History ALIVE 10

FOR THE AUSTRALIAN CURRICULUM

Robert Darlington
Luke Jackson | Tom Hawkins

Contributing Author
Ashley Wood

jacaranda plus

First published 2012 by
John Wiley & Sons Australia, Ltd
42 McDougall Street, Milton, Qld 4064

Typeset in 11/12.5 pt Adobe Garamond LT

© John Wiley & Sons Australia, Ltd 2012

The moral rights of the authors have been asserted.

National Library of Australia
Cataloguing-in-publication data

Author:	Darlington, Robert.
Title:	History Alive 10 for the Australian Curriculum / Robert Darlington; Luke Jackson; Tom Hawkins.
ISBN:	978 0 7303 3769 0 (pbk.) 978 0 7303 3771 3 (eBook) 978 1 118 32855 2 (loose-leaf)
Notes:	Includes index.
Target Audience:	For secondary school age.
Subjects:	History, Modern — Textbooks.
Other authors/ contributors:	Jackson, Luke Hawkins, Tom
Dewey Number:	909

Reproduction and communication for educational purposes
The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL).

Reproduction and communication for other purposes
Except as permitted under the Act (for example, a fair dealing for the purposes of study, research, criticism or review), no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher.

Front cover images: © Corbis/Demotix/Parker Haeg •
© iStockphoto.com/Sara Winter

Cartography by Spatial Vision, Melbourne

Illustrated by Gary Collett (pp. 36–7, 93, 135, 212–13, 247),
Iain McKellar (pp. 162–3), various artists and the Wiley Art Studio

Printed in Singapore by
Craft Print International Ltd

10 9 8 7 6 5 4 3

This book is dedicated to the memory of John Hospodaryk (9 July 1952 – 28 March 2012). John contributed chapters to *History Alive 7* and *History Alive 8*. He was an exceptionally fine History teacher, author, musician and songwriter. His death is a tragic loss for all who knew him.

The publisher wishes to thank the following teachers and schools who participated in the trial of the *History Alive* series.

S. Corvan, **All Hallows School, QLD**; E. Altamore, **Assumption College, VIC**; A. Hommelhoff, **Braybrook College, VIC**; A. Ewing, **Caroline Chisholm Catholic College, VIC**; A. Christopher, B. Hancy, N. Hart, **Corpus Christi College, WA**; C. Gray, **Emmanuel College, VIC**; K. Gibbs, H. Mavros, A. Muscat, K. Scott, **Geelong College, VIC**; T. Wildman, **Guildford Grammar School, WA**; D. Miller, **International Grammar School, NSW**; C. O'Loan, **Meriden School, NSW**; L. Kempf, **Mountain Creek State HS, QLD**; M. Connell, C. Crawford, M. Diamond, A. Flavel, C. O'Connor, **Newman College, WA**; C. Lilleyman, S. Wynhorst, **Perth College, WA**; T. Clarke, **Somerville House, QLD**; D. McLean, **St Augustine's College, NSW**; K. Georgakis, **St Patrick's College, Shorncliffe, QLD**; S. Gacovski, **Thomastown Secondary College, VIC**; P. Partanen, **Townsville Grammar School, QLD**; J. Jones, **Viewbank College, VIC**; V. Burton, N. Contogouris, V. Dembalis, P. Dunne, J. Poole, F. Pospischil, R. Powling, M. Pryer, **Whitefriars College, VIC**.

This textbook contains images of Indigenous people who are, or may be, deceased. The publisher appreciates that this inclusion may distress some Indigenous communities. These images have been included so that the young multicultural audience for this book can better appreciate specific aspects of Indigenous history and experience.

In this book, the word 'Aborigine', rather than 'Koori' or any other regional term, is used when referring to Indigenous Australians. The issues raised are not unique to any particular region of Australia so the country-wide reference has been maintained.

It is recommended that teachers first preview resources on Aboriginal topics in relation to their suitability for the class level or situation. It is also suggested that Aboriginal parents or community members be invited to help assess the resources to be shown to Aboriginal children. At all times the guidelines laid down by the Department of Education should be followed.

Contents

How to use History Alive *vi*

About eBookPLUS viii

How does History Alive *address the requirements of the new Australian Curriculum? x*

Acknowledgements xii

CHAPTER 1 OVERVIEW 1: THE MODERN WORLD AND AUSTRALIA

The modern world and Australia (1918–1939) 2

The Overview content has been split into two chapters (chapters 1 and 3) to provide a more logical and coherent coverage.

1.1 HOW DO WE KNOW ABOUT … ? The inter-war years 4

1.2 The peace treaties and the League of Nations 6

1.3 The 'Roaring Twenties' 10

1.4 The Great Depression 14

1.5 Communism — dream or nightmare? 18

1.6 The rise of fascism 20

1.7 SkillBuilder: Analysing political cartoons 24

1.8 Review and reflect 26

Using ICT 28

CHAPTER 2 DEPTH STUDY 1: WORLD WAR II

World War II (1939–1945) 30

2.1 HOW DO WE KNOW ABOUT … ? World War II 32

2.2 Causes of World War II: the Nazis' rise to power 34

2.3 Causes of World War II: Japanese militarism 38

2.4 Causes of World War II: the road to war in Europe 40

2.5 An overview of World War II to 1944 44

2.6 Australians at war: around the Mediterranean 48

2.7 Australia threatened 50

2.8 Australians in the Pacific War: Kokoda 52

2.9 Australians in the Pacific War: beyond Kokoda 54

2.10 Australian prisoners of war 56

2.11 The Australian home front 58

2.12 Australian women at war 62

2.13 Australia and the US alliance 64

2.14 The end of the war 66

2.15 The Holocaust and other war crimes 70

2.16 SkillBuilder: Analysing propaganda posters 74

2.17 Review and reflect 76

Using ICT 78









CHAPTER 3 OVERVIEW 2: THE MODERN WORLD AND AUSTRALIA

The modern world and Australia since World War II 80

3.1 HOW DO WE KNOW ABOUT … ? The modern world 82
3.2 The world after World War II 84
3.3 Australia after World War II 86
3.4 The Cold War 88
3.5 Australia and the Cold War 92
3.6 After the Cold War 96
3.7 Keeping the peace 100
3.8 Freedom and rights 104
3.9 Our changing way of life 108
3.10 SkillBuilder: Interpreting historians' perspectives 112
3.11 Review and reflect 114

CHAPTER 4 DEPTH STUDY 2: RIGHTS AND FREEDOMS

Rights and freedoms (1945–present) 116

4.1 HOW DO WE KNOW ABOUT … ? Struggles for rights and freedoms 118
4.2 A day of mourning, 1938 120
4.3 The Stolen Generations 122
4.4 The fight for civil rights beyond Australia's borders 124
4.5 Personality study: Albert Namatjira 128
4.6 The Freedom Ride 130
4.7 Being counted 132
4.8 The Aboriginal Tent Embassy 134
4.9 Land rights and protests 136
4.10 The rough road to reconciliation 140
4.11 SkillBuilder: Understanding a historical debate 144
4.12 Fighting for equity 146
4.13 The struggle continues 148
4.14 Review and reflect 152
Using ICT 154

CHAPTER 5 DEPTH STUDY 3: THE GLOBALISING WORLD

Popular culture (1945–present) 156

5.1 HOW DO WE KNOW ABOUT … ? Popular culture 158
5.2 Post-war Australia 160
5.3 Fads and fashions 162
5.4 Sports and society 166
5.5 The rock'n'roll revolution 170
5.6 Protest music 174
5.7 The evolution of television 176
5.8 The Australian film industry: post-war to today 180
5.9 Continuity and change in beliefs and values 184
5.10 SkillBuilder: Becoming a historical investigator 188
5.11 Review and reflect 190
Using ICT 192






CHAPTER 6 DEPTH STUDY 3: THE GLOBALISING WORLD

The environment movement (1960s–present) 194

6.1 HOW DO WE KNOW ABOUT … ? The environment movement 196
6.2 Preserving the natural world 198
6.3 Growing impacts on the environment 200
6.4 The contemporary environment movement begins 204
6.5 Defending Mother Earth 208
6.6 Fallout from the Atomic Age 212
6.7 Big business versus local communities 216
6.8 Government response to climate change 220
6.9 Think global, act local 224
6.10 SkillBuilder: Becoming a historical investigator 226
6.11 Review and reflect 228
Using ICT 230

CHAPTER 7 DEPTH STUDY 3: THE GLOBALISING WORLD

Migration experiences (1945–present) 232

7.1 HOW DO WE KNOW ABOUT … ? Migration experiences 234
7.2 Waves of migration 236
7.3 Changing immigration policy 238
7.4 New Australians 242
7.5 Migrant workers and the Snowy Mountains Scheme 246
7.6 Immigration from Asia 248
7.7 From 'White Australia' to multiculturalism 252
7.8 Seeking asylum in Australia: *Tampa* and beyond 256
7.9 The migrant contribution 260
7.10 SkillBuilder: Becoming a historical investigator 262
7.11 Review and reflect 264

Glossary 267

Index 271









How to use *History Alive*

The features described here show how you can use this stimulating text most effectively.

An illustrated timeline shows the chronology and key events of the period under study.

The chapter opening spread orientates students to provide a clear starting point for the topic.

Links with our times draws connections between today and the period under study.

Big questions are based on the Australian Curriculum inquiry questions.

How do we know about . . . ? spreads explore the evidence available for studying this period of history.

Starter questions prompt students to think about what they already know about the content of the chapter.

Activity headings are based on the historical skills identified in the Australian Curriculum.

Sources are clearly identified in the activities.

Activities ask students to closely examine the sources in line with the inquiry approach of the Australian Curriculum.

Key terms are explained on each double-page spread.

History Alive provides a wealth of primary and secondary sources for students to work with.

History Alive features stunning major artwork that is clearly labelled for easy use in class.

Most chapters include a *SkillBuilder* that teaches students a key historical skill.

A clear step-by-step approach to the skill is presented.

Most spreads include a cross-reference to the supporting student workbook.

Each skill is clearly defined.

The importance of the skill is clearly explained.

Students are given a further opportunity to practise the skill.

Students are asked to review the *big questions* introduced at the start of the chapter.

Review and reflect spreads at the end of each chapter provide a range of different opportunities to consolidate what students have learned in that chapter.

The *quick quiz* quickly reviews the key content of the chapter.

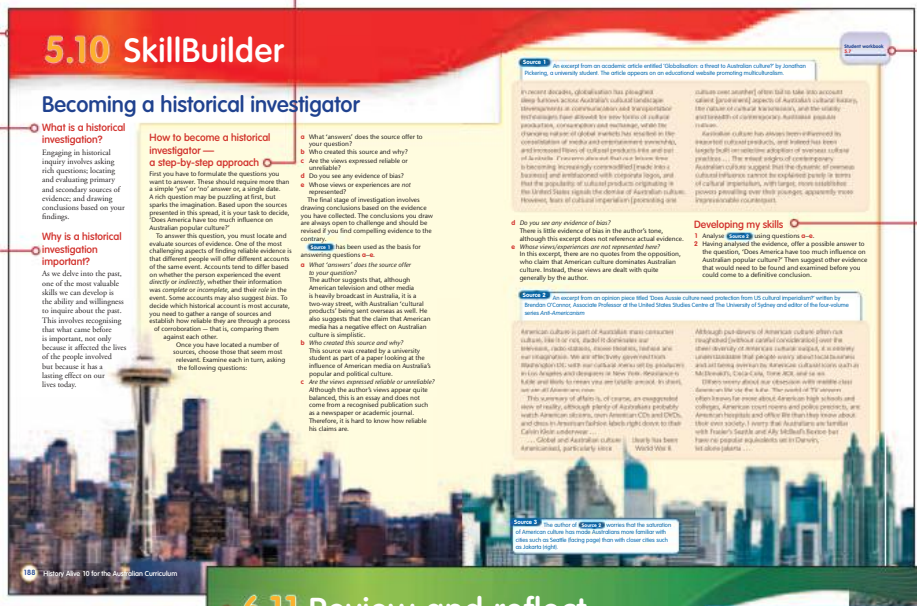
A range of different activities can be used to review the chapter.

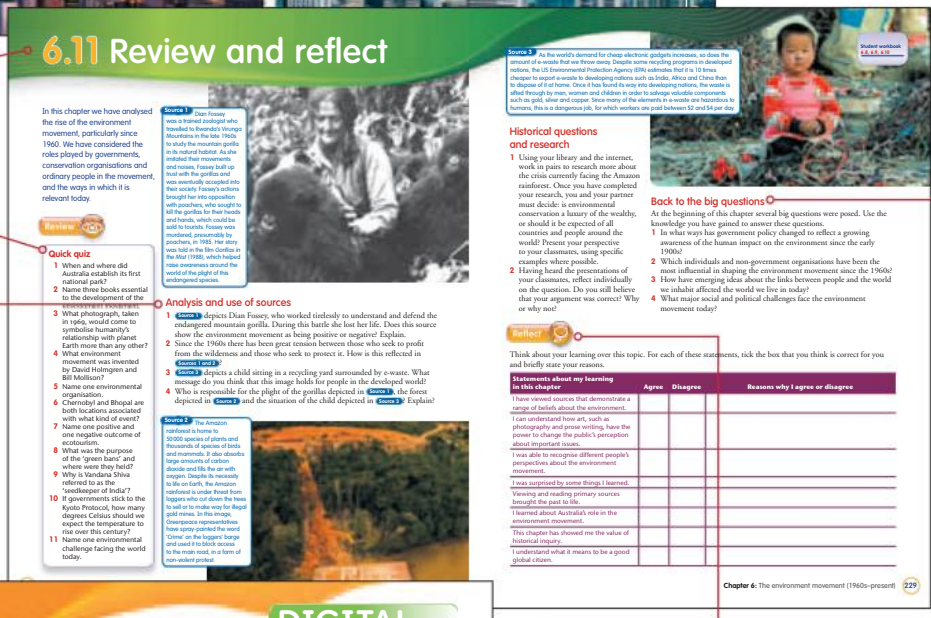
ProjectsPLUS is an ICT-based project with an innovative research management system featuring multimedia and project templates. These projects are designed to inspire and engage students while providing quality assessment support for teachers.

Students are asked to reflect on and evaluate their learning.

An interactive version of the timeline is available in the eBookPLUS.

Using ICT spreads provide a guide to the interactivities, eLessons, learning objects and projectsPLUS projects that have been specifically designed to support the content of each chapter. These engaging digital resources are provided in eBookPLUS, which can be accessed at **www.jacplus.com.au**.







About eBookPLUS

jacaranda plus

Next generation teaching and learning

This book features eBookPLUS: an electronic version of the entire textbook and supporting multimedia resources. It is available for you online at the JacarandaPLUS website (www.jacplus.com.au).



Using the JacarandaPLUS website

To access your eBookPLUS resources, simply log on to www.jacplus.com.au using your existing JacarandaPLUS login and enter the registration code. If you are new to JacarandaPLUS, follow the three easy steps below.

Step 1. Create a user account

The first time you use the JacarandaPLUS system, you will need to create a user account. Go to the JacarandaPLUS home page (www.jacplus.com.au), click on the button to create a new account and follow the instructions on screen. You can then use your nominated email address and password to log in to the JacarandaPLUS system.

Step 2. Enter your registration code

Once you have logged in, enter your unique registration code for this book, which is printed on the inside front cover of your textbook. The title of your textbook will appear in your bookshelf. Click on the link to open your eBookPLUS.

Step 3. View or download eBookPLUS resources

Your eBookPLUS and supporting resources are provided in a chapter-by-chapter format. Simply select the desired chapter from the drop-down list. Your eBookPLUS contains the entire textbook's content in easy-to-use HTML. The student resources panel contains supporting multimedia resources for each chapter.

Once you have created your account, you can use the same email address and password in the future to register any JacarandaPLUS titles you own.

Using eBookPLUS references

eBookPLUS logos in the printed books inform you that a multimedia resource is available for the content you are studying.

eBookplus

Searchlight IDs (e.g. **INT-0001**) give you instant access to multimedia resources. Once you are logged in, simply enter the searchlight ID for that resource and it will open immediately.

Searchlight

Minimum requirements

- A modern internet browser such as Internet Explorer 7+, Mozilla Firefox 3+, Google Chrome 8+, Safari 3+ or Opera 9+
- Adobe Flash Player 10+
- Javascript must be enabled (most browsers are enabled by default).

Troubleshooting

- Go to the JacarandaPLUS help page at www.jacplus.com.au/jsp/help.jsp.
- Contact John Wiley & Sons Australia, Ltd.
  Email: support@jacplus.com.au
  Phone: 1800 JAC PLUS (1800 522 7587)

Inside your *History Alive* eBookPLUS

eBookplus

More than just an online textbook

Your *History Alive* eBookPLUS is a digital version of the textbook with access to:

- a new Australian video series, which specifically introduces the Overview content of the Australian Curriculum
- highly visual, interactive timelines to help students sequence key historical events
- projectsPLUS — unique ICT-based projects that use an innovative research management system
- interactivities and games to enhance students' learning
- weblinks to the best support material on the internet
- smart links to interactive maps and question banks in *myWorld History Atlas*.



projectsplus

Collaborative, online projects

projectsPLUS is a unique online research management system, featuring multimedia, project templates and video introductions to assist students in the completion of ICT-based projects. The projects are specifically designed to inspire and engage students while providing quality assessment support for teachers.



How does *History Alive* address the requirements of the new Australian Curriculum?

History Alive **is clearly structured around the Historical Knowledge and Understanding (content) of the Overviews and Depth Studies, and is firmly based on the specific historical skills outlined in the Australian Curriculum.**

Overview chapters

These chapters describe and explain the broad changes over time, and develop a framework within which students can understand the important patterns of historical change. The Overview chapters provide students with a clear overview and context for their study of the Depth Study chapters.

Depth Study chapters

Each Depth Study chapter covers the content descriptions and addresses the elaborations.

Each Depth Study chapter includes the following main features:

Chapter openers

Each chapter opener includes:

- *Links with our times* — introduces the chapter and shows students how the chapter content relates to their lives today
- a detailed, illustrated timeline — presents a clear chronology for the chapter
- *Big questions* — based on the key inquiry questions of the Australian Curriculum
- *Starter questions* — to help students think about the content of the chapter.

How do we know about...? spreads

These highly visual spreads explore the question of what evidence is available for the chapter's contents, taking a detective-work approach, touching on what we know and how we know this. This introduces for each chapter the inquiry-based approach outlined in the curriculum.

Activities

The activities are clearly structured around the historical skills outlined in the Australian Curriculum to ensure that all the activities support the development of these skills, and that these are revisited in a systematic way.

SkillBuilders

These double-page spreads outline a clear step-by-step approach to learning a key historical skill. These support the inquiry-based model of the Australian Curriculum, because they specifically address all the key historical concepts and skills. They further support the strong skills focus of the activities.

Easy to use

Every effort has been made to ensure that the text is straightforward and easy for all students to use.

- Most content is presented in double-page spreads.
- All sources are clearly identified and captioned.
- Within the activities, the sources students are asked to work with are clearly identified.
- All major artwork is clearly annotated and labelled for easy reference.

Links to *Jacaranda World History Atlas*

Where relevant, cross-references are made to supporting material in the ***Jacaranda World History Atlas***, written specifically for the new Australian History Curriculum.

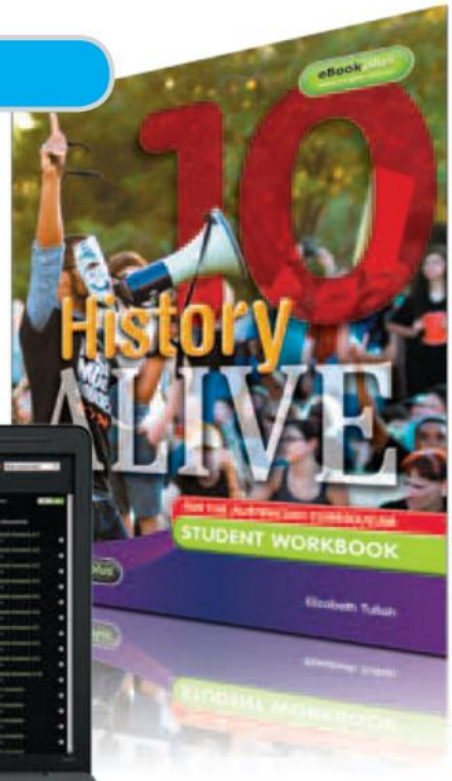
The complete *History Alive* package

Each History Alive student text is supported by an accompanying student workbook — also available as an eWorkbook. The student workbook worksheets directly support and extend the student text and can be used for classwork, homework or revision.

The eGuidePLUS provides extensive teacher support for each year level:

- comprehensive teaching and assessment advice
- answers to all activities in the student text and workbook
- Australian Curriculum grids for each chapter
- access to the student eBookPLUS
- weblinks to useful support material.





Acknowledgements

The authors and publisher would like to thank the following copyright holders, organisations and individuals for their assistance and for permission to reproduce copyright material in this book.

Images

© AAP Image: 102 (top)/AP Photo/Bob O'Donahoo/Australian Defense Force, Pool; 128 (top)/NT Government; 134/National Gallery of Australia/PR Image; 156/ Joe Castro; 167 (centre right)/AAP Images/AFP; 177 (top left)/AAP Images/AP; 178/AAP Image/PR Image; 187/AAP Image/Dean Lewins; 194/ AAP Image/Sea Shepherd Conservation Society; 220 (bottom)/AAP Image/ AFP/Torsten Blackwood; 227/AAP Image/AP/Institute of Cetacean Research; 228 (top)/AAP Image/AP • © ABC: 171/Australian Broadcasting Corporation Library Sales • © AFP: 256 (bottom) • © Alamy Limited: 159 (top)/Christine Osborne Pictures/Alamy • ©Alan Moir: 119 (top). Reproduced with permission. • ©Andrew Jakabowicz, Professor: 250 • © Art Gallery of New South Wales: 2/ Noel Counihan • © Australian Bureau of Statistics: 111/ From 'Australian Social Trends, Mar 2011', ABS Cat. No. 4102.0; 146 (bottom right)/ © Australian Bureau of Statistics; 148/From 'Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021', ABS Cat. No. 3238.0, August 2009, Australian Bureau of Statistics; 234 (both)/From ABS Cat. 3412.0 — Migration, Australia, 2008–09, Australian Bureau of Statistics; 262/ From ABS Cat. 2053.0 'Australian Census Analytic Program. Australia's Most Recent Immigrants, 2001' by Graeme Hugo, Director of the National Centre for Social Applications of Geographic Information Systems, the University of Adelaide and ABS • © Australian National University: 22–3 (centre left)/Image: Tom Mann Centuria Islesia Antifascista. From the collection of the Noel Butlin Archives Centre/Australian National University Archives, NBAC: N171/55/20 • © Australian War Memorial: 6/Australian War Memorial E00720; 23 (bottom right)/Australian War Memorial P01739.002; 23 (top right)/Australian War Memorial 139425; 26/Australian War Memorial H02127; 32 (left)/Australian War Memorial 003288; 32 (right)/ Australian War Memorial P02018.133; 33 (bottom)/Australian War Memorial ART27620; 33 (top)/Australian War Memorial MED1826; 42–3 (centre)/Australian War Memorial P02436.001; 49/ Australian War Memorial 040609; 50/Australian War Memorial 127894; 51/ Australian War Memorial 041103; 53/Australian War Memorial 013288; 54/ Australian War Memorial ARTV04297; 55 (left)/Australian War Memorial ARTV04297; 55 (right)/Australian War Memorial ART30095; 58/Australian War Memorial 027451; 59 (top)/Australian War Memorial 042773; 61/Australian War Memorial 045120; 63 (bottom)/Australian War Memorial ART29758; 63 (top)/Australian War Memorial ARTV00332; 64/ Australian War Memorial 140631; 65/Australian War Memorial 305245; 68 (left)/Australian War Memorial P02018.359; 69 (centre)/Australian War Memorial P01499.007; 70/ Australian War Memorial 098776; 71 (top)/Australian War Memorial P02018.390; 73 (bottom)/Australian War Memorial ART27621; 73 (top)/ Australian War Memorial P03007.015; 74/Australian War Memorial ARTV09225; 76/Australian War Memorial ART22831; 77/Australian War Memorial 060696; 93 (bottom)/Australian War Memorial P01813.555; 95/ Australian War Memorial EKN/67/0130/VN; 100 (top)/Australian War Memorial P01735.044; 101 (top)/Australian War Memorial PO4225.02 • © Australian Youth Climate: 225 (bottom)/Reproduced with permission from Australian Youth Climate Coalition (AYCC) • © Bill Bachman & Associates: 110 (bottom left)/Bill Bachman Photography • © Broddi Sigurdarson: 151 • © Chris Johnston: 223/'Julia's Big Week' • © Corbis Australia: 4 (top)/Corbis/Hulton–Deutsch Collection; 10/Corbis/Bettmann; 11 (left)/Corbis/Underwood & Underwood; 12/Corbis/Sygma/William Campbell; 14/Corbis/Bettmann; 19/ Corbis/Hulton–Deutsch Collection; 21 (top left)/Corbis/Bettmann; 34/Corbis/ Bettman; 39/ (bottom)/Corbis/Bettman; 39 (top)/Corbis/Bettman; 46 (top)/ Corbis/Bettmann; 47/Corbis/Bettman; 62 (left)/Corbis/Bettmann; 66 (bottom right)/Corbis/Hulton–Deutsch; 67 (bottom right)/Corbis/Bettmann; 67 (top)/ Corbis/Bettmann; 79/Corbis/Bettmann; 96/Corbis/Sygma/Regis Bossu; 104 (top)/Corbis/Hulton–Deutsch Collection; 105 (bottom)/Corbis/Hulton–Deutsch Collection; 105 (top)/Corbis/Bettman; 108 (left)/Corbis/Bettmann; 125/Corbis/ Bettman; 126/Corbis/Bettman; 127/Corbis/Bettman; 138/Corbis/Ludo Kuipers; 146 (bottom left)/Corbis/Penny Tweedie; 146 (top right)/Corbis/Ludo Kuipers; 196 (left)/Corbis; 204/Corbis/Bettman; 216/Corbis/Xinhua Press/Wang Ye; 217/Corbis/Bettman; 248 (left)/Corbis/Bettman/Hugh Van Es • © Creative Commons: 157 (bottom right)/Photo by Barry Thomas, Beacon Hill, Australia; 195 (centre right)/Neils Photography • © Cruise Line History: 242/Image supplied by Cruise Line History • © Digital Stock: 42 (bottom left)/Digital Stock/ Corbis Corporation • © Earth Policy Institute: 220 (top)/© 2004 Global Policy Institute <www.earth-policy.org> • © Emma Phillips: 255 (top) • © Fairfax Photo Library: 16 (top)/Fairfax Photo Library; 21/(bottom right)/Fairfax Photo Library/Fairfax Archives; 28 (left)/Fairfax Photo Library/Staff; 82/Fairfax Photo Library/K. Redshaw; 130 (top right)/Fairfax Photo Library/Ted Golding; 131/ Fairfax Photo Library/Dallas Kilponen; 140/Fairfax Photo Library/Picture by Pickett; 143 (bottom)/Fairfax Photo Library /Andrew De La Rue; 143 (top)/Fairfax Photo Library/Andrew De La Rue; 160/Fairfax Photo Library; 161 (top)/Fairfax Photo Library/*The Age* Archives/Argus Collection; 164 (top left)/Fairfax Photo Library/Martin Brannan; 167 (top left)/Fairfax Photo Library/B. Gilmour; 168 (top left)/Faifax Photo Library/Anton Cermak; 172/© Fairfax Photo Library/Frank Burke; 176/Fairfax Photo Library/Fairfax Archives; 232/© Fairfax Photo Library/ Penny Stephens; 235/© Fairfax Photo Library/C.T. Halmarick; 249 (bottom right)/© Fairfax Photo Library/Tony Linsen • © Friends of the Earth Adelaide: 225 (top)/Friends of the Earth Adelaide photo by Prudence Davey • © Getty Images: 42 (top)/Getty Images/Hulton Archive; 80/Getty Images/Photo Researchers / NASA; 83/Getty Images; 84 (bottom)/Getty Images/Science Photo Library; 84 (top)/Getty Images/Science Photo Library; 89 (bottom)/Getty Images/Popperfoto; 90/Getty Images/Science Photo Library; 91/Getty Images; 106/Getty Images/AFP/Stringer/Khin Maung Win; 124/Getty Images/Stringer/ Fotosearch; 165 (top)/Getty Images/ABC Photo Archives; 167 (bottom right)/ Getty Images/Nick Wilson; 169/Getty Images/Mike Hewitt; 170/Getty Images/ Stringer/Hulton Archive; 173/Getty Images/Stringer/Michael Ochs Archives; 174/Getty Images/Handout/National Archives; 175 (bottom)/Getty Images/ Stringer/Gaye Gerard; 185/Getty Images/Popperfoto; 190–1/Getty Images/ Popperfoto; 218/Getty Images/Stringer/Craig Golding; 260 (bottom right)/Getty Images/Jewel Samad; 263 (top)/Getty Images/Stringer/McMahon • © Greenpeace International: 208/Greepeace/Robert Keziere; 228 (bottom)/ Greenpeace/Daniel Beltrá; 229 (top)/Greenpeace/Natalie Behring-Chisholm • © Hachette Australia: 265/Image reprinted with permission from *The Arrival* by Shaun Tan, Lothian Children's Books, an imprint of Hachette Australia, 2006 • © Headpress Photo Agency: 158/Courtesy Everett Collection/Dendy Films/ Headpress; 179/Glenn A Baker Archives/Headpress • © Imperial War Museum: 75 (left)/Imperial War Museum — IWMPST4712 • © iStockphoto: 114/Jill Fromer; 163 (top right)/Catherine Lane • © Kobal Collection, The: 118–9/ (centre bottom)/The Kobal Collection/Mirimax/ Dimension Films/Penny Tweedie; 153/The Kobal Collection/Charles Chauvel Productions; 180/The Kobal Collection/Mad Max; 181 (bottom left)/The Kobal Collection/Paramount; 181 (centre right)/The Kobal Collection/Screen Australia; 181 (top left)/The Kobal Collection/Longford; 182 (top)/The Kobal Collection/ Bazmark Films/20th Century Fox • © McLeod Eco Farm: 203/Used with permission from McLeod Eco Farm • © Mitzi Finey: 25/© Estate of George Finey • © Museum Victoria: 240 (bottom left)/© Joe Greenberg/Museum Victoria • © National Archives of Australia: 59 (bottom)/From the collection of the National Archives of Australia, C2829, 2; 132 (bottom)/National Archives of Australia: A6180, 22/1/73/14; 137 (top)/National Archives of Australia: F1, 1968/2735O; 199/National Archives of Australia: A12111, 1/1968/27/32; 238–9 (bottom)/National Archives of Australia: A1336, 3368; 239 (top)/National

