronology of background causes of World War I: alliances

1879	The Dual Alliance: Germany and Austria–Hungary make an alliance to protect themselves from Russia
1882	The Triple Alliance: Germany and Austria–Hungary make an alliance with Italy, primarily to stop Italy joining sides with Russia
1894	Franco–Russian Alliance: Russia makes an alliance with France to protect herself against Germany and Austria–Hungary
1907	Anglo–Russian Entente: Britain and Russia sign a friendship agreement
1907	Triple Entente: Britain, Russia, and France sign an agreement as a reaction to the growing threat of Germany

Chronology of background causes of World War II: alliances

1936	Rome–Berlin Axis: Germany and Italy sign an agreement for a common foreign policy
1936	Anti-Comintern Pact: Nazi Germany and the Empire of Japan sign an anti-communist pact
1939–40	Rome–Berlin–Tokyo Axis: The Rome–Berlin Axis becomes a full military alliance when the 1939 Pact of Steel (Germany and Japan), and the 1940 Tripartite Pact (adding Italy) combined the military aims of Germany, Italy and Japan.

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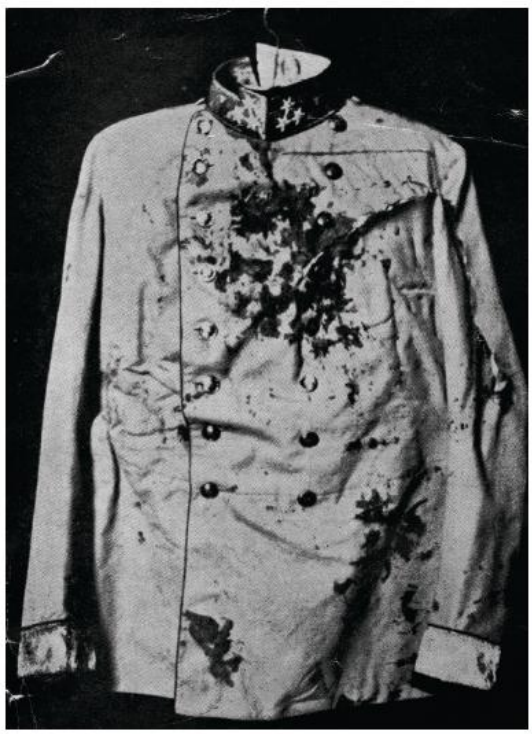
SOURCE 9.2 Japan and Germany signing the Anti-Comintern Pact

SOURCE 9.3 Rome–Berlin–Tokyo Axis

The military ambitions of Hitler must be considered as the main cause of World War II. Almost immediately from the time he came to power in 1933 he began secretly building up Germany's army. Hitler ordered his generals to prepare to treble the size of the army and to commence building an airforce. His foreign policy was based on creating a powerful Germany and expanding control over other countries to gain 'lebensraum' (living space). By forming alliances with Italy and Japan, he strengthened his position and isolated his traditional enemy, France.

SOURCE 9.5 Militarism as a background cause of World War II



SOURCE 9.6 Immediate cause of World War I—Archduke Franz Ferdinand's bloodstained uniform following his assassination in 1914

The formation of rival alliances left Europe divided into two opposing sides prior to the outbreak of World War I. At the same time an arms race between the main countries had developed. The armies of both Germany and France more than doubled between 1870 and 1914. Competition between Britain and Germany for control of the seas led the British to introduce the Dreadnought class battleship in 1906. The Germans reacted by introducing their own powerful battleships.

The motivation of Germany can be linked back to 'Weltpolitik' (world policy), the policy of Kaiser Wilhelm II of Germany who, in 1897, agreed to a foreign policy where German should 'claim our place in the sun'. To avoid fighting a war on two fronts, the German general Von Schlieffen also developed a military plan that involved first attacking France though Belgium, then attacking Russia.

SOURCE 9.4 Militarism as a background cause of World War I

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SOURCE 9.7 Immediate cause of World War II—monument to the 'September Veterans' near Kraków, Poland, commemorating those who died during the German invasion of Poland in 1939

ACTIVITY 1

Comprehension: chronology, terms and concepts

1. Draw a timeline of the alliances and ententes shown in the chronology for World War I on page 372. (Be sure to use a scale.)
2. Draw a timeline of the alliances and pacts shown in the chronology for World War II on page 372. (Again, use a scale.)
3. Read the captions for sources 9.6 and 9.7. What do they tell us about the immediate cause of each war?

Explanation and communication

1. Compare and contrast the formation of alliances prior to the outbreak of World Wars I and II.
2. Using sources 9.4 and 9.5, explain the similarities in the causes or World Wars I and II.
3. Using information from this section and from 'What caused World War I?' (see chapter 7, pages 274 to 279) and 'What caused World War II?' (see chapter 8, pages 324 to 327), compare and contrast the background and immediate causes of World Wars I and II.

Comparison of why men enlisted

In preparation for undertaking this inquiry question, you will need to have completed the sections 'Why did men enlist to fight in World War I?' (see chapter 7, pages 279 to 280) and 'Why did Australians enlist to fight in World War II?' (see chapter 8, pages 330 to 332).

By studying the sources below and completing activity 2, you will be able to compare the reasons Australian men enlisted in each war.

> Australians had an image of themselves as tough pioneers. In an era that uncritically viewed the occupation of Indigenous lands, Australians found their most persuasive stories in settlement, exploration and the gold rushes. Poetry and paintings celebrated abilities like riding a horse and shooting a rifle. There was a powerful mythology of war being the event that turned boys into men.
>
> 'The rush to enlist', http://ergo.slv.vic.gov.au/explore-history/australia-wwi/home-wwi/rush-enlist

SOURCE 9.8 The rush to enlist in World War I

> The outbreak of war in August 1914 seemed to unleash a huge wave of enthusiastic support for Britain, and support for Australia's part in the war. All major political parties, churches, community leaders and newspapers seemed to support Australia's entry. It was seen as a moral and necessary commitment. There was a rush to the recruiting offices, and, at this stage, only the very fittest and healthiest men were accepted.
>
> Robert Lewis, 'The Australian Homefront during World War 1', http://www.anzacday.org.au/history/ww1/homefront/homefront.html

SOURCE 9.9 Reasons for enlisting in World War I

> In a letter [The Call to Arms] dated 15 December 1915, Prime Minister WM Hughes appealed directly to all eligible men, 'Australia turns to you for help. We want more men. Fifty thousand (50,000) additional troops are to be raised to form new units of the Expeditionary Forces'. The pressure on eligible men to enlist was enormous. This took many forms, including posters, poetry, newspaper editorials and letters, the activities of organisations such as the Win the War League, and pressure from private individuals.
>
> SA Memory, 'Conflicts: World War One: Recruitment and enlistment', http://www.samemory.sa.gov.au/site/page.cfm?u=1001