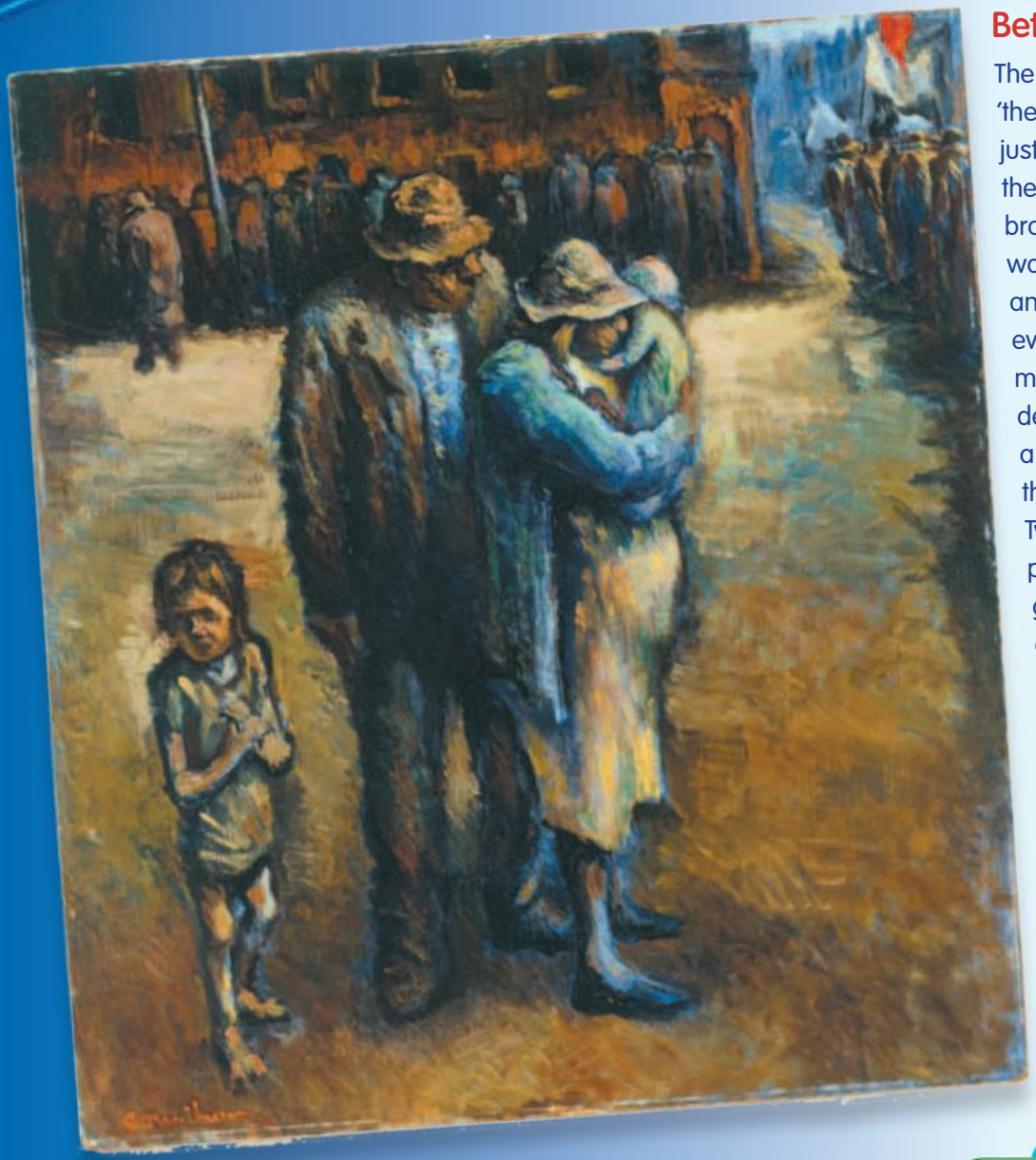
Archives of Australia: C3298, 161; 243/National Archives of Australia: A12111, 1/1949/22/8; 244 (top)/National Archives of Australia: A12111, 1/1970/16/356; 246/National Archives of Australia: A12111, 1/1960/16/54 • © National Geographic: 206/National Geographic. Reproduced with permission. • © National Library of Australia: 4 (bottom)/National Library of Australia/John Harrison. NLA.PIC-AN12884473; 17/National Library of Australia, Ellison collection, NLA-PIC-VN3697234; 69 (top)/National Library of Australia. NLA.PIC-AN12941529-100; 117 (left)/National Library of Australia NLA.PIC-AN24145088; 128 (bottom)/National Library of Australia, NLA.PIC-AN24130689; 129 (top)/National Library of Australia, NLA.PIC-AN24156393; 132 (top)/Published by the FCAATSI; from the papers of Gordon Bryant, MS 8256/11 which are held in the papers of Barry Christophers MS 7992, National Library of Australia; 147/National Library of Australia and Darren Clarke, NLA.PIC-VN4551478; 164 (bottom right)/National Library of Australia/Australian Information Service photograph by John McKinnon. NLA.PIC-VN3510654; 182 (bottom)/National Library of Australia/John Mulligan. NLA.PIC-VN3096471 • © National Native Title Tribunal: 139 (top)/ Map by Spatial Vision, based on National Native Title Tribunal Indigenous Land Use Agreements map. © Commonwealth of Australia 2008–11. • © National Postal Museum: 215/Reproduced with permission from the National Postal Museum, Smithsonian Institution • © Newspix: 28 (centre)/ Newspix/News Ltd; 67 (centre right)/Newspix/AFP; 78 (right)/Newspix/News Ltd; 86; 92; 109 (top right)/Newspix/AFP; 116/Newspix/Fiona Morrison; 121 (top)/Newspix; 137 (bottom)/Newspix; 141/Newspix/Ray Strange; 149/ Newspix/Trevor Pinder; 155/Newspix; 161 (bottom); 168 (bottom right)/ Newspix/Jessica O'Donnell; 175 (top); 177 (bottom right)/Newspix/Andrew Tauber; 192 (bottom)/News Ltd/3rd Party Managed Reproduction & Supply Rights; 192 (top right); 222/Newspix/Calum Robertson; 224/Emily Black; 254/ Mark Cranitch; 257 (top)/Newspix/Renee Nowytarger; 259 (top)/Newspix/ Justin Benson-Cooper; 261/Newspix/Brendan Radke; 263 (bottom)/Newspix/ Justin Lloyd • © Ogden Publications, Inc.: 196 (right) • © OnAsia Images Pte Ltd: 101 (bottom)/OnAsia Images/David Dare Parker • © OECD: 184/OECD (2011), *Divided We Stand: Why Inequality Keeps Rising*, OECD Publishing <http://dx.doi.org/10.1787/9789264119536-en> • © Pearson Education Australia: 7/Adapted from *Heinemann History Links: Australia and the Twentieth Century World* by Darlington & Hospodaryk, 2001, p. 92. Published by Pearson Australia, reproduced with permission; 41, 45, 48/Adapted from *History Zone 2* by Darlington, Greer & Hospodaryk, 2004, pp. 115, 117, 121. Published by Pearson Australia, reproduced with permission • © Permaculture Principles: 202/Sourced from <www.permacultureprinciples.com>. Reproduced with permission. • © Permissions Group, The: 219 'We've run into a snag with our green image' by Walt Handlesman, reproduced with permission from The Permissions Group, Inc. on behalf of TMS Reprints. • © Peter Nicholson: 258/Cartoon by Nicholson from *The Australian* <www.nicholsoncartoons.com.au> • © Photographers Direct: 27/Tony Price/ Photographers Direct • © Photolibrary: 97/ Photolibrary/Aurora Photos/Robert Clark; 98 (bottom)/Photolibrary.com/Ton Kowene; 115/Imagestate/Peter Arkell • Public Domain (out of copyright): 3; 8; 9; 11 (right)/From 'Aussie' magazine, 15 December 1920; 16; 18; 24; 30; 31; 60; 62 (right); 66 (bottom left); 81 (top right)/U.S. National Archives and Records Administration; 117 (right)/Franklin D Roosevelt Library; 157 (bottom left); 157 (top right)/U.S. Library of Congress. Photo by United Press International; 159; 186/Redrawn graph based on data from ABS Cat.1301.0 — Year Book Australia, 2008, Australian Bureau of Statistics; 198/ *Source:* www.flickr.com; 233 (top); 238 (top)/Cartoon from the Argus Newspaper, 1936; 240–1 (centre); 244 (bottom); 248–9 (centre)/U.S. Navy/Phil Eggman • © Punch Cartoons: 201/ *In The Rubber Coils,* artist: Linley Sambourne. Published in Punch Magazine 28/11/1906 © Punch Limited. • © PETA Asia Pacific (Australia): 165 (bottom)/PETA Asia Pacific. Reproduced with permission. • © Qantas: 109 (left)/Qantas Heritage Collection • © Queensland Art Gallery: 129 (bottom)/William Dargie • © Randy Bytwerk: 35/Courtesy of Randall Bytwerk, German Propaganda Archive <http://www.calvin.edu/cas/gpa> • © Rennie Ellis Photographic: 166 (bottom)/Lindy Hobbs, Surfing World, Lorne c. 1968 • © Robert Darlington: 71 (bottom); 72 (top) • © Robert McFarlane: 130 (centre top)/ Used with permission • © Ryebuck Media Pty Ltd: 230–1 (missile); 230 (bottom left) • © Screen Australia: 183/Screen Australia analysis of data from the Motion Picture Distributors Association of Australia (MPDAA) in Australian Films in the Marketplace, Screen Australia, October 2009 • © Shutterstock: 28 (right)/ Maxx-Studio; 81 (bottom left)/Neftali; 81 (bottom right)/John Austin; 81 (top left)/ Boris15; 108 (right)/IKO; 188/VanHart;189/Warren Goldswain; 193 (top)/iofoto; 233 (centre) • © Spatial Vision: 38/Map by Spatial Vision, based on map on p. 11 of 'Conflict in the Pacific, 1937–1951' by Roger Bell, et al., Cambridge University Press, Melbourne, 2005; 46 (bottom)/Map by Spatial Vision; 52/Map by Spatial Vision, based on inside front cover map from *Retreat from Kokoda* by Raymond Paul, William Heinemann Australia, 1982; 66 (top right)/Map by Spatial Vision; 72 (bottom)/Map by Spatial Vision; 89 (top)/Map by Spatial Vision; 93 (centre right)/Map by Spatial Vision; 98 (top)/Map by Spatial Vision; 102–3 (centre)/Map by Spatial Vision. Based on the 'Map of Peacekeeping Operations' from *Keeping the peace: stories of Australian peacekeepers*, Australian War Memorial <http://www.awm.gov.au/exhibitions/ peacekeeping/timeline>; 104 (bottom)/Map by Spatial Vision; 130 (bottom right)/Map by Spatial Vision; 221/Spatial Vision, based on partial map from <http://climategem.geo.arizona.edu/slr/world/index.html> • © State Library of NSW: 120/Mitchell Library. Call no. Home & Away — 17963; 121 (centre)/ Mitchell Library. Call no. MLQ 059/9 • © State Library of Victoria: 5 (top)/F. Oswald Barnett Collection, State Library of Victoria. Accession Number: H2001.291/262; 68 (right)/Argus Newspaper Collection, State Library of Victoria; 87/Argus Newspaper Collection of Photographs, State Library of Victoria • © State Records Authority of NSW: 123/State Records NSW; NRS 4346; Cootamundra Training Home for Girls School • © Tony Marsh, page 110/ (top right)/ (c) Tony Marsh. Reproduced with permission. • © US Library of Congress: 75 (right)/Library of Congress; 195 (top right)/Sourced from the US Library of Congress. Published by the Department of the Interior National Park Service, [ca. 1938] • © West Wind Press: 211/Photograph by Peter Dombrovskis. Copyright Liz Dombrovskis.

Text

© Amy Choi: 251/From *The Relative Advantages of Learning My Language* by Amy Choi, from *Growing Up Asian in Australia*, edited by Alice Pung, published June 2008 by Black Inc. Reproduced with permission from Amy Choi. • © Ann Curthoys, Professor: 131/From *The Freedom Ride Diary of Ann Curthoys*, 1965. Reproduced with permission from Professor Ann Curthoys. • © Australian War Memorial: 62/S.J. Butlin and C.B. Schedvin, *War Economy 1941–45*, Australian War Memorial. Used with permission. • © Brendan O'Connor, Professor: 189/Extracts from 'Does Aussie culture need protection from US cultural imperialism?' by Brendan O'Connor, 8/7/03 • © Commonwealth Copyright Admin: 142/© Copyright Commonwealth of Australia 2009 • © Copyright Agency Limited: 210/'PM: save Lake Pedder' by Allan Barnes, *The Age*, 21/12/1972, © Fairfax Media; 235/From 'Migrant stories — Jia Feng Xu. Edited transcript of an interview with Andra Jackson', *The Age* © Fairfax Media. • © Copyright Clearance Center: 236/Table 2 from 'The State and the Welfare of Immigrants in Australia' by Andrew Jakobowicz, Ethnic and Racial Studies, 12(1), 1989, pp. 1–35, reprinted by permission of Taylor & Francis Group <http://www.informaworld.com> • © Daniel Connell: 58/From *The War at Home* by Daniel Connell; 60 • © Fremantle Arts Centre Press: 122/*Wanamurraganya: The story of Jack McPhee* by Sally Morgan, Fremantle Arts Centre Press, 1989 • © Margaret Connolly: 265/Excerpt from *Immigrant Voyage* by Les Murray, reproduced with permission • © Nicole Watson:149/Reproduced with permission from Nicole Watson • © Office of Bob Brown:215/ Reproduced with permission from the Office of Bob Brown • © Orange City Council: 264/Interview with Antiono Cunial, conducted by Elisabeth Edwards for research for Half A World Away, by Orange City Council and the Migration Heritage Centre NSW • © Ted Egan: 136/Reproduced with permission • © University of Adelaide: 249/From *A remarkable journey* by Robyn Mills, Lumen, Summer 2008 © The University of Adelaide • © West Australian Newspapers: 152/Text from article 'Uncanny ability of Aboriginal Tracker' by P. M. Jay, *The West Australian*, 14 April 1952

Every effort has been made to trace the ownership of copyright material. Information that will enable the publisher to rectify any error or omission in subsequent reprints will be welcome. In such cases, please contact the Permissions Section of John Wiley & Sons Australia, Ltd.

1 The modern world and Australia (1918–1939)



At the Start of the March 1932, painted by Noel Counihan (1913–1986). The painting depicts an impoverished Australian family joining a protest march by unemployed workers during the 1930s Depression.

1944; Painting: oil on hardboard
66.9 × 59.2 cm board; 88.5 × 80.6 × 4.5 cm frame
Purchased 1944. 7409, Art Gallery of NSW,
Ground Level, Australian Art 20th Century Galleries, Court 3C

Between world wars

The First World War was called 'the war to end all wars', but just 20 years after the signing of the peace treaties that officially brought the war to an end the world was once again at war, and this time it would be on an even more terrible scale. Across much of the developed world the decade after World War I was a time of growing prosperity. In the United States the 'Roaring Twenties' seemed to be a period of rapid, unstoppable growth of wealth. But people's expectations and hopes came crashing down with the collapse of the world economy in 1929 and the beginning of the Great Depression.

The 1930s brought mass unemployment and misery when many companies collapsed, throwing millions out of work. People were thrown out of their homes because they could not

Note to teachers and students: The Overview content has been split into two chapters (chapters 1 and 3) to provide a more logical and coherent coverage.

eBookplus

THE MODERN WORLD AND AUSTRALIA

This video provides a historical overview of the major events in the modern world from 1918 that have shaped the way we live today.

SEARCHLIGHT ID: ELES-1061

A timeline of the modern world, 1918–1939



CE

1918

1919
The Treaty of Versailles is signed and revolutionary outbreaks take place across Europe.

1920

1921
The Bolsheviks win the Russian Civil War.

1922
Mussolini and his fascists take power in Italy.

1922
The former Tsarist Russian Empire becomes the Union of Soviet Socialist Republics (USSR).

1923
Hitler attempts to seize power in Germany in the unsuccessful Munich Putsch.

1924

1924
The Nazis win only 3 per cent of votes in German elections.

1926

1928

1928
Almost one in five people own a car in the US.

The first Australian screening of a 'talkie' takes place.

1929
The Great Depression begins.



1930

1931
Under the Melbourne Agreement, Australian governments agree to cut spending.

1932

1932
Unemployment reaches its peak in the worst year of the Depression.

1933
Hitler and the Nazis gain power in Germany.

Germany and Japan leave the League of Nations.

1934

1934
Italy invades Abyssinia (Ethiopia).

1936

1936
The Spanish Civil War begins.

Stalin begins purges of his opponents in the Communist Party and the military in the USSR.

1937
Japan invades China.

1938

1939
Germany invades Poland and World War II begins.

1940

Student workbook 1.7

eBookplus

Create a visual timeline of key events between 1918 and 1939 with the interactive timeline application in your eBookPLUS.

SEARCHLIGHT ID: INT-2969

pay their rent or mortgages. Banks closed their doors, leaving people unable to draw on their savings. Years of unemployment caused great hardship and left deep scars. For some, the Depression was even worse than the war because they could not understand how it came about and how they could fight it.

In the decades following the Depression, governments tried to keep enough control over economic activities to prevent a repetition of such suffering. However, from the 1980s governments loosened controls and, in 2008, the world experienced a great financial crisis, resulting in millions suffering ongoing unemployment in some of the world's richest countries.

Big questions

As you work through this chapter, look for information that will help you to answer these questions:

1. What were the main features of the peace treaties after World War I?
2. What types of changes occurred in the 1920s?
3. What were the consequences of the Great Depression?
4. How did dictators come to power in Europe in the 1920s and 1930s?
5. What threats to world peace arose in this period?

Starter questions

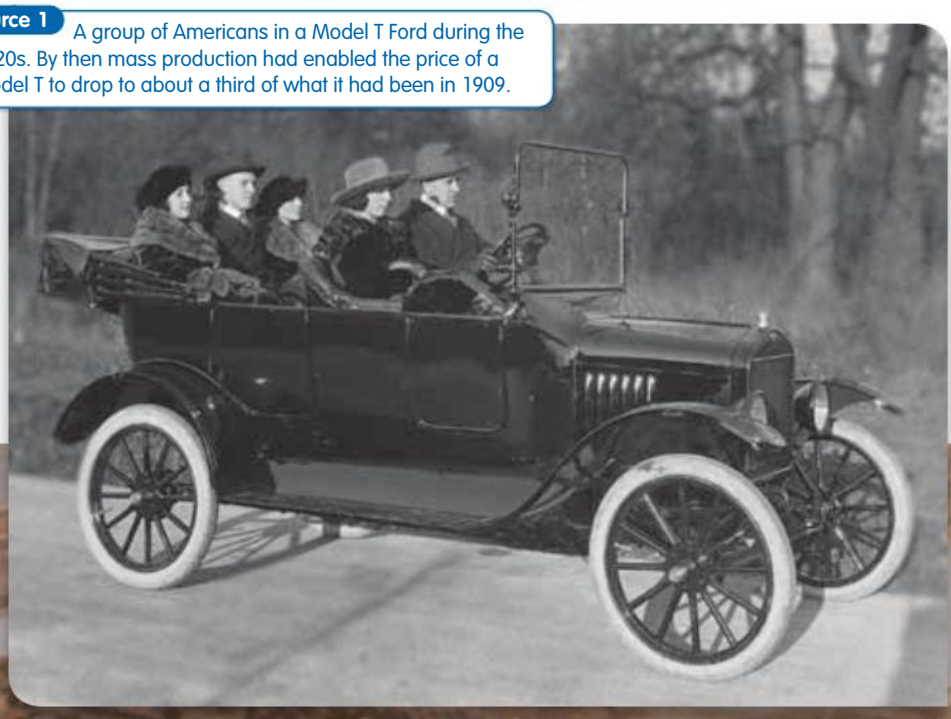
1. When people lose their jobs in Australia today, how do they manage to get by?
2. What would your family do if they lost their savings or their house?
3. How do governments now assist people during times of economic hardship?
4. If a depression happened in our times, do you think it would lead to dictators taking power?

HOW DO WE KNOW ABOUT…?

1.1 The inter-war years

How do we know about what it was like to live in the inter-war years and about changes that affected people's lives? In this chapter we will survey some of the big changes that shaped the world and Australia between the end of the First World War in 1918 and the outbreak of the Second World War in 1939. The most significant changes include the growing influence of communism, the economic crisis of the Great Depression and the rise of fascism. We have an enormous range of primary sources for these developments.

Source 1 A group of Americans in a Model T Ford during the 1920s. By then mass production had enabled the price of a Model T to drop to about a third of what it had been in 1909.



Source 2 Flying over Government House, Melbourne, in 1931



Official sources

By this period, governments and parliaments were keeping very thorough records of their decisions, policies and debates. Public servants were also required to keep records. So, for most countries, we have official records of matters to do with trade, health, employment, housing, foreign policy, education and every aspect of society for which governments had responsibility. In fact, it is often possible to know more about how political parties and governments made decisions then than about political decision making today. In Australia the records of Cabinet meetings (top-level meetings of governments) are kept secret for 30 years, and many other countries have similar rules.

Mass media

In most countries there were far more daily newspapers during this period than there are today. Political parties of all kinds also published their own

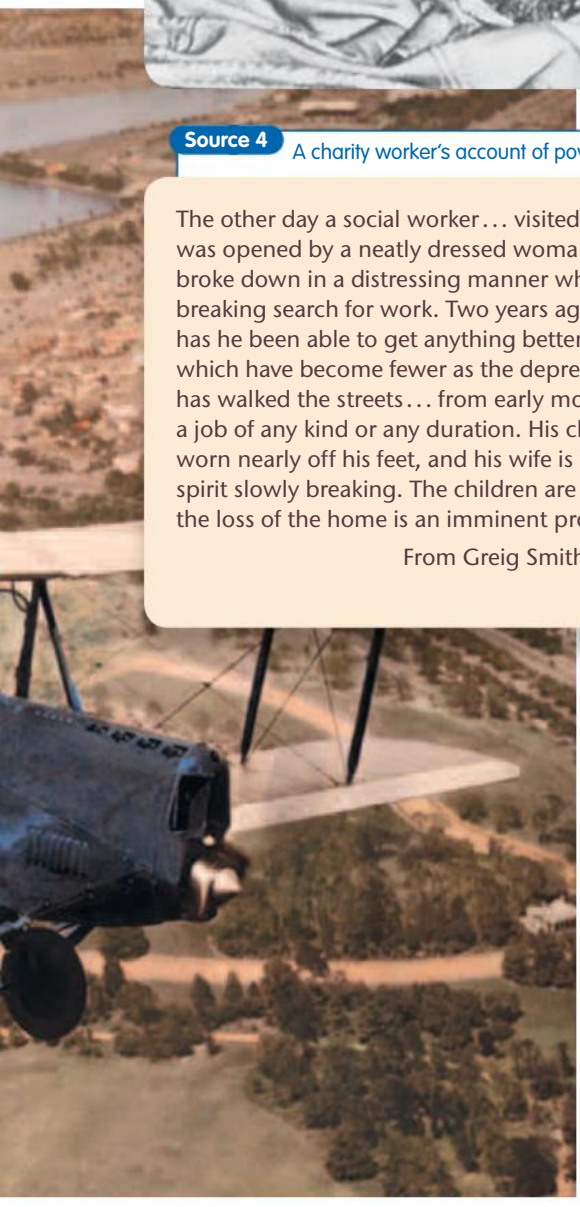
Source 3 Three young children with their dolls sharing one bed in a Melbourne slum around 1935



Source 4 A charity worker's account of poverty in the 1930s

The other day a social worker… visited a home in an outer suburb… The door was opened by a neatly dressed woman who had clearly been weeping… she broke down in a distressing manner when she told of her husband's daily heart-breaking search for work. Two years ago he had lost a steady job… Never since has he been able to get anything better than intermittent work — casual jobs which have become fewer as the depression has deepened. In recent months he has walked the streets… from early morn till setting sun in a fruitless search for a job of any kind or any duration. His clothing has become shabby, his boots are worn nearly off his feet, and his wife is well-nigh distracted as daily she sees his spirit slowly breaking. The children are hungry, their clothing is threadbare, and the loss of the home is an imminent probability.

From Greig Smith, Secretary, Charity Organisation Society, in the Melbourne *Argus*, 7 March 1931.



newspapers to spread their views. Back issues of newspapers provide day-to-day reports and images of events of those times but, as today, they are not always reliable sources. Photography had also become more widely used.

Two new forms of mass media also gained a huge influence during this period. They were radio, which Australians called the 'wireless', and film, which many called the 'flicks'. Film had an enormous influence. By the end of the 1920s, when Australia's population was just 6.5 million, 2.75 million movie tickets were being sold every week. Around 95 per cent of these movies were American, and they contributed to the spread of American influences. Film also became an important medium for recording world events and social changes. And political parties were quick to recognise that film provided new opportunities for propaganda in an age when many people believed that the camera did not lie.

Personal records

Many people who lived through the Great Depression and other events of the inter-war years kept diaries or wrote letters about their experiences. Some wrote and published memoirs, providing first-hand accounts of those times.

Activities

ANALYSIS AND USE OF SOURCES

1. If the people in **Source 1** were car owners for the first time in their lives, as almost 20 per cent of Americans were, how do you think they would feel about the age they were living in and about their future prospects?
2. Look closely at **Source 2**. What evidence does it provide of differences between Melbourne in 1931 and today?
3. Study **Source 3** and read **Source 4**.
   - **a** Describe what you see in **Source 3**.
   - **b** How useful is **Source 3** as evidence of poverty in the 1930s?
   - **c** What has happened to the family in **Source 4**?
   - **d** How would they feel about their situation?
4. Using these four sources, write a short paragraph describing some general features of the changes that took place in the 1920s and 1930s.

1.2 The peace treaties and the League of Nations

On 11 November 1918 the German government accepted an **armistice**, which ended all fighting in World War I. German troops were exhausted and their morale was broken. The army had run out of reserves, many German people were starving and food supplies were low. The Allies had won the war but they now had the task of creating peace. Would they make treaties that took revenge for Allied losses and suffering or would they seek a peace that would last?

The terrible cost of war

Five million Allied troops had died to achieve victory in World War I. Another 13 million had been wounded, many of them permanently disabled. The cost in money was also enormous, and France had suffered the destruction of farmland and entire towns and villages. Germany and the other Central Powers had also suffered terribly. They had lost 3.5 million troops and another 8 million were wounded. However, as many people on the Allied side saw it, the Central Powers, especially Germany, had caused the war and should be made to pay.

Did you know?

Almost 60 000 Australian troops were killed in World War I (almost one in five of those who served overseas). At the Peace Conferences, the Australian delegation, led by Prime Minister 'Billy' Hughes, was among those who wanted to make Germany pay heavily.

Source 1 The ruins of the Cloth Hall in Ypres, Belgium, in 1917. This structure was devastated by artillery fire during World War I.



AWM E00720

Source 2 A map showing how Europe was changed by the peace treaties



The Treaty of Versailles

On 28 June 1919, after five months of negotiations, delegates from the Allied countries and Germany signed the Treaty of Versailles. Germany's National Assembly regarded many of the terms set out in the treaty's 440 articles as so harsh that at first they had refused to sign. Penalties imposed on Germany included restrictions on the size of its military forces as well as **reparations** payments to the **Allies** and loss of territory.

Main military terms

Germany was permitted to maintain a volunteer army of no more than 100 000. But it was not allowed to use conscription or to possess an air force or submarines. Its navy was to be reduced in size and it was barred from manufacturing or trading in war materials.

Territorial losses

All German overseas colonies were seized. The provinces of Alsace and Lorraine were returned to France. German territory in the east was given to Poland, and **plebiscites** were to be held in German East Prussia and Silesia to enable their people to choose between remaining part of Germany or being absorbed into Poland. The German Rhineland was to be occupied for 15 years.

Economic terms

Germany's rich Saar coalfields were to be controlled by France for 15 years. German railway stock and large ships were to be handed over and Germany was to build a further million tonnes of ships for the Allies. Huge quantities of coal, steel and other raw materials were also to be given to the Allies. And Germany was required to pay for all civilian damage suffered by the Allies. Under Clause 231, Germany had to accept blame for causing the war.

The other peace treaties

Each of the other defeated powers was also made to sign a treaty.

- *The Treaty of Saint-Germain* dismantled the Austro-Hungarian Empire and required Austria to pay reparations. The south-western parts of the empire were united with Serbia and Montenegro to form the new nation-state of Yugoslavia.
- *The Treaty of Trianon* took more than 70 per cent of Hungary's territory to create the new nation-state of Czechoslovakia.
- *The Treaty of Neuilly* transferred parts of Bulgaria's territory to Greece, Romania and Yugoslavia.
- *The Treaty of Sevres* took away Turkey's Middle East territories. These states were divided between Britain and France to administer as League of Nations **mandates**.

The League of Nations

Germany's Kaiser had been overthrown in a revolution in November 1918. US president Woodrow Wilson had wanted a more lenient treaty that would have strengthened democracy in Germany and created conditions more likely to preserve peace. France and Britain, however, wanted to weaken Germany and make her pay for their losses. The Treaty of Versailles created

Source 3 Some Articles from the Covenant of the League of Nations

Article 8
The Members recognise the maintenance of peace requires the reduction of national armaments to the lowest point consistent with national safety.

Article 10
The Members of the League undertake to respect, and preserve against external aggression, the territorial integrity and existing political independence of all Members of the League…

Article 11
Any war or threat of war, whether immediately affecting any of the members or not, is hereby declared a matter of concern to the Whole League, and the League shall take any action that may be deemed wise and effectual to safeguard the peace of nations.

intense bitterness in Germany, but one hope for lasting peace was the formation of the League of Nations. It was Wilson's idea and when it was formed it held promise as a guardian of world peace. Had it worked, it might have made up for the weaknesses of the rest of the peace settlement.

The League's main task was to prevent wars. The Covenant of the League was approved at the Versailles Conference in 1919. At first the League had 42 member states, including Australia. It was made up of a General Assembly (of all member states) and a Council. The Assembly met once a year but the Council met more frequently to deal with urgent problems. It consisted of Permanent Members and Non-Permanent Members. The major powers (Britain, France, Italy and Japan) were the Permanent Members. The Non-Permanent Members were elected from the other member states.

The League also had several special organisations. For example, the Permanent Court of Justice was set up to resolve international legal disputes, the Health Organization was formed to combat epidemics and the International Labour Organization was concerned with industrial and economic problems. The peace treaties had given Allied countries, mainly Britain and France, mandates to administer Turkey's Middle Eastern territories and Germany's overseas colonies. As these territories were not considered to be colonies that belonged to those countries, the League's Mandates Commission was set up to ensure that the administering powers carried out their responsibilities.

Weaknesses of the League

The League never had the power to achieve its aim of preventing major wars. It could order parties in a conflict to negotiate in the Assembly, where aggressors could be warned. If that failed, the League could take steps such as ordering a trade embargo to hurt the aggressor nation's economy. The League could threaten military action against an aggressor. But it had no military force of its own and could not compel its members to provide forces. In any case, under the League's rules, any decision of the Council or Assembly had to be unanimous. So any country could prevent the League taking action to solve a crisis.

A further major weakness was that some important nations were not League members. The US Congress refused to endorse the Treaty of Versailles so the United States did not join the League. Germany was not allowed to join until 1926 and Russia did not join until 1934. Germany and Japan both left in 1933 and Italy quit in 1937. Despite its failure, the League was an important first attempt to design a world organisation to prevent war.

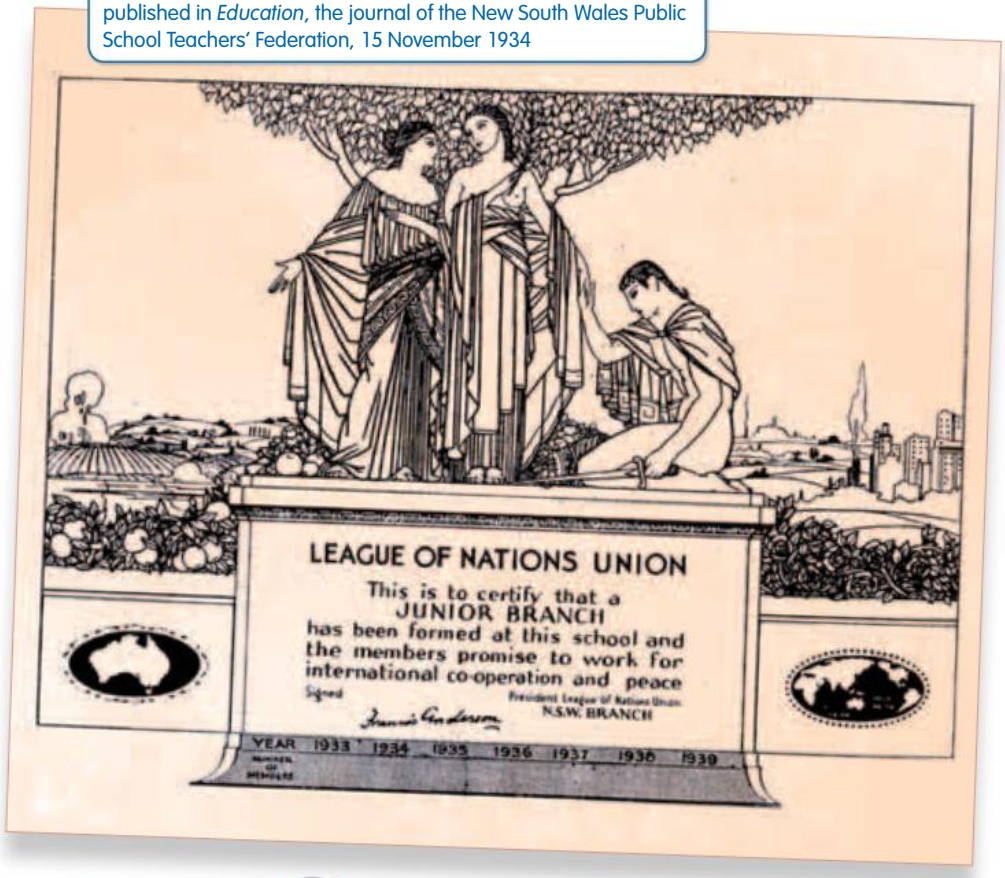
Source 4 A political cartoon about The League of Nations from *Literary Digest* at the time, titled 'Can it survive?'



Faith in the League of Nations

After the great suffering caused by World War I, there was worldwide public support for the idealistic aims of the League. A League of Nations Union was formed to encourage people to support those aims and to counter the previously held belief that war was glorious. The League of Nations Union had branches in many countries including Australia where its members included politicians from the major political parties. With such

Source 5 A League of Nations Union Junior Branch certificate, published in *Education*, the journal of the New South Wales Public School Teachers' Federation, 15 November 1934



support, the organisation was able to have League of Nations ceremonies and ideas introduced into public schools and junior branches formed in those schools. A special League of Nations Day was first observed in Australian schools in 1930. Such activities encouraged great hope that there would never be another world war.

Allies Britain, France and the other states on the winning side in World War I
armistice agreement to end fighting
mandate commission to act on behalf of the League of Nations to govern a people considered not ready to govern themselves
plebiscite direct vote in which electors give their opinion on an issue
reparations payments as compensation for damage caused

Jacaranda World History Atlas
Post-world war peace
pp. 190–1

Activities

Student workbook 1.1

CHRONOLOGY, TERMS AND CONCEPTS

1 What do the following terms mean:
- **a** reparations
- **b** plebiscite
- **c** mandate?

EXPLANATION AND COMMUNICATION

2 Name the four treaties between the Allies and the defeated Central Powers.

3 Which countries were the Permanent Members of the Council of the League of Nations?

ANALYSIS AND USE OF SOURCES

4 How does Source 1 help you to understand why there was strong support for a harsh treaty with Germany?

5 Using Source 2, explain which European territories were lost by:
- **a** Germany
- **b** Austria–Hungary
- **c** The USSR (the former Russian Empire).

6 Using the information in this spread and Source 3:
- **a** Describe the main aim of the League of Nations.
- **b** Outline three reasons why the League of Nations had little real power to prevent wars.

7 Look closely at Source 4.
- **a** Describe the way the League of Nations is depicted in this cartoon.
- **b** Explain the message of the cartoon.

HISTORICAL QUESTIONS AND RESEARCH

8 The three leaders who had the most influence on the peace treaties were US President Woodrow Wilson, French Premier Georges Clemenceau and British Prime Minister David Lloyd George. In small groups:
- **a** use the internet and other resources to find out the aims of each of these leaders at the Paris Peace Conference and the extent to which the Treaty of Versailles reflected these aims
- **b** conduct a roleplay of a discussion between these three leaders in which each student represents the perspective of one of them.

PERSPECTIVES AND INTERPRETATIONS

9 Supporters of the Treaty of Versailles have argued that it was less harsh than the Treaty of Brest-Litovsk, which Germany imposed on the Russians when they withdrew from the war. Do you think this fact justified a harsh treaty and how fair and realistic do you think it was to expect Germany to pay huge compensation?

10 Imagine that you are a school student in 1934. Your school has been awarded the certificate (see Source 5) for forming a junior branch of the League of Nations Union. You have been asked to give a short speech explaining why you and your fellow students are proud to be members and why your generation supports the work of the League of Nations for world peace. Write the speech you would give.

1.3 The 'Roaring Twenties'

The decade of the 1920s has often been described as a carefree time when people put the gloom of the war years behind them. The wealth that some people had and the influence of jazz music, new dance crazes, motion pictures (movies), motorcars, new technologies and mass production all contributed to the decade being called the 'Roaring Twenties'. However, while for some Americans it was an age of prosperity, confidence and fun, for many others, and for most people around the world, the 1920s was anything but 'roaring'.

Manufacturing and mass consumption

New technologies created new consumer goods. In the 1920s manufacturing was stimulated by the post-war demand for goods such as telephones, household appliances and cars. The greatest growth occurred in the United States, where industrial output doubled between 1921 and 1929. How did this happen? In 1913 Henry Ford had introduced the **assembly line** to manufacture his Model T automobile. Assembly lines made manufacturing much cheaper and led to big increases in production and sales. Other manufacturers soon followed Ford's example.

Mass-produced goods had to find mass markets so advertising was used to encourage mass consumption. The introduction of **hire purchase** encouraged people to buy new goods because they no longer had to save up their full cost before buying. As more people bought goods, more jobs were created so even more people had money to spend. By 1929 there was one car for every five Americans; in comparison, there was only one car for every 43 people in Britain and fewer still in most of Europe.

Manufacturing also grew in Australia as British and American companies set up Australian branches. General Electric made toasters, irons and heaters and General Motors and Ford opened motor vehicle assembly plants in Australia in the mid 1920s. For those Australians who could afford it, the consumer age had arrived. However, real wages barely improved in Australia through the 1920s.

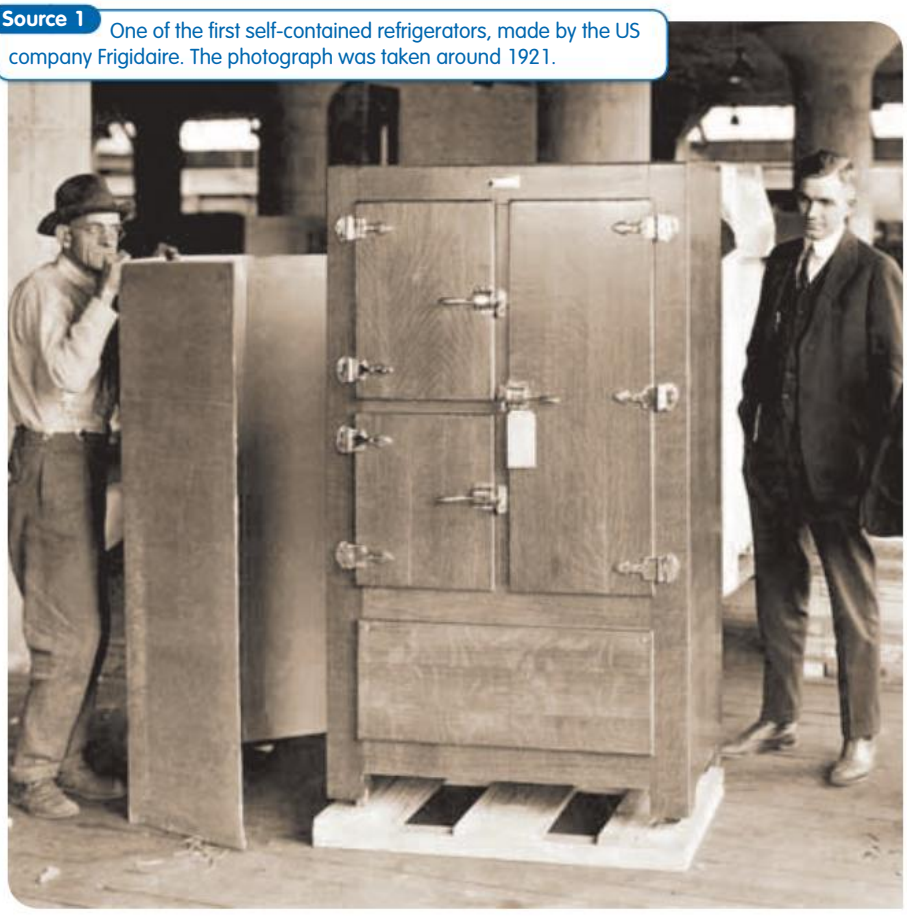
Changing values

The mood of the 1920s was expressed in music, fashions and entertainment. Jazz had been created by African Americans. It became widely popular in the US and around the world, especially through musicians such as Louis Armstrong and Duke Ellington. New dances such as the Charleston were performed at music halls and dance clubs. The United States had introduced **prohibition** in 1920 and it remained illegal to sell alcohol until 1933. But millions of Americans defied the law by drinking in illegal bars called 'speakeasies' that were often operated by gangsters. People also became obsessed by aviation, which combined speed, thrills and novelty. When Bert Hinkler made his record-breaking England to Australia flight, 80 000 people turned out to cheer him as he landed in Melbourne.

Reacting to change

Women were gaining more freedom and independence in this age. Some, called 'flappers', shocked conservatives by wearing short dresses, smoking cigarettes and drinking alcohol

Source 1 One of the first self-contained refrigerators, made by the US company Frigidaire. The photograph was taken around 1921.



Source 2 A typical 'flapper' of the 1920s



Source 3 From the Catholic newspaper the *Freeman's Journal*, 25 March 1925

> There is the sensual and barbaric music, the modern sexual dances, and alcoholic refreshments, and a general acceptance of the standards and conversation that obtain among an irresponsible and jazzing generation.

in public. But many people were horrified by such changes in values and behaviour. Mixed bathing on beaches, even in neck-to-knee costumes, was seen as another sign of declining morals. Women received most blame for a suspected increase in sexual relations outside marriage. In Australia, churches warned of the evils of alcohol and called for a return to traditional values.

Source 4 Advertisement for electrical appliances, published in *Aussie* magazine, 15 December 1920



Source 5 A Ku Klux Klan initiation ceremony during the 1920s



Jacaranda World History Atlas
The interwar period
pp. 188–9

The other side of the 1920s

The image of the 1920s as an age of prosperity and excitement ignores the experiences of most people. In the United States, rural workers gained little and African Americans especially suffered poverty and discrimination. Although the US had suffered much less in the war than other Allied nations, there were problems readjusting to peace. Many demobilised soldiers were unemployed while the cost of living doubled in two years. When workers went on strike for better pay they were violently suppressed.

Intolerance

African Americans, migrants and political **radicals** experienced the hatred of many white Americans. The Ku Klux Klan grew rapidly in the 1920s. By 1925 this violent racist movement had five million members. It incited **lynchings** and other atrocities against black Americans and preached hatred of blacks, Catholics, Jews, non-English migrants and socialists. There were race riots in many cities.

Conservative politicians and the press convinced many Americans that there was a 'Red' conspiracy to overthrow the US. In 1919 and 1920 more than 10 000 suspected communists and **anarchists** were arrested. On 15 April 1920 two men were shot dead in a payroll robbery. Two Italian Americans, Nicola Sacco and Bartolomeo Vanzetti were charged with these murders even though they had sound alibis and there was no evidence against them. Sacco and Vanzetti were found guilty and sentenced to death because they were anarchists. In 1925 another man confessed to being a member of the gang that carried out the killings. Despite this, Sacco and Vanzetti were executed on 23 August 1927. On that day more than 250 000 people protested in Boston.

Division in Europe

After the war there were bitter social divisions in Europe. Many French socialists believed that revolution was near. British society was also deeply divided. No longer the 'workshop of the world', Britain experienced widespread poverty and unemployment. In the early 1920s, working-class unrest was violently suppressed.

Mounted police attacked hunger marches led by demobilised soldiers. In Ireland British forces conducted a savage campaign against Irish rebels.

Italy came close to a socialist revolution after the war. Demobilised peasant soldiers seized land from wealthy landowners, while in towns and cities workers took over the factories. The rich and the middle classes, who feared that Italy would follow the path of Russia, turned to the fascists to save them. Similar conflicts erupted in Germany and parts of the former Austro-Hungarian Empire (see spread 1.6).

Unrest in the colonies

Independence movements grew in many colonies of the European powers immediately after the war. Many revolutionaries were inspired by the example of the Russian Revolution. In the Dutch East Indies (modern Indonesia) in 1919 the Islamic Union called for independence. In 1920 the Indies Communist Party was formed. It attempted an uprising against the Dutch in 1926–27 but its leaders were hanged and thousands of others were imprisoned. In French Indochina the French Foreign Legion terrorised the people to crush dissent against French rule. But the Legion's brutality drove many Vietnamese to support movements such as the Viet Nam Quoc Dan Dang, which was formed in 1927 to fight for Vietnam's independence.

Source 6 An eyewitness description of the behaviour of troops of the French Foreign Legion in Indochina during the 1920s

> An unleashed soldiery . . . now terrorises the entire country. They steal, rape, condemn to death, and execute . . . Legionnaires enter homes, take what catches their fancy, indulge in outrages against women and young girls. For trifles, without proof, men and youths are arrested and shot in cold blood without trial . . . and the region lives under a real reign of military terror . . . If it is with such methods that we intend to pacify the country, we are gravely mistaken.
>
> From Walter G. Langlois, *Andre Malraux: The Indochina Adventure*, London,1966.

Activities

Student workbook 1.2

EXPLANATION AND COMMUNICATION

1. What was the impact in the United States of mass production and mass purchasing power?
2. What social changes led to the 1920s being called the 'Roaring Twenties'?
3. Why was there division and conflict in the United States and Europe in the immediate post-war years?

CHRONOLOGY, TERMS AND CONCEPTS

4. What is meant by assembly lines, mass production and hire purchase?

ANALYSIS AND USE OF SOURCES

5. Compare the refrigerator in Source 1 with a modern refrigerator and explain what differences such an appliance would have made to people's lives.
6. Study Sources 2 and 3.
   - **a** Describe the appearance of a typical 'flapper' in Source 2.
   - **b** Suggest why 'flappers' were controversial in the 1920s.
   - **c** How did the writer of Source 3 regard changes in values and behaviour?
7. Study Source 4. Advertising can provide historians with evidence of social and economic changes and of beliefs and attitudes.
   - **a** What is the aim of this 1920s advertisement?
   - **b** To what ideas and aspirations is it appealing?
   - **c** How does it differ from more modern advertising?
   - **d** What does this source tell us about new technologies, mass production, marketing and consumers in the 1920s?

PERSPECTIVES AND INTERPRETATIONS

8. What can you tell from the information in this spread and from Source 6 about reasons why colonial peoples resisted European rule after World War I?
9. Why might struggling workers, oppressed groups such as African Americans and people in Europe's colonies have not considered this decade the 'Roaring Twenties'?

HISTORICAL QUESTIONS AND RESEARCH

10. Use the internet to conduct research and present a multimedia report on one of the following:
    - **a** the Ku Klux Klan (see Source 5) and the oppression of African Americans during the 1920s
    - **b** the Sacco and Vanzetti case.

Did you know?

In British India in 1919 an unarmed Indian crowd was fired upon by troops commanded by General Reginald Dyer in the town of Amritsar. In this massacre 372 people were killed and at least 1000 were wounded. In the following years the Indian National Congress became a mass movement dedicated to ending British rule.

anarchists revolutionaries who want an equal society based on cooperation rather than government or coercive laws
assembly line mass production method in which each worker completes the same operation over and over
hire purchase buying and using a product while paying for it in instalments
lynching to execute a person without authority or process of law
prohibition 1920s nationwide ban in the US on the making, transporting or selling of alcoholic drinks
radicals supporters of extreme or revolutionary change

1.4 The Great Depression

Problems had been developing in the world economy since at least the mid 1920s, and in October 1929 the New York **stock exchange** collapsed. Panicking investors sold shares as prices continued to fall. By the end of December 1929, $40 billion had been wiped off the value of US shares. Many shareholders, **stockbrokers** and business owners lost everything. The effects of the crash spread rapidly. Millions of people lost their jobs and the world was plunged into its worst crisis since World War I. This was the Great Depression and for many people it was worse than the war.

What caused the Great Depression?

Two problems arose from the enormous growth in production of goods and prices of shares in the United States during the 1920s. First, companies produced more goods than they could sell, while most Americans were too poor to buy them and many products could not find foreign markets. The second problem was speculation: investors used borrowed money to buy shares, expecting to sell them for quick profits when share prices rose. By the late 1920s this had caused share prices to reach unrealistic levels. When investors lost confidence and rushed to sell shares, their prices collapsed.

The result was a huge fall in demand for goods and services, so production was cut and employees were sacked. As unemployment spread, people spent less and more jobs were lost. Banks closed and poverty spread.

Did you know?

Extremes of wealth and poverty helped to trigger the Great Depression. During the 1920s the 36 000 wealthiest families in the US received as much income as all of the 12 million people in the nation's poorest families. Low-paid workers could not afford to buy the goods produced in US factories. Today, when the top 20 per cent of US households has more than 90 per cent of the country's financial wealth, economic inequality remains an enormous problem.

Source 1 Traders gather in growing panic outside the New York Stock Exchange on 24 October 1929.



Jacaranda World History Atlas
The Great Depression
pp. 192–3

Source 2 An extract from the *New Republic* by Edmund Wilson, 1933, showing poverty during the Depression

> There is not a garbage-dump in Chicago which is not diligently haunted by the hungry. Last summer [in] the hot weather, when the smell was sickening and the flies were thick, there were a hundred people a day coming to one of the dumps. A widow who used to do housework and laundry, but now had no work at all, fed herself and her fourteen-year-old son on garbage. Before she picked up the meat, she would always take off her glasses so that she couldn't see the maggots.

Millions of desperate Americans wandered the country seeking any work they could find. Because the US was the most important centre of the world economy, the Depression quickly spread to other countries.

The Great Depression in Australia

Australians had experienced some of the changes associated with the 'Roaring Twenties' such as Hollywood movies, new fashions, and jazz and dance music, but unemployment reached 11 per cent during the decade and there was much industrial conflict, including a police strike in Melbourne in 1923. Australia had not had a booming economy during the 1920s, but it was among the nations that were hardest hit by the Depression.

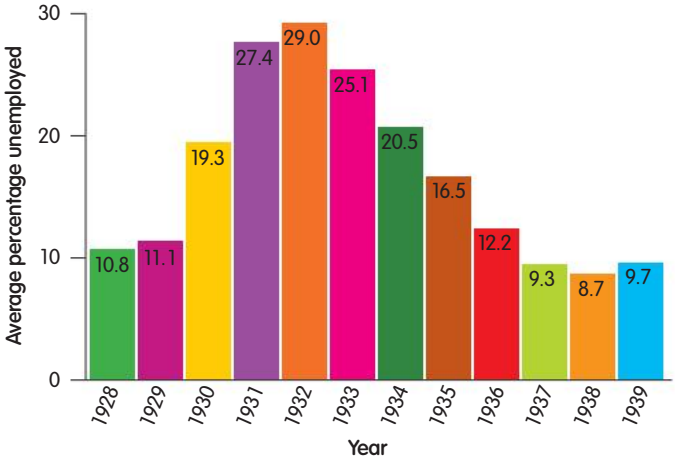
Why was Australia badly affected?

Australia's prosperity was based on high prices for increasing exports of primary products and the inflow of foreign investment. But Australia owed a large and increasing amount of interest to overseas lenders. Any big fall in exports or in prices for them and any reduction of overseas loan funds would cause problems.

When the Depression struck, world prices of primary products collapsed and loan funds dried up. With loans no longer available to pay for public works and construction projects, many workers lost their jobs. This reduced demand for goods produced in other industries. By 1930 nearly 20 per cent of Australian workers were unemployed and many others had only part-time work. In 1932 unemployment reached almost 30 per cent.

As Australia could no longer borrow to pay for imports and to keep up interest payments on debts, the Australian government raised tariffs to make imports dearer. Australia's imports fell and exports increased, but prices for them fell so steeply that they barely increased Australia's earnings.

Source 3 Australian unemployment rates from 1928 to 1939



Source: Based on Australian Bureau of Census and Statistics, *Labour Reports*, 1920–40.

Dealing with the Depression

Because the Depression was a world problem, Australian governments felt powerless to end it. They thought they should treat their budgets in the same way a family would: when times were hard they should spend less. But as governments cut spending, more workers lost their jobs, people had less to spend and the situation worsened. At first the United States followed a similar course, but under President Roosevelt's New Deal the US expanded **welfare** and funded public works programs that helped the country to recover.

Living through the Depression

Few rich Australians were affected by the Depression, and some of them profited from it. Life went on for Australia's high society. In contrast, many small farmers were already in debt by 1929 as a result of droughts and falling prices. At first, banks evicted farmers who could not meet loan repayments, but most farmers were saved by government relief and by legislation that froze their debts until conditions improved.

Workers suffered the most. At first governments relied on charities to provide for the unemployed. But charities could not deal with poverty on such a vast scale, and accepting charity was a bitter blow to people's pride. State governments provided some relief work for the unemployed but it was paid at less than the basic wage. Unemployed workers were further humiliated by having to queue for the **dole** or sustenance payments, which became known as the 'susso'. Men tramped the streets in search of work. Many people went hungry and malnourished children sometimes collapsed at school. Some people scavenged scraps from garbage bins. A survey in Melbourne found that almost 10 per cent of children suffered malnutrition and/or preventable diseases by the age of six.

In most cases no government support was provided for rent or clothing, so many faced eviction and homelessness when they could not pay their rent. Families were forced to live in shantytowns built on wasteland. In these desperate times people banded together to help each other

Source 4 An Australian family outside their shantytown home during the Great Depression



and joined demonstrations to protest against unemployment and evictions. But most felt a terrible sense of helplessness.

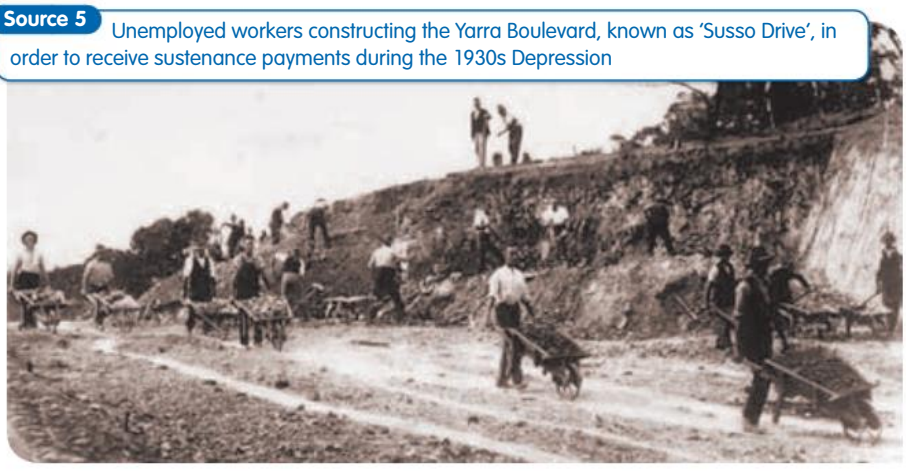
Plans to help Australia through the crisis

The most radical plan was proposed by Jack Lang, the Labor premier of New South Wales. Lang wanted a temporary halt to interest payments to British lenders so more help could be given to the unemployed. All other Australian governments rejected this proposal, seeing it as an act of disloyalty to Britain.

Another plan was proposed by Labor federal treasurer E. G. Theodore. He believed that instead of cutting spending, the government should print more money to encourage spending and stimulate industry. This plan was abandoned because the banks were against it.

Instead, through the Melbourne Agreement, the Commonwealth and states agreed with the advice of Sir Otto Niemeyer of the Bank of England that Australian governments had to cut costs and begin to pay back their loans. In June 1931 the Commonwealth and states agreed to cut government spending, including government wages, salaries and pensions. The basic wage was reduced by 10 per cent and rates of interest on

Source 5 Unemployed workers constructing the Yarra Boulevard, known as 'Susso Drive', in order to receive sustenance payments during the 1930s Depression



Did you know?

According to the 1933 census, 400 000 Australians were living in shantytowns in makeshift shelters of old iron, canvas and other scrap materials.

Source 6 A newspaper article describing fierce job competition in 1930

> In answer to a three line advertisement offering employment to two girls experienced in bottling and labeling, 200 girls stormed the offices of Mr Knight, toilet preparations agent…yesterday morning. Many were well educated and carried references from leading city firms…Some told pitiful tales of privations their families have been through owing to unemployment, and almost begged for the position.
>
> From the *Sydney Morning Herald*, 13 February 1930.

government debts were reduced. Taxes were raised to increase revenue. At the same time, the Commonwealth Bank was to provide credit to finance public works and create paid work for the unemployed.

In Australia, improvement came slowly after August 1932, but it had more to do with the recovery of the world economy than with government policies. Even in 1939 nearly 10 per cent of Australian workers were unemployed.

Activities

Student workbook 1.3

EXPLANATION AND COMMUNICATION

1. What problems were caused in the United States during the 1920s by overproduction of goods and stock market speculation?
2. Draw a mind map showing how each problem associated with the economic collapse led to further problems.
3. Explain how the Depression affected Australia's ability to pay for imports and interest on overseas loans.
4. Outline the main ideas of the three plans that were suggested to deal with Australia's economic problems.
5. Explain why some sections of society suffered greatly during the Depression while others hardly suffered at all.

ANALYSIS AND USE OF SOURCES

6. What can you tell about the crash of October 1929 from **Source 1**?
7. What does **Source 2** reveal about the desperation of unemployed Americans in 1933?
8. Refer to **Source 3** to describe the trends in Australian unemployment between 1928 and 1939.

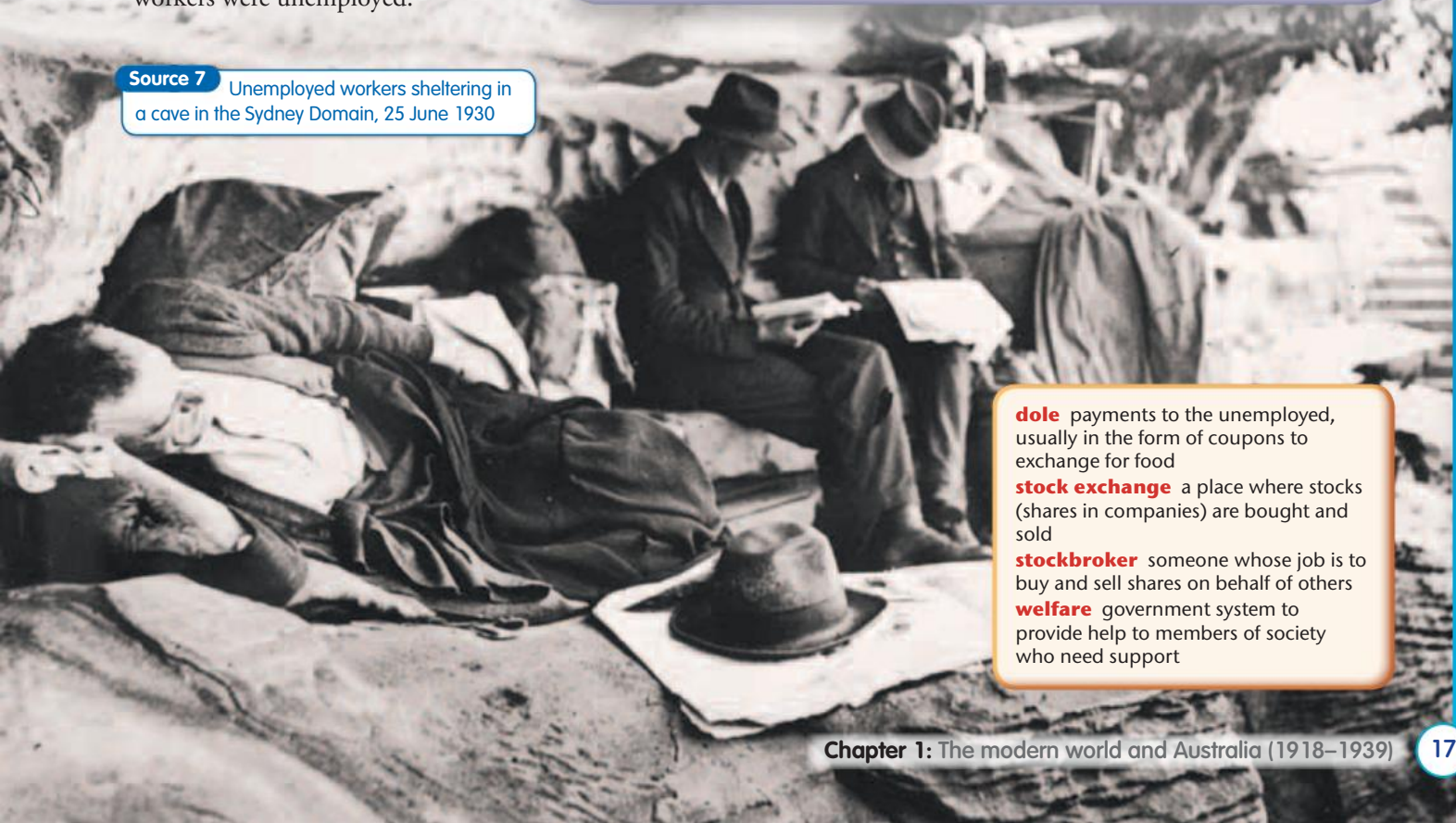
PERSPECTIVES AND INTERPRETATIONS

9. Imagine you are a newspaper reporter in the 1930s. Use **Sources 4, 5 and 6** as your evidence to write a report on problems facing unemployed workers during the Great Depression.
10. Look closely at **Source 7**.
    - **a** Describe the main features of this scene.
    - **b** Use your imagination to suggest what it would be like to live like this.
    - **c** Working in groups of three, write and perform a short play that conveys the fears, hopes and other feelings of these three men. Your script could include the characters swapping information about their lives before the Depression and the social and economic changes that brought them to this situation.

HISTORICAL QUESTIONS AND RESEARCH

11. Use the internet and and your library to compile a report on relief work, evictions, dole queues and protests during the Great Depression in Australia or another country.

Source 7 Unemployed workers sheltering in a cave in the Sydney Domain, 25 June 1930



dole payments to the unemployed, usually in the form of coupons to exchange for food

stock exchange a place where stocks (shares in companies) are bought and sold

stockbroker someone whose job is to buy and sell shares on behalf of others

welfare government system to provide help to members of society who need support

1.5 Communism — dream or nightmare?

In your study of World War I you learned about the 1917 Bolshevik Revolution in Russia, and about how the Bolsheviks expected it to trigger revolutions of workers and peasants in other countries. In the chaos that followed the war there were several attempted revolutions in Europe. These uprisings failed but the Bolshevik Revolution continued to inspire many workers and other disadvantaged groups, especially during the hardships of the Great Depression. However, the system that developed in the USSR was not the workers' paradise that many revolutionaries had dreamed of.

The drift to dictatorship

The Bolshevik Revolution was based on the idea of creating a communist society in which everyone would be equal. At first the Bolshevik government, headed by Lenin, handed control of factories and other businesses to committees of workers and land was given to peasant **soviets** to redistribute. But when production slumped, the Bolsheviks appointed managers to run enterprises. To hold on to power, the Bolsheviks abolished all other political parties, including other **socialist** parties. The Bolsheviks had to be ruthless to survive, especially during the Civil War from 1918 in which they fought against armies of **White Russians**, who were aided by the armed intervention of Britain, France, the United States and Japan.

When the Civil War ended in 1921, the Bolsheviks controlled most of the former Russian Empire. In that year they crushed a revolt by sailors of the Kronstadt Naval Base who demanded an end to one-party rule. These sailors had once been among the Bolsheviks' strongest supporters. Faced with such discontent, the Bolsheviks took a temporary step backwards, relaxing economic controls. But there was no relaxation of Bolshevik political control.

Source 1 A Bolshevik propaganda poster from 1920, titled 'Comrade Lenin cleans the Earth of scum'



Stalin's rise to power

In 1924 Lenin died of a stroke. Joseph Stalin was the General Secretary of the Communist Party, as the Bolshevik Party was now called. Stalin used this position to outmanoeuvre his rivals, including Leon Trotsky, who had been the main organiser of the 1917 Revolution. Trotsky was exiled in 1928 and by the end of 1929 Stalin was the **USSR's** undisputed dictator.

Stalin's dictatorship

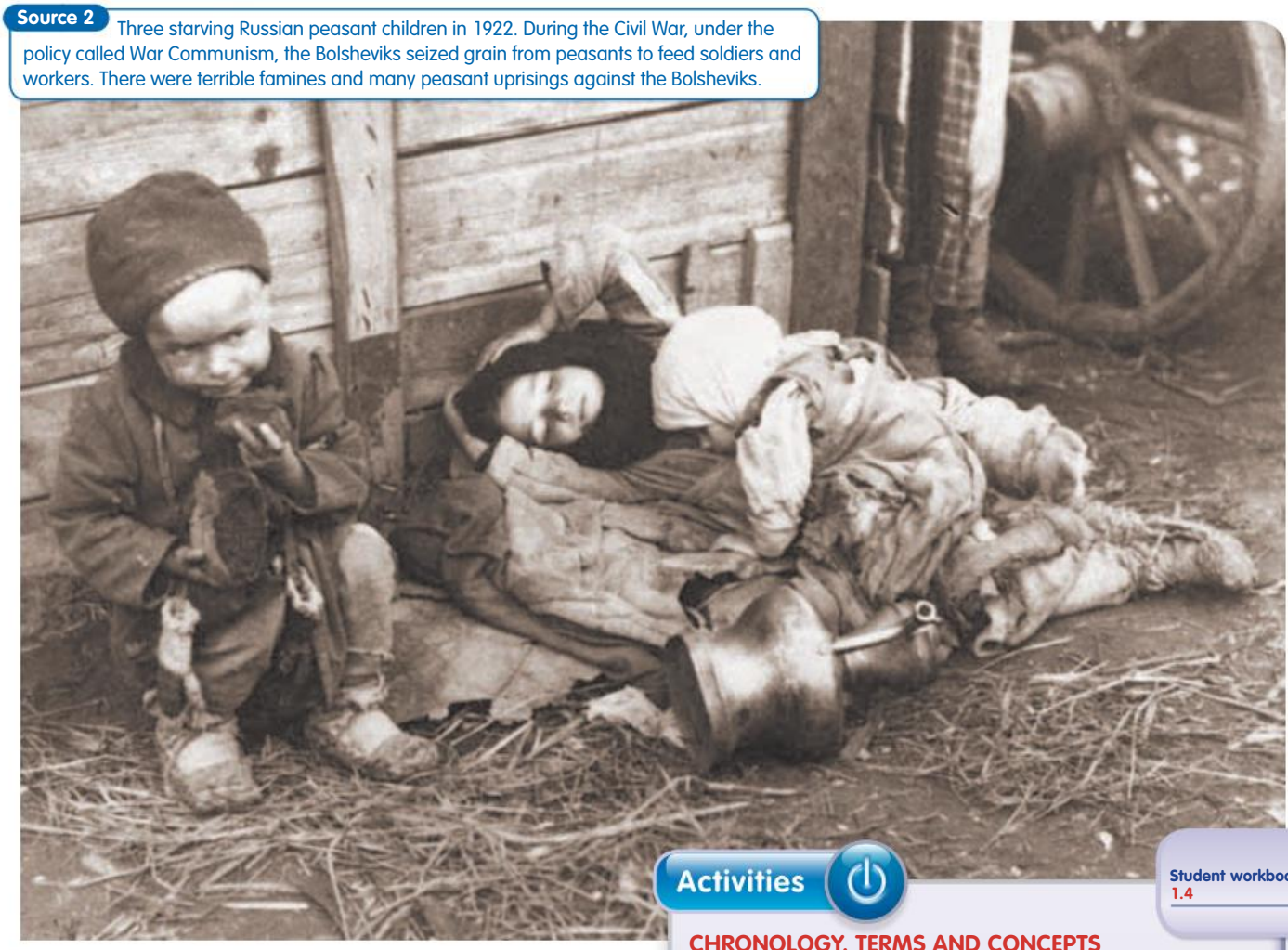
Under Stalin's collectivisation policy, peasant farms were combined into huge collective farms between 1929 and 1935. Peasants who resisted were executed or sent to slave labour camps. Thirteen million peasants starved to death as their grain was confiscated and distributed to the cities or exported to fund the growth of manufacturing in 1932–33. In 1928 Stalin launched the first of a series of Five Year Plans to develop industries. The successes of these plans were achieved by harsh workplace discipline and forced labour by political prisoners. Stalin's labour camps were soon full of such prisoners as his secret police arrested suspected **dissidents**.

In the Great Purge from 1936 to 1938, Stalin unleashed a wave of terror in which all of his critics in the Communist Party and several Red Army generals were killed. In a series of show trials, former leading Bolsheviks were forced to confess to crimes such as treason and sabotage. Russia was now a state in which people's lives were controlled by terror, strict censorship and propaganda that portrayed Stalin almost as god.

Communism and anti-communism

Despite the horrors of Stalin's rule, the idea of communist revolution continued to find supporters in **capitalist** countries where workers were exploited and oppressed. It also inspired fear and hatred among people who dreaded any kind of working-class revolt. The ideas of communism and anti-communism would influence almost every political conflict for decades.

Source 2 Three starving Russian peasant children in 1922. During the Civil War, under the policy called War Communism, the Bolsheviks seized grain from peasants to feed soldiers and workers. There were terrible famines and many peasant uprisings against the Bolsheviks.



Source 3 From a poem in the Soviet Communist Party newspaper *Pravda* in 1931

Great Stalin, O Leader of the Peoples,
Thou who didst give birth to man,
Thou who didst make fertile the earth,
Thou who didst rejuvenate the centuries,
Thou who givest blossom to the spring,
Thou who movest the chords of harmony,
Thou splendour of my spring,
O Thou
Sun reflected in a million hearts.

capitalist economic system based on private ownership of capital, free markets and competition
dissidents people who publicly disagree with government policy or actions
socialists those who support an economic system based on public ownership of industry to create greater equality
soviets councils, originally elected by workers or peasants
USSR the Union of Soviet Socialist Republics, or Soviet Union, the name of the former Russian Empire from 1922
White Russians those who wanted to crush the revolution and restore the old Russian order

Activities

Student workbook 1.4

CHRONOLOGY, TERMS AND CONCEPTS

1 Create a timeline of developments in post-revolution Russia to show the drift to dictatorship and the consolidation of Stalin's rule.

EXPLANATION AND COMMUNICATION

2 When the Bolsheviks seized control of Russia in 1917 they claimed to be establishing a truly democratic and egalitarian society in which workers and peasants would hold power. What had they already done that contradicted that ideal even before Stalin gained control?
3 Describe the main features of:
  a the collectivisation of agriculture
  b the Great Purges.

PERSPECTIVES AND INTERPRETATIONS

4 Could the USSR really be described as a communist society by the 1930s? Explain.
5 Why do you think many workers in other countries still believed that Russia was a workers' paradise?

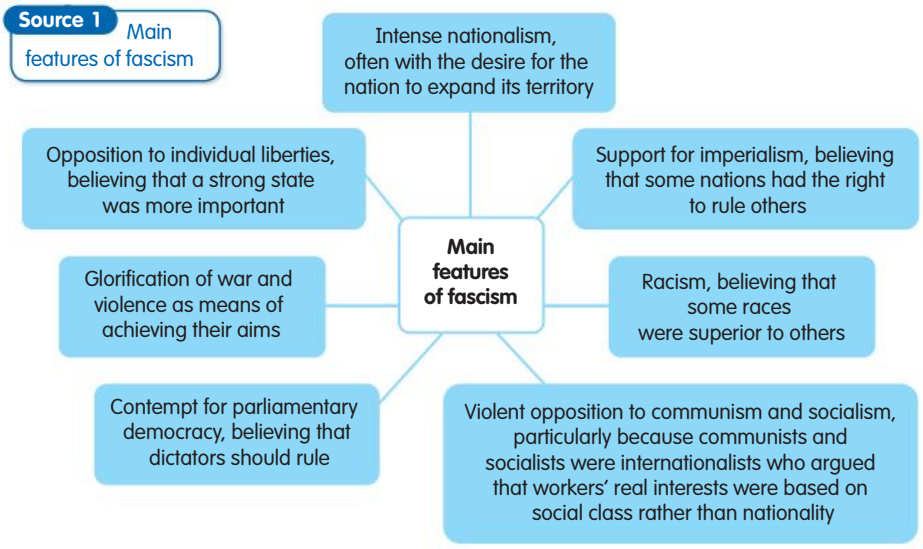
ANALYSIS AND USE OF SOURCES

6 In Source 1 the Bolshevik leader Lenin holds the broom. What sections of Russian society are represented by each of the figures he is sweeping away?
7 What is happening to the children in Source 2?
8 How is Stalin portrayed in Source 3? How do you think Soviet citizens would have felt about such propaganda?

1.6 The rise of fascism

The Great Depression caused mass unemployment, poverty and misery around the world. But in the longer term it had even worse consequences. It led to the rise of fascism, which would present the greatest threat to human rights and world peace in the inter-war years. This extremist movement arose from the deep social divisions that followed World War I, but it gained most backing during the Depression years of the early 1930s. Support came not from those who suffered most in the Depression but from those who feared that communist or socialist workers might seize power.

Source 1 Main features of fascism



Fascist movements developed in many countries in the 1920s and 1930s. While they aimed to appeal to all social classes, fascists found most support among middle-class people who feared the influence of socialism and communism. Although there were significant local differences, fascist movements shared many common characteristics (see Source 1).

Fascism in Italy

Italy was the first country in which fascists gained power. During World War I there had been heavy fighting in Italy's own territory. The war's end brought rising prices, high unemployment and nationalist resentment that Italy did not gain more from the peace treaties. Italy experienced great social conflict after the war. Its strong communist movement was inspired to follow the example of the Bolsheviks in Russia and **foment** a revolution.

However, by 1919 fascism was also a powerful movement in Italy. Italian fascist thugs, called 'blackshirts', fought trade unionists, socialists and communists in street battles. Fascists bashed their political opponents and burned the offices of newspapers that dared to criticise them. They gained support from the middle classes and the rich by violently breaking up strikes. In 1922 their leader, Benito Mussolini, organised a fascist march on the capital, Rome. The Italian king regarded Mussolini as an ally against the communists and socialists and invited him to become prime minister.

Source 2 In ancient Rome, the annually elected leader carried a bundle of sticks wrapped around an axe. It was called the *fasces* and it symbolised strength and power. Mussolini revived it in 1919 as the symbol of Italian fascism.



Italy under the fascists

Once Mussolini was in power, he suspended elections and banned other political parties. Mussolini was now a dictator. As Il Duce (the leader) he turned Italy into the world's first fascist state. Workers' rights were destroyed while employers were protected. Mussolini dreamed of recreating the might of ancient Rome. Fascists controlled the mass media and the education system and they used them to **indoctrinate** a generation.

Other world fascist movements

Significant fascist movements arose in the inter-war years in many other European countries, including Austria, Hungary, Finland, France, Belgium, Spain, Romania and Britain. There were also fascist or extreme right movements in the United States and in Australia.



Source 3 Mussolini (left), giving the fascist salute, with Adolf Hitler on a visit to Germany in 1937. The swastika (on Hitler's sleeve) was adopted as the symbol of Nazism.

Did you know?

Although all fascist movements were racist, Italian fascism was not anti-Semitic (anti-Jewish) until it came under the influence of German Nazism. When Mussolini first seized power, his Fascist Party had wealthy Jewish Italians among its supporters and members.

Source 4 Education was used as a powerful tool of indoctrination in fascist Italy. This extract from a compulsory textbook issued to eight-year-olds argues the need for blind obedience and loyalty to the leader.

> The eyes of the Duce are on every one of you. No one can say what is the meaning of that look on his face. It is an eagle opening its wings and rising into space. It is a flame that searches out your heart to light there a fire. Who can resist that burning eye, darting out its arrows? But do not be afraid; for you those arrows will change into rays of joy. A child, who, even while not refusing to obey, asks 'Why?', is like a bayonet made of milk . . . 'You must obey because you must,' said Mussolini, when explaining the reasons for obedience.

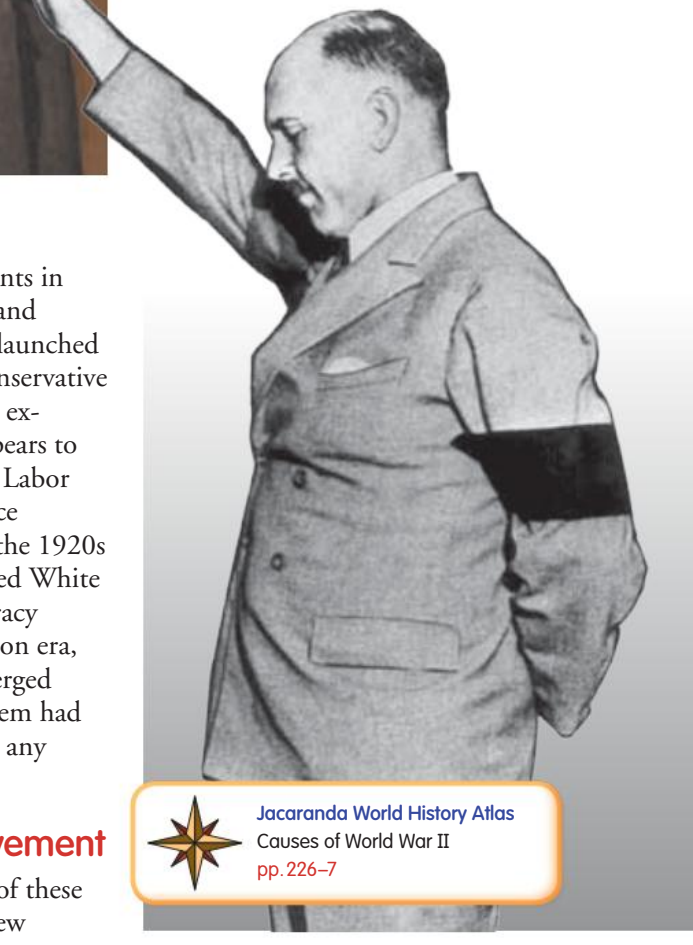
Fascism in Australia

Extreme right-wing movements in Australia included the King and Empire Alliance, which was launched in Melbourne in 1920 by conservative politicians, businessmen and ex-servicemen. Its intention appears to have been to seize power if a Labor government tried to introduce socialism. Similar groups in the 1920s included the Melbourne-based White Guard and the Sane Democracy League. During the Depression era, more such organisations emerged in Australia and several of them had secret armies formed to fight any threat of socialism.