SOURCE 9.10 Pressure to enlist in World War I

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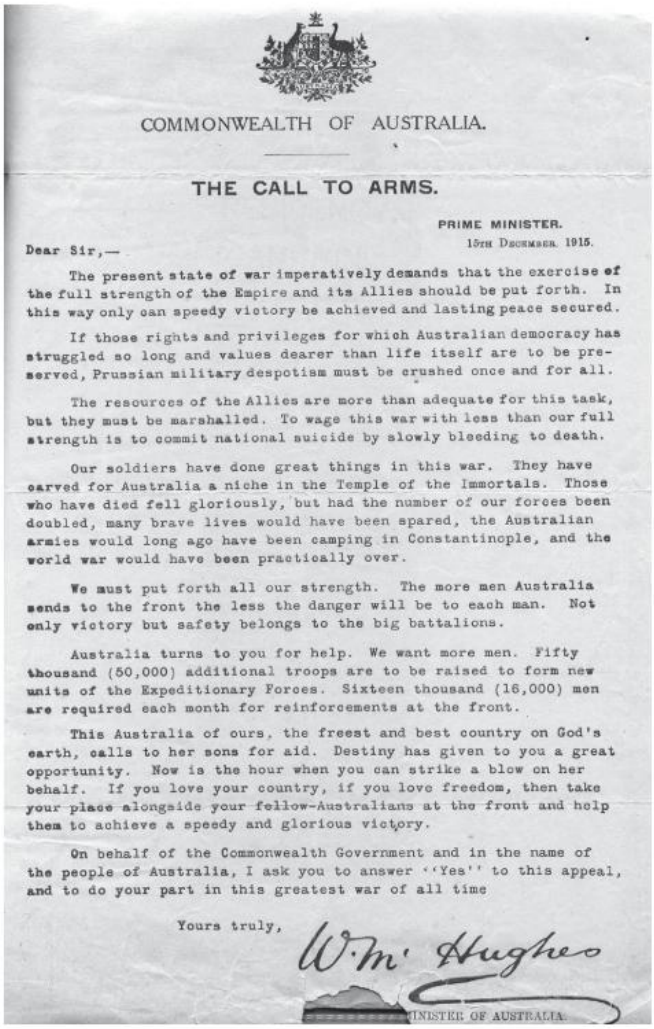

COMMONWEALTH OF AUSTRALIA.

THE CALL TO ARMS.

PRIME MINISTER.
15TH DECEMBER, 1915.

Dear Sir,—

The present state of war imperatively demands that the exercise of the full strength of the Empire and its Allies should be put forth. In this way only can speedy victory be achieved and lasting peace secured.

If those rights and privileges for which Australian democracy has struggled so long and values dearer than life itself are to be preserved, Prussian military despotism must be crushed once and for all.

The resources of the Allies are more than adequate for this task, but they must be marshalled. To wage this war with less than our full strength is to commit national suicide by slowly bleeding to death.

Our soldiers have done great things in this war. They have carved for Australia a niche in the Temple of the Immortals. Those who have died fell gloriously, but had the number of our forces been doubled, many brave lives would have been spared, the Australian armies would long ago have been camping in Constantinople, and the world war would have been practically over.

We must put forth all our strength. The more men Australia sends to the front the less the danger will be to each man. Not only victory but safety belongs to the big battalions.

Australia turns to you for help. We want more men. Fifty thousand (50,000) additional troops are to be raised to form new units of the Expeditionary Forces. Sixteen thousand (16,000) men are required each month for reinforcements at the front.

This Australia of ours, the freest and best country on God's earth, calls to her sons for aid. Destiny has given to you a great opportunity. Now is the hour when you can strike a blow on her behalf. If you love your country, if you love freedom, then take your place alongside your fellow-Australians at the front and help them to achieve a speedy and glorious victory.

On behalf of the Commonwealth Government and in the name of the people of Australia, I ask you to answer "Yes" to this appeal, and to do your part in this greatest war of all time

Yours truly,

W. M. Hughes

MINISTER OF AUSTRALIA.

SOURCE 9.11 The Call to Arms

> A strong sense of duty to Britain meant that Menzies' declaration [for Australia to join the war] was met with almost total support. 'I don't think there was a single voice of protest raised in the federal parliament, and almost no newspaper questioned his decision,' says Dr John Knott, a historian at the Australian National University in Canberra. 'Most Australians identified with Britain; they saw themselves, in a sense, as British.'... In the early stages of the war, Australians who remained at home felt little direct threat. 'But that all changed with the growing fear of Japan,' John says.
>
> Beau Gamble, 'On this day: Australia at war', 2 September 2011, http://www.australiangeographic.com.au/journal/on-this-day-history-australia-enters-world-war-ii.htm

SOURCE 9.12 Reasons for enlisting in World War II

> There has never been any lack of young men to respond to the call of wars in far places. Australian soldiers are outstanding for their passionate regard of the adventure itself to be discovered in these distant wars.
>
> George Johnson, *My Brother Jack*, Thomas Nelson, Australia, 1986 edition (first published in 1964), p. 300

SOURCE 9.13 Reasons for enlisting in World War II—the call of far-off places

> Why did men volunteer for aircrew? There were probably as many reasons for this as there were volunteers: for some it was patriotism, for others perhaps the novelty, adventure and glamour of flying.
>
> 'The road to Bomber Command: the Empire Air Training Scheme', http://www.dva.gov.au/aboutDVA/publications/commemorative/bombercommand/Pages/2_BomberCommand.aspx

SOURCE 9.14 Reasons for enlisting in World War II—joining Bomber Command

ACTIVITY 2

Comprehension: chronology, terms and concepts

1. What reasons are given in sources 9.8 to 9.10 for men enlisting in World War I?
2. What reasons are given in sources 9.12 to 9.14 for men enlisting in World War II?

Explanation and communication

1. Compare the reasons given in sources 9.8 to 9.10 and 9.12 to 9.14 for men enlisting in World Wars I and II.
2. Using information from this section and from 'Why did men enlist to fight in World War I?' (see chapter 7, pages 279 to 280) and 'Why did Australians enlist to fight in World War II?' (see chapter 8, pages 330 to 332), compare the reasons Australians enlisted in World Wars I and II.
3. Using information on the participation of Aboriginal and Torres Strait Islander peoples in World War I (see chapter 7, pages 296 to 298) and World War II (see chapter 8, pages 332 to 333), explain how and why policies regarding their enlisting into the armed services changed.

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Comparison of where Australians fought

In preparation for undertaking this inquiry question, you will need to have completed the sections 'Where did Australians fight and what was the nature of warfare during World War I?' (see chapter 7, pages 280 to 284) and 'Where did Australians fight and what was the nature of warfare during World War II?' (see chapter 8, pages 333 to 338).

World War I can be considered a European war because the fighting mostly took place in Europe. World War II, with the involvement of Japan on the side of the Axis powers, saw fighting beyond Europe, and Australians were heavily involved in Asia and the Pacific theatres. By completing activity 3, you will be able to compare where Australians fought in each war.

ACTIVITY 3

Analysis and use of sources

1 Using source 7.18 on page 281, identify the places Australians fought in World War I.

2 Using source 8.19 on page 333, identify the places Australians fought in World War II.

Explanation and communication

1 What were the similarities in the places Australians fought in World Wars I and II? Why were there differences in World War II?

What comparisons can be made about the nature and scope of warfare?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'The nature of warfare during World War I' (see chapter 7, pages 282 to 284) and 'Where did Australians fight and what was the nature of warfare during World War II?' (see chapter 8, pages 333 to 338).