The New Guard movement

The best known and largest of these Australian groups was the New Guard. It was strongly influenced by fascist movements in Europe, and it attracted many middle-class supporters. Its leader, Eric Campbell, was an admirer of Mussolini. The New Guard fought street battles with Labor and Communist supporters. At the opening of the Sydney Harbour Bridge in 1932, a mounted New Guard member succeeded in cutting the ribbon ahead of Labor premier Jack Lang. The New Guard even

Source 5 Eric Campbell at a New Guard rally at Sydney Town Hall, February 1932



Jacaranda World History Atlas
Causes of World War II
pp. 226–7

planned to overthrow the Lang government in New South Wales. An armed revolt was avoided when the New South Wales governor dismissed Lang from office in May 1932. However, support for such extremist movements declined quickly as Australia recovered from the Depression.

Germany and the Nazis

The most significant result of the rise of fascism was felt in Germany. At the end of World War I the country was bitterly divided. Following the abdication of the Kaiser, Germany became a democratic republic. However, the German Spartacists (communists) wanted to follow the Bolsheviks' example and found a socialist republic based on workers' soviets. The moderate socialists wanted to reform Germany through parliamentary democracy.

The republic was first threatened when the left attempted a Bolshevik-style revolution in 1919. But a much greater danger came from the extreme right. Fascist groups, composed mostly of ex-soldiers, blamed Germany's defeat and humiliation on socialists, communists and Jews. The government used groups of fascist ex-soldiers, called *Freikorps*, armed with artillery, machine guns, grenades and flame-throwers, to crush the Spartacist uprisings of 1919.

In March 1920, these fascist ex-soldiers tried to seize power in the Kapp **Putsch**, but they were thwarted by resistance from the German socialist trade unions. The next fascist attempt to seize power was made by Adolf Hitler, who had become the leader of the National Socialist German Workers' (Nazi) Party in 1921. Hitler first attempted to seize power in the Munich Putsch of 1923. The putsch was defeated. Hitler's rise was then delayed by growing German prosperity during the late 1920s. Hitler consolidated his position in the party, building up his private armies and refining terror tactics and propaganda. Eventually, the Nazi rise to power was made possible by the Great Depression. In just ten turbulent years following the Munich Putsch, Hitler's Nazis were to gain control of Germany and lead the country towards another world war (see chapter 2).

Fascism in Spain

Fascists also gained power in Spain. In 1936, General Francisco Franco and other Spanish military leaders started a rebellion against Spain's democratically elected republican government. In the three-year-long Spanish Civil War, Franco was supported by the Spanish fascists (Falange), the wealthy Spanish landowners, the leaders of the Catholic Church, Spanish monarchists and, most importantly, by forces from Fascist Italy and Nazi Germany. The German Luftwaffe (air force) used Spain to test the tactics they would later use in World War II.

Source 6 A group of British anti-fascist volunteers who fought in Spain in 1936



Tom Mann Centuria Islesia Antifascista. From the collection of the Noel Butlin Archive Centre.

The Spanish Republic received some aid from the Soviet Union and Mexico and from idealistic international volunteers, including about 60 Australians. However, Franco triumphed. This was partly because of the assistance provided by Hitler and Mussolini and partly because the Western democracies turned a blind eye to fascist aggression while preventing much aid from reaching the Spanish Republic. With Franco's victory in 1939, Spain became another fascist dictatorship.

Source 7 Australian-Italians speaking at a Melbourne meeting of the Australian-Italian Anti-Fascist Movement in 1943



AWM 139425

Source 8 A group portrait of young members of the *Fasci Italiani All'Estero* (Italian Fascist Organisation Overseas) taken on the steps of a Catholic church in Adelaide in October 1938. In the second row is their banner which had been sent from Rome to celebrate Mussolini's seizure of power. The banner was blessed in a ceremony in the church.

AWM PO 1739.002

Activities

Student workbook 1.5

EXPLANATION AND COMMUNICATION

1. Use **Source 1** and information in this spread to describe the main features of fascism.
2. What tactics did Mussolini use to gain power in Italy?
3. Where did other fascist movements arise in the inter-war years?
4. Outline two attempts by German fascists to seize power in the 1920s.

ANALYSIS AND USE OF SOURCES

5. Look closely at **Sources 2 and 3** and describe the fascist (including Nazi) symbols shown in these sources.
6. Read **Source 4**.
   - **a** What belief was this Italian textbook trying to instill in children?
   - **b** Why do you think brainwashing children was an important part of the fascist propaganda program?

PERSPECTIVES AND INTERPRETATIONS

7. From the late 1930s, Eric Campbell denied that his New Guard was a fascist movement. Explain how **Source 5** provides evidence against his claim.
8. Study **Source 6**. What beliefs might have motivated these volunteers to risk their lives fighting fascism in Spain?
9. Study **Sources 7 and 8**. Why do you think many people, including migrant communities in Australia, were bitterly divided by either support for or hatred of fascism?

HISTORICAL QUESTIONS AND RESEARCH

10. Use the internet and your library to find out why Spain was a battleground in the struggle between pro-fascists and anti-fascists in the 1930s.

foment encourage or foster rebellion
indoctrinate to teach or instruct in a way that is almost brainwashing
putsch an attempt to seize political power by force

1.7 SkillBuilder

Analysing political cartoons

What are political cartoons?

Political cartoons are like other cartoons created for newspapers or magazines. However, they have a specific purpose: to comment on the *political* issues of the day. They often use humour to make serious points about political issues.

Why is it useful to analyse a political cartoon?

Political cartoons are primary sources for a study of political issues in the period in which they were drawn and published. During the inter-war years, all sides of politics used political cartoons as a powerful form of propaganda. We should not assume that cartoons published in the regular newspapers and magazines were unbiased. During the turbulent years of the Great Depression, every major newspaper in Australia took sides on political events. Each cartoonist usually had an individual style. But, regardless of this and their political bias, cartoons of this period used similar techniques, especially when it came to caricaturing (exaggerating the features of) political figures they wanted to ridicule.

This is still done in modern times. Australian cartoonists used to make caricatures of the former Australian prime minister, John Howard, by exaggerating his protruding lower lip and bushy eyebrows. In a similar way, they exaggerated the nose, mouth and hair of Australia's longest serving Labor prime minister, Bob Hawke.

It might be thought that political cartoons are not very useful as sources because they are biased and reflect only the views of the cartoonists. However, cartoons usually represented the bias of the newspapers and other organisations that published them and they could have a big influence on public opinion.

How to analyse a political cartoon

STEP 1

Ask questions as you would of any primary source:

- **a** Who created the cartoon and who published it?
- **b** When and where was it published and what is the significance of the publisher, the time and the place?
- **c** Why was it created? (What political events or issues is it concerned with?)
- **d** What is its message? (This may be biased. It may come partly through the drawing and partly through the caption.)
- **e** How does it convey its message? (What are the features of the drawing that convey the message? Is it done through caricature or some other device?)

Source 1 'Don't be a rabbit', a cartoon published in the *Australian Worker*, 2 December 1931



Student workbook
1.6, 1.7

STEP 2

Here is an example of how to use these questions. In spread 1.4, you read about Jack Lang, the Labor premier of New South Wales, who was dismissed by the New South Wales governor in 1932 because of the Lang Plan, his radical and divisive scheme to help New South Wales workers through the Depression. Lang and his supporters had split the Labor Party in 1931. Lang had a lot of popular support but he also had many enemies, including the Australian Workers' Union, which published its own newspaper, the *Australian Worker*.

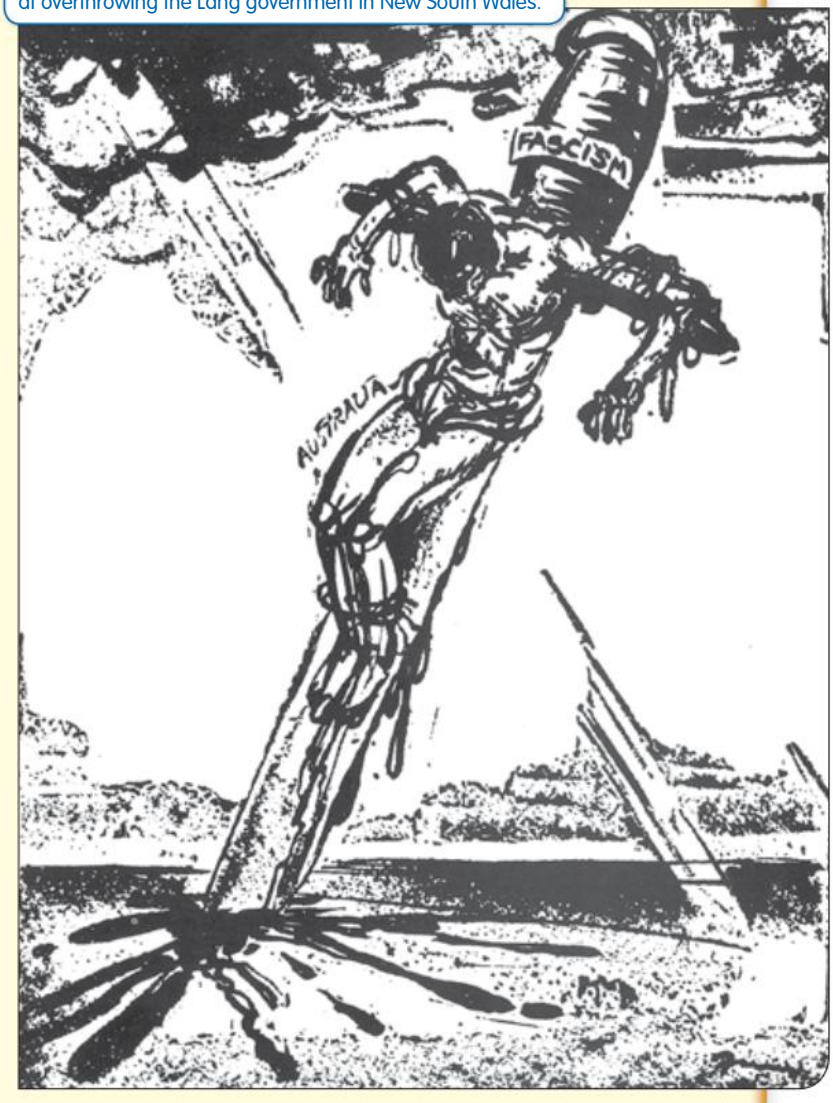
Analyse Source 1 as follows:

Questions	Analysis
Who created the cartoon and who published it?	The *Australian Worker's* cartoonist created it and it was published by that paper.
When and where was it published and what is the significance of the publisher, the time and the place?	It was published in Australia in December 1931, soon after Lang's supporters in Federal Parliament helped to destroy the federal Labor government.
Why was it created? (What events or issues is it concerned with?)	The cartoon must have been published to warn Labor voters that Lang was dangerous to their interests.
What is its message? (This may be biased. It may come partly through the drawing and partly through the caption.)	The message is simple: don't be as silly as a rabbit by voting for Lang because he is deluding you.
How does it convey its message? (What are the features of the drawing that convey the message? Is it done through caricature or some other device?)	Lang is portrayed as a dangerous, treacherous snake. The cartoon suggests that the Lang Plan is just a coat that Lang wears to hypnotise the voters into thinking that he actually cares about them. The cartoon uses caricature, exaggerating Lang's facial features.

Developing my skills

Ask and answer the questions that were used to analyse Source 1 to carry out your own analysis of Source 2.

Source 2 'The aim of the New Guard', a cartoon by George Finey, *Labor Daily*, November 1931. The *Labor Daily* supported Lang's faction of the Labor Party. The New Guard was a pro-fascist organisation (see spread 1.6) that aimed at overthrowing the Lang government in New South Wales.



1.8 Review and reflect

In this overview we have looked at some of the big developments that took place in the world and Australia between 1918 and 1939. We have reviewed the peace settlements that followed World War I and social and economic changes in the 1920s and 1930s, especially the devastating changes that came with the Great Depression. We have also looked at the development of two political forces that had an enormous influence in the inter-war years — communism and fascism.

Quick quiz

1. Name two forms of mass media that emerged or increased their influence during this period.
2. Which treaty was signed between the Allies and Germany in 1919?
3. What were reparations?
4. Which defeated countries signed the Treaty of Trianon and the Treaty of Saint-Germain?
5. Which world leader proposed the idea of a League of Nations?
6. What was the main task of the League of Nations?
7. Give two reasons why the League of Nations was weak.
8. By what percentage did US industrial output increase during the 1920s?
9. How did hire purchase encourage spending in the 1920s?
10. Who were the 'flappers'?
11. When did the New York Stock Exchange collapse?
12. What was the dole?
13. Who had become dictator of the USSR by 1929?
14. How did fascists seize power in Italy in 1922?
15. Who led the German Nazis in the 1920s and 1930s?

Review

Source 1 Ruins of a church and other buildings in Warfusee, France, c. 1917



AWM H02127

Student workbook
1.8, 1.9, 1.10

Analysis and use of sources

1 What happened to the French town in Source 1?
2 How would such destruction have influenced French attitudes to terms to be imposed on Germany in the Treaty of Versailles?
3 What is depicted in Source 2?
4 How effective do you think this poster would have been in persuading German workers that the Nazis were their enemies?

Historical questions and research

Form small groups to research and report on *one* of the following:

1 the influence of fascism in the inter-war years in one European country
2 measures adopted under the New Deal to help people through the Great Depression in the United States.

Back to the big questions

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1 What were the main features of the peace treaties after World War I?
2 What types of changes occurred in the 1920s?
3 What were the consequences of the Great Depression?
4 How did dictators come to power in Europe in the 1920s and 1930s?
5 What threats to world peace arose in this period?

Source 2 A socialist poster for the July 1932 Reichstag (Parliament) elections, showing Nazism as a movement that threatened the common people



Reflect

Tick the box for each of these statements that you think most accurately reflects your learning.

Statements about my learning in this chapter	Strongly agree	Agree	Disagree	Strongly disagree
I was able to use evidence from photographs to draw conclusions about this period.				
I can recognise ways in which the inter-war years influenced the modern world.				
I have developed skills to help me to analyse political cartoons and use them as historical sources.				
I understand why and how economic changes can affect other aspects of life.				
I have a clear understanding of concepts such as economic depression, communism and fascism.				
Working with written sources increased my understanding of significant historical changes in this period.				

eBookplus Using ICT

projectsplus

What was life like in the Great Depression?

SEARCHLIGHT ID: PRO-0046



Your video introduction includes a visit to the National Museum of Australia and an explanation of historical sources from the Great Depression.

Scenario

The Great Depression was characterised by a long period of low economic activity. Many businesses produced fewer goods or shut down altogether, resulting in many people losing their jobs. With people struggling to have enough money for essentials such as food, clothing and shelter, demand for goods and services was further diminished and a vicious cycle was established.

Throughout 2008 and 2009, the world experienced a global recession, believed to be the worst economic crisis since the Great Depression. Countries bought and sold considerably fewer goods and services from each other, and this caused many businesses to scale back their production or stop completely. As in the Great Depression, unemployment in many countries increased and people had less money to spend.

Your task

As a leading journalist for *Time* magazine, your task is to investigate how the lives of Australians were affected in the Great Depression of the 1930s. You will compare these effects with how the lives of Australians were affected by the more recent global economic recession. The article you write will provide an in-depth insight into the similarities and differences in Australian lifestyle between these two periods. You should consider the effects on a range of people in society during these two periods, such as individuals, families, unemployed workers, employed workers, skilled and unskilled workers, businesses, trade unions, political parties and movements, women, children, and the rich and the poor. You should determine whether there were, in fact, any 'winners' in these periods of low economic activity and how and to what extent they benefited. You should consider groups and organisations in society as well as individuals in your analysis.

Process

- Open the ProjectsPLUS application for this chapter, located in your eBookPLUS. Watch your introductory video lesson and then click the 'Start Project' button.







You will write your article individually but first you should form groups to share your research in the ProjectsPLUS Research Forum. Save your settings and your project will be launched.

- Navigate to your Research Forum where topics have been loaded for you to provide a framework for your research. Using your eBookPLUS as a starting point, find background information about the lead up to the Great Depression, and the economic, political and social effects of this period in Australia. You should start your research by collecting economic data for Australia for both the Great Depression and the recent global economic recession, including unemployment rates, gross domestic product and statistics such as bankruptcies, closure or collapse of major businesses, homelessness and share prices. The weblinks in your Media Centre will help you get started. Enter your findings as articles in your Research Forum. You can also rate and comment on the posts made by other members of your group.
- When your research is complete, decide on the angle you would like to take for your article. Two templates have been provided for you in your Media Centre:
  - 'Step back in time: Australia returns to the 1930s'
  - 'Australia: a little sad, but hardly depressed'

  You should choose the headline that most suits the article you would like to write. Download the template and use it to write your article. You might like to place yourself back in the time of the Great Depression and imagine you are interviewing people about what life was like; illustrate the hardships experienced by using quotes from your imaginary interviews or from your research.
- Print out your research report from ProjectsPLUS and hand it in with your completed article.

projectsplus

Your ProjectsPLUS application is available in this chapter's Student Resources tab inside your eBookPLUS. Visit **www.jacplus.com.au** to locate your digital resources.

Suggested software

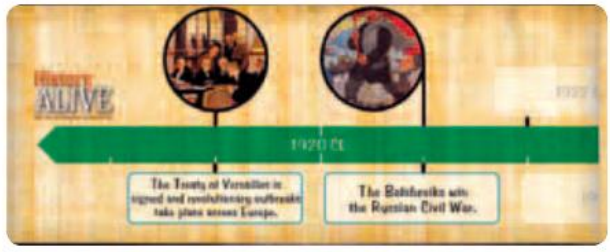
- ProjectsPLUS
- Microsoft Word
- Microsoft Publisher

Media Centre

Your Media Centre contains:

- article templates
- weblinks to research sites and statistics on the Great Depression and the recent global economic crisis
- an assessment rubric.

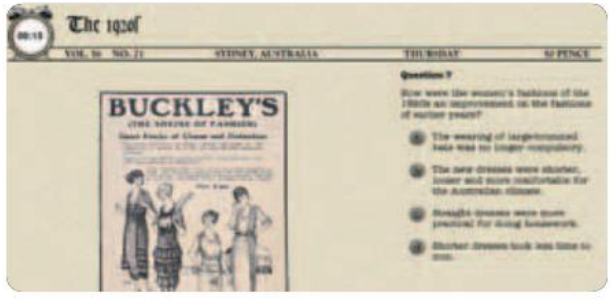
DIGITAL
resources for this chapter



THE MODERN WORLD, 1918 TO 1939, TIMELINE

Use this fun interactivity to create a visual timeline of key events in the modern world and Australia from 1918 to 1939.

SEARCHLIGHT ID: INT-2969



THE 1920s

Download this interactive learning object and test your knowledge about life in Australia in the 1920s. Answer all 15 questions and receive instant feedback. You can even print your results to hand in to your teacher.

SEARCHLIGHT ID: T0219 (PC ONLY)



THE 1930s

Download this interactive learning object and test your knowledge about life in Australia in the 1930s. Answer all 15 questions and receive instant feedback. You can even print your results to hand in to your teacher.

SEARCHLIGHT ID: T0220 (PC ONLY)

CHAPTER DEPTH STUDY 1: WORLD WAR II

2 World War II (1939–1945)



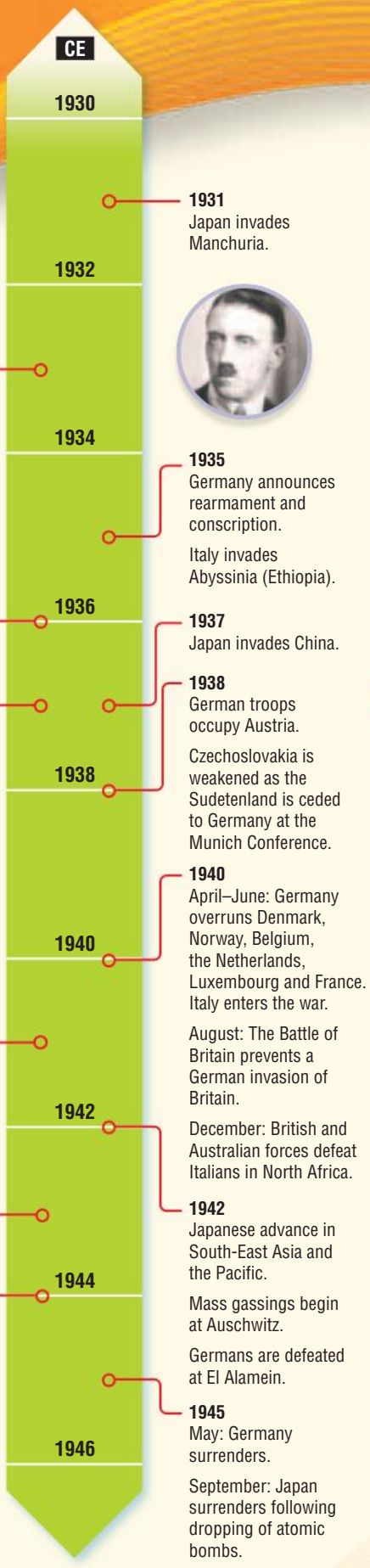
Links with our times

During the twentieth century more than 230 million people died in wars, and many others have been killed since the beginning of this century. After World War I, people were horrified to learn that almost 9 million troops had died on both sides in that terrible conflict. Yet in a little over two decades the world was again at war. Between 1939 and 1945 World War II cost the lives of many times more. Historians' estimates of the numbers of dead vary from over 50 million to over 70 million. Most reliable estimates are around 62 million. Whatever the correct figure, World War II was by far the deadliest conflict, not only in the twentieth century, but in human history. In this war the number of civilian deaths was approximately double the number of military deaths, and more than a third of the civilian deaths were deliberate killings in Japanese, Nazi and other fascist war crimes.

For Australia the cost in human lives, as a proportion of population, was lower than for World War I. Approximately 39 800 Australian soldiers, sailors and airmen and 700 civilians were killed in World War II from a population of almost 7 million, compared with around 60 000 out of fewer than 5 million in World War I.

This Nazi propaganda poster depicts the German dictator Adolf Hitler as a figure with god-like powers. More than any other individual, Hitler was responsible for causing World War II.

A timeline for World War II



eBookplus

Create a visual timeline of key events in World War II with the interactive timeline application in your eBookPLUS.

SEARCHLIGHT ID: INT-2970

But in other ways World War II was more horrifying for Australians. Japan's entry into the war in 1941 brought the only occasion since the European colonisation of the continent that Australians had genuine reasons to fear invasion.

World War II would have lasting consequences for the world. In its aftermath, Europe would be divided between states allied with the Soviet Union and others allied with the Western democracies, creating a tense situation that lasted until the fall of the Communist bloc in 1989. At the same time, a new world organisation, the United Nations, would be formed to try to prevent such a terrible conflict from ever happening again.

Big questions

As you study this chapter, look for information that will help you to answer these questions:

1. What were the causes of World War II?
2. Why and how were Australians involved in both theatres of the war?
3. How did the war affect Australians on the home front?
4. What significant events changed the course of the war?
5. What was the significance of World War II for Australia's international relationships?

Starter questions

1. Was anyone in your family — perhaps a great-grandparent — involved in World War II?
2. Have you heard or read of any other wars in which most victims were civilians?
3. What kinds of acts do we call war crimes, and do they still happen today?
4. Do you think learning about World War II can help us to avoid such tragedies in the future?

HOW DO WE KNOW ABOUT . . .?

2.1 World War II

In this chapter we will be investigating World War II, especially Australia's involvement in this terrible conflict. Nearly 40 000 Australians died on active service, including almost 8000 Australian prisoners of war who died mostly from malnutrition, diseases and mistreatment. The human cost of World War II was even more horrific for many other nations. Because of its global scale and its impact, the range of sources of evidence for World War II is truly enormous.

Written sources and artefacts

Many thousands of books and articles have been written about World War II. Vast quantities of written primary sources and material remains are held in museums, archives and libraries around the world. They include military records, campaign maps, soldiers' letters, diaries and memoirs, propaganda and weapons, as well as other kinds of evidence. Australia has extensive collections of such sources, including military equipment and dioramas depicting specific battles. Many of these can be viewed online through the Australian War Memorial website.

Visual sources

World War II was the first major conflict in which movie cameras were used extensively to document events and to make propaganda films. The best known Nazi propaganda films were made by Leni Riefenstahl. In her first documentary *Der Sieg des Glaubens* (Victory of Faith), Riefenstahl recorded the 1933 Nuremberg Nazi Party rally in such a way that Adolf Hitler was made to appear as a great German statesman rather than the cruel dictator he was. Film was also used by the Allies both for propaganda and to record events. American director John Ford filmed battles in which US Marines overcame fierce Japanese resistance in the Pacific in 1944 and 1945. Since the war's end, many documentary films have been made about it and there are some excellent websites. Art and still photography were also widely used to record wartime events, as they had been during World War I. Art and photographs provide some of the starkest and most appalling evidence of this conflict. Looking at the following sources will give you an idea of the variety of evidence we have.

Source 1 Nurses searching through the rubble after German bombers struck a children's hospital in London in 1940



AWM 003288

Source 2 During the German siege of Stalingrad in the USSR in 1942, Russian women risked their lives carrying supplies to the city's defenders.



AWM P02018.133

Source 3 Tom Uren was a former minister in the Whitlam Labor Government (1972–75). In this extract from his memoirs he describes events before his unit became prisoners of war on 23 February 1942.

All the blokes in our unit were excited and couldn't wait to go . . . A brigadier gave a talk about what the Japanese were doing in the countries they had overrun, such as China; we were told they were raping women and bayoneting children . . . We disembarked at Koepang on the western side of Timor on 12 December 1941 . . . From 19 January 1942 we endured almost daily bombing raids by the Japanese . . . On 20 February 1942 we heard a rumour that the Japanese had landed on the other side of the island and most of our troops were sent around to engage them . . . Our first engagement was with Japanese paratroops who had landed on the outskirts of a village called Babaoe . . . We got on the last truck pulling out of the village just as the Japanese paratroops came up the main street firing at us. It was a pretty narrow escape . . . The Japanese were not taking prisoners.

About 500 paratroopers had landed and in the four days of intense fighting that ensued, we killed almost all of them. During those four days of the battle, brutal things were done on both sides. Some of our stretcher-bearers had their throats cut [by the Japanese] and were hung up by their feet. . . In the heat of war, man is capable of the most barbaric and inhumane actions.

Source 4 This aerial view shows the results of the Allied bombing of the ancient monastery of Montecassino in Italy on 29 February 1944. The Germans had used the monastery as a position for firing down upon advancing Allied soldiers.



AWM MED1826

Source 5 The central figure in this painting is a blind prisoner struggling through a concentration camp just after it was liberated by the Allies.



Moore, Alan
Blind man in Belsen, 1947
oil on canvas
51.2 x 61.4 cm
Australian War Memorial
ART27620

Activities

ANALYSIS AND USE OF SOURCES

1 What do **Sources 1 and 2** reveal about some reasons why civilians made up so many of the casualties of World War II?

2 Read **Source 3**.
- **a** Why were the men in Tom Uren's unit eager to fight the Japanese?
- **b** When and where did they fight?
- **c** What was Tom Uren's view of the way this part of the war was fought?

3 Look closely at **Source 4**.
- **a** Why was it thought necessary for the Allies to destroy this historic monastery?
- **b** What are the advantages of aerial photographs as sources?

4 Describe the details in **Source 5** and explain how this artwork conveys the horror of the Nazis' persecution of their victims during World War II.

5 Using all of the sources in this unit as your evidence, write a short account of reasons why such large numbers of people suffered and died in World War II.

2.2 Causes of World War II: the Nazis' rise to power

The main cause of World War II was aggression by the Nazi regime that controlled Germany from 1933 to 1945. This fascist party headed by Adolf Hitler led Germany into war in 1939. But how did it gain power? In chapter 1 you learned about the rise of fascist movements. Three factors in particular helped the rise of the Nazis: resentment against the Treaty of Versailles; the myth that Germany had been betrayed; and the Great Depression.

The Treaty of Versailles and the *Dolchstosslegende*

Many Germans bitterly resented the harsh terms of the Treaty of Versailles and its humiliating clause blaming Germany for the war. German **right-wingers** reacted with the *Dolchstosslegende*, the 'stab in the back' myth. It held that Germany had not been defeated but was betrayed by the 'November criminals', the democratic socialists who created the republic, signed the armistice and accepted the hated treaty. This myth undermined the **Weimar Republic** from the beginning.

The impact of the 1930s Depression

In the early 1920s Germany suffered **hyperinflation**, which wiped out the value of its currency. However, from 1924 to 1929 the government managed to improve Germany's finances and international relations. Under the 1924 Dawes Plan, reparations payments were spread over a longer period and Germany was given loans to help rebuild its economy. Under the Locarno Treaty of 1925, Germany accepted its western borders set by the Treaty of Versailles, and in 1926 Germany was admitted to the League of Nations. However, as the Great Depression spread through industrialised countries from 1929, Germany was most severely affected. As foreign loans dried up, investment fell and by 1932 six million Germans were unemployed.

The fall of democratic government

When the Depression hit, Germany had a coalition government headed by the Social Democratic Party (SPD). The SPD wanted to raise taxes on the rich to maintain payments to the unemployed. The non-socialist parties opposed this, so the coalition split and the government collapsed. President Hindenburg used the crisis to appoint an authoritarian Centre Party government

Source 1 During the hyperinflation of the early 1920s, German Deutschmarks lost so much of their value that, as shown here, they were used as waste paper, insulation and fuel for heating. Middle-class people saw their savings wiped out.



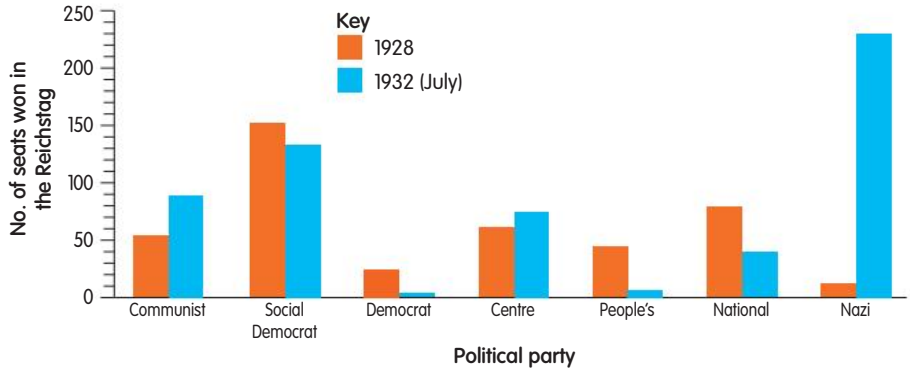
that lacked support in the **Reichstag**. When elections were held in September 1930, moderate parties lost ground. The Communist Party increased its percentage of votes from 10.6 to 13.1, but the Nazi Party climbed from just 2.6 to 18.3 per cent.

Hindenburg still refused to appoint a government that had majority support, so new elections were scheduled for 27 July 1932. Before the elections the Nazis' **paramilitary** wing, the *Sturmabteiling* (known as the SA), launched a wave of street violence against the **left-wing** parties. In the elections the Nazis gained 37.3 per cent of the vote to become the largest party in the Reichstag. Following a Reichstag vote of no confidence in the government, further elections were held in November. Although the Nazi vote fell by 4 per cent, on 30 January 1933 Hindenburg invited Hitler to become Chancellor (prime minister) of a right-wing coalition government. In less than two months Germany would be transformed into a Nazi dictatorship.

Did you know?

In September 1918 General Ludendorff, the virtual military dictator of Germany, persuaded the Kaiser to transfer power to a civilian government and demand that it seek an armistice. Germany's military leaders then shifted the blame for the nation's defeat and humiliation from the military and the old order to the new democratic government.

Source 2 Numbers of seats won by parties in the Reichstag in 1928 and 1932



The rise of the Nazis

How did the Nazis get so far? In 1921 Hitler had become their first president, and the SA was created to terrorise socialists and communists. By 1923 the party had support from several army officers. The basic ideas of Nazi ideology were:

- only the strong survive
- the hated communism is regarded as a Jewish ideology
- the Germanic master race must defeat its racial enemies, especially the Jews
- Germany must gain *Lebensraum* (living room) for its expanding population by taking land from non-**Aryan** races
- the *Führerprinzip* (leader principle) dictates that all opposition must be crushed and there must be total obedience to the leader.

After a failed attempt to seize power in 1923, Hitler focused on building support. The Hitler Youth was founded in 1926 to indoctrinate young Germans. The Nazis gained supporters through public spectacles such as the Nuremberg rallies, through the support of influential individuals such as Alfred Hugenberg, who controlled 700 newspapers, and through propaganda blaming Germany's problems on communists and Jews. Joseph Goebbels was appointed to head the Nazi propaganda unit in 1929. He organised the party's election campaigns and won over many middle-class voters, who turned from other conservative parties to the Nazis out of fear of communism.

Consolidating power

A month after Hitler became Chancellor, the Reichstag was severely damaged by fire and the Nazis stirred up fears of a communist uprising. Hitler persuaded Hindenburg to issue a Decree for the Protection of People and State. This allowed for imprisonment without trial and abolition of freedom of the press, speech and assembly. During the weeks preceding the March 1933 elections, the Nazis used the decree to restrict campaigning by other parties. Despite their intimidation of voters, the Nazis won only 43.9 per cent of the vote, so they formed a coalition with the small Nationalist Party and barred the Communists from taking the seats they had won.

The Enabling Act of 23 March 1933 gave Hitler dictatorial powers and gave his government the power to make laws and change the Constitution as it wished. In the Reichstag, only the SPD had the courage to vote against the Act.

Source 3 The text on this Nazi poster translates as 'In the deepest need Hindenburg chose Adolf Hitler for Reich Chancellor. You too should vote for List 1.'



Nazification of Germany

By 1934 the Nazis controlled German social, political, economic and cultural life.

- Nazi courts were established to try 'political criminals'.
- Anti-Nazis and Jews were forced out of jobs in the civil service.
- Trade unions were abolished and the German Labour Front was established to control workers.
- 'Un-German' books were publicly burned.
- Like the Communist Party, the SPD was banned. Other parties dissolved themselves.
- German communists, socialists and other anti-Nazis were sent to **concentration camps**.
- Education was made a tool of Nazi propaganda.
- The Nazis organised attacks against Jews and Jewish property and a boycott of Jewish businesses, and banned Jews from the civil service and professions.
- Under the Nuremberg Laws of 1935, Jews lost their German citizenship and political rights. Marriage and sexual relations between Jews and Aryans were banned.

To prepare for war, Hitler needed the support of the army leaders so he eliminated Ernst Röhm and other SA

Source 4 A modern artist's impression of a scene at a Nazi rally



A Hitler appealed to almost all members of society. He promised to take care of the workers and farmers, and to return the middle class to the good fortune and peace they remembered from childhood.

B Hitler saw himself as a symbol of Germany. Before every speech, he studied pictures of himself to perfect his movements and signals. Before speaking, he paused for a long time, forcing the crowd to wait, hushed, for him to begin. Then he spoke passionately, often spitting with the effort.

C By the mid 1930s, six out of every ten young German people had joined the Hitler Youth. They could join when they were ten years old, with separate organisations for boys and girls. As Hitler Youth members, they were brainwashed with Nazi Party ideology, particularly anti-Semitism (anti-Jewish views). By 1936 there were about four million members.

leaders, who wanted the regular army to be amalgamated with the SA under SA leadership. On the 'Night of the Long Knives', 30 June 1934, Hitler used the other Nazi paramilitary force, the SS, to murder around 180 leading SA members and more than 200 other political opponents. To justify this, Hitler claimed that the SA was planning an uprising. The murders created a close relationship between the Nazi regime and the army, and led to the dominance of the SS in the Nazi state.

When Hindenburg died on 2 August 1934, Hitler assumed total power as *Führer* (absolute ruler) of Germany. He became commander-in-chief and all soldiers were required to take a personal oath of loyalty to him.

Jacaranda World History Atlas
Causes of World War II
pp. 226–7



D Hitler was the first world leader to make political use of film-makers. Films demonstrated to his supporters that he was moving with the times, but they did something more important: if the Third Reich was to last for 1000 years, as he promised, these films would be kept for future generations.

Activities

Student workbook 2.1

CHRONOLOGY, TERMS AND CONCEPTS

1 Create a timeline of events from 1919 to 1934 that contributed to Germany's becoming a Nazi dictatorship.
2 Explain the meaning of the following terms and concepts:
   a Weimar Republic
   b paramilitary
   c Reichstag
   d Führer
   e concentration camp.

EXPLANATION AND COMMUNICATION

3 How did each of the following factors help the rise of the Nazis?
   a Resentment against the conditions imposed by the Treaty of Versailles
   b The myth of the 'stab in the back'
   c The Great Depression.
4 What role did President Hindenburg play in Hitler's rise to power?
5 Why was Hitler willing to murder members of his own party?
6 What measures did the Nazis adopt to crush their opponents between 1933 and 1934?

ANALYSIS AND USE OF SOURCES

7 Look closely at Source 1. Why might this situation have encouraged middle-class people to turn to extremist parties?
8 Use Source 2 to work out which parties gained and which lost votes between 1928 and 1932. How would you explain these changes in voting?
9 Look at Source 3. For which election would this poster have been produced, and how does it portray Hitler?
10 Study Source 4 and explain what use the Nazis made of public rallies, film and slogans.

HISTORICAL QUESTIONS AND RESEARCH

11 Use the internet and your library to find out what happened on *Kristallnacht* (the 'Night of Broken Glass'), 7 November 1938.

Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples
concentration camps prison camps where people were beaten, tortured, starved and used as slave labour
hyperinflation such an extreme rise in prices that a currency loses any real value
left wing of parties, ideologies and individuals, such as communists and socialists, that want greater political equality
paramilitary armed forces outside the official military
Reichstag the German Parliament
right wing of parties, ideologies and individuals whose political beliefs range from conservative to fascist
Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

2.3 Causes of World War II: Japanese militarism

Fascist regimes in Germany and Italy would soon threaten world peace. However, peace was already threatened by **militarism** and extreme nationalism in Japan. World War II began in 1939, but for the Chinese people the war began with a Japanese invasion in 1931 and expanded with a further invasion in 1937. This was the beginning of Japan's attempt to create an Asia–Pacific empire.

Japanese imperialism

Since the late nineteenth century Japan had wanted to follow the European powers' example by creating an empire. In the Sino-Japanese War (1894–95) Japan invaded Korea and took Formosa (modern Taiwan) and the Ryuku Islands from China. In the Russo-Japanese War (1904–05) Japan gained control of much of Manchuria. Then, in 1910, Japan annexed Korea. During World War I Japan sided with the Allies to gain Germany's territorial rights in China and German colonies in the north Pacific.

Aggression in Manchuria

The Great Depression contributed to the rise of Japanese militarism, as economic hardship led to growing support for the military and nationalists who wanted Japan to gain colonies for raw materials and export markets.

Source 1 Locations of Japanese aggression in north-east Asia, 1894–1938



Did you know?

On 12 December 1937 Japanese aircraft deliberately sank a US gunboat that was escorting oil tankers in China. Japan apologised for this 'accident' and paid compensation. The US did not retaliate.

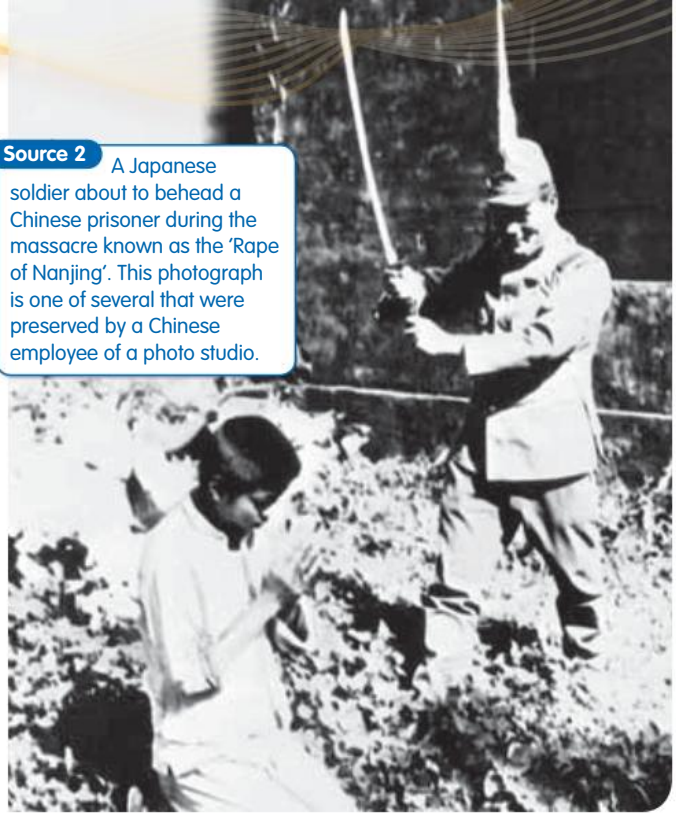
Japan's military soon had more power than its civilian government. When the Japanese prime minister opposed an aggressive foreign policy in 1930 he was shot by an extreme nationalist.

In the following year an explosion on the Japanese-owned South Manchurian railway line was used as a pretext for an invasion of Manchuria. By early 1932 the Japanese military, acting against instructions from Japan's government, had occupied all of Manchuria, changed its name to Manchukuo and claimed it was not part of China. In the same year, the Japanese bombed Shanghai and occupied parts of northern China. China protested to the League of Nations, but when it censured Japan in 1933 the Japanese withdrew from the League. Because they were more concerned with threats to peace in Europe, the Western powers and the League took no effective action.

Japanese fascism

Japanese ultra-nationalist societies had much in common with European fascists. They encouraged fanatical devotion to military values and to the emperor, who was considered to be divine. These societies were violently nationalist, racist, anti-communist

Jacaranda World History Atlas
Causes of World War II
pp. 226–7



Source 2 A Japanese soldier about to behead a Chinese prisoner during the massacre known as the 'Rape of Nanjing'. This photograph is one of several that were preserved by a Chinese employee of a photo studio.

and anti-democratic. They assassinated their political opponents or frightened them into silence. In 1932 a new Japanese prime minister was assassinated for speaking out against the military. By 1937 Japanese schoolchildren were being indoctrinated in fascist values and forced to take part in military training.

Alliances and the second Sino-Japanese War

Japan and Germany became allies through the Anti-Comintern Pact in November 1936. When Italy joined the pact in 1937, these three powers were united in the Rome–Berlin–Tokyo Axis.

Source 3 This photo, taken in Nanjing in 1937, shows Japanese soldiers watching as Chinese civilian prisoners are placed in a pit to be buried alive.



Source 4 From American journalist Edgar Snow's eye-witness description of Japanese atrocities in Nanjing in 1937

> Mothers had to watch their babies beheaded then submit to raping . . . Thousands of men were lined up and machine gunned. Sometimes groups were used for bayonet exercises. When the [Japanese] victors grew bored . . . they tied their victims, poured kerosene on their heads and cremated them alive.

In July 1937 Japan launched a full-scale attack against China, quickly taking the cities of Beijing, Guangzhou and Nanjing. The Chinese Communists and Nationalists had been fighting a civil war since 1927, but in 1937 they agreed to an armistice to enable them to form a united front. For the next eight years they fought back against the Japanese from their country's vast interior.

The Rape of Nanjing

The most appalling Japanese atrocities took place in the Chinese city of Nanjing (formerly called Nanking). There, between December 1937 and January 1938, the Japanese slaughtered between 200 000 and 300 000 Chinese civilians and prisoners of war. There were mass rapes of Chinese women and other atrocities including burying or burning people alive and using prisoners for bayonet practice.

Activities

CHRONOLOGY, TERMS AND CONCEPTS

1 What did Japanese extreme nationalism have in common with European fascism?

EXPLANATION AND COMMUNICATION

2 Why did Japanese nationalists want an empire?

3 Why did the League of Nations fail to take effective action against Japanese aggression in China?

ANALYSIS AND USE OF SOURCES

4 For many decades after World War II, Japanese nationalists continued to deny that the Rape of Nanjing took place. Explain how the evidence in **Sources 2 to 4** provides proof of Japanese atrocities.

PERSPECTIVES AND INTERPRETATIONS

5 The Western powers condemned Japanese aggression but took no effective action against it. Imagine you are a Western newspaper journalist in 1937. Write an article supported by **Sources 1 to 3** to convince your readers that action should be taken.

militarism excessive influence of military values and pro-war ideas

2.4 Causes of World War II: the road to war in Europe

Germany, Italy and Japan all threatened world peace, and in 1936–37 the danger increased when they became allies. The world's best hope for preserving peace was the League of Nations, but it proved to be ineffective. By 1939 the world was once more on the brink of war.

Germany's foreign policy

Hitler wanted alliances with Britain (as a fellow Aryan nation) and Italy (as a fellow fascist nation). The main foreign policy aims of Nazi Germany were to:

- overturn the Treaty of Versailles and reclaim territory lost under the treaty
- take territory from the Slavic 'racial inferiors' of the Soviet Union
- destroy world communism
- control sources of raw materials for Germany's economy and for rearmament
- unite all German people in the **Third Reich**.

Italy's foreign policy

Mussolini also wanted to gain territory. In the 1920s Italy had established control over Albania and waged military campaigns to assert control over two of its North African colonies — Somalia and Libya. Until 1936, however, Italy and Germany were potential enemies. Mussolini saw Germany as a danger to Austria's independence and therefore to the stability of Italy's northern frontier. In April 1935 Italy joined Britain and France in protesting against German rearmament in defiance of the Treaty of Versailles.

Italy invades Abyssinia

Mussolini ordered Italian military attacks on **Abyssinia** in October 1935. Italy used poison gas and extremely brutal tactics to overcome the poorly armed Abyssinians. Italian forces captured the capital, Addis Ababa, in May 1936, but the Abyssinians continued to wage a guerrilla war.

As a League member, Abyssinia demanded action against Italy. In November 1935 the League voted for economic sanctions (no arms sales to Italy and a ban on importing Italian goods) to force an Italian withdrawal. But in December Britain and France made a secret agreement to hand part of Abyssinia to Italy. Public outrage forced them to abandon this agreement. However, the League's sanctions were ineffective because Germany, Japan and the United States did not support them and because oil was not embargoed. With Britain and France supporting League sanctions, Mussolini moved closer to Hitler.

Appeasement

After the terrible human cost of World War I, there was very little support in the Western democracies for risking another war by standing up to fascist aggression. The United States could not be counted on for support because it had adopted an **isolationist** foreign policy to avoid being drawn into Europe's conflicts. Also, there was much sympathy for fascism among many British conservatives, who saw Hitler as a bulwark against communism. France feared to take a stand without British support so the Western democracies followed a policy of appeasement. This meant giving in to Japan, Germany and Italy, hoping they would be satisfied and war would be avoided.

Steps in appeasement

The Western democracies took no effective action against several German breaches of the terms of the Treaty of Versailles:

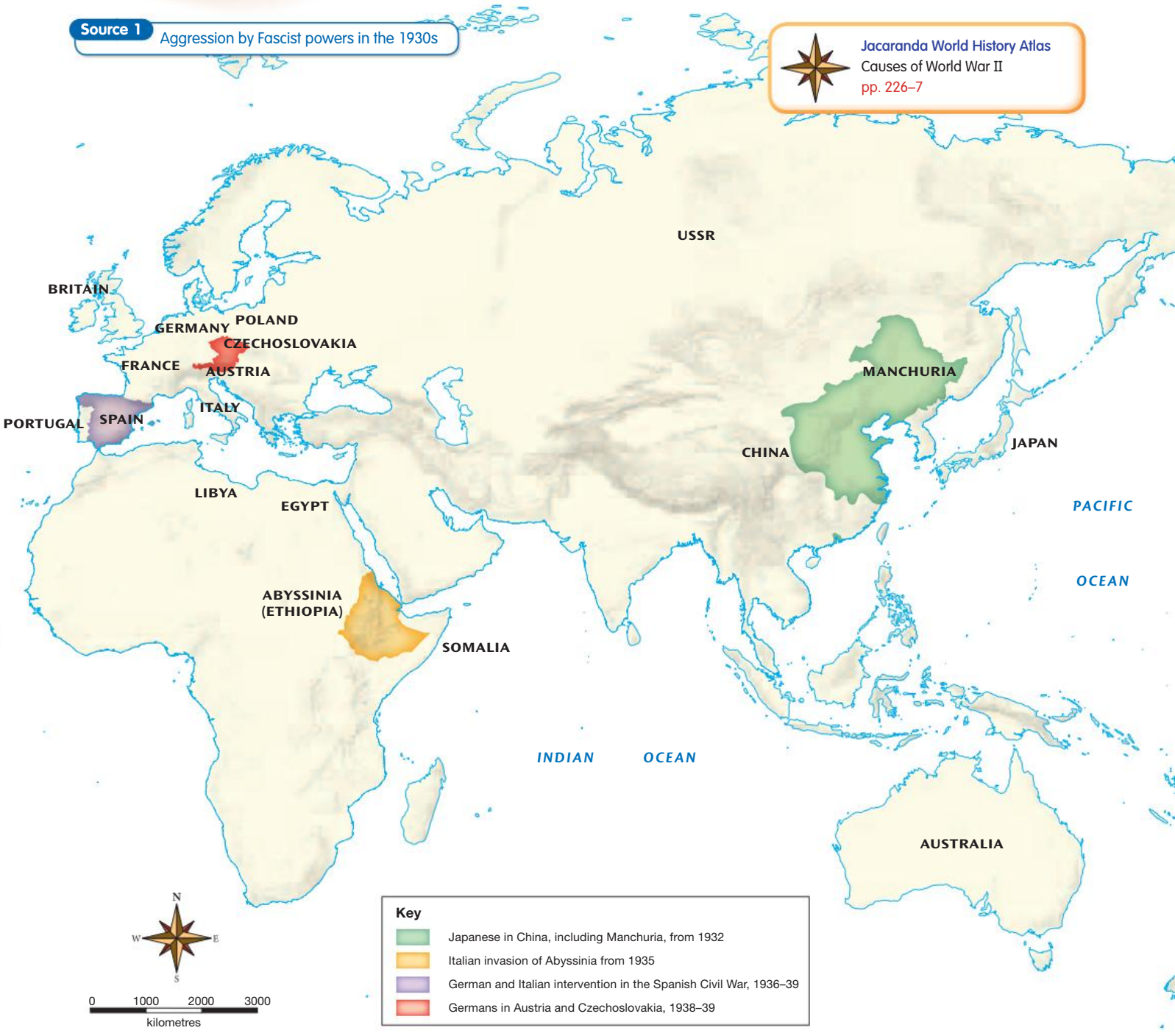
- In March 1935 Hitler announced that Germany had an air force and was reintroducing conscription. Britain and France protested but did nothing more.
- In June 1935 the Anglo-German Naval Agreement allowed Germany a navy 35 per cent the size of Britain's Royal Navy.
- In March 1936 Britain and France failed to act when Hitler marched 20 000 troops into the demilitarised Rhineland.

Uniting the fascists

The Spanish Civil War (see spread 1.6) brought Germany and Italy together as allies. Many British conservatives also sympathised with General Franco's fascists in Spain. Britain and France failed to aid the elected Spanish Republic and even denied it the right to buy arms to defend itself.

From 1934 the Soviet Union had adopted a policy of building **United Fronts** with the Western democracies against fascist aggression. After Germany and Italy sent military aid to Franco, the Soviets sent aid to the Spanish Republic. But by the end of 1938, when it was clear that Britain was willing to accept a pro-fascist victory in

Source 1 Aggression by Fascist powers in the 1930s



Jacaranda World History Atlas
Causes of World War II
pp. 226–7

Spain, the Soviet Union abandoned Spain and the aim of building an alliance with the democracies. The defeat of the Spanish Republic meant the end of any hope of a united front against fascism, the strengthening of the fascist alliance and encouragement of further aggression.

Further appeasement

At the Hossbach Conference of November 1937, Hitler told his generals to prepare for a major war in the mid 1940s. Between 1938 and 1939 Germany and Italy committed more acts of aggression. The Treaty of Versailles banned any *Anschluss* (union) of Germany and

Did you know?

From 1923 the **dominions** of the British Empire had the right to decide their own foreign policies. This was recognised in British law under the Statute of Westminster in 1931. But while Canada, Ireland and South Africa took up this independence, Australia continued to defer to Britain on matters of foreign policy. Australia supported appeasement because it feared that Britain would be unable to defend Australia if war broke out in both Europe and the Pacific.

Source 2 Soviet dictator Joseph Stalin in 1938



Austria, but on 12 March 1938 the German army invaded Austria and received a warm welcome. Germany then annexed Austria. In April Britain recognised the enlarged Germany.

Czechoslovakia

Hitler used false claims that Germans were being persecuted in Czechoslovakia to destroy that country in 1938–39. When Czechoslovakia was created in 1919 it included the mainly German population of the

Source 3 A Sudeten woman tearfully salutes Hitler as he rides through territory taken from Czechoslovakia under the Munich Agreement.



Source 4 From a speech by Australian prime minister Robert Menzies, in *The Sydney Morning Herald*, 26 August 1939

It may well be that Germany still has some grievances which would be all the better for . . . discussion. But if, instead of entering into discussion, instead of going into friendly conference, instead of recognising that there are, after all, two sides to most questions, the attitude of Germany is to be, 'We will take whatever our military strength will permit us to take, and we will not negotiate with our military inferiors', there is obviously an end to all law and order among the nations, and the absorption of Poland would lead to attacks upon other smaller European countries, upon one ground or another, until a vast dominion of force has been established . . . the British and French Governments have given their pledge to Poland and to several other European countries . . . those pledges will be honoured.

We in Australia are involved, because the destruction or defeat of Great Britain would be the destruction or defeat of the British Empire, and leave us with a precarious tenure on our own independence.

Source 5 This composite photograph was made soon after the 1938 Munich Conference. It shows the four leaders who signed the Munich Agreement playing cards. They are from left to right: Hitler; Edouard Daladier, the French president; Neville Chamberlain, the British prime minister; and Mussolini.



Sudetenland. From March 1938 Hitler encouraged Sudeten Germans to cause unrest. In October 1938 at the Munich Conference, after Hitler had prepared for war, British prime minister Neville Chamberlain agreed to Hitler's demand for immediate control of the Sudetenland. In March 1939, in breach of the Munich Agreement, Hitler invaded and dismembered what remained of Czechoslovakia.

Britain and France now saw that appeasement had failed and resolved to resist any further Nazi aggression. When Hitler demanded territory from Lithuania and Poland at the end of March 1939, Britain and France gave guarantees to Poland of aid against aggression. In April Italy annexed Albania and in May Germany and Italy signed the Pact of Steel, promising military support if either of them was at war.

World War II begins

On 23 August 1939, after failing to make progress towards a military alliance with Britain and France, the Soviet Union did a complete about-face, signing a non-aggression pact with Hitler. The pact provided for a secret carve-up of Poland and the Baltic states. The Soviet dictator, Joseph Stalin, thought this pact removed the danger of being isolated in a war against Germany.



AWM P02436.001

Germany could now invade western Poland without risking Soviet opposition. On 1 September 1939 the German invasion of Poland began. Britain responded by declaring war on Germany on 3 September. Hitler was surprised that this invasion provoked Britain and France into declaring war. He had wanted a war of conquest in eastern Europe. Instead he had provoked a war with the western European powers.

Activities

CHRONOLOGY, TERMS AND CONCEPTS

1. Make a timeline of steps towards war in Europe from 1935 to 1939.
2. Explain the meaning of the appeasement policy.

EXPLANATION AND COMMUNICATION

3. Outline three reasons for adoption of the appeasement policy.
4. Why did Stalin (see Source 2) want a united front with the Western democracies?

ANALYSIS AND USE OF SOURCES

5. Use Source 1 and other information in this spread to list the places in which aggression by the European fascist powers took place during the 1930s.
6. Suggest two possible reasons for the tears of the woman in Source 3.
7. Using Source 4 and other information in this spread, explain why appeasement failed to prevent war.

PERSPECTIVES AND INTERPRETATIONS

8. Most historians regard appeasement as a misguided policy. Why do you think it was widely supported until 1939?
9. How do you think events might have turned out differently if Britain and France had joined with the Soviet Union in a united front?
10. A composite photograph is an image made up of several photographs. What do you think the creator of the composite photograph in Source 5 was saying about the role of these four leaders in the 1938 agreement that destroyed Czechoslovakia? Consider the following questions in your response:
    - a Why are the leaders depicted as card players?
    - b Which leaders have laid their cards on the table?
    - c Which leaders are still holding their cards?
    - d What do each of the actions listed above symbolise?

Abyssinia the only independent African state in 1935, now called Ethiopia
dominions the British Empire's self-governing settler colonies
isolationist foreign policy based on avoiding involvement in the affairs of other countries
Third Reich the Nazi name for their regime in Germany. *Reich* means empire.
United Front policy of communist parties forming alliances with other parties to combat fascism

2.5 An overview of World War II to 1944

World War II began in Europe but soon spread to North Africa and then to Asia and the Pacific. Its battles were fought on land, in the air and at sea, and its combatants included **partisans** as well as regular forces. Unlike World War I, it really was a war of **ideologies**, a war the Allies fought to stop the expansion of fascist rule.

Germany overruns Europe

Germany invaded Poland on 1 September 1939 using a new tactic — *blitzkrieg*. This method of high-speed attack used tanks supported by fighter planes and dive-bombers. Britain, Australia, New Zealand and France declared war on 3 September. However, British and French troops were too far away to provide any help to the Poles. Despite heroic resistance, western Poland fell to the Nazis and eastern Poland was occupied by the Soviet Union. In April 1940 Germany overran Norway and Denmark to secure iron-ore supplies. In May it again used *blitzkrieg* tactics to invade the Netherlands, Belgium and France. In late May Belgium surrendered. France was defeated by 17 June.

Dunkirk

As the Germans advanced, 340 000 Allied soldiers were pushed back to the beaches of Dunkirk in northern France. Had it not been for the crews of more than 800 hastily assembled British boats that rescued troops, Britain would have suffered terrible losses. Instead, Britain was able to evacuate most of its troops, as well as many French, Dutch and Belgian soldiers.

The British Empire stands alone

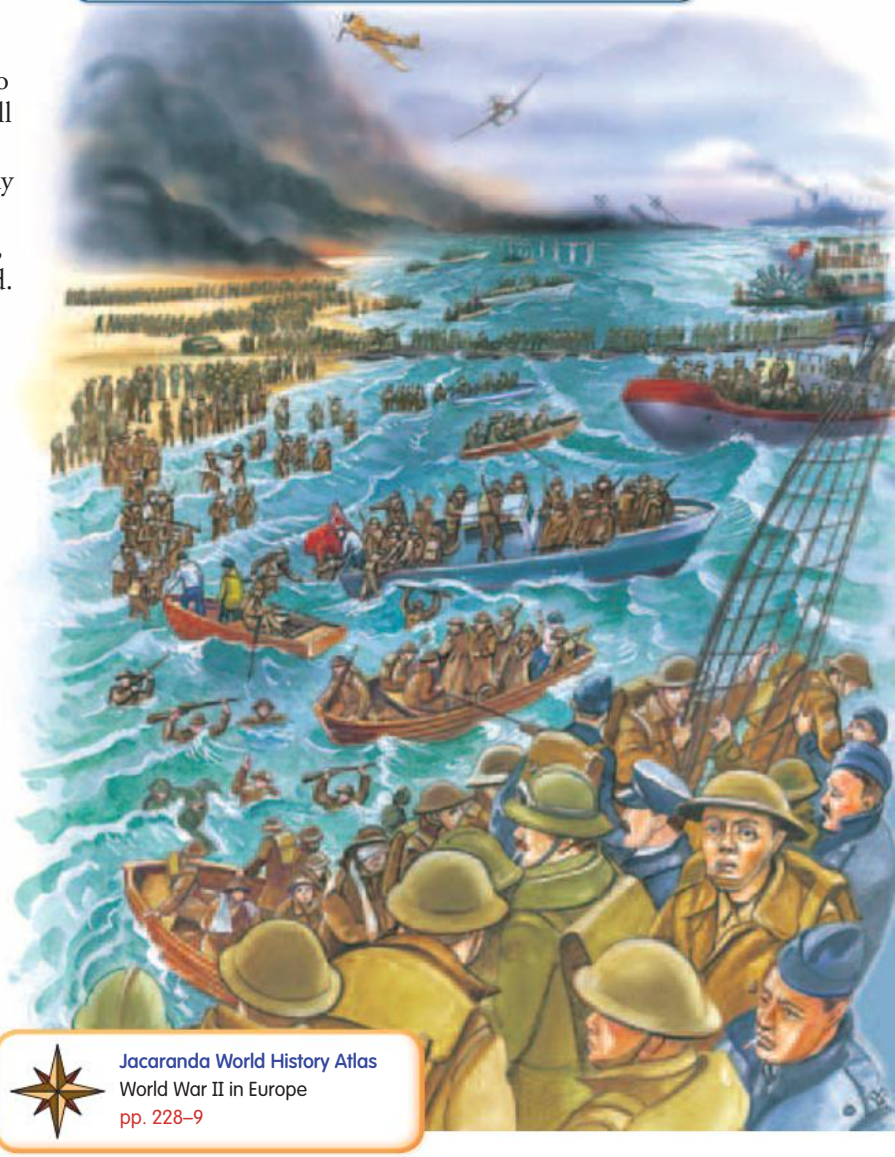
While Germany occupied most of France, a right-wing, pro-German French government was set up under Marshal Pétain in the south. Vichy France, as this regime was known, was now Germany's ally. The British Empire stood alone, facing German-occupied Europe. With the US and USSR remaining neutral, Britain's only allies were the defeated European nations' governments-in-exile.

The Battle of Britain

When the new British prime minister, Winston Churchill, made it clear that his country would not negotiate for peace, Hitler planned Operation Sea Lion, the invasion of Britain, in which devastating air attacks were to be followed by landings of German troops.

For a seaborne invasion to succeed, Germany first had to win control of the air. On 10 July 1940 the **Luftwaffe** struck convoys of ships in the English Channel. It then targeted airfields, military installations, ports and cities, killing 15 000 British civilians. But **RAF** fighter aircraft fought the Luftwaffe tenaciously during the Battle of Britain. Over 500 airmen lost their lives, but they denied the Nazis control of the air and the invasion was prevented.

Source 1 A modern artist's impression of the Dunkirk evacuation



Jacaranda World History Atlas
World War II in Europe
pp. 228–9

Source 2 From speeches by Prime Minister Winston Churchill in 1940

> We … shall defend our island whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender …
> I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilisation … Hitler knows that he will have to break us in this island or lose the war. If we stand up to him all Europe may be free …

New battlefields

By the end of 1940 the war had reached a stalemate. Germany had failed to crush Britain, but Britain lacked the capacity to invade Europe. Direct battles could and did take place in North Africa and the Balkans, however. Italy had entered the war as Germany's ally in June 1940, and within a month Italian forces had captured British Somaliland and parts of Egypt. In November 1940 the British struck back with a devastating air attack on the Italian fleet and a land attack that forced an Italian retreat. German forces came to Italy's aid and the British were pushed back into Egypt in February 1941. Germany then attacked Yugoslavia and Greece, conquering those countries in April and May 1941. With their nations overrun, Yugoslav and Greek partisans continued to fight behind German lines.

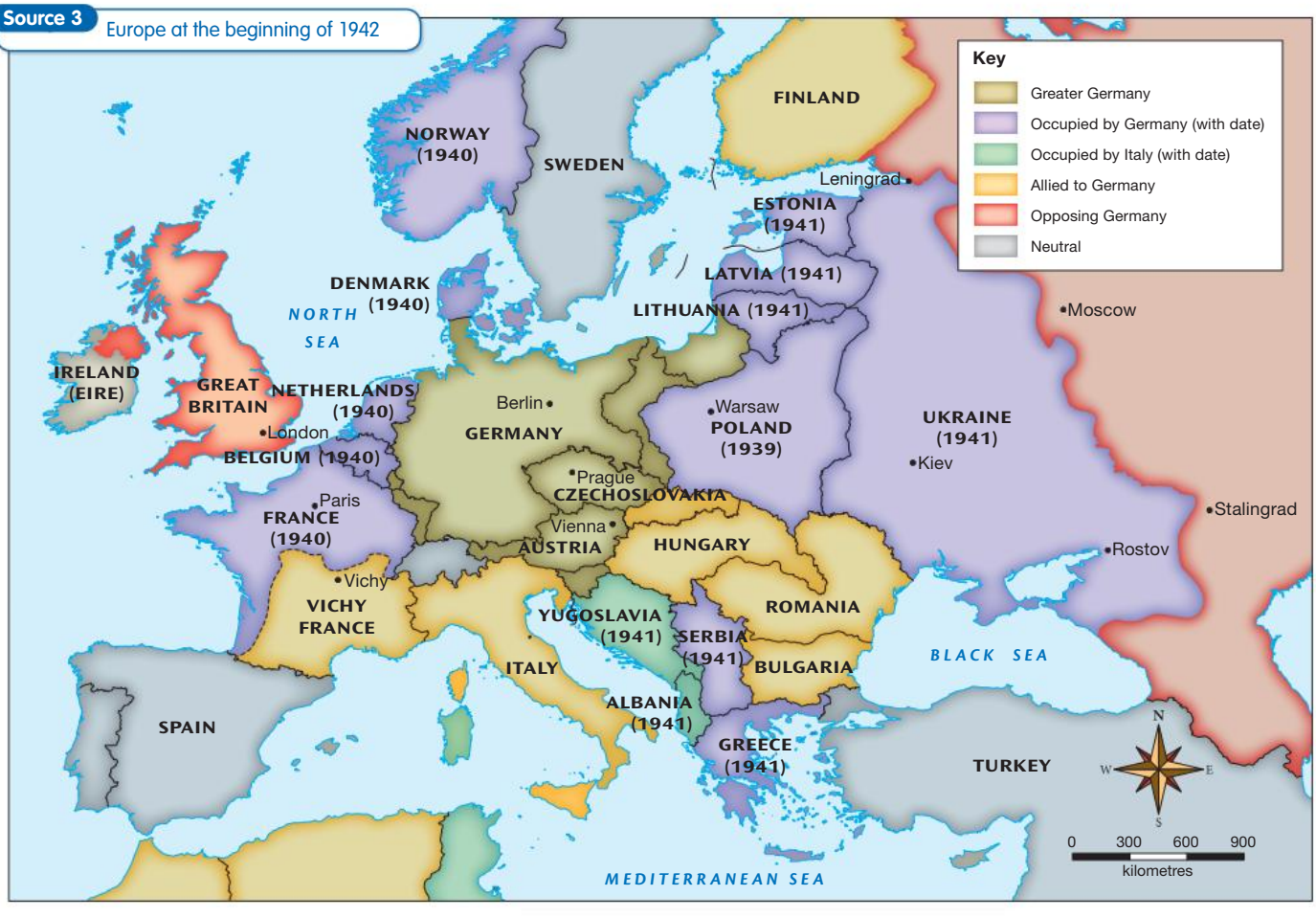
Invading Russia

In June 1941 Hitler betrayed Stalin by launching Operation Barbarossa to achieve his original aim, the conquest of the Soviet Union. The invasion force included three-quarters of Germany's armed forces, as well as Hungarian, Romanian, Finnish and Italian troops and 'volunteers' from 'neutral' Spain. Partly because Stalin failed to respond quickly, many Soviet planes were destroyed on the ground and the Axis forces were at first able to advance quickly. But *blitzkrieg* tactics were ineffective on Russia's vast plains. As rain turned the roads to mud the German advance slowed. By December it was halted by the harsh Russian winter and by fresh Soviet divisions from Siberia who drove the invaders back from Moscow. The attack on the USSR gave the British Empire a powerful ally.

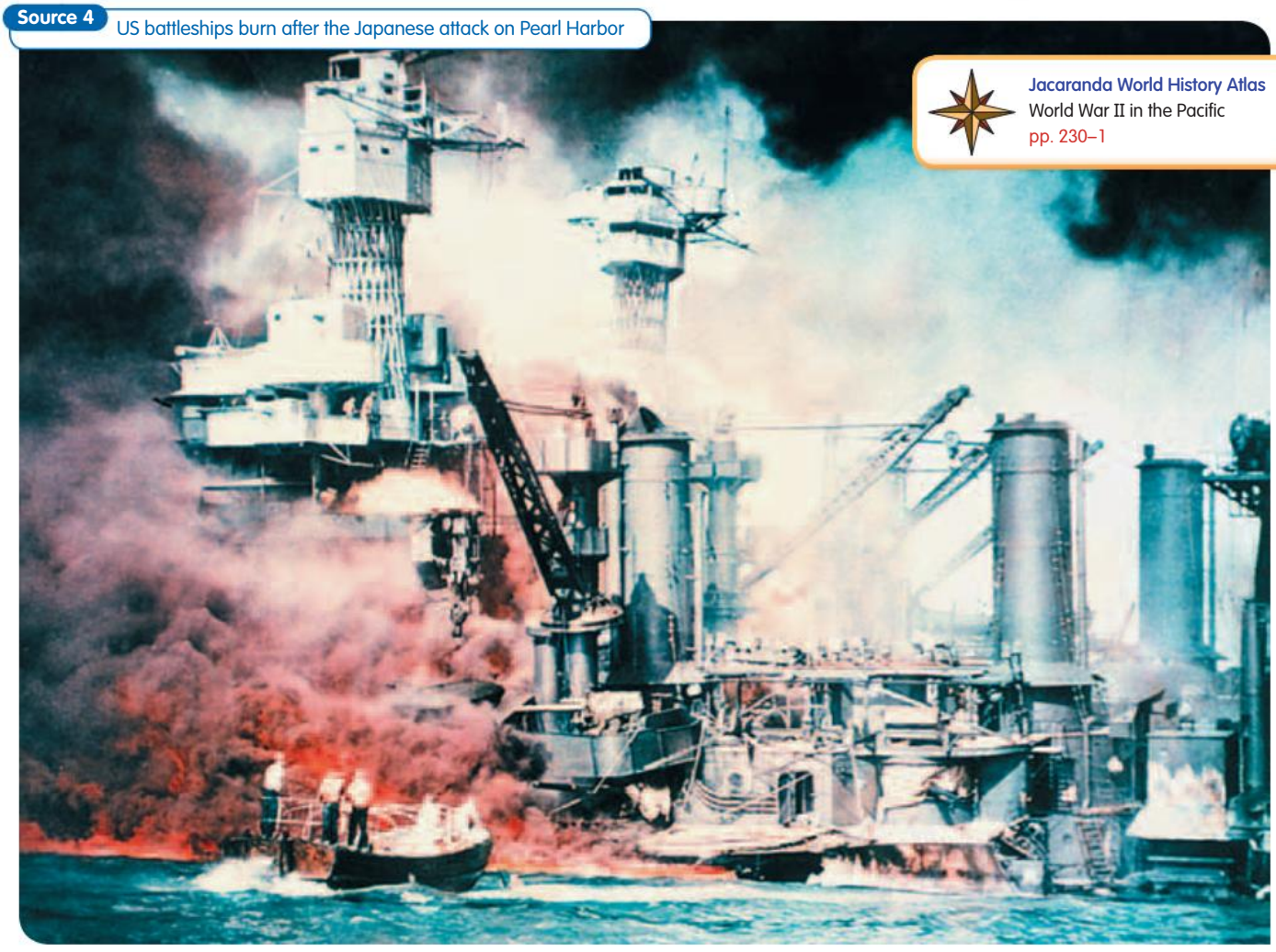
The Pacific War begins

Japan was Germany's Axis partner, but with a million troops engaged in China it did not widen its role until

Source 3 Europe at the beginning of 1942



Source 4 US battleships burn after the Japanese attack on Pearl Harbor



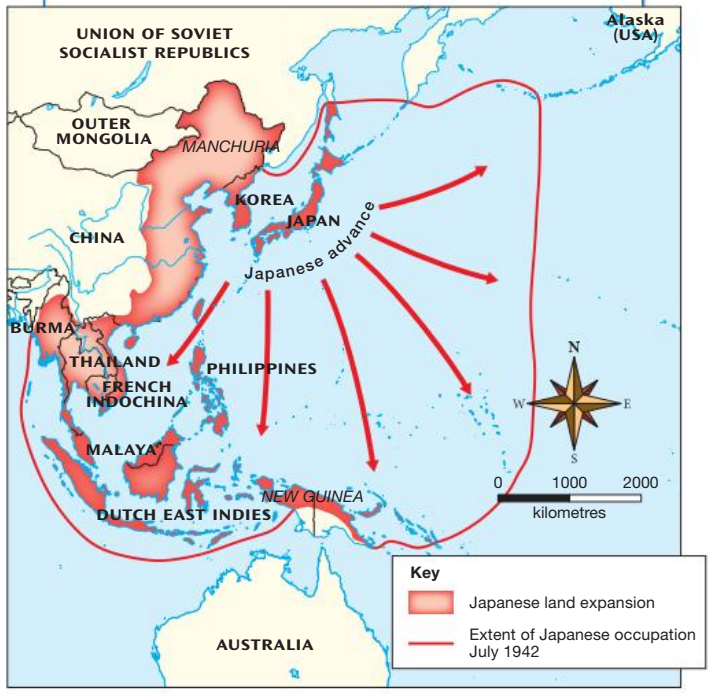
Jacaranda World History Atlas
World War II in the Pacific
pp. 230–1

December 1941. Japan sought an Asian and Pacific empire, or what it described as the 'Greater East Asian Co-prosperity Sphere'. Its first step was the occupation of French Indochina in July 1941 with the cooperation of Vichy French authorities.