The nature and scope of World War I

The outbreak of World War I saw Germany implement the Schlieffen Plan, with the aim of rapidly defeating France. However, the German army met fierce resistance from the Belgian army and was surprised by how quickly the British Expeditionary Force reached France and Belgium. The Schlieffen Plan had not succeeded.

On the Western Front, each side dug in and built lines of trenches. For the next four years, the nature of fighting was characterised by the use of artillery and each side charging the enemy lines, either on foot or horseback. Any attempts at real advancement were both impossible and suicidal because of the deadly power of defending machine guns.

On the Eastern Front, although the Russian army was large, the Germans were usually victorious. This was because the Russians lacked supplies and the modern weapons needed for success in warfare.

The British put a naval blockade into place as soon as the war began. The Battle of Jutland showed that the German Navy did not have the strength to defeat the Royal Navy. In order to disrupt supplies reaching Britain by sea, in 1917 Germany implemented unrestricted submarine warfare. This involved attacking any Allied ships and became one of the main reasons America joined the war against Germany.

The need to break the stalemate led each side to develop new methods of fighting. Poisonous gas was first used at the Second Battle of Ypres in April 1915. The military initially used aeroplanes for taking aerial photographs of the enemy's position, but, as the war progressed, so too did the design of aircraft, leading to the first fighter planes and bombers. But it was a development of a land craft, the tank, which was to provide a means of breaking through barbed wire and advancing towards the opposing army.

The nature and scope of World War II

When World War I began, the nature of warfare included the use of cavalry and single-shot rifles, and the tactic of charging the enemy on foot. By 1939, advances in technology meant that World War II would be fought with 'modern' equipment. When we compare the tanks, aircraft and guns used in each war, the differences are obvious. During World War II, the development

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World War I	World War II
Casualties	
The estimated number of deaths is 10 million military personnel and about 7 million civilians.	Estimates of the number killed vary, ranging from 60 million to over 70 million. This can be broken down to 22 to 25 million military deaths and 40 to 52 million civilians, which includes 13 to 20 million from war-related famine and disease.
Nature of warfare	
Fought from lines of trenches with minimal mobility. Use of artillery, cavalry, poisonous gas and machine guns. First use of aeroplanes and the tank.	Germany used the Blitzkrieg fighting method. Submarines, bomber aircraft and tanks heavily used. Japanese kamikaze attacks in the Pacific. Secret codes for communication. Radar invented for protection from air attack. Development and use of atomic bombs.

SOURCE 9.15 Comparison of World Wars I and II

of radar, the jet engine and the atomic bomb further changed the nature of warfare.

The nature and scope of World War II also included deadly and horrific actions by both sides—for example:

- the Holocaust, where Jews and others considered 'undesirable' by the Nazis were placed in concentration camps and systematically killed by the use of poisonous gas
- working to death and starving of Allied prisoners of war by the Japanese
- fire-bombing of the civilian population of German cities such as Dresden by the Allies
- dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki by the US.

ACTIVITY 4

Explanation and communication

1 Using information from this section and from 'The nature of warfare during World War I' (see chapter 7, pages 282 to 284) and 'Where did Australians fight and what was the nature of warfare during World War II?' (see chapter 8, pages 333 to 338), compare the nature of warfare in each war.

Analysis and use of sources

1 Using information from source 9.15, what comparisons about the nature of warfare can be made?

Research

1 Use the internet and resources from your school library to find images that compare:
   - **a** aircraft in World War I and World War II
   - **b** a battle on the Western Front in World War I and the bombing of Dresden in World War II

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How do the events and experiences of Australians in World War I compare with those in World War II?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What was the Gallipoli Campaign?' (see chapter 7, pages 285 to 292), and 'The Kokoda campaign' and 'What were experiences of Australian prisoners of war?' (see chapter 8, pages 335 to 342).

Although Australians fought on the Western Front and in Sinai and Palestine, the Gallipoli campaign has become the most significant event of Australia's involvement in World War I. The experiences of Australian diggers, such as the landing at Gallipoli and involvement in major battles on the Western Front including Fromelles, are recorded in primary sources such as dairies, sketches and photographs. Many of these sources are stored in **archives**.

The events of World War II relevant to Australians include the fall of Singapore, the bombing of Darwin and the Kokoda campaign. Noteworthy experiences that have become a major part of our history are those of Australian nurses evacuated from Singapore, Australian prisoners of war under the Japanese and Australians who flew in Bomber Command. Completing activity 5 will allow you to find out more about these experiences.

ACTIVITY 5

Explanation and communication

1 Using information from 'What was the Gallipoli Campaign?' (see chapter 7, pages 285 to 292) and 'What were experiences of Australian prisoners of war?' (see chapter 8, pages 338 to 342), compare the events and experience of each war.

Research

1 Go to the People Profiles webpage on the Australian War Memorial site (your digital support pack has the link) and find the following people who served in World War I and/or World War II. After locating their entry, note which war they participated in and summarise their experience.
   - **a** Evelyn Ernest Owen
   - **b** Agnes Betty Jeffrey
   - **c** Edward (Teddy) Sheean
   - **d** Walter Ernest Brown
   - **e** Oliver 'Trooper Bluegum' Hogue
   - **f** Frederick Birks.

2 Using your answers to the previous question, select one person from World War I and one from World War II. Compare their experiences.

3 Select one event from the events listed in the following table in the column 'World War I' and another from the events listed in column 'World War II'. Research your choices and then compare the events. How were they similar and different? (Go to your digital support for links to information to assist your research.)

World War I	World War II
Battle of Fromelles	Battle of El Alamein
The Battle of the Somme	Battle of the Coral Sea
Battle of Vimy Ridge	Campaign on Bougainville Island
Battle of Amiens	Aitape-Wewak campaign

4 The Australian War Memorial holds an outstanding collection of primary sources on the experiences of Australians in World Wars I and II. Use its search facility to locate information on the experiences of Australians in each of these wars.

How did the impact of World War I on Australia compare with the impact of World War II?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What was the impact of World War I on Australia?' (see chapter 7, pages 291 to 299) and 'What was the impact of World War II on Australia?' (see chapter 8, pages 342 to 335).

When comparing the impact of each of the World Wars on Australia, many similarities

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SOURCE 9.16 Australian War Memorial

can be identified, and this is an opportunity to examine **continuity and change**. In the following activity, you will plan and write an extended response to answer the inquiry question 'How did the impact of World War I on Australia compare to the impact of World War II?'

ACTIVITY 6

Research

1. Locate (in this textbook) information on the impact of World War I on the role of women in Australia. Summarise the key points.
2. Locate (in this textbook) information on the impact of World War II on the role of women in Australia. Summarise the key points.
3. Locate (in this textbook) information on the impact of World War I on the Australian economy. Summarise the key points.
4. Locate (in this textbook) information on the impact of World War II on the Australian economy. Summarise the key points.
5. Locate (in this textbook) information on the conscription issue in Australia and its impact on society during World War I. Summarise the key points.
6. Locate (in this textbook) information on the conscription issue in Australia and its impact on society during World War II. Summarise the key points.
7. Locate (in this textbook) information on the impact of government controls, censorship and propaganda on Australian society during World War I. Summarise the key points.
8. Locate (in this textbook) information on the impact of government controls, censorship and propaganda on Australian society during World War II. Summarise the key points.