On 7 December 1941 waves of Japanese planes from aircraft carriers struck the US naval base at Pearl Harbor in Hawaii, destroying half the US fleet. US president Franklin D. Roosevelt had strongly sympathised with the Allies, but many Americans opposed America's involvement. The attack ensured public support when Roosevelt declared war the very next day. Britain had gained another powerful ally.

On 8 December the Japanese invaded Malaya and attacked other British, Dutch and US colonies in Asia. By April 1942 the Japanese had taken Hong Kong, the Philippines, Malaya, Singapore, the Dutch East Indies and much of Burma. However, in May 1942, in the Battle of the Coral Sea, a US aircraft carrier force engaged Japanese warships and troopships heading for Port Moresby in Papua. Although both sides suffered heavy damage, the Japanese were prevented from taking Port Moresby by sea.

Source 5 The extent of the Asia–Pacific region controlled by Japan by July 1942



Source 6 From a letter from Hitler to Mussolini explaining the reasons for the German invasion of the USSR

> The martial spirit to make war, after all, lives only on hopes. These hopes [of the British] are based solely on two assumptions: Russia and America. We have no chance of eliminating America. But it does lie in our power to exclude Russia. The elimination of Russia means, at the same time, a tremendous relief for Japan in East Asia, and thereby the possibility of a much stronger threat to American activities through Japanese intervention.

Turning points

- In the Battle of Midway in June 1942 Japan lost its aircraft carriers.
- In October 1942 British Empire forces defeated German forces at El Alamein in Egypt. By November the Germans were retreating in North Africa, and in May 1943 they were forced to surrender.
- From November 1942 Soviet Red Army troops fought back ferociously at Stalingrad. On 2 February 1943 the German 6th Army surrendered. In July 1943, in the Battle of Kursk, the biggest tank battle of World War II, Germany's tank force was almost completely destroyed.

The Allied counter-offensives

- By 1943 the Axis powers were clearly losing the war. Bombing raids by US and British Empire aircraft were destroying German cities and industry.

Source 7 Soviet troops fighting in the snow



- After British and US troops invaded Italy in July 1943, Mussolini was killed by Italian anti-fascists and the Allies fought a bloody campaign against German forces in Italy's north.
- On 'D-Day', 6 June 1944, British, US and Canadian troops landed on the beaches of Normandy in France and began driving the Germans out of western Europe.
- By the end of 1943 the Germans were retreating before the Red Army all along the Eastern Front.
- In the Pacific War, Australian troops defeated the Japanese in Papua between July 1942 and January 1943, and then fought them in New Guinea. In November 1942 the US inflicted another big naval defeat on the Japanese, and by March 1944 British and Indian troops were turning the Japanese back in Burma while US forces were destroying Japanese bases in the islands of the Pacific.

Activities

EXPLANATION AND COMMUNICATION

1. Which side in World War II had the advantage until at least mid 1942?
2. Why was the Dunkirk evacuation (see **Source 1**) vital for Britain's ability to keep fighting?
3. Which acts of Axis aggression gave the British Empire powerful new allies?
4. Winston Churchill called the Battle of Stalingrad 'the end of the beginning'. Why could Stalingrad and also Midway and El Alamein be considered turning points in World War II?

ANALYSIS AND USE OF SOURCES

5. Read **Source 2** and explain how such speeches would have helped to strengthen the will of the British people to fight.
6. Study **Source 3**.
   a. Who were Germany's allies in Europe at the beginning of 1942?
   b. Which other countries did Germany and Italy occupy?
7. How would the image in **Source 4** have convinced US citizens to support Roosevelt's declaration of war?
8. Using **Source 5**, list the countries attacked and occupied by Japan by 1942.
9. In **Source 6**, what are the two reasons Hitler gave for invading the USSR? Do you think he might have regretted this decision?
10. What advantages might Soviet troops like those in **Source 7** have had over their Axis enemies?

ideologies sets of beliefs that provide the basis of political systems
Luftwaffe the German air force during World War II
partisans irregular fighters using guerrilla tactics behind enemy lines
RAF Britain's Royal Air Force

2.6 Australians at war: around the Mediterranean

On 3 September 1939 Prime Minister Robert Menzies announced in a radio broadcast that, because Britain had declared war on Germany, 'Australia is also at war'. While most Australians agreed it was their duty to support Britain, they no longer imagined that war was a glorious adventure. There were also fears that Japan might enter the war and directly threaten Australia.

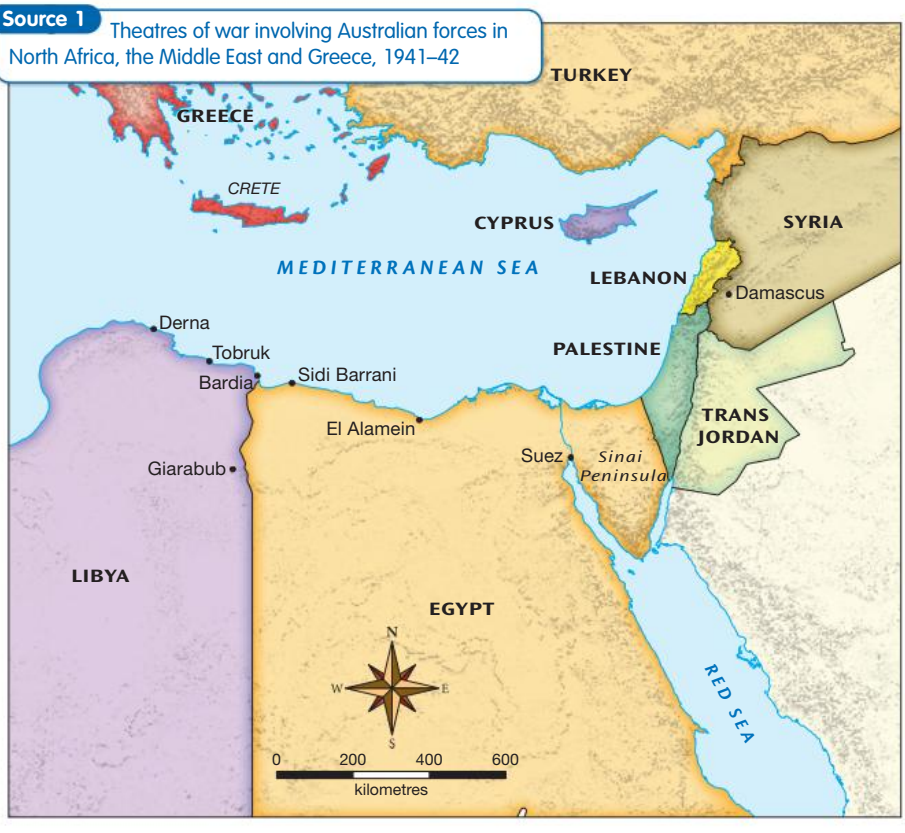
Australia unprepared

The Royal Australian Navy (RAN) had been equipped to assist the Royal Navy, so it was better prepared than the other services. But in 1939 the Royal Australian Air Force (RAAF) had only 3500 personnel and no modern warplanes. Australia formed two separate land forces: the Citizen Military Forces, also called the Militia, which was built up by voluntary and compulsory service to defend Australia, and a Second Australian Imperial Force (AIF) recruited from volunteers for overseas service. Recruiting for the AIF began in October, but unlike in World War I there was no great rush to enlist. It was not until the German advances of April–June 1940 that most Australians realised how serious the situation was.

The AIF goes to war

Four divisions were raised for the Second AIF. As there had been five divisions in the First AIF, these were called the 6th to the 9th divisions. The 6th, 7th and 9th Divisions were sent to the Middle East. The 8th was sent to Malaya. Early in 1940 the 6th Division was trained in Palestine. In battles in Libya, between January and March 1941, the 6th Division achieved spectacular victories over the Italians. By March, 10 Italian divisions had been destroyed, tens of thousands of Italian troops had surrendered and British Empire forces had gained their first victory of the war.

Source 1 Theatres of war involving Australian forces in North Africa, the Middle East and Greece, 1941–42



Greece and Crete, March–May 1941

The next campaign, in Greece, saw a tragic defeat. The Australian 6th Division fought alongside Greek, British and New Zealand troops to halt the German invasion. But the Germans used tanks supported by dive-bombers, and the under-equipped Allied defenders were forced to retreat to Crete, where they fought a **rearguard action**. While the main army was evacuated, the Australian 2/7th Battalion held the Germans back. More than 3000 Australians were taken prisoner.

Tobruk and El Alamein

In June 1941 two brigades of the Australian 7th Division took part in a campaign to defeat Vichy French forces in Syria. The Australians captured several forts and defeated the experienced French Foreign Legion.

Meanwhile, the defeat of the Italians in Libya had forced Hitler to send in German forces in February 1941. The Allies were pushed back to Tobruk, on Libya's coast, where an epic siege began. The Allied troops were ordered to hold Tobruk to delay the German advance on the Suez Canal and the Persian Gulf oilfields. The garrison of 24 000 included 14 000 Australians, mostly of the 9th Division. The siege of Tobruk lasted from April to December 1941.

Source 2 From the diary of Major Henry G. Quinn of the Australian 2/7th Battalion, written during the fighting in Crete

30 May 41
FOOD SHORTAGE ACUTE and plane not yet arrived, as arranged . . .
High ridge on right fwd flank occupied by enemy — from here he directed fire onto our posns [positions]. Our fire unable to reach them . . .
Heat terrific and nerves straining under the terrific hammering. All troops anxious to be allowed to attack . . .

31 May 41
ORDERS TO HOLD ON for another 24 hrs . . . position hopeless, and the fact that no further ammn [ammunition] is arriving, makes it necessary to safeguard every round.
NO AIR SUPPORT is rendering our position untenable . . . orders to withdraw received . . . a nightmare trip down the cliffs to the beach.
BN [BATTALION] PERSONNEL EMBARK BUT MAJORITY LEFT 12 Bn personnel got aboard a barge, but nothing seen of the rest . . . there were no more barges left.

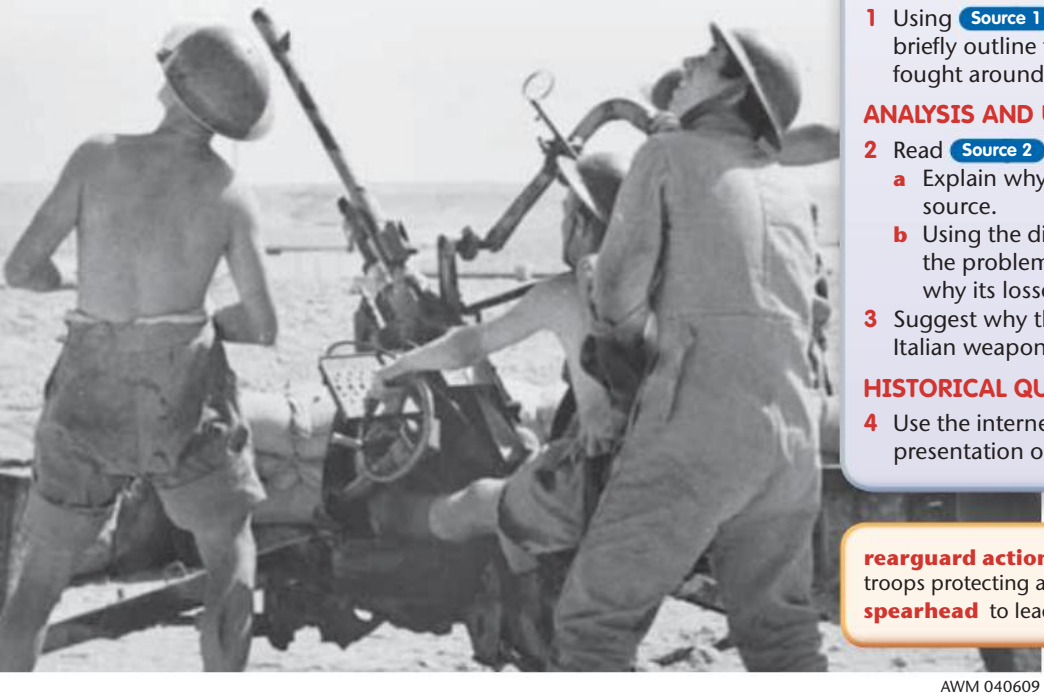
4 Jun 41

	OFFICERS	ORs [other ranks]
Unit strength, as at 10 Apr 41, when Bn sailed for GREECE	33	726
Lost in Greece	2	150
Bn strength on landing on CRETE	31	576
Lost on CRETE	24	511
Total of the remaining members of the Bn.....	7	65

The defenders suffered from disease, flies, fleas, intense heat and insufficient water. They sustained 3000 casualties during daily German air raids and ground attacks led by tanks. The defenders were caught in a trap so the Germans called them the 'Rats of Tobruk'. The Australians adopted that name with pride.

When Japan entered the war in December 1941, the AIF divisions, except for the 9th, were shipped home to face the new danger. The 9th Division **spearheaded** the British infantry attack in the first major Allied victory over the Germans. This was the 12-day-long Battle of El Alamein in October 1942.

Source 3 Australian defenders using a captured Italian anti-aircraft gun to ward off German planes during the siege of Tobruk



AWM 040609

Activities

Student workbook 2.2

EXPLANATION AND COMMUNICATION

1 Using **Source 1** and other information in this spread, briefly outline the campaigns in which Australians fought around the Mediterranean in 1941–42.

ANALYSIS AND USE OF SOURCES

2 Read **Source 2**.
- **a** Explain why this diary should be considered a reliable source.
- **b** Using the diary extract as your evidence, describe the problems endured by 2/7th Battalion and explain why its losses were so great.

3 Suggest why the Australians in **Source 3** were using Italian weapons and how they had acquired them.

HISTORICAL QUESTIONS AND RESEARCH

4 Use the internet to prepare a PowerPoint report presentation on the 'Rats of Tobruk'.

rearguard action direct engagement with the enemy by troops protecting a retreating force
spearhead to lead an attack

2.7 Australia threatened

Australia's deepest fear became reality when Japan entered the war in December 1941. Australia's most experienced troops, three AIF divisions, were far away, fighting alongside British forces. Australians had hoped that, if Japan entered the war, the British would defend Australia. But Britain was fighting for its own survival and lacked the resources to protect Australia and the Asia–Pacific region.
On 27 December 1941 Japanese troops were advancing quickly down the Malay peninsula towards Singapore. On that day John Curtin, Australia's recently elected Labor prime minister, declared that Australia would look beyond Britain to shape its own foreign policy.

Source 1 Curtin's call for American help against Japan

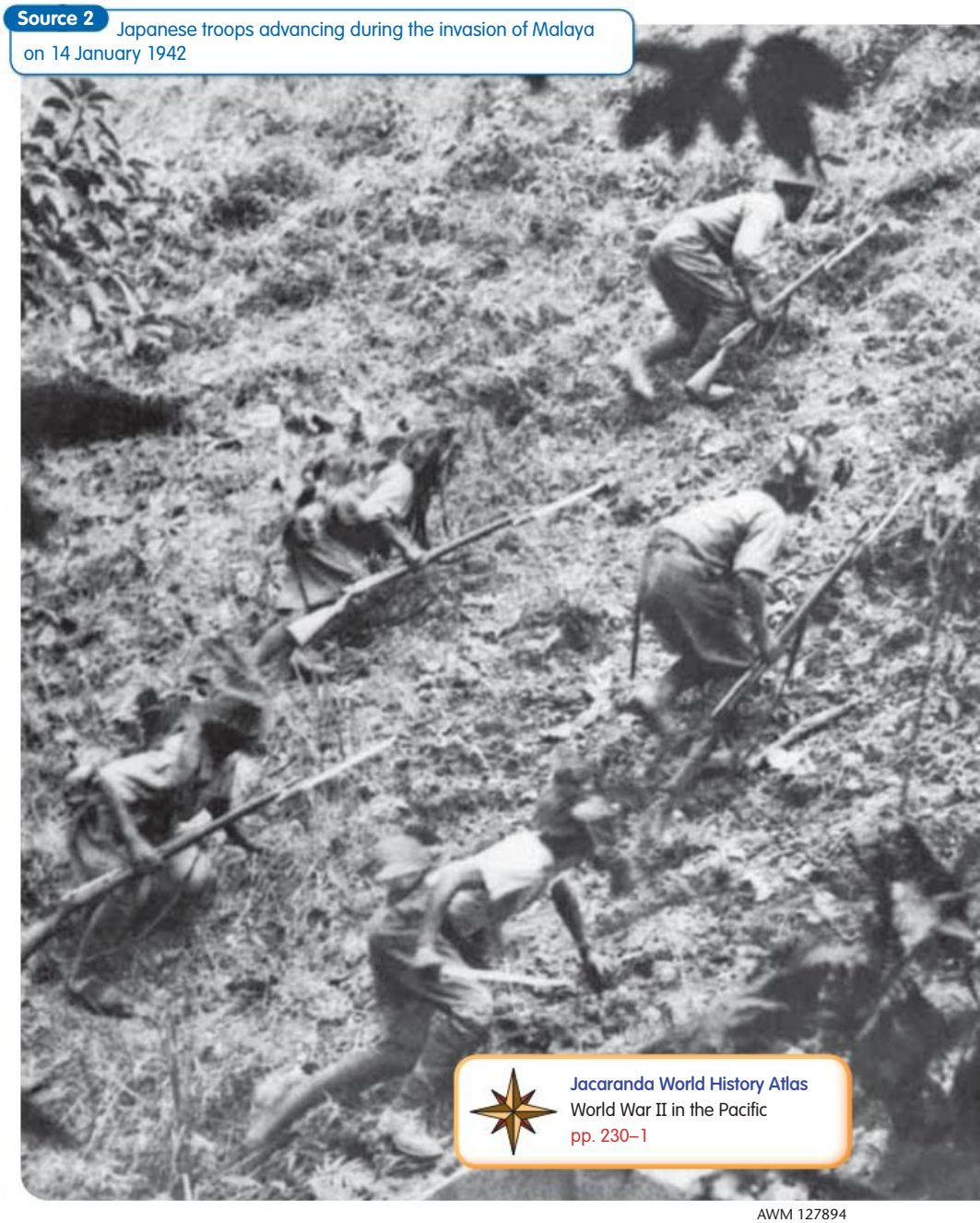
> The Australian government ... regards the Pacific struggle as one in which the United States and Australia must have the fullest say in the direction of the Democracies' fighting plan ... Australia looks to America, free of any pangs as to our traditional kinship with the United Kingdom.
>
> We know the problems that the United Kingdom faces. We know the constant threat of invasion ... But we know too that Australia can go, and Britain can still hold on.
>
> We are therefore determined that Australia shall not go, and we shall exert all our energies towards shaping a plan, with the United States as its keystone, which will give to our country some confidence of being able to hold out until the tide of battle swings against the enemy.

'Fortress Singapore' falls

To Australia's near north, Malaya and Singapore were defended by more than 130 000 British Empire troops, consisting of Indian and British forces and the Australian 8th Division. It was said that Singapore, with its British naval base, could not be taken, but by the end of January 1942 Malaya had fallen and Singapore was directly threatened. Japanese bombers had sunk two British battleships sent to Singapore within a few days of the attack on Pearl Harbor.

Singapore's defence was poorly organised and, on 15 February 1942, the British commander surrendered his army to a Japanese force that was less than half its size and would soon have run out of ammunition. Singapore's defenders, including 15 000 Australians, became prisoners of war (POWs).

Source 2 Japanese troops advancing during the invasion of Malaya on 14 January 1942



AWM 127894

Jacaranda World History Atlas
World War II in the Pacific
pp. 230–1

Source 3 British and Australian POWs in Korea on 24 October 1942. These soldiers were transported to Korea after being captured at the fall of Singapore.



AWM 041103

Australia exposed

When Singapore fell, Australians felt even more exposed. Their fears were justified when, on 19 February, Darwin was hit in two Japanese air raids by about 90 bombers with fighter escorts. At least 243 people were killed and there was widespread panic. Many more air raids followed throughout 1942 and 1943. The Japanese had overrun Rabaul, in New Britain, on 23 January, and captured the small Australian forces on Java, Ambon and Timor in February. However, 'Sparrow Force', an independent Australian company, waged guerrilla warfare on Timor with the help of Timorese people until 1943.

Despite Australia's concerns, both Winston Churchill and the US government wanted the Australian 7th Division, returning from the Middle East, to be sent to Burma. Curtin, however, angrily insisted that these men return to Australia. They were later to fight in the New Guinea campaigns.

Did you know?

On 1 June 1942 the war came even closer when two Japanese midget submarines were sunk in Sydney Harbour. Although it is now clear that Japan did not have the resources to invade Australia in 1942, the threat was frighteningly real at the time.

Activities

Student workbook 2.2

EXPLANATION AND COMMUNICATION

1 Explain why the fall of Singapore was especially significant for Australia.
2 What other events caused fear in Australia?
3 Why did the Australian government clash with Britain over the deployment of the Australian 7th Division?

ANALYSIS AND USE OF SOURCES

4 Read **Source 1**.
   a What did John Curtin say about the danger to Australia and the need to seek support other than what could be provided by Britain?
   b Explain what Curtin meant when he said, 'But we know too that Australia can go, and Britain can still hold on. We are therefore determined that Australia shall not go.'
5 **Sources 2 and 3** depict Japanese troops advancing through Malaya and British and Australian prisoners of war. What effects do you think such scenes would have had on the morale of both sides and on their attitudes to each other?

PERSPECTIVES AND INTERPETATIONS

6 Curtin's speech of 27 December 1941 was criticised by former prime minister Robert Menzies, who was intensely pro-British, and by other conservative politicians, who called it 'deplorable'. Conduct a roleplay of an argument between Labor and anti-Labor politicians at this time. Try to convey the reasons for their opposing positions on how Australia should be defended and whether it needed an independent foreign policy.

2.8 Australians in the Pacific War: Kokoda

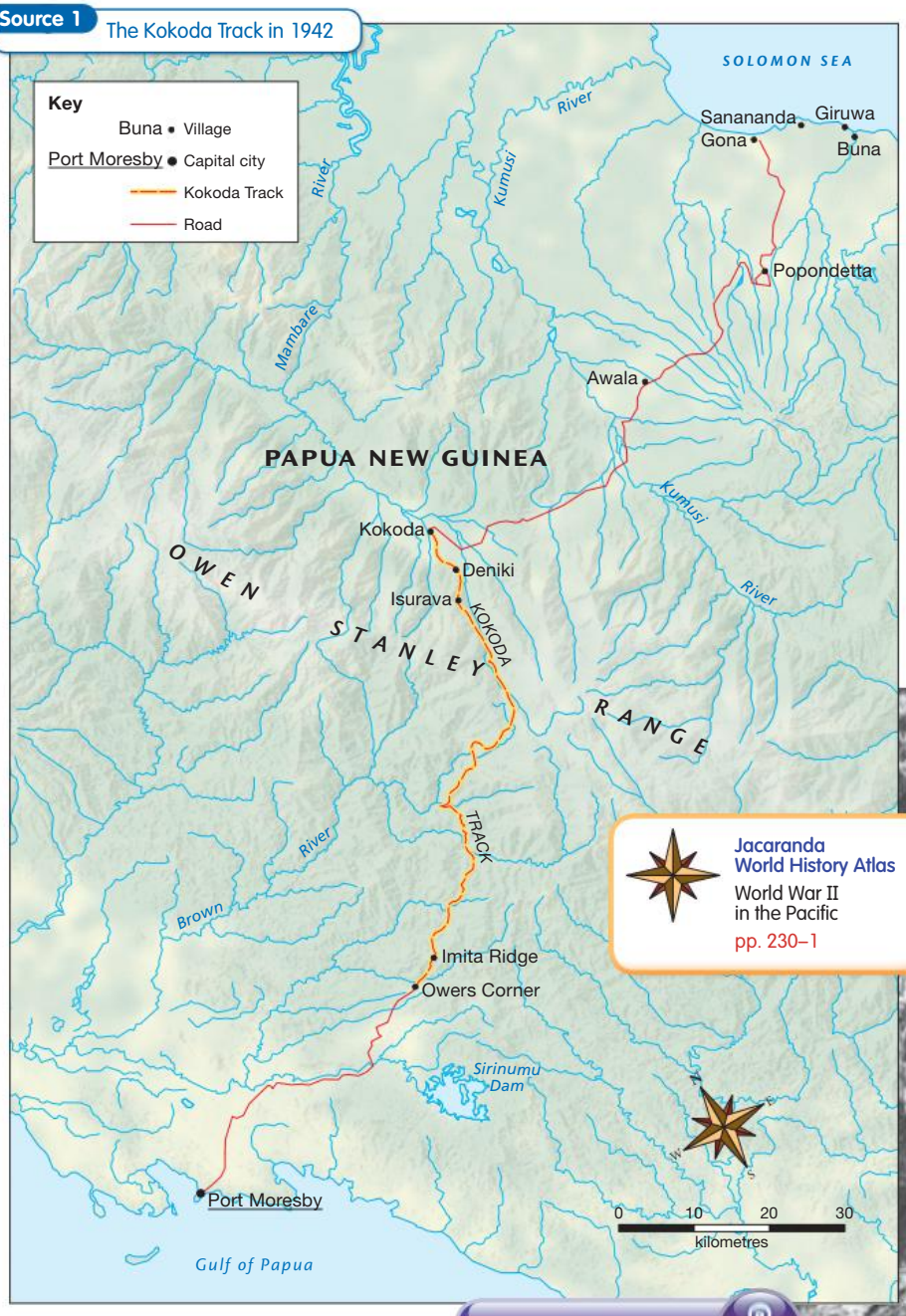
In early 1942 Japan's advances in the Pacific seemed unstoppable. Australia lacked the ships and planes to prevent a Japanese landing on the north or west of the Australian mainland. If that happened, a '**scorched earth**' policy was to be adopted. In fact, by March the Japanese had insufficient ships and troops to invade Australia. However, their fortress at Rabaul was crucial for their Pacific operations and they wanted to occupy Papua and New Guinea to strengthen their hold on it. A Japanese invasion force was sent to take Port Moresby, in Papua. But between July and November 1942 Australian troops repelled them on the Kokoda Track.

The Kokoda Track

With the AIF 6th and 7th Divisions not yet available, the 8th Division in captivity and the 9th Division in the Middle East, the only Australian troops standing in the way of a Japanese invasion of Papua were three militia battalions stationed in Port Moresby. The Kokoda Track was a steep and muddy trail that wound from Port Moresby through the dense jungle, across the rivers and over the mountains of the rugged Owen Stanley Range (see Source 1). In June 1942 militiamen of the 39th Battalion were ordered to advance with troops of the Papuan Infantry Brigade (PBI) along this track to stop any Japanese advance towards Port Moresby from Papua's north coast.

Japan's attempt to take Port Moresby by sea had already been prevented by the Battle of the Coral Sea in May (see spread 2.5). So the Japanese planned to capture it by two land attacks. The first was to be across the Kokoda Track; the second was to follow a landing at Milne Bay. For their Kokoda advance, almost 6000 Japanese troops were landed near Gona on Papua's north coast on 19 July.

Source 1 The Kokoda Track in 1942



Jacaranda World History Atlas
World War II in the Pacific
pp. 230–1



Did you know?

The Kokoda campaign is sometimes called the 'Battle for Australia'. Had the Japanese captured Port Moresby, they would have been able to dominate the Coral Sea and bomb Queensland.

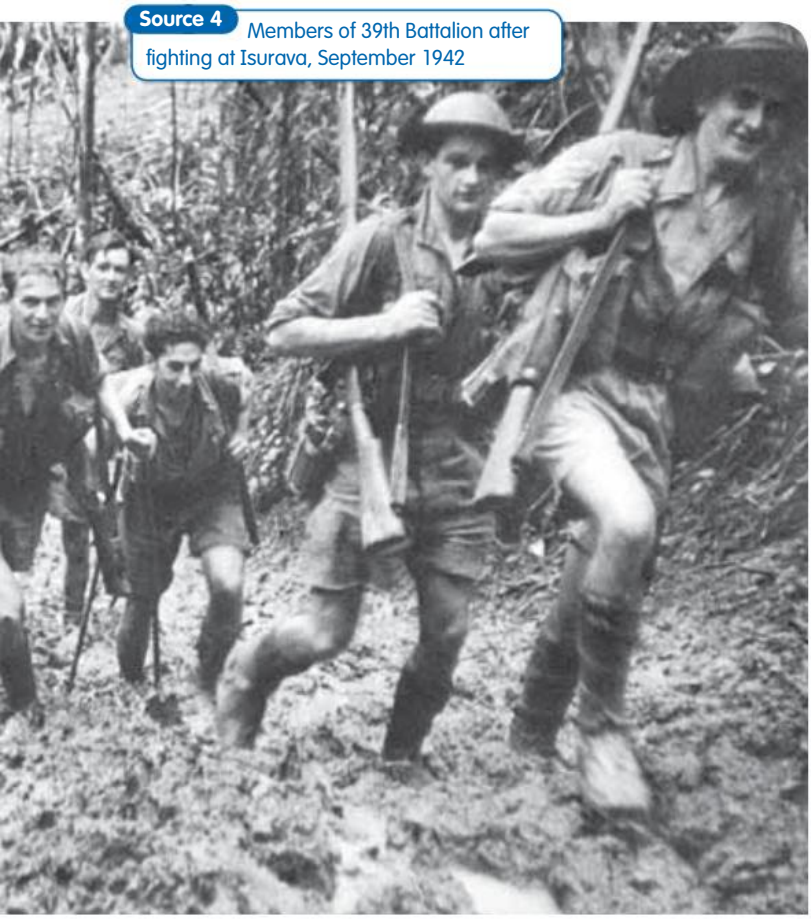
Source 2 An account of Japanese tactics in the Kokoda campaign

[Japanese] tactics appeared to follow a definite pattern. A mobile spearhead advanced rapidly . . . While the spearhead deployed and engaged the opposition, support troops would site a machine-gun . . . Feint or deliberate attacks disclosed the width and strength of the defensive positions by drawing the enemy's fire . . . The stronger support elements, coming forward, cut their way round their opponents' flanks, either to force a withdrawal or to annihilate the defenders in a surprise attack from the rear.

Source 3 From the war diary of the 39th Battalion for 29 July 1942

ENEMY were reported to be advancing on our posns [positions] from the NORTH. Lt. Col. OWEN . . . was hit just above the right eye by a sniper . . . By this time (0320 hrs) the ENEMY were firing from our rear and closing in on the flanks ... Our line then broke completely and orders were given for a hasty withdrawal . . . Our tps [troops] retired to DENEKI where they again took up defensive posns. They were very tired and morale was low.

Source 4 Members of 39th Battalion after fighting at Isurava, September 1942



AWM 013288

The Kokoda battles

The men of the 39th Battalion were mostly 18- and 19-year-old Victorian conscripts. They were barely trained, under-equipped, poorly supplied and vastly outnumbered. They reached Kokoda village on 15 July and on 23 July they first clashed with the Japanese at Awala. The Australians and Papuans were forced back to Kokoda village and then further back to Deniki. After more than two weeks of attacks and counterattacks, the defenders were carrying out a fighting retreat. On 14 August they fell back to Isurava.

It was not until late August that reinforcements from the 53rd Battalion of militia and the 7th Division AIF began to reach them. But even with these reinforcements, the Australians were forced back to Imita Ridge, just 50 kilometres from Port Moresby, on 17 September. They were ordered to hold that position at any cost. On 24 September lack of supplies forced the Japanese to withdraw in a fighting retreat. The tide of the battle had turned. On 2 November the Australians regained Kokoda. During the campaign, 607 Australian troops lost their lives and 1015 were wounded. There is no accurate record of the numbers of Papuans who gave their lives in this crucial campaign.

Activities

Student workbook 2.3

EXPLANATION AND COMMUNICATION

1 Why and how did the Japanese aim to capture Port Moresby?
2 Why did Australia consider Port Moresby to be vital for the defence of Australia?
3 Which Australian and Papuan troops held the Japanese back on the Kokoda Track until reinforcements arrived?
4 Explain why the Kokoda Track was an important turning point in the war for Australia.

ANALYSIS AND USE OF SOURCES

5 What conclusions can you draw from **Sources 2 and 3** about Japanese tactics and the difficulties of countering them?
6 Using all sources in this spread as your evidence, describe the hardships of the Kokoda campaign.

PERSPECTIVES AND INTERPRETATIONS

7 Hold a class discussion on whether the Kokoda campaign should rank alongside Gallipoli in Australian military history.
8 The militia was popularly regarded as inferior to the AIF. How would its achievements on the Kokoda Track have changed that view?

'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy

2.9 Australians in the Pacific War: beyond Kokoda

During the remainder of the war Australian soldiers fought the Japanese in several parts of the south-west Pacific. The Royal Australian Navy (RAN) and Royal Australian Air Force (RAAF) played a wider role, being involved in both theatres of the war.

Papua and New Guinea

While the Kokoda campaign was being fought, 9000 Australian and US troops stopped the Japanese force that landed at Milne Bay on the night of 25–26 August 1942. RAAF Kittyhawk fighter planes destroyed many Japanese landing barges, and by 6 September the outnumbered survivors were defeated. During December and January Australian and US troops defeated the Japanese in their well-prepared positions at Gona, Buna and Sanananda. The fighting and tropical diseases took a heavy toll on both armies. The Papuan campaign ended on 22 January 1943 with the surrender of those Japanese who had not fought to the death.

Australia's next and biggest campaigns were in the soaking jungles of New Guinea. In March 1943, in the Battle of the Bismarck Sea, the Japanese lost eight troop transports and four destroyers, so only 850 Japanese reinforcements were able to land at Lae. From then on they received few supplies. By September 1943 the Australians had captured Lae and Salamaua, and by April 1944 they had defeated most of the Japanese in New Guinea.

'Unnecessary campaigns'

After 1944 Australia expected that its troops would join with US forces in recapturing the Philippines. Instead they were used in wasteful campaigns against isolated Japanese garrisons in New Guinea, New Britain, Bougainville and Borneo. The 6th Division fought to clear the remaining Japanese from New Guinea. On New Britain, where the Japanese had 90 000 troops around their base at Rabaul, militia divisions recaptured three-quarters of the island. On Bougainville the militia fought a Japanese garrison of 40 000 troops. Three campaigns in Borneo were fought by the AIF 7th and 9th Divisions. These six campaigns cost more than 1000 Australian lives but had no influence on the outcome of the war.