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9 Locate (in this textbook) information on the Australian government's treatment of enemy 'aliens' during World War I. Summarise the key points.

10 Locate (in this textbook) information on the Australian government's treatment of enemy 'aliens' during World War II. Summarise the key points.

11 Locate (in this textbook) information on how Australia came under attack during World War II. How does this compare to World War I? Summarise the key points.

12 Locate (in this textbook) information on how many Australians
   a enlisted in World War I and World War II
   b were killed in World War I and World War II.

Explanation and communication

1 From the research you undertook for the preceding questions 1 and 2, which war do you think had the greater impact on women? Explain your answer.

2 From the research you undertook for the preceding questions 3 and 4, which war do you think had the greater impact on the Australian economy? Explain your answer.

3 From the research you undertook for the preceding questions 5 and 6, do you think the impact of the conscription debate on Australian society was greater in World War I compared to World War II? Explain your answer.

4 From the research you undertook for the preceding questions 7 and 8, compare the impact of government controls, censorship and propaganda on Australian society during World Wars I and II.

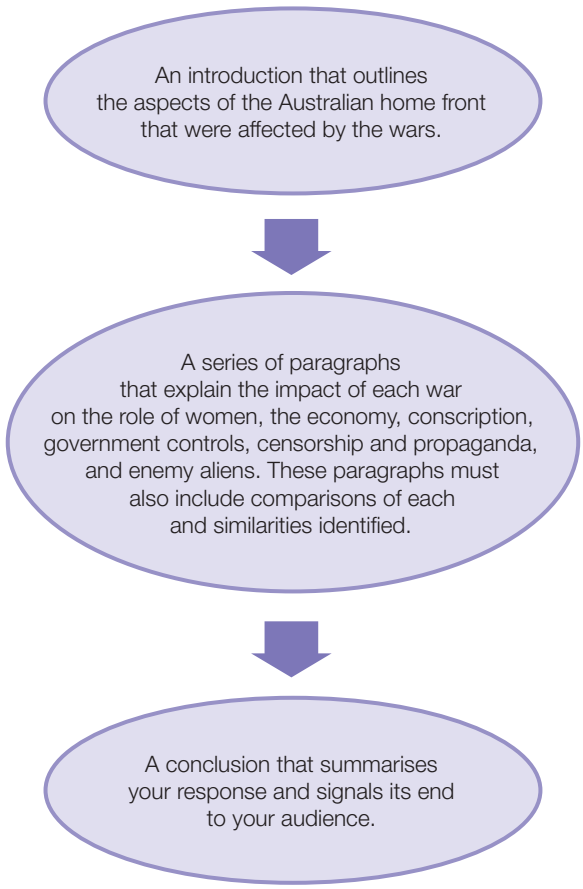
5 From the research you undertook for the preceding questions 9 and 10, compare the impact of government treatment of enemy 'aliens' in Australia during World Wars I and II.

6 From the research you undertook for the preceding question 11, would you agree that the impact of enemy attacks on Australia was greater in World War II than World War I? Explain your answer.

7 Using your answers to all of the preceding questions, explain the impact of World Wars I and II on the Australian home front. How was the impact similar during each war? Use the scaffold below to structure your response.

For more assistance on writing an explanation text, see skill 1 from the 'Focus on history skills' in chapter 2, page 38.

Source 9.17 covers how to use an explanation scaffold for the topic 'Explain the impact of World Wars I and II on the Australian home front. How was the impact similar during each war?'.



SOURCE 9.17 Explanation scaffold

What was the significance of World Wars I and II to Australia?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What is the Anzac legend? (see chapter 7, pages 314 to 316) and 'What was the significance of World War II to Australia's international relationships?' (see chapter 8, pages 358 to 360).

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At the end of World War I, about 400 000 soldiers returned to Australia with the hope of resuming normal lives after years of war. The **significance** of the war to these men was very much a personal matter. Some were able to put their war experience behind them and return to their regular lifestyle. Other, however, suffered the effects of war and found it difficult to adjust. In June 1916, the Returned Sailors and Soldiers Imperial League of Australia (now called the Returned and Services League or RSL) was established. The RSL defended the rights of those who served and supported soldiers who had problems returning into society.

To Australians as a whole, World War I was significant because they believed the war had put Australia on the world stage. The Commonwealth of Australia had been formed less than 20 years previously, when the states federated in 1901. World War I was seen as the new nation's 'baptism by fire'. From it the Anzac legend was born, and this would shape our national identity over the next 100 years. However, it must be remembered that Australia's foreign policy and legal system were still strongly influenced by Britain.

The significance of World War II to the individual men and women who served the country was also a very personal matter. Experiences varied, with the worst possibly being those who suffered as prisoners of war under the Japanese. But to the nation, World War II led to significant changes—especially in Australia's foreign relations, as summed up by Prime Minister Curtin in 1941 when he stated that 'Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom'.

Through using the following sources and completing the related activities, you will undertake a comparison of the significance of World Wars I and II to Australia. In doing so, take note of the **interpretation** presented in each source.

> Australia rides safely in harbour to-day, a new nation. Five years ago the world barely knew her. To-day, the men who went to fight for her have placed her high in the world's regard ... She has been given a place in the conference of nations; the great world has recognised her right to mould her future as she pleases.
>
> Quoted in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, p. 297

SOURCE 9.18 Speech for Peace Day, 1919, by General White

> [H]idden in homes all over Australia were men who had gone to World War I and who were never the same again. For most the disabilities were physical, but there were plenty who were ... remote or morose or who shouted all the time. For the worst affected, family life became punctuated by sudden rages, drinking bouts and black depressions, but even for the most stable, there was always a shadow: 'My father was in both wars. I didn't think they had any effect on him until I sat with him in his last illness. He cried for his friends in the trenches at Gallipoli and told of his fears. I realised as children we had only been told the funny bits.'
>
> Janet McCalman, *Journeyings*, Melbourne University Press, Melbourne, 1993, pp. 80–81

SOURCE 9.19 Significance of war to individuals

> If we take a random sample of [World War 1 returned soldiers' files] ... it is clear that they suffered higher rates of employment disruption, suicide, vagrancy and marital instability than ordinary Australians ... It is only to be expected that men with chronic injuries, ill health, and, sometimes, mental instability should also suffer social and psychological problems. Moreover, these afflictions placed a disproportionate burden on families, leading in some instances to divorce and separation.
>
> Stephen Garton, *The Cost of War*, Oxford University Press, Melbourne, 1996, p. 28