The RAAF

During the war the RAAF grew from 3500 personnel to a peak of 184 000, including 18 000 women. In the war's early stages the RAAF trained Australians to serve in Britain's Royal Air Force. About 100 Australian airmen fought with the RAF in the Battle of Britain. Australian airmen fought in the Middle East, India, Burma and Italy and in the strategic bombing offensive over German-occupied Europe. Throughout 1943 and 1944, RAAF squadrons raided Japanese positions and helped to destroy Japanese air and sea power at Rabaul. They also helped to protect the US Army during its drive into the Philippines.

Source 1 This painting shows Australian infantry, supported by tanks, breaking through Japanese **bunkers** and **foxholes** at Buna.



Mainwaring, Geoffrey
Australian action at Buna, 1932
oil on canvas
274 × 137 cm
Australian War Memorial
ART27547

The RAN

When Japan entered the war the Royal Australian Navy was fighting in the Mediterranean. Its ships were ordered back to face the threat and several were sunk fighting the Japanese. By 1942 the RAN had 68 ships and nearly 20 000 men. It supported US landings in the Solomon Islands and helped the Royal Navy against the Germans and Italians and against the Japanese in Burma and Japan's home islands in the final months of the war.

Source 2 An RAAF recruiting poster, from 1940



RAAF (Publisher)
Coming? Then hurry!, 1940
photolithograph,
100.5 × 73.2 cm
Australian War Memorial
ARTV04297

Source 3 HMAS *Sydney* is shown steaming past the crippled Italian cruiser *Bartolomeo Colleoni*, which sank in the Mediterranean on 19 July 1940. The *Sydney* sank with no survivors during an encounter with the German raider *Kormoran* off Western Australia on 19 November 1941.



Norton, Frank
HMAS Sydney in action against Italian cruisers, 1941
oil on artist's board
30.5 × 37.4 cm
Australian War Memorial ART30095

Did you know?

The casualty rate in the RAAF was higher than in the Army or Navy. Of more than 10 500 Australian airmen who lost their lives, three-quarters were killed in Europe fighting against Germany and Italy.

bunker fortified underground shelter, usually with openings from which to fire at enemies
foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy

Activities

Student workbook 2.3

EXPLANATION AND COMMUNICATION

1 Where did Australian soldiers fight after the Kokoda campaign?
2 Describe some of the work of the RAN in World War II.
3 Recount some achievements of the RAAF in World War II.

ANALYSIS AND USE OF SOURCES

4 What kinds of primary sources do you think the artist would have used to create Source 1?
5 What does Source 1 reveal about the dangers faced by Australians in the New Guinea campaigns?
6 Do you think Source 2 would have been effective in recruiting for the RAAF? In your answer, consider whether this poster conveys a sense of glamour and excitement.
7 Look at Source 3. What specific dangers were faced by sailors?

HISTORICAL QUESTIONS AND RESEARCH

8 Use the internet to locate at least two other photographs depicting Australian experiences during campaigns in 1944–45. Frame a series of questions to investigate what these photographs reveal about the nature of these campaigns.

2.10 Australian prisoners of war

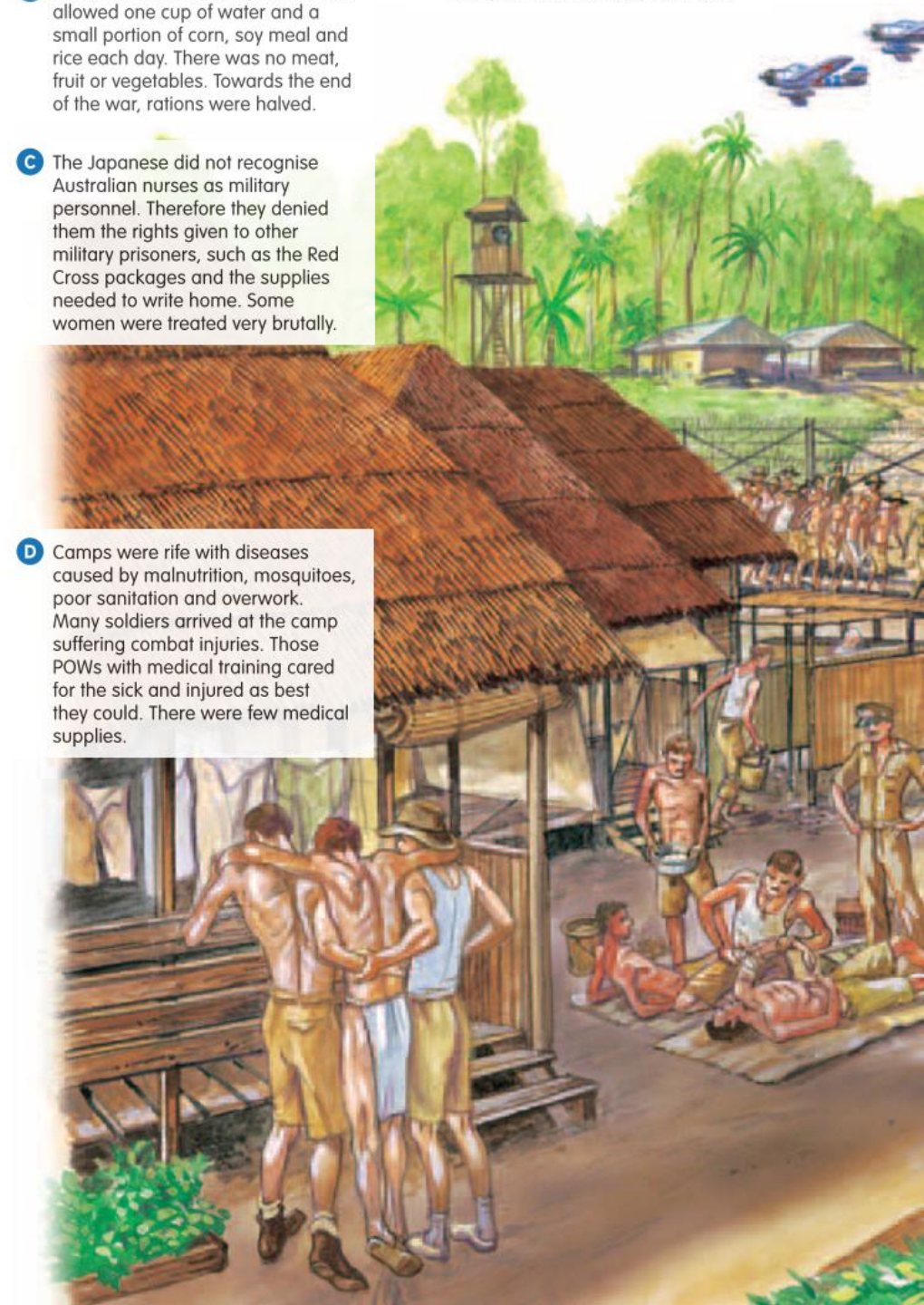
During World War II more than 30 000 Australians became prisoners of war (POWs). Of 8591 Australians captured by the Germans, 97 per cent survived the war. However, of the 21 467 Australians taken prisoner by the Japanese, mostly at the beginning of 1942, almost 8000 died in captivity through executions, beatings, slave labour, starvation and disease.

Most Australian POWs were held in camps in South-East Asia, Korea and Japan. The Japanese military had little respect for the rights of prisoners. Thousands of POWs and conscripted Asians were forced to build the Burma–Thailand railway. Starving men, including some suffering from tropical diseases such as dysentery, malaria, cholera and tropical ulcers, were forced to work for twelve or more hours a day.

The Sandakan death march

North Borneo was the site of the worst single atrocity against Australian and British POWs. The Japanese had sent almost 3000 POWs to Sandakan to construct an airfield, but in January 1945, 470 of them were forced to march 260 kilometres to Ranau. Only 350 survived the ordeal. In May a second death march was ordered for the remaining 500 Sandakan POWs. They had little food, and those who collapsed were killed; only 203 survived this march. By the end of July only 30 POWs survived at Ranau. Those who remained were shot on 1 August. Of the original 3000, only six Sandakan POWs survived. Seven had escaped into the jungle and been cared for by villagers, but one died before they were rescued.

Source 1 A modern artist's impression of life in a Japanese POW camp in South-East Asia



A Japanese officers believed in the bushido code of the Japanese warrior, which states that prisoners are disgraced persons. Hence, there was seldom any compassion shown for the lot of the prisoners.

B Food was scarce. Each prisoner was allowed one cup of water and a small portion of corn, soy meal and rice each day. There was no meat, fruit or vegetables. Towards the end of the war, rations were halved.

C The Japanese did not recognise Australian nurses as military personnel. Therefore they denied them the rights given to other military prisoners, such as the Red Cross packages and the supplies needed to write home. Some women were treated very brutally.

D Camps were rife with diseases caused by malnutrition, mosquitoes, poor sanitation and overwork. Many soldiers arrived at the camp suffering combat injuries. Those POWs with medical training cared for the sick and injured as best they could. There were few medical supplies.

E At least 12 Indigenous Australian servicemen were among the Australian POWs captured by the Japanese.

F Escape was difficult, but not impossible. Any escapee who was recaptured was usually executed.

Source 2 A description by Private Stan Davis of POWs in Outram Road prison in Singapore

The whole of their bodies were covered with scabs, and they were so thin there was no muscle anywhere ... It was frightening. Just looking at them, you wouldn't know how they could still live.

Source 3 Recollections of Sylvia McGregor, a member of the Australian Army Nursing Service who became a POW when Singapore fell

You cannot explain to anybody what it is to be hungry and there is nothing to eat and no way of getting any ... some of the Indonesian women showed us what plants you could eat ... In some camps they would bring you in food and put it outside the barbed wire. Now, if you went out, there were guards there all the time and you were shot.

Activities

Student workbook 2.4

EXPLANATION AND COMMUNICATION

1 Outline the reasons for the high death rate in Japanese POW camps.
2 Why did the Japanese military treat POWs and enslaved civilians cruelly?
3 Calculate the percentage of Australian prisoners of the Japanese who died during the war.

ANALYSIS AND USE OF SOURCES

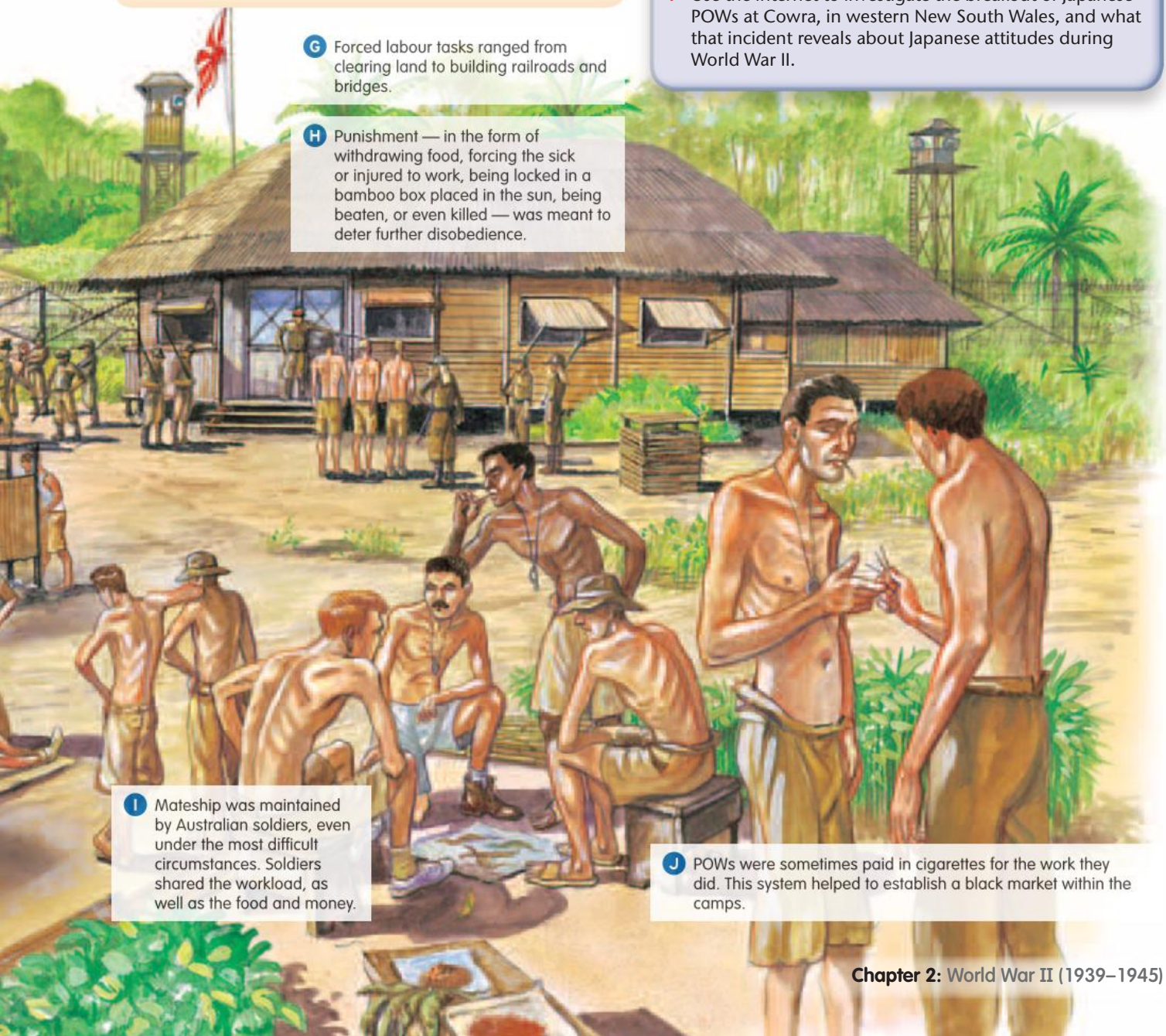
4 Explain what you can learn about the experiences of Australian POWs from each of the sources in this spread.

PERSPECTIVES AND INTERPRETATIONS

5 Explain how the experiences of Australian POWs would have affected Australian attitudes to Japan after the war.

HISTORICAL QUESTIONS AND RESEARCH

6 Use the internet and your library to find out who Sir Edward 'Weary' Dunlop was and why he was revered by many Australian POWs.
7 Use the internet to investigate the breakout of Japanese POWs at Cowra, in western New South Wales, and what that incident reveals about Japanese attitudes during World War II.



G Forced labour tasks ranged from clearing land to building railroads and bridges.

H Punishment — in the form of withdrawing food, forcing the sick or injured to work, being locked in a bamboo box placed in the sun, being beaten, or even killed — was meant to deter further disobedience.

I Mateship was maintained by Australian soldiers, even under the most difficult circumstances. Soldiers shared the workload, as well as the food and money.

J POWs were sometimes paid in cigarettes for the work they did. This system helped to establish a black market within the camps.

2.11 The Australian home front

Thanks to the efforts of Australia and the United States in the Pacific, the Japanese launched very few attacks against the Australian mainland. However, the war caused changes politically, financially and socially, the effects of which we still feel today.

Coastwatchers

When an invasion of Australia by the Japanese seemed likely, it was decided to station small groups of highly trained soldiers, called coastwatchers, at key points along the coast. If the Japanese invaded, their task was to travel alongside the enemy, undetected, and monitor their movements. They would then report back to the army, who would arrive and, it was hoped, repel the invasion.

Source 1 Morrie Vane was a signaller in north-west Western Australia. His group of coastwatchers was taught to live off the land with the help of local Aboriginal people.

> If the Japanese had been there, we wouldn't have been able to light a fire and cook the food. That meant we had to be able to eat the food raw . . . to eat a bird raw is quite an experience. I think you've got to be very hungry, and you need to be physically tired. When it comes to eating the whole lot — I mean the gizzards and things like that — you've got to be out in the bush with ants, snakes and mosquitoes and nothing else in your pack except salt. We used salt a lot . . . when we looked like cracking up, after two or three days on raw animals, the Aborigines produced these tins [of canned meat]. We opened them and ate the meat and that gave us enough energy to ride back.
>
> From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 69.

Source 2 Australian air-raid wardens practise bomb removal in 1940. Other precautionary measures taken included installing air-raid sirens and distributing tin helmets and respirators.



AWM 027451

Most coastwatchers never saw the Japanese. Their enemy, instead, was loneliness. One of Morrie Vane's fellow 'knackeroos' (as they were known) cracked under the strain of having to remain constantly alert in case of invasion. He kept a rifle under his bed just in case, and started firing it one night, shouting, 'They're here!'

The Volunteer Defence Corps

As the war continued, many citizens, including World War I veterans, became increasingly anxious about the idea of sabotage from within Australia. They wanted to do something to protect public utilities such as water, energy and public transport systems. These citizens met publicly, giving speeches, running drills and taking oaths of allegiance. The government quickly realised that it was not good for public law and order to have citizens taking things into their own hands, and so the Volunteer Defence Corps was established. Its responsibilities were to 'preserve law and order, protect public utilities and prevent subversive activities by **aliens** or disaffected persons'. This charter effectively restricted what the volunteers could do, while still encouraging their contributions. Many became air-raid wardens, teaching others what to do in case Australian cities were bombed.

Before the Japanese threat to Australia, during the period of 'business as usual', many Australians felt the war, although serious, had no direct impact on them. For many this was entirely the case. But the situation changed with the attack on Pearl Harbor, and particularly with the fall of Singapore. People started digging air-raid trenches and building shelters. They filled sandbags to help brace buildings in an air attack, blackened or bricked up windows to dim lights, and removed any public signs or street names that might help an enemy.

Source 3 Every effort was made to conserve resources, recycling wherever possible. This photograph shows scouts collecting tyres and hoses for recycling.



AWM 042773

Rationing

In order to maintain supplies for the people at home and for the troops, **rationing** was introduced in 1942. Ration tickets were issued to every household, but they were useless without money; just as money was useless without the tickets. Because supply of so many items was restricted, people had to put their name down on a list if they wanted common household goods like lamps, irons and radios. Petrol was also rationed. People learned to go without, or to use their imaginations. Garments were cut down to make other clothes, women drew lines up the backs of their calves to look like stocking seams, and plants such as maidenhair fern were used to make tea.

Spies among us?

The slogans 'loose lips sink ships' and 'even the walls have ears' were devised to make ordinary people careful about what they said and what they wrote in letters. However, this campaign also made many Australians suspicious of their neighbours.

Source 4 Australians at home were encouraged to support the war effort.



Jacaranda World History Atlas
World War II at home
pp. 232–3

For the second time in 25 years, recent immigrants to Australia (and even some Australian citizens of foreign origin) were locked up in '**internment** camps'. These people, often respected members of the community, were targeted because they were of German, Italian or Japanese descent. People with particular political or religious beliefs were also interned. The Australian Communist Party was banned, and many of its members were locked up. The Jehovah's Witnesses were targeted because their refusal to bear arms was seen as a show of support for the Nazis.

Widening government powers

The dangers and hardships of World War II generally helped to unite Australians. The Curtin government convinced the people to accept a war effort that affected the lives of almost everyone. During World War I the burdens had been borne mainly by the workers, so Curtin wanted to ensure that this time there would be equality of sacrifice. To achieve that aim, the government introduced controls over wages, profits, rents and prices. Besides rationing essentials, interning 'enemy aliens' and banning organisations that might hinder the war effort, the Commonwealth Government assumed wide powers to:

- declare any goods to be essential for the war effort
- require factories to manufacture war materials
- compel people to work in jobs necessary for the war effort
- control banks and shipping
- increase taxation on high incomes
- censor newspapers
- ban public meetings and acts that might hinder the war effort
- restrict sporting events and non-essential travel
- extend conscription to include overseas service.

Conscription

Introducing limited conscription for overseas service was one of the government's most difficult decisions. Curtin himself had been imprisoned for opposing conscription during World War I, but he recognised that defending Australia against Japan meant fighting outside Australian territory (then defined as Australia and Papua). The conscription issue had torn Labor apart during World War I, and Curtin had a hard task convincing many Labor Party members that it was now necessary. The Militia Bill that was passed on 3 February 1943 enabled the government to send conscripts to any area within the **South-West Pacific Zone**.

Source 5 Coastal defences along Bondi Beach, Sydney



Did you know?

John Curtin led Australia through its time of greatest danger but from mid 1944 his health was failing under the strain of work. He died on 5 July 1945, two months before the final Allied victory, and his death was mourned by the nation.

Children

The war was a tough time for all family members, but it was particularly tough for children. It was confusing for them to deal with the fact that their father (and possibly one or more of their brothers) was, perhaps, many thousands of kilometres away fighting a war, and it would have been hard for them to see family members being constantly unhappy and worried. Some children had to cope with their pets being put down, rather than allowing them to starve to death because of the severe rationing. For Christmas 1942, wording such as 'Christmas', 'yuletide' and 'festive season' was forbidden in advertising, to discourage people from purchasing non-essential items such as toys, dolls, sporting goods and musical instruments.

Source 6 John Spencer recalls his schooldays during the war.

> Every child had to carry across his or her shoulder a small calico bag, usually made by the mother, in which had to be a set of ear-plugs, a clothes peg, a number of bandages and some dehydrated food, usually in Aspro-sized pellets. These bags were not to be opened except during the regular drills, which we had every day. A particular type of bell ring meant that everyone should evacuate the building. Each class would evacuate in order [to the air-raid trenches] . . . We used to practise this and it was considered deadly serious. What they didn't do, of course, was put in a drainage system, so when we had the normal Sydney rain the trenches were about three feet deep in water. We just had to wait till it drained away before we could have air-raid drill again.
>
> From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 35.

Source 7 Children during these times had to do more than just schoolwork. They had to know how to move into the trenches dug on school grounds (in the event of an air raid). Some even dug trenches at home. Wastage of almost anything was severely frowned on. Children also helped the war effort by collecting small metal items as scrap (such as tins and saucepans).



AWM 045120

alien a person born in another country who is not yet a citizen of the country in which they live
internment to be put in prison for political or military reasons, either real or perceived
rationing controlling the distribution of something when supplies are low
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943

Activities

Student workbook 2.5

EXPLANATION AND COMMUNICATION

1 Why did Australia need coastwatchers?
2 Make a list of things Australians did to prepare for a possible Japanese invasion.
3 Which of the Curtin government's wartime controls would have helped to ensure that hardships caused by the war were shared equally?
4 Explain why the Curtin government could count on public support for such measures.
5 Why do you think newspapers were censored?

ANALYSIS AND USE OF SOURCES

6 What impression does **Source 1** give of the life of a coastwatcher?
7 Study **Sources 2 to 7**.
   a Describe the practical purpose of each of these home front activities.
   b What role do you think such activities would have played in maintaining morale?

PERSPECTIVES AND INTERPRETATIONS

8 Among the 'enemy aliens' who were interned in Australia were anti-fascists, including people who had come to Australia to escape fascist rule. As a class, discuss whether you think the government could have done a better job of distinguishing between such people and those who actually supported the Axis powers.
9 Imagine you are the Australian-born child of Japanese, German or Italian parents who have lived most of their lives in Australia and who support the Allies. How would you have felt if they were interned? Write the letter that you would send to the authorities to persuade them that your parents pose no danger.

HISTORICAL QUESTIONS AND RESEARCH

10 Use the internet or your library to find out what the 'Brisbane Line' was and why it was the source of Australia's greatest World War II political controversy.

2.12 Australian women at war

Most Australian women wanted to help the war effort. Many liked the idea of working in the traditional 'women's war roles' that had been popular during World War I, such as preparing food, knitting, administering first aid and fundraising for servicemen. But by 1940 there were many others who wanted to do more than this.

'Keep the home fires burning'

As the war progressed, opportunities for women to enter the workforce increased, particularly in the area of assembling **munitions**. It was not, however, until Prime Minister Menzies toured Britain in 1941 that he realised just how much potential women had as a war resource. On his return, 250 places were offered in the RAAF (Royal Australian Air Force) for female wireless and teleprinter operators.

Following this offer, efforts were stepped up to encourage women to join the Women's Auxiliary Australian Air Force (WAAAF), an organisation set up by the War Cabinet in 1941. The intent was that the WAAAF would provide signals and maintenance services to support the Royal Australian Air Force. Some 27 000 women joined the WAAAF between March 1941 and August 1945.

By 1942 there were more than 500 000 Australian women — married and single — working in industries such as munitions, ship building, and aircraft construction and maintenance. These women learned how to drive trucks and motorcycles, and to operate machinery. They drove buses, delivered bread, and worked as security guards and meter inspectors. They also worked with the Australian Women's Land Army, the Red Cross and the National Emergency Service. In short, the women did much of the work normally done by men. Many then went home at night to look after their families.

Women were now working outside their traditional roles as wives and mothers. Many women hoped these new responsibilities would continue after the war. However, because they were paid much less than men, there was a concern among trade unions that employers might keep them at the expense of returned servicemen. Women were therefore expected to return to their home duties after the war.

The land army

An important part of the war effort at home was the creation of the Australian Women's Land Army (AWLA), which was created to fill the shortfall in rural labour due to the war, particularly after 1941 when the militia were sent to fight the Japanese. The peak of enrolment was

Source 1 Women loading bullets at the Government Munitions Factory in Footscray, Victoria, in 1940



Source 2 Despite the crucial role women played during the war, they were a popular target for cartoonists, as this 1944 sketch shows.



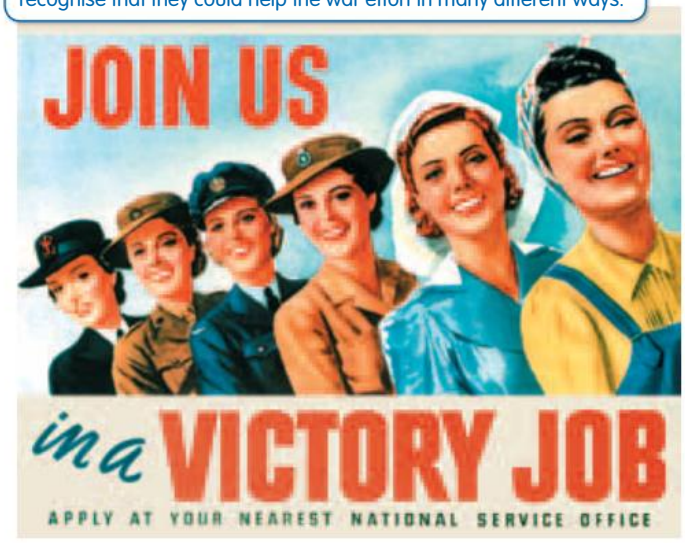
"I don't think I could ever go back to housework after this!"

Source 3 Australian average weekly wages in shillings (s) and pence (d)

Year	Wages	
	Males	Females
1939	95s 3d	52s 8d
1940	98s 1d	54s 3d
1941	104s 3d	58s 2d
1942	115s 8d	64s 4d
1943	119s 5d	68s 4d
1944	119s 6d	71s 11d
1945	120s 4d	72s 0d

Source: S. J. Butlin and C. B. Schedvin, *War Economy 1941–45*, Australian War Memorial, Canberra, 1977, p. 561.

Source 4 Australian posters such as this encouraged women to recognise that they could help the war effort in many different ways.



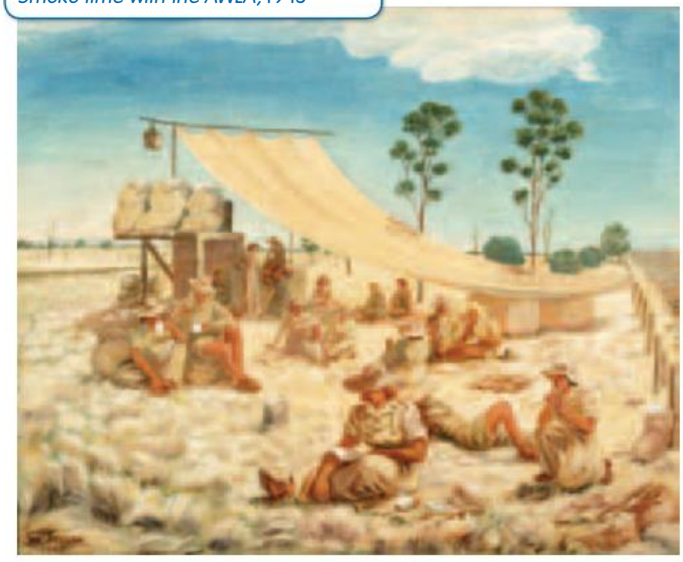
Bramley, Maurice (Artist); Department of National Service (publisher)
Join us in a victory job, 1943
colour photolithograph on paper
48.2 × 60.4 cm
Australian War Memorial ARTV00332

reached in December 1943 when there were more than 3000 permanent and auxiliary members. Of course, as in other areas at the time, the women of the AWLA were paid much less than their male counterparts for the same work.

Nurses on the front line

Australian nurses working in Papua New Guinea were so close to the front line that they often had to perform their duties behind a picket of armed guards; and rifles were kept in hospital wards. Added to the constant danger of a moving battle line was the stress of having so many patients (sometimes more than 2500 a month), the severity of patient injuries, and the primitive nature of medicines available. Of the 3477 nurses serving in Malaya and Rabaul, 32 became prisoners of war. Many others were killed.

Source 5 A painting by Grace Taylor, *Smoko time with the AWLA*, 1945



Taylor, Grace
Smoko time with the AWLA, 1945
oil on hardboard
45.7 × 55.8 cm
Australian War Memorial ART29758

War brides

As diplomatic and military ties between Australia and America were strengthened, US soldiers, airmen and naval personnel were stationed around Australia. Romances blossomed between Australian women and American servicemen (and, to a lesser extent, between Australian servicemen and American nurses). It is estimated that 12 000 women became war brides during World War II.

Women in the Army and Navy

The Australian Women's Army Service (AWAS) was the largest of the Australian women's services with a total wartime enlistment of 31 000. Its members carried out many army jobs such as driving, maintenance and communications. They were also trained to fight in case Australia was invaded. Women's roles were more restricted in the Navy, which fought against accepting them. The 3122 women who enlisted in the Women's Royal Australian Naval Service (WRANS) carried out jobs in cooking, code work, education, interpreting and signals, but none were allowed to go to sea.

Jacaranda World History Atlas
World War II at home
pp. 232–3

Activities

EXPLANATION AND COMMUNICATION

1 Outline some of the civilian tasks performed by Australian women during World War II that had previously mostly been performed by men.

CHRONOLOGY, TERMS AND CONCEPTS

2 What were the AWLA, WAAF, AWAS and WRANS, and how many women served in each of these organisations?

3 During World War II many women wanted to do more than what was included in their traditional roles. What does this suggest about social changes since World War I?

ANALYSIS AND USE OF SOURCES

4 What evidence do Sources 1, 4 and 5 provide for a study of women's contributions to the war effort?

5 How do Sources 2 and 3 provide evidence that, despite their wartime contributions, women still experienced discrimination?

munitions weapons and ammunition

2.13 Australia and the US alliance

Prime Minister Curtin's 'call to America' on 27 December 1941 is often seen as a turning point in Australia's foreign relations. This was partly because Australia did not have an independent foreign policy until the Curtin Labor government asserted that right. It is also because Australia worked closely with the United States through most of the remainder of the war and because the US, rather than Britain, became Australia's closest ally after the war. Many Australians believed the US had saved Australia from a Japanese invasion. However, Australia's wartime relationship with the US was more complicated than that and it did not always run smoothly.

A convenient alliance

US forces needed a base from which to direct operations against the Japanese in the south-west Pacific. The Curtin government was grateful that Australia was to become that base because it assured Australia's security at a time when Britain could not do so. When Britain agreed, in March 1942, that Allied operations against Japan should be under US direction, Curtin accepted US General Douglas McArthur as commander of all Allied troops in the south-west Pacific. However, the Australian government retained the right to decide where Australian troops could serve and to refuse to have them used in operations it regarded as unwise.

Image and reality

MacArthur and Curtin respected each other. Unlike his own government and the British government, MacArthur shared Curtin's view of the importance of defeating Japan before Germany. Publicly, the US–Australia relationship was warm. But there were underlying tensions at more than one level. Racism was strong in the US and its army was segregated, so African Americans could not serve in the same units as white Americans. Some Australians were appalled by American racism. But many other Australians were grateful for the US policy of stationing black soldiers away from cities. There were also tensions between Australian and US troops because American soldiers had more money, they attracted many Australian girls and they were seen as boastful. Such tensions caused several riots.

Australian and American priorities were not always the same, and the Australian government soon found it had very little influence on MacArthur's decisions. Although Australian troops did most of the fighting in the Papua and New Guinea campaigns, MacArthur used his censorship powers to glorify his own achievements and to deny credit to Australian soldiers. MacArthur also

Source 1 Prime Minister Curtin (far right) introducing US General Douglas MacArthur to Robert Menzies, the leader of the Opposition in federal parliament, at a dinner given in MacArthur's honour on 18 March 1943



AWM 140631

Source 2 A military historian's view of what Curtin thought of the US alliance

> Curtin acted because Australia was at risk . . . Curtin turned increasingly to America to convince Australia's newest ally [the US] that Australia must be preserved if the Japanese were to be driven back from territory already won . . . Australian priorities centred on Australia . . . therefore Australian and British priorities were in conflict.
>
> From Michael McKernan, *All In! Australia During the Second World War, 1983.*

Source 3 A different view of what Curtin thought of the US alliance

Curtin may have looked to America without inhibition, but there is no evidence that he did so with any enthusiasm . . . Twice in his final briefings, Curtin went out of his way to insist that Australia would not be pushed around by America in negotiations over a post-war civil aviation scheme . . . Clearly, Curtin resented the manner in which he had been made to sweat it out at the height of the war.

From Clem Lloyd and Richard Hall, *Background Briefings, John Curtin's War*, National Library of Australia, 1997, pp. 32, 35.

Source 4 Australian troops wading ashore from a US landing craft at Lae, Papua, on 5 September 1943



AWM 305245

Jacaranda World History Atlas
World War II in the Pacific
pp. 230–1

Did you know?

In Brisbane on the night of 26 November 1942, in the most violent of many clashes, one Australian was killed and eight were wounded when an American opened fire during a brawl between Australian and US troops. On the following night, bands of Australians hit Brisbane's streets seeking revenge.

excluded Australian troops from his campaign to free the Philippines. That was why the AIF and militia spent the war's closing stage fighting unnecessary battles in Borneo, New Guinea, New Britain and Bougainville. Curtin knew the US wanted to dominate the Pacific after the war, and from 1944 he was calling for closer relations between the countries of the British Commonwealth.

Activities

EXPLANATION AND COMMUNICATION

1. How did the Curtin government change Australia's foreign policy in December 1941?
2. What did the US and Australia have to gain by locating Allied south-west Pacific operations headquarters in Australia?
3. Describe at least three reasons for growing tensions between MacArthur and the Australian government.

ANALYSIS AND USE OF SOURCES

4. What impressions of US–Australian relations are conveyed in **Sources 1 and 4**?

PERSPECTIVES AND INTERPRETATIONS

5. Censorship prevented the reporting of incidents such as the Brisbane riots (see 'Did you know?', above). Why do you think this happened and would such censorship have succeeded in keeping these events secret?
6. Read **Sources 2 and 3**. How do these historians' interpretations differ on Australia's wartime relationship with the US?

2.14 The end of the war

The last year of the war, in both Europe and the Pacific, saw some of the most desperate and vicious fighting of the entire conflict. For the first time both Germany and Japan were now fighting in the defence of their very homelands. Neither would capitulate easily.

Europe

Since mid 1943 the Axis powers had been steadily in retreat. Italy had surrendered, and the German army had been turned back at Stalingrad, in Russia.

The Allies realised that the key to success was to open a second front in western Europe, but invading Hitler's '**Fortress Europa**' would be no easy task. On 6 June 1944 the largest invasion fleet of all time set sail from the southern coast of England to land an invasion force on the coast of **Normandy**. Codenamed Operation Overlord, the 'D-Day' landings took place on five key beaches along the French coast — codenamed Gold, Juno, Sword, Omaha and Utah. Despite American losses at Omaha being heavy, the majority of troops from Britain, Canada and the United States managed to establish a foothold in Europe and began to drive the Germans back. Paris was liberated on 25 August and the Allied commanders were eager to maintain the momentum.