SOURCE 9.20 The cost of war

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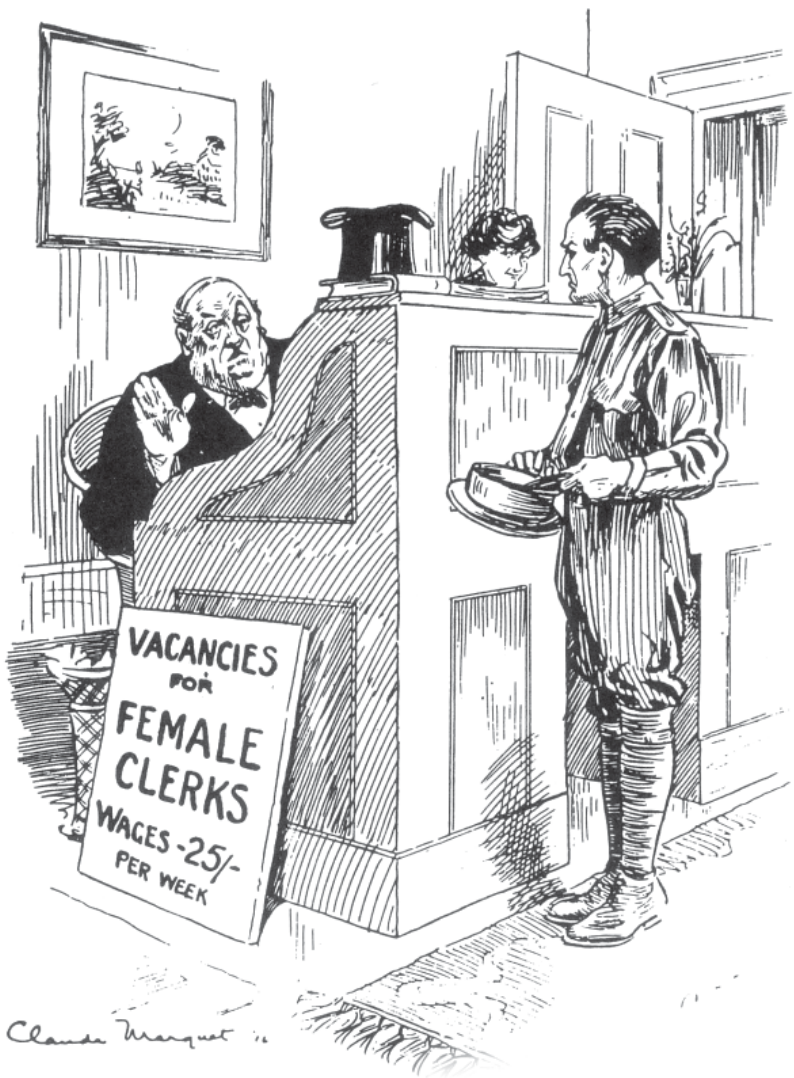
I was born in 1913 and some of my boy and girl friends are thoroughly sick of war pictures, and especially sick of anything relating to Australian soldiers ... We see nothing to interest us in these plays and talkies. What we actually see every day till they have got on our nerves are crippled, blind and battered wrecks, with brass badges on, begging in the streets, howling about pension reductions, while their women and children are in dire straits, so if there was ever any honour and glory in the wretched business, it vanished before I grew up ... the general opinion among fellows like myself is that Australians were very foolish to let themselves be lured into going ... none of my friends like returned soldiers.

Labor Daily, 25 November 1931, quoted in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, p. 304

SOURCE 9.21 Reaction to returned soldiers



BANKER (to returned soldier): 'Yes, yes; possibly I DID say something about keeping your position vacant, but it has lately been capably filled by a charming young woman (to whom wages are no object); and I feel sure that you, as a soldier, will not be so unchivalrous as to ask me to discharge her to reinstate YOU!'

SOURCE 9.22 Cartoon from *The Worker*, 10 February 1916

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There were five points during the war at which we can see Australia either asserting its identity, or remaining tied subserviently to another nation.

In 1939, Britain declared war against Germany—Prime Minister Menzies announced that we were therefore also automatically at war. As part of a pre war agreement commitment, Prime Minister Menzies turned the [Australian] Navy over to effective control by Britain as part of the Royal Navy. Menzies also committed Australia's Air Force to British command for use in the war over Europe, and in effect the RAAF's main role became training Australian crews to be used in the RAF. This later severely restricted the RAAF's capacity to play an effective role in the Pacific War.

In December 1941, when Japan attacked Pearl Harbor and then Singapore, Australia declared war on Japan. We did not wait for a British declaration, nor did we consider ourselves a part of the British declaration.

In late 1941 and early 1942, as Japan stormed into the war and invaded New Guinea, most Australian troops were in action in the Middle East. Australian Prime Minister Curtin wanted the troops to return to Australia, to be sent to New Guinea. British Prime Minister Churchill wanted to send the troops to Burma to take on the Japanese there, assuring Curtin that this was the better strategy, and that New Guinea could be dealt with later. Curtin's decision won the day.

One effect of that was that the Commonwealth Parliament passed the Statute of Westminster Adoption Act. The Statute of Westminster was a British Act which said in effect that when a Dominion adopted it, the British Government could no longer make any decisions for that Dominion. It had been available to Australia since 1931, but was only adopted in 1943.

In December 1941, Curtin wrote an article for the Melbourne Herald, in which he said: '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.' The United States needed Australia as a supply and staging post for its Pacific War efforts; Australia needed the USA to be active and aggressive in the Pacific ...

Robert Lewis, 'The Home Front—World War 2',
http://www.anzacday.org.au/history/ww2/homefront/overview.html

SOURCE 9.23 World War II, national identity and independence

SOURCE 9.24 Kenneth Parkyns, a former prisoner of war of the Japanese, being greeted by his mother and his fiancée, on his return to Australia in 1945

In early 1944 Australia and New Zealand signed a treaty, known as the ANZAC Agreement, asserting that 'a regional zone of defence comprising the South-West and South Pacific areas, and based on Australia and New Zealand, should be established' and that 'the two Governments agree to act together in matters of common concern in the South West and South Pacific areas'. The agreement covered a number of areas including security and defence, civil aviation, migration, dependencies and territories. The ANZAC Agreement was Australia's first international treaty signed independently of Britain and was an attempt by Australia and New Zealand to assert autonomy in their own region.

Lesley Carman-Brown, 'Independent foreign policy',
John Curtin Prime Ministerial Library, 2004,
http://john.curtin.edu.au/aspirations/foreign.html

SOURCE 9.25 The Anzac Agreement, 1944

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Chronology of Australia's changing international relations after World War II

1945	Australia becomes a founding member of the United Nations.
1946	Australia becomes a member of UNESCO (United Nations Educational, Scientific and Cultural Organisation). The body's purpose was to prevent the outbreak of another world war through intellectual and moral unity.
1947	Australia changes its immigration policy from seeking only British migrants to accepting refugees from Eastern European countries, including Estonia, Latvia, Lithuania and Poland.
1950	Australia supports the establishment of the Colombo Plan. The purpose of the plan was to promote cooperation efforts to raise the standard of living and education of people in the Asian region.
1951	ANZUS Treaty signed between Australia, New Zealand and the United States of America. The purpose of the treaty was to provide assistance to each party in the event of war.

ACTIVITY 7

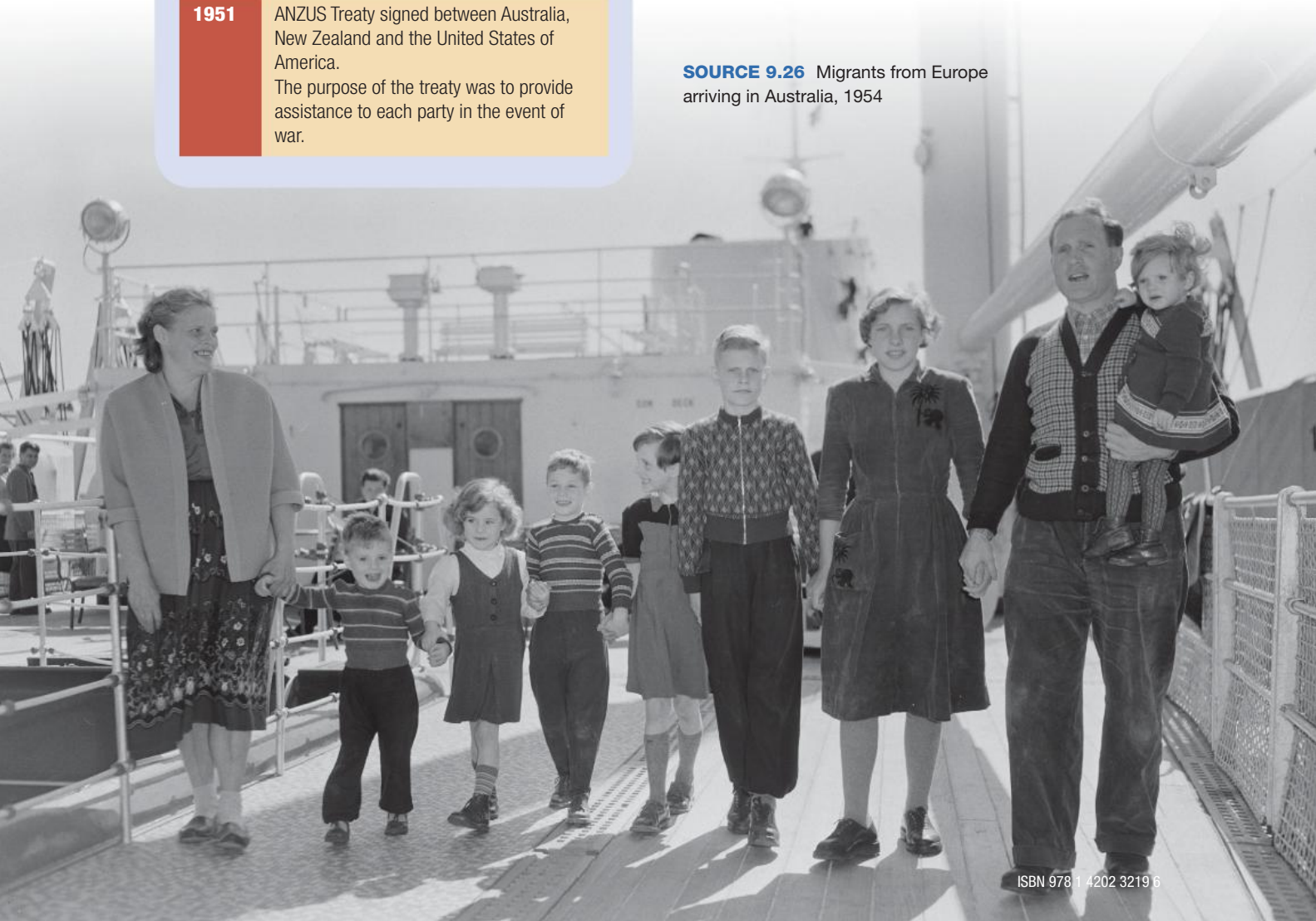
Comprehension: chronology, terms and concepts

1. In what year was the Returned Sailors and Soldiers Imperial League of Australia formed?
2. Explain what you think the term 'baptism by fire' means in relation to the significance of World War I and Australia as a new nation.
3. Explain what you think Curtin meant by 'Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom'.

Analysis and use of sources

1. How does source 9.18 support the view that World War I increased Australia's reputation in the world?
2. Use sources 9.19 and 9.20 to find information on the impact World War I had on returned soldiers. Make a list of **evidence** from these sources that could be used to explain the various ways they suffered.

SOURCE 9.26 Migrants from Europe arriving in Australia, 1954



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3 In source 9.23, five examples are given of Australia's relationship with other countries. What are they?

4 What evidence does source 9.25 provide about Australia becoming more independent from Britain?

5 The preceding chronology provides information on Australia's changing relationship with other countries after World War II. In what ways is this information useful to an historian?

Empathetic understanding

1 What is the attitude to returned soldiers expressed in source 9.21? How does it compare with yours after reading sources 9.19 and 9.20?

2 How might Australians of British origin have felt when Curtin stated 'Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom'?

3 Look at source 9.24. Describe how the returned soldier would have felt having come home after being a prisoner of war.

Explanation and communication

1 Using sources 9.18 to 9.26 and from reading 'What is the Anzac legend?' (see chapter 7, pages 314 to 316) and 'What was the significance of World War II to Australia's international relationships?' (see chapter 8, pages 358 to 360), explain the significance of the wars to Australia. In writing your answer, ensure that you:

- explain the impact of the wars on returned soldiers and civilians
- analyse the changing relationship of Australia with other countries after World War II.

Research

1 Source 9.23 mentions the Statute of Westminster Adoption Act. Locate information about this Act and its significance to Australia's changing relationship with Britain.

2 Use the internet to find sources that describe the impact of World Wars I and II on Australian returned soldiers. Explain how the impact was similar and different for each war.

What comparisons can be made about how World Wars I and II are commemorated?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'How is World War I commemorated?' (see chapter 7, pages 310 to 313) and 'How is World War II commemorated?' (see chapter 8, pages 360 to 364).

The commemoration of Australia's involvement in World Wars I and II is most notably done each Anzac Day. Ceremonies are held throughout the country and the day is a public holiday.

SOURCE 9.27 The Roulettes fly over the Hobart Cenotaph for the commemoration of the 70th anniversary of the Battle of Britain, 2010

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SOURCE 9.28 Able Seaman Rebecca Florance with a special edition of the stamp commemorating 100 years of the Royal Australian Navy, 2011

The anniversary of particular battles and events are also commemorated throughout the year through ceremonies and the issuing of special mementos. More permanent symbols of commemoration can be found in memorials, and sources 9.27 and 9.28 are two examples of commemoration activities.

ACTIVITY 8

Explanation and communication

1 Using sources 9.27 and 9.28 and from reading 'How is World War I commemorated?' (see chapter 7, pages 310 to 313) and 'How is World War II commemorated?' (see chapter 8, pages 360 to 364 discuss how the wars have been celebrated. In writing your answer, ensure that you explain:
- how and why Australians have commemorated the wars
- the different perspectives of the Anzac legend.

Perspectives and interpretations

1 Dale Blair wrote that

> The ceremonial tradition of the Anzac legend, through its powerful and symbolic celebration of the 'digger' and Empire loyalty, effectively muted the voices of dissent and veiled the many individual sufferings and unpleasant memories of returned ... soldiers and their families.
>
> (*Dinkum Diggers*, Melbourne University Press, Melbourne, 2001, p. 194)

What point does Blair make?

Research

1 Go to your digital support for information on how to organise an Anzac Day service. Use this to describe the features of an Anzac Day commemorative service.

2 Use the internet to locate photographs of the commemoration of Australia's involvement in World Wars I and II since the first Anzac Day commemoration held in 1916. From examining your findings, describe what aspects have remained the same and what has changed over time.

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History challenges

Critical and creative thinking

Your local RSL club has asked you to design an exhibition related to Australia's involvement in either World War I or II. Sketch the layout of your exhibition, labelling the items you would feature in your display.

Getting the message across

In 1918, Sir Frederic Kenyon described the view of the British government on how graves in war cemeteries should be constructed:

> ... what was done for one should be done for all, and that all, whatever their military rank or position in civil life, should have equal treatment in their graves.

1. What do you think is meant by Sir Frederic's statement?
2. How does source 9.29 reflect this statement?

ICT

Go to your digital support to visit the Commonwealth War Graves Commission website. Use the site to locate information on cemeteries where Australians from both World Wars I and II are buried.

Visual communication

Every year, the Department of Veterans' Affairs produces Anzac Day posters commemorating a particular theme or anniversary in Australia's wartime history.

SOURCE 9.29 Kranji War Cemetery in Singapore

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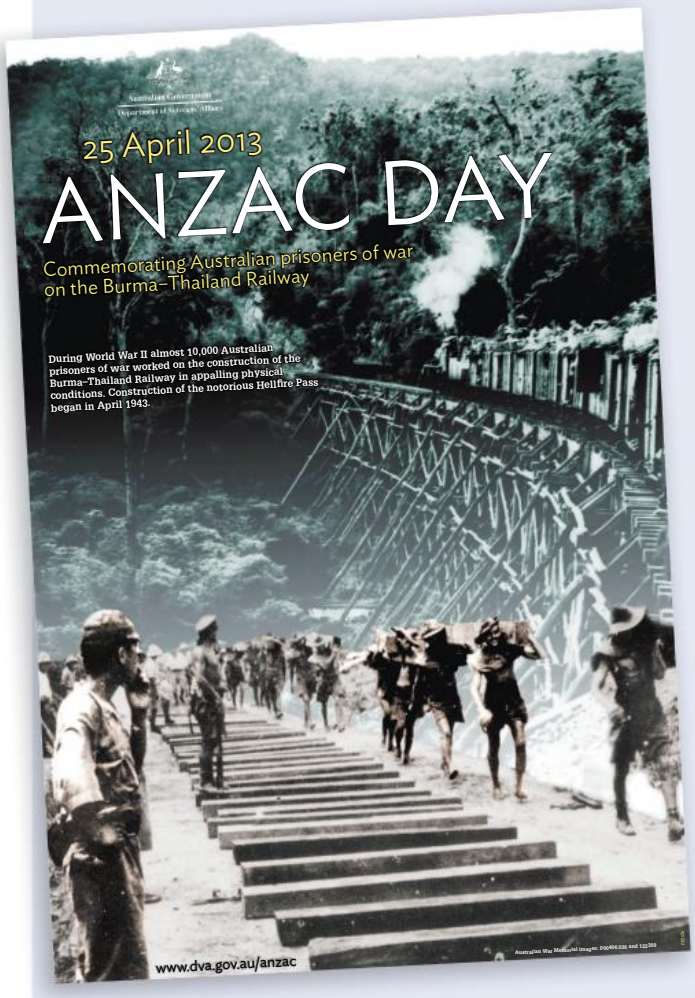
1 What is depicted in the 2013 poster (source 9.30)?

2 According to its website, the Department of Veterans' Affairs produces Anzac Day posters to 'reflect the Department's commitment to engage the community on Australia's wartime history, and to raise awareness and appreciation of the service and sacrifice of our servicemen and women'. How successful is the 2013 poster in achieving this purpose?

3 Design an Anzac Day poster for the Department of Veterans' Affairs, keeping in mind the department's purpose for the poster.



SOURCE 9.30 Department of Veterans' Affairs Anzac Day poster for 2013

Figure it out

1 Calculate the average age of those mentioned in source 9.31

2 What type of graph would you use to show the number of ranks? Draw your graph.

3 Calculate the year of birth of the seven soldiers listed in source 9.31

Intercultural understanding

In both World Wars I and II, the Australian Government interned thousands of men, women and children who were considered 'enemy aliens'.

Most of these people were living in Australia. In World War I, Germans made up the majority of the 7000 internees. During World War II, up to 12 000 Germans, Italians, Japanese and people from over 30 other countries were placed in internment camps in Australia.

We no longer intern people during wartime conflicts. What attitudes would have led to the policy of interning 'enemy aliens' in the past? Why would this policy no longer operate in Australia? Write a one-page response.

Talking points

Hold a class discussion on the topic 'Does Australia do enough for its war veterans?'

Name	Rank	Date of Death	Age	Regiment / Service
BARNES, WILLIAM JOHN	Private	12/04/1919	21	Australian Army Medical Corps
BARTON, FRANK	Private	23/08/1915	42	Australian Infantry, A.I.F.
BARTIER, ROY OSWALD	Private	15/08/1915	22	Australian Infantry, A.I.F.
WARE, VERNON	Sergeant	3/04/1916	37	Australian Light Horse
DOWSE, VICTOR FAIRFAX	Trooper	24/06/1916	19	Imperial Camel Corps
DOWNEY, CHARLES	Trooper	18/04/1919	26	Australian Light Horse
PAUL, GEORGE FRANCIS	Sergeant	18/04/1916	25	Australian Army Service Corps

SOURCE 9.31 Sample of Australians buried in the Cairo Memorial War Cemetery

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Glossary

abolition the act of getting rid of something

absolutism the exercise of absolute power in government

aesthetic a particular sense of beauty or style

agrarian an agricultural or rural way of life

alien races people from foreign countries

Antipodes Australasia (as the antipodes, or the opposite point on the earth, to Britain)

archives collections of public records, documents and so on, and/or the place(s) where they are stored

assassination the murder of a public figure, often for political reasons

benevolent caring for others

bequeath to hand down something to someone else (in your will)

blitzkrieg 'lightning war', first used by Germany in World War II; a tactic based on speed and surprise

bourgeois someone who is concerned with materialistic pursuits and property

Boxer a member of the I-ho-ch'uan (or Yihetuan Movement): the Righteous and Harmonious Fists

capital assets that can be used to generate wealth

capitalism a political and economic system in which commercial and industrial resources are privately owned and markets set the prices

capitalist a person who uses large amounts of capital in business enterprises for private profit

Chartism a reformist English political movement

civilians people who are not involved with the military

colonialism taking control of a territory and bringing settlers to it

commemoration honouring the memory of particular people or events

commune a community in which all are equal

compare to identify similarities between two or more people, objects or events

concentration camps German prison camps with appalling conditions, often including gas chambers for mass murder of prisoners

confederation a body of areas or states united for a common purpose

Confucius Chinese philosopher (551–479 BCE) whose teaching emphasised morality, justice and sincerity

conscientious objectors people whose beliefs are opposed to serving in the military

conscription compulsory enlistment and service in the armed forces

conservative a person who does not like change and prefers tradition

contestability when interpretations of the past vary because of different perspectives and/or use of different evidence

continuity and change aspects of the past that have remained the same over a period of time or have altered over time

contrast to identify differences between two or more people, objects or events

cottage industry manufacturing of goods by workers in their homes

cultural imperialism the growing influence on a nation of a more dominant country

determinism the idea that our behaviour and beliefs are caused by our race

dreadnought a large, fast battleship introduced at the beginning of the 20th century

Dred Scott Decision a ruling by the US Supreme Court in 1857 that slaves or their descendants could not be considered American citizens

egalitarianism treating people equally and not on the basis of birthright

emigrants free settlers

enclosure the process of joining small strips of land into large fields then enclosing them with fences, ditches or hedges

enlist to voluntarily join the armed forces

evangelical stressing the authority and teaching of the bible rather than the church

evidence information contained within a source that supports an historical argument

Fabian Society English socialist group founded in 1884 that supported the gradual and peaceful spread of socialism

Factory Acts laws for regulating conditions in factories

fascist a person with extreme right-wing views, particularly about race

federation the joining together of separate states in political unity with a central government

female factory prison workhouses for women convicts transported to Australia

feminist a person who supports equal rights and opportunities for women

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Final Solution Nazi policy of murdering all Jews in the lands they controlled

fraternity brotherhood; a body of people with a common purpose and interests

globalisation a process by which borders and distance become less important, and the world becomes more interconnected

historiography examining how and why history is written

homogeneous being the same

hulks old or unseaworthy ships used as a prison

ideology a political or cultural plan or idea

imperialism the policy of extending the rule of an empire or nation over foreign countries, or of gaining colonies

individualism a system involving self-interest and profit as the main drivers for business

industrialisation developing industry on a large scale

insanitary unclean and likely to spread infection

intern to lock up or put in prison

interpretation a way of understanding and explaining what has happened in the past; more than one view of what has happened and why it happened is often possible

liberal a person who favours representational forms of government while supporting the maintenance of individual freedoms

libertine a person who is free from convention and morality

lockout the closure of a business and/or sacking of all employees because the employer does not want to accept workers' demands or because workers will not accept the employer's conditions

mass production manufacturing large amounts of the same goods

memorabilia objects or written accounts that are kept because of their historical significance

militancy having an aggressive or combative character, especially in fighting for a cause

militarism to have military efficiency as a country's major aim

modernisation the process of transforming a traditional society into a modern one

monopoly having full control of a market and no competition

moral an idea or rule about right behaviour

moratorium an agreed suspension of activity

nation state a country with specific borders where people share the same language(s) and a common set of cultural values

nationalism national spirit; a person's devotion to the interests of their nation

Nazi a member of the German National Socialist Party

New Protection law law designed to protect Australian manufacturers from 'unfair' overseas competition

New World North, Central and South America, 'discovered' and colonised by European powers; the term can also be applied to Oceania (Australasia)

Old World the part of the world known to Westerners before the Americas were discovered

pacifist a person who opposes war and violence

Parrott gun one of the most effective cannons used during the American Civil War

paternalistic applying regulations in order to manage a group in the manner of a father dealing with his children

philanthropic charitable

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

plaque a flat plate made of metal or other materials bearing an inscription or message

private enterprise a belief that if wealthy people prosper, eventually everyone else will

propaganda information that is spread to persuade the audience to believe a point of view

propagandist a person who spreads a message that is designed to persuade the audience to believe a point of view

proto-industrial creating the conditions for the development of an industrial society

racism the belief that different races have particular characteristics that determine their culture and that one race is superior to others

radical a person who is critical of society and wants to reform it

referendum when a government asks the voters to approve or reject a proposal

reparations payments or compensation for causing damage

republican involving a system of government in which the head of state is elected or appointed by the people

sap to extend a tunnel or trench from within

secondary punishment crimes committed by convicts serving their original (primary) sentence in the colony were punished by secondary punishments, such as being sent to a more remote settlement

sectarianism rivalry or hatred between sects or religions

segregation separating people on the basis of race

significance the importance given to a particular aspect of the past such as events or sites

socialism a theory or system of social organisation that puts ownership and control of the means of production in the community's hands

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stalemate a situation in which neither opponent can advance or improve their position

tariffs duties imposed by government on imports and exports

technology machines and systems; application of tools and methods

terra nullius country without a leader recognised by European governments; land not owned by anyone

testimony statement of a witness

tone a writer's attitude towards their audience, subject and themself

transcript a written copy of something spoken

transportation banishment of a criminal to a penal colony

treaty formal agreement between sovereign (or independent) nations relating to alliances, trade or peace

ultimatum a final demand or set of conditions issued by one party to another, the refusal of which may lead to retaliation

universal suffrage giving the vote to all adults (initially men only)

urbanisation the development of towns and cities

White Australia Policy a policy aimed at keeping Australia white by restricting the numbers of 'coloured' immigrants and 'cleansing' Australia's population

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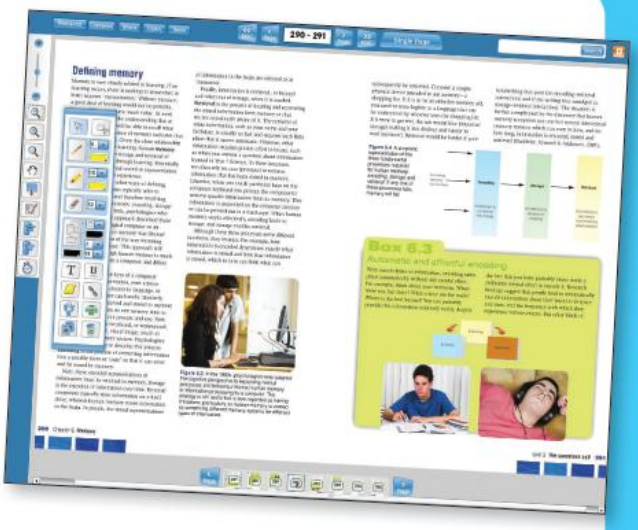

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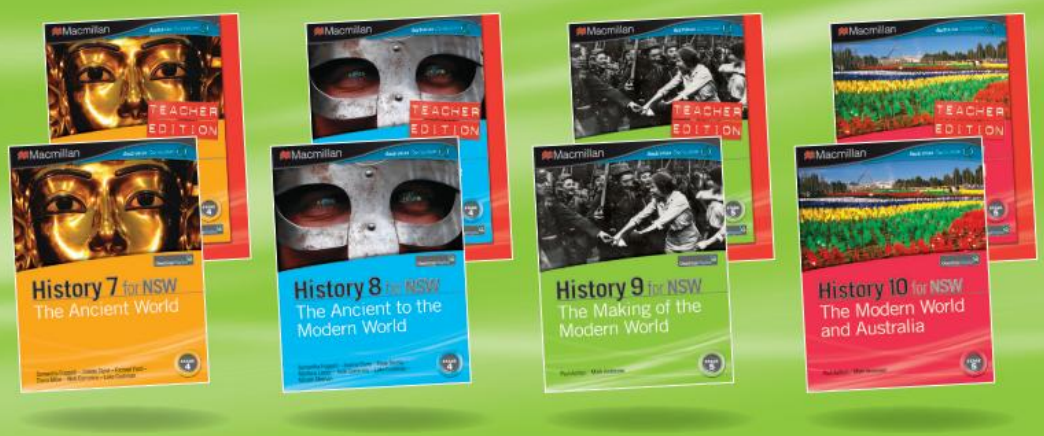

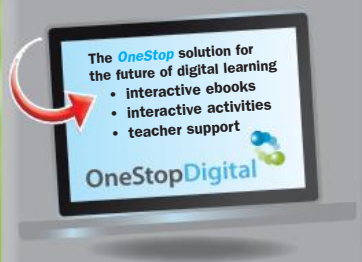

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