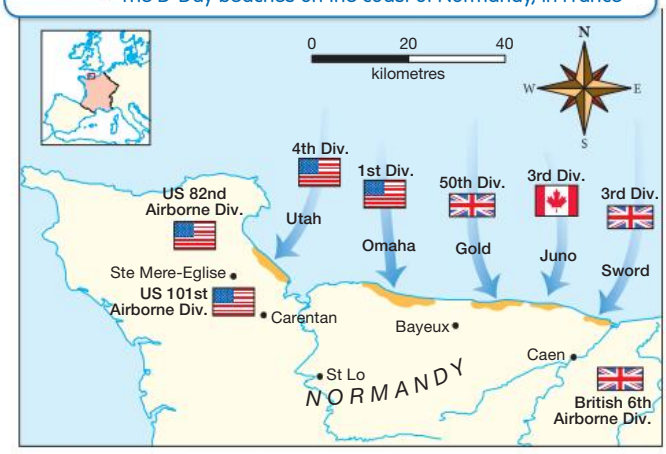
Source 1 US soldiers wading ashore on Omaha Beach



Hoping to capitalise on the success of the D-Day landings, another massive operation was launched over the Netherlands, named Operation Market Garden. Unfortunately it did not meet with the same success as Operation Overlord, as there was fierce German resistance, particularly in the Dutch town of Arnhem. In December 1944 the Germans launched their last major offensive of the war through the Ardennes Forest in Belgium. The American soldiers were caught by such surprise that maps of the front line positions showed a massive bulge where the Germans had broken through. The ensuing battle became known as the Battle of the Bulge.

The year 1945 saw the Allies regain the initiative; they crossed the border into Germany and began the advance on Berlin. With the Soviets advancing from the east it was only a matter of time before the capital would fall, and fall it did, with Soviet troops capturing the Reichstag on 30 April 1945, the same day that Hitler committed suicide in his underground bunker. One week later, on 7 May, Germany signed an unconditional surrender. After six years of bloody conflict, the war in Europe was over.

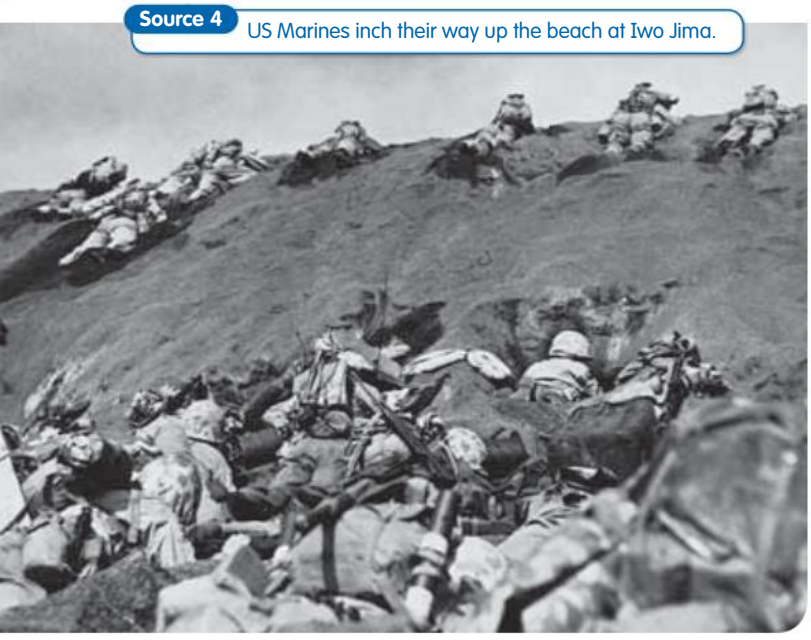
Source 2 The D-Day beaches on the coast of Normandy, in France



Source 3 Soviet soldiers raising the flag over the Reichstag in Berlin



Source 4 US Marines inch their way up the beach at Iwo Jima.



The Pacific

From late 1943 the US adopted a two-pronged strategy in the Pacific. While MacArthur's forces advanced to the Philippines, Admiral Nimitz's forces fought their way towards Japan in an 'island-hopping' campaign. Isolated Japanese garrisons that were unable to contribute to resisting the Allied advance were bypassed. However, on islands that had to be captured, such as Saipan, Iwo Jima and Okinawa, most Japanese troops fought to the death and US Marines paid a high price for each victory. The island-hopping campaigns gave the US island bases from which it could bomb Japan. From October 1944 the Japanese adopted a last desperate tactic as kamikaze pilots sacrificed their own lives to crash their planes into US warships.

Between November 1944 and August 1945 the Allies flew over 30 000 bombing raids on Japan, causing more than 660 000 civilian deaths. Japan's government opposed acceptance of the Allies' demand for Japan's unconditional surrender. US forces suffered very heavy losses capturing Okinawa and it was clear that enormous casualties would be suffered in any invasion of Japan. However, there was another option to force the Japanese to surrender.

Nuclear bombs

In the top secret 'Manhattan Project', scientists in the US had been racing to develop a nuclear weapon, fearing that Nazi Germany might beat them to it. The first US test of a nuclear weapon on 16 July 1945 marked the beginning of the nuclear age. Several US scientists and political and military leaders recommended that the power of nuclear bombs be demonstrated to Japan rather than used on people without warning. However, the US government decided that its two remaining nuclear bombs would be used. On 6 August the first atomic bomb was dropped on the city of Hiroshima and the US warned Japan of 'ruin from the air' if it did not surrender. On 9 August the second atomic bomb was dropped on Nagasaki. Japan accepted unconditional surrender on 14 August and signed the formal surrender on 2 September. Close to 115 000 Japanese were killed by the initial blasts of the two bombs, and many years later many more were still dying from radiation sickness. Other victims included children who were born with terrible deformities because their parents had been exposed to radiation.

There is little doubt that the Allies would have suffered enormous casualties in an invasion of Japan or that in such an invasion Japan's losses would have been greater than those in Hiroshima and Nagasaki. However, many historians argue that the use of nuclear bombs was unnecessary because the Japanese were already seeking ways to negotiate for peace, and a demonstration of the power of nuclear bombs would have convinced them to surrender. In any case, the Japanese were given little time to reach a decision before the second bomb was dropped on the city of Nagasaki.

Source 5 The remains of Hiroshima after the bombing in 1945



Source 6 The Japanese surrender on board the USS *Missouri*.



But using the bomb also served another purpose. World War II changed the old balance of world power. Just two great powers emerged from the conflict: the United States and the Soviet Union. World War II had made them temporary allies, but even before its end tensions were rising over which power would be the dominant influence. Bombing Hiroshima and Nagasaki was one way of demonstrating US power to the Soviets, at least until they too acquired nuclear weapons.

Australia and the post-war world

Australia's post-war relations were influenced by:

- the formation of the United Nations (UN)
- the emergence of Asian independence movements
- changing ties with Britain and the United States.

Australia and the United Nations

Because of the horrors of World War II, the UN was formed in 1945 to replace the failed League of Nations in the quest for world peace, freedom and prosperity. Australia's Labor government strongly supported the UN. As leader of Australia's delegation to the San Francisco conference in April–June 1945, Dr H. V. Evatt gave Australia its first effective voice in world affairs. He clashed with the big powers when he spoke on behalf of the world's small nations, the poor and the oppressed. Evatt played a leading role in shaping the Charter of the United Nations (see Source 7). The Charter was endorsed by the UN's original 51 member states in October 1945.

The UN had (and still has) three main organisations: the Secretariat, which handles its administration; the Security Council, which acts to preserve international peace and security; and the General Assembly, in which all member states vote. Evatt was elected President of the General Assembly in 1948 and in that year he presided over the UN's adoption of the Universal Declaration of Human Rights (see chapter 3).

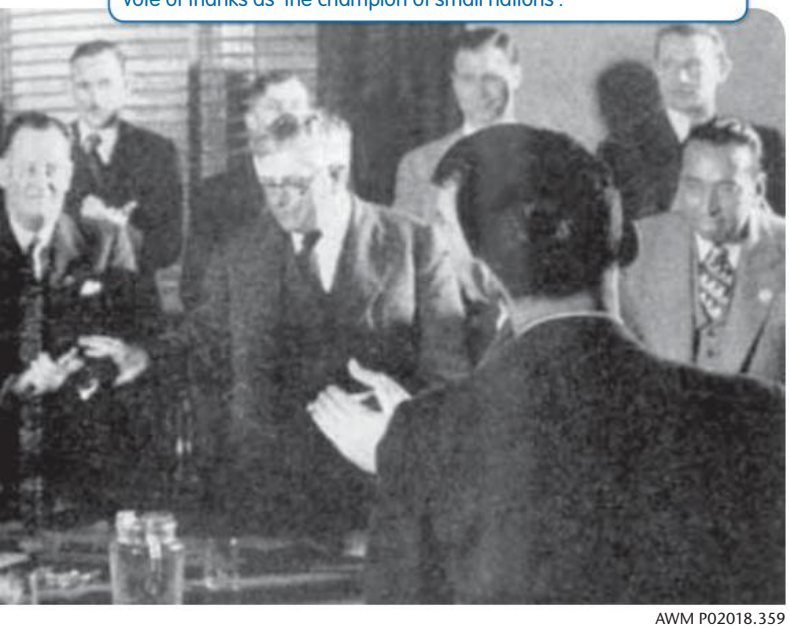
Movements for Asian independence

When World War II ended, European colonial powers tried to resume ruling their Asian colonies as if nothing had been changed by the war. Such attempts conflicted with the hopes of Asian independence movements. While some Asian leaders had collaborated with the Japanese, others — particularly those led by communists — had helped the Allies by waging guerrilla warfare behind Japanese lines. In Vietnam, for example, communist guerrillas had fought the Japanese but, when the war ended, the French returned. This caused the Indochina War, which ended with French defeat in 1954.

Australia and Indonesia

In the Australian labour movement, there was strong support for Asian independence and for the Australian Labor government's independent foreign policy. On 17 August 1945, in the Japanese-occupied Dutch East Indies, Indonesian nationalists clashed with the Japanese and declared their country's independence. From late 1945, Indonesians resisted Dutch attempts to regain their former colony. The Australian government supported Indonesian independence and recognised the Republic of Indonesia on 9 July 1947, but on 20 July the Dutch launched a major offensive. Australia called on the

Source 7 Dr H. V. Evatt was Minister for External Affairs and Attorney-General in the Curtin Labor government. This photograph was taken at the conference in 1945 that established the United Nations and framed its Charter. In this photo, Evatt is receiving a vote of thanks as 'the champion of small nations'.



AWM P02018.359

Source 8 An Indonesian family crowds into the one remaining room of their bullet-riddled home in 1945.



Source 9 Australia's Ambassador J. Hood handing his credentials to Indonesian President Sukarno on 19 February 1950



Source 10 From the late 1950s, Australian–Indonesian relations deteriorated, and from 1963 to 1965 Australia sent troops to Borneo to help stop a small-scale Indonesian invasion of Malayan territory. In this 1964 photograph, Australian troops are holding weapons captured from Indonesians.



AWM P01499.007

UN Security Council, which ordered a ceasefire. Australia served on the UN committee that worked for a negotiated peace. Despite further clashes, Indonesian independence was granted in August 1949. Australia appointed its first ambassador to Indonesia and sponsored Indonesian membership of the UN in 1950.

Relations with Britain and the United States

Australians had fought in Britain's colonial wars and in World War I out of loyalty. Australians also believed that if they defended the empire, then Britain would always protect Australia against invasion from Asia. However, when the Japanese swept south in 1942, Britain was struggling for its own survival. As you learned earlier in this chapter, Australia turned to the US for help, and this has often been seen as a turning point in Australia's foreign relations. Along with a short-term legacy of hatred towards Japan, the war left a longer legacy of trust in the US.

When World War II ended, there was renewed international tension as the Cold War between the USSR and the Western powers emerged. Tension increased after China's communists won power in 1949. Australians recognised that Britain's power was declining but Australia retained ties, sending troops to Malaya from 1955 to 1958 to help the British suppress a communist uprising. During the 1950s, fear of Asia, the 'Yellow peril', would merge with fear of communism, the 'Red peril' in the minds of many Australians. They believed that the lesson of World War II was that the US had saved Australia and so Australia must give the same loyalty to its new powerful friend as it had previously given to Britain. Such thinking would lead Australia into the tragedy of the Vietnam War in the 1960s (see chapter 3). Only a minority warned that fighting America's wars in return for protection could be just as misguided as the much older faith in the British Empire.

Jacaranda World History Atlas
Independence movements in Asia
pp. 216–17

Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France
Normandy a region of France on the Atlantic coast

Activities

Student workbook 2.6

EXPLANATION AND COMMUNICATION

1. What part did the 'D-Day' landings and the Soviet advance from the east play in ending the war in Europe?
2. What role did each of the following play in Japan's defeat: the 'island-hopping' campaigns; conventional bombing raids; and nuclear bombs?
3. What role did Australia play in the formation of the United Nations?
4. Explain Australia's changing relationships with Britain and the US during and after World War II.

ANALYSIS AND USE OF SOURCES

5. Study **Sources 1, 2 and 3** and suggest reasons for heavy Allied losses suffered to defeat Germany.
6. Why did US Marines suffer heavy casualties in 'island-hopping' battles such as Iwo Jima (see **Source 4**)?
7. Look at **Sources 5 and 6** and explain why Japan surrendered.
8. What evidence does **Source 7** provide for Dr H. V. Evatt's role in shaping the United Nations?
9. Using **Sources 8, 9 and 10** as supporting evidence, explain how events during and soon after World War II affected Australia's relationship with Indonesia.

PERSPECTIVES AND INTEPRETATIONS

10. Research the arguments for and against the use of nuclear bombs on Hiroshima and Nagasaki and hold a class debate on whether the bombing was justified.

2.15 The Holocaust and other war crimes

During the war's closing stages, the Allied leaders agreed to replace the failed League of Nations with a new world body, the United Nations (UN), to settle disputes between countries and to work towards the kind of freedom and prosperity that might prevent future wars. In 1945 the UN Charter asserted its determination 'to save succeeding generations from the scourge of war'. The UN supported the Allies' decision in August 1945 to put leading Nazis and others on trial for war crimes, crimes against humanity, crimes against peace, and conspiracy to commit these crimes.

The Geneva Conventions

In almost every armed conflict throughout history, terrible things have been done. There have been times in most wars when soldiers on both sides killed enemy troops when they could have taken prisoners. Civilians have always been among war's victims. But from the late nineteenth century attempts were made to reduce suffering by putting legal limits on what could be done during wars. The Geneva Conventions of 1864, 1906 and 1929 attempted to frame rules to protect civilians and prisoners of war. Despite this, during World War II many atrocities were committed. The overwhelming majority and the most cruel and horrific of these were the deliberate work of the Japanese military and the German Nazis. The Geneva Conventions made it possible for at least some of the perpetrators to be tried and punished for war crimes.

Japanese war crimes

In spreads 2.3 and 2.10 you learned about horrific Japanese atrocities in China and the brutal Japanese treatment of POWs, including many Australians. Throughout occupied China and in South-East Asia, the Japanese military killed millions of civilians. Millions more died as a result of exhausting slave labour or starvation as their food was confiscated to supply the Japanese. Most victims were Chinese. Among the vast numbers of Chinese whom the Japanese killed, many were executed, tortured to death or deliberately infected with diseases.

The Allies determined that those responsible for Japanese war crimes would be punished. The trials were overseen by the newly formed International Military Tribunal for the Far East. They were conducted in Japan and throughout South-East Asia and the Pacific. Of 25 Japanese wartime leaders who were tried and found guilty, seven were condemned to death and executed. Approximately 5700 Japanese, including many military officers, were tried for committing atrocities against civilians and POWs. Nine hundred were convicted. Many were executed and the others received prison sentences.

Nazi and other fascist war crimes

How the Germans and their European fascist allies treated conquered peoples and POWs was largely determined by Nazi ideas about race. In most cases, western European, British and American POWs were treated reasonably well, unless they tried to escape. However, racism always played a role. When France surrendered, the Germans shot North African troops serving

Source 1 At Rabaul, New Britain, on 15 November 1945, Japanese POWs were paraded to enable victims to identify suspected war criminals.



AWM 098776

in the French military. In western Europe, acts of resistance also brought savage reprisals. For example, if even one German soldier was killed by partisans, ten or more civilians would be executed.

German forces were completely ruthless towards the peoples of eastern Europe, who were described in Nazi ideology as 'racial inferiors'. When the Axis invaded the Soviet Union, Hitler demanded total brutality towards the Slavic 'sub-humans' and their 'Jewish-Bolshevik' leaders. Special SS task forces called *Einsatzgruppen* were ordered to kill all Jews, communists and partisans. Around 9 million Soviet soldiers and twice as many Soviet civilians died during the war, and many of these were killed deliberately. Of the 5.7 million Soviet POWs in Nazi hands, almost two-thirds were murdered, starved or worked to death in concentration camps. Where Soviet or other Slavic civilians resisted, the populations of entire towns and villages were massacred.

The Holocaust

The Holocaust was the most systematic of all Nazi war crimes. It was an act of genocide intended to wipe out European Jews. Nazi persecution of Jews intensified after the outbreak of the war and the mass murder of Jews began in 1941. When the Nazis invaded Poland and the Soviet Union they killed anyone who might resist, but all Jews were singled out for destruction. Poland's Jews were forced into enclosed ghettoes where survival was a struggle. During the invasion of the Soviet Union, the Germans carried out mass shootings of communists and Jews. In Latvia in 1941, 327 000 Jewish men, women and children were murdered in two mass shootings. The SS also conducted experimental gassings of Jews and Soviet POWs in specially converted vans.

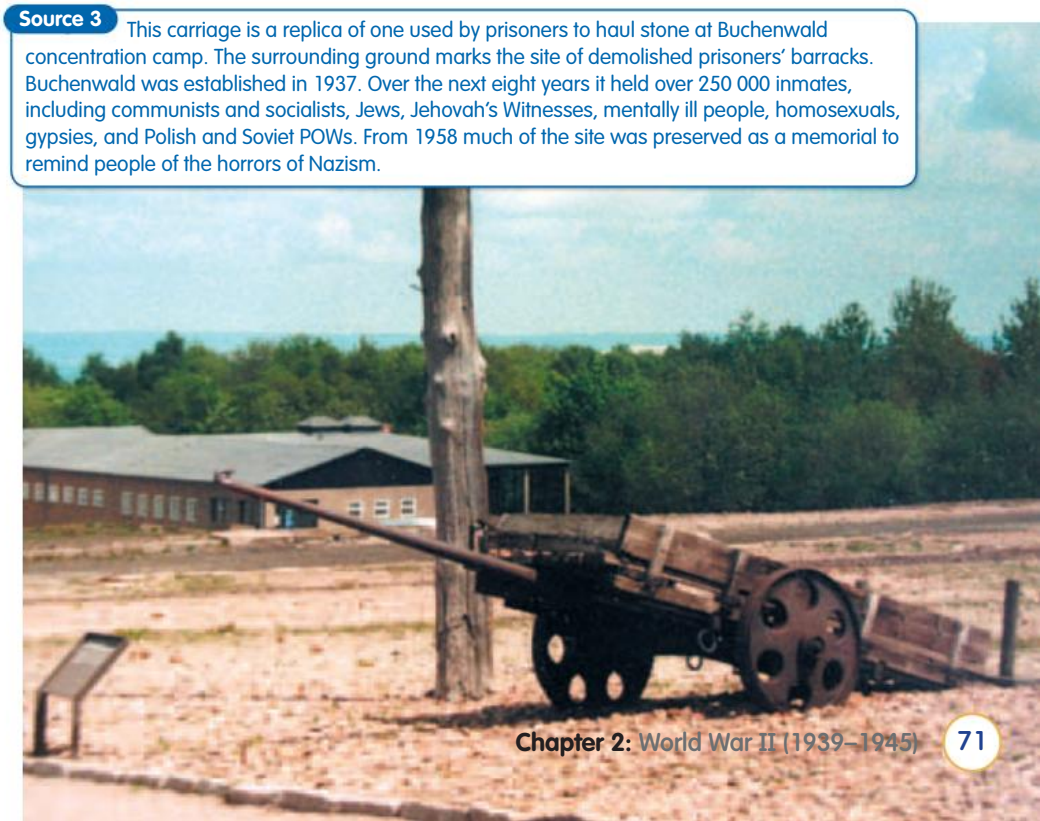
In 1941 Hitler decided that the 'final solution to the Jewish problem' would be mass extermination in SS-run concentration camps. Auschwitz concentration camp was ordered to prepare for mass gassings. On 20 January 1942 an SS document called *Final Solution to the European Jewish Question* stated that healthy Jews would be exterminated through slave labour. Throughout the remainder of the war, Jews from all over Nazi-controlled Europe were transported to death camps. The sick, young children and the elderly people were immediately forced into gas chambers disguised as showers. There they were gassed to death and their bodies were then incinerated in gas ovens. Others who were fit were selected for slave labour and killed later when they became too weak to work. In the largest camps thousands of prisoners could be gassed in a day. Altogether, around six million Jews were murdered.

Source 2 Members of a British Parliamentary delegation view piles of bodies at Buchenwald concentration camp, near Weimar, in Germany, in July 1945.

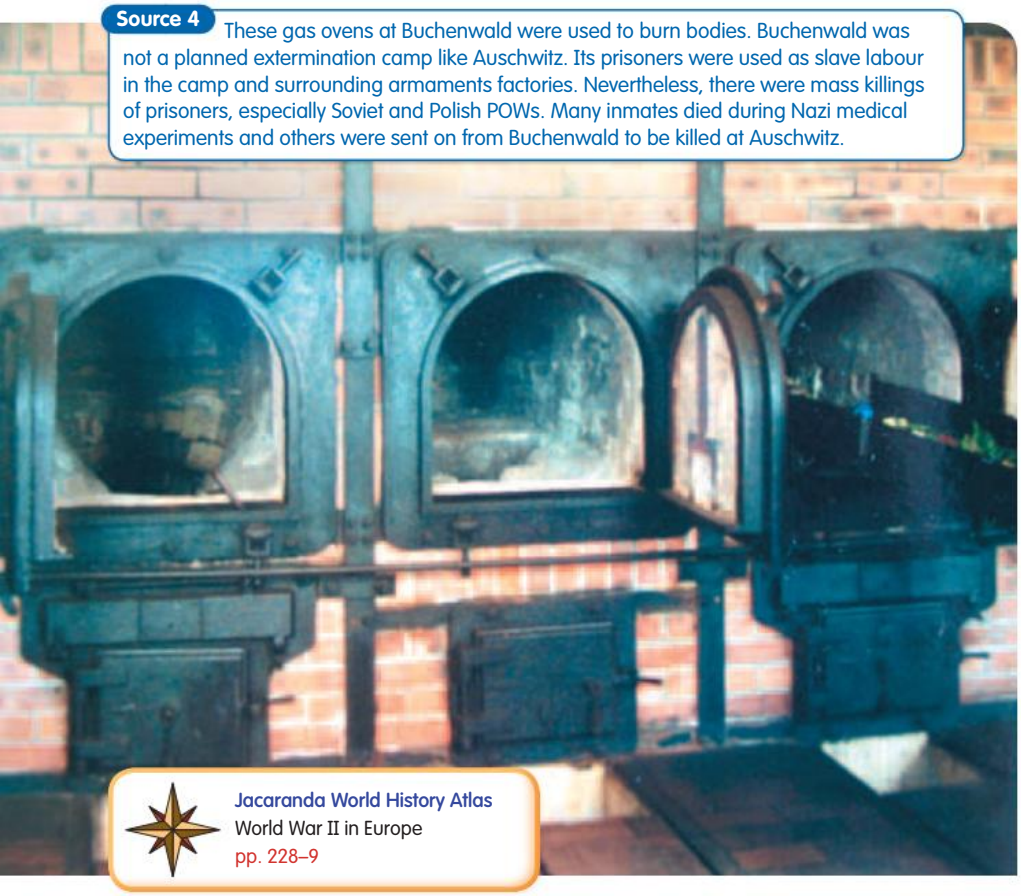


AWM P02018.390

Source 3 This carriage is a replica of one used by prisoners to haul stone at Buchenwald concentration camp. The surrounding ground marks the site of demolished prisoners' barracks. Buchenwald was established in 1937. Over the next eight years it held over 250 000 inmates, including communists and socialists, Jews, Jehovah's Witnesses, mentally ill people, homosexuals, gypsies, and Polish and Soviet POWs. From 1958 much of the site was preserved as a memorial to remind people of the horrors of Nazism.



Source 4 These gas ovens at Buchenwald were used to burn bodies. Buchenwald was not a planned extermination camp like Auschwitz. Its prisoners were used as slave labour in the camp and surrounding armaments factories. Nevertheless, there were mass killings of prisoners, especially Soviet and Polish POWs. Many inmates died during Nazi medical experiments and others were sent on from Buchenwald to be killed at Auschwitz.



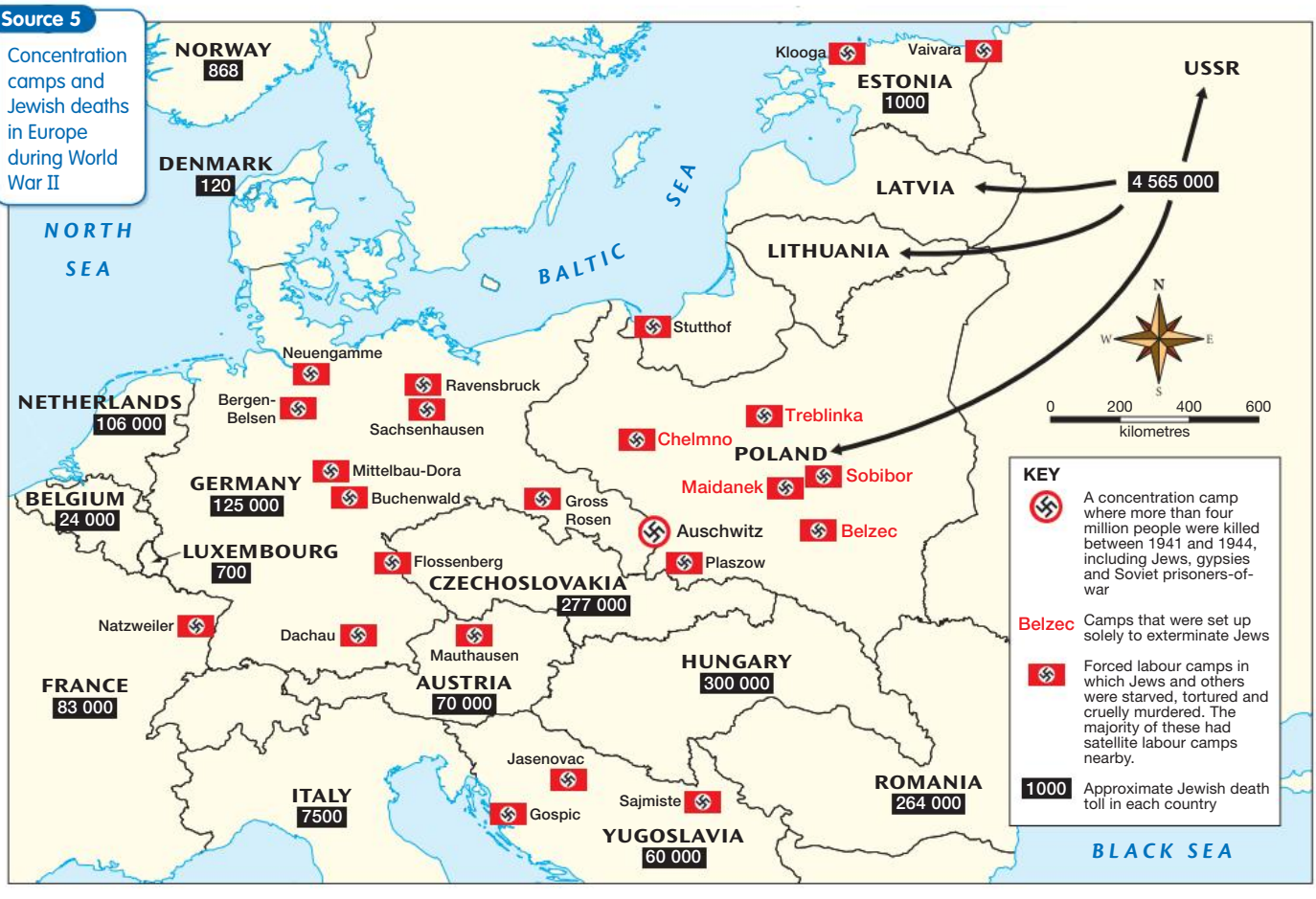
Jacaranda World History Atlas
World War II in Europe
pp. 228–9

The Nuremberg war crimes trials

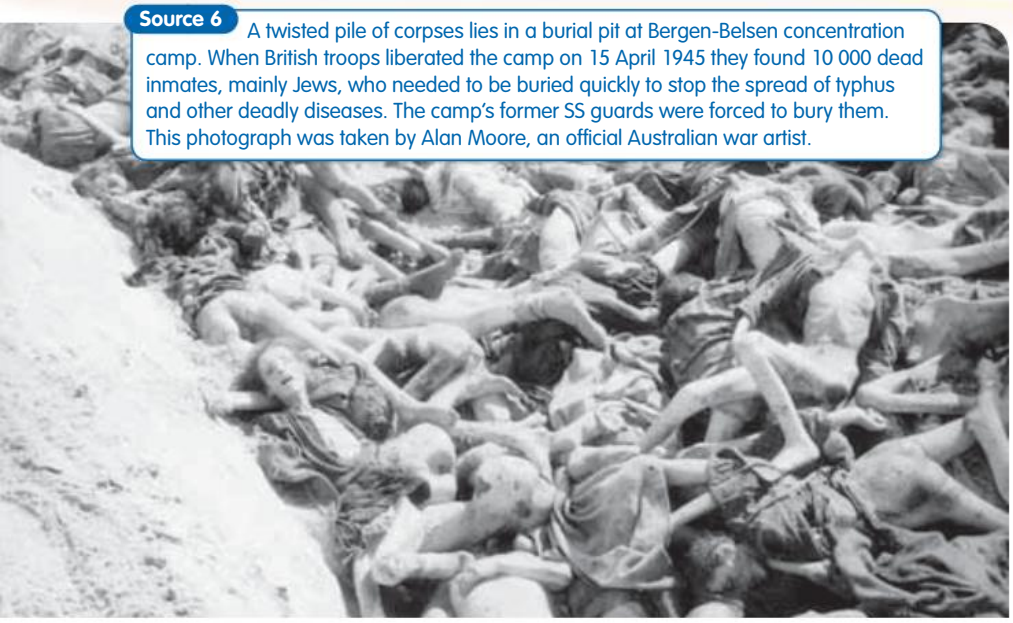
At the war's end, the Allies put the leading Nazis and concentration camp commandants on trial. To conduct trials of the surviving Nazi leaders, the International Military Tribunal was formed with judges from Britain, France, the United States and the Soviet Union. Hitler and several other Nazi leaders had already committed suicide. Among leading Nazis who received death sentences were: Joachim von Ribbentrop, Hitler's Foreign Minister; Alfred Rosenberg, Minister for Occupied Territories; and Hermann Goering, Luftwaffe Commander-in-Chief from 1936 and Economics Minister from 1937. Goering committed suicide the day before he was to be hanged.

A significant number of Nazi war criminals, along with many Nazi collaborators who committed war crimes in occupied countries and in

Source 5 Concentration camps and Jewish deaths in Europe during World War II



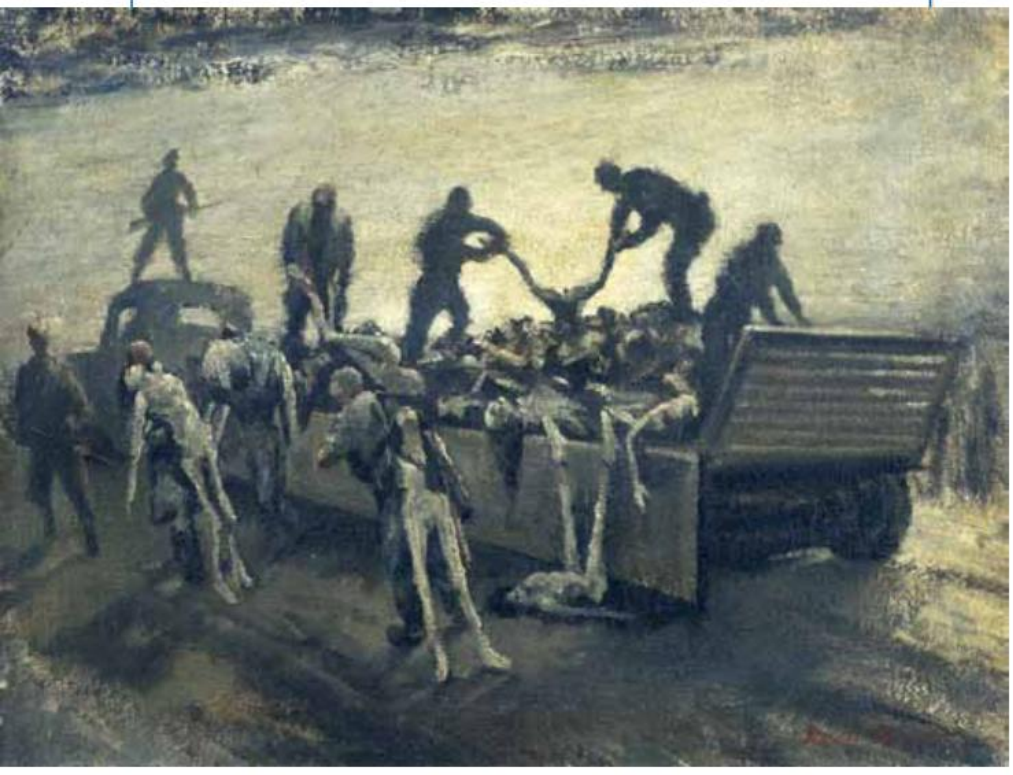
Source 6 A twisted pile of corpses lies in a burial pit at Bergen-Belsen concentration camp. When British troops liberated the camp on 15 April 1945 they found 10 000 dead inmates, mainly Jews, who needed to be buried quickly to stop the spread of typhus and other deadly diseases. The camp's former SS guards were forced to bury them. This photograph was taken by Alan Moore, an official Australian war artist.



AWM P03007.015

Axis satellite states such as Croatia, managed to avoid arrest. Some adopted new identities and escaped from Europe. Martin Bormann, Hitler's secretary and the second most powerful person in Nazi Germany, vanished; he was **tried in absentia** and sentenced to death. Adolf Eichmann, who played a leading role in the Holocaust, was captured by Israeli agents in Argentina in 1960, tried in Israel and hanged in 1962.

Source 7 *SS guards burying dead, Belsen*, painted in 1947 by Australian official war artist Alan Moore, who witnessed the liberation of Belsen



Moore, Alan
SS guards burying dead, Belsen, 1947
oil on canvas
canvas: 46.2 × 61.4 cm; frame: 66.8 x 82 x 4.4 cm
Australian War Memorial ART27621

Activities

EXPLANATION AND COMMUNICATION

1. Who were the main victims of Japanese wartime atrocities?
2. What was the role of the International Military Tribunal for the Far East?
3. How did Nazi racism influence the way they treated POWs and conquered civilians?
4. Approximately how many Soviet soldiers and civilians died in World War II?
5. What was the Holocaust and why is it usually regarded as the worst war crime?

PERSPECTIVES AND INTERPRETATIONS

6. Imagine you are one of the POWs called on to identify the suspected Japanese war criminal in **Source 1**.
   - **a** Describe how you would feel if you recognised the suspect.
   - **b** Suggest how the suspect would be feeling.
7. Many accused war criminals tried to excuse their behaviour on the grounds that they were just following orders. Do you think such an excuse can ever be acceptable?

ANALYSIS AND USE OF SOURCES

8. Examine **Source 5**.
   - **a** List, in descending order, the countries that had the most concentration camps.
   - **b** Explain why Auschwitz was the most notorious of all concentration camps.
9. Working in small groups, frame at least three questions you would ask about each of **Sources 2, 3, 4, 6 and 7** in an investigation of Nazi atrocities.

HISTORICAL QUESTIONS AND RESEARCH

10. Many people regard the war crimes trials at the end of World War II as inadequate because many fascist war criminals escaped justice and only totally defeated powers could be held to account for war crimes. Conduct research to find out what steps have been taken since World War II to punish war crimes and how successful such measures have been.

tried in absentia tried even though the accused is not present in court

2.16 SkillBuilder

Analysing propaganda posters

What is propaganda?

At its most basic, propaganda is any attempt to influence a person's opinions or behaviour. A common misconception is that propaganda is false information. Although this is often the case, propaganda is not necessarily lies. Rather, propaganda presents facts selectively, thereby making it biased and subjective.

Propaganda posters can take many different forms and use different techniques. Often they play on people's fears or prejudices to try to persuade. Any of the posters used in this chapter could be regarded as propaganda. They are all trying to influence. It might be to encourage people to enlist, or to do something as innocent as growing their own vegetables, but strictly speaking they are all propaganda.

What can propaganda posters tell us?

Propaganda posters can tell us a great deal about the time period being studied. Even though they can present information that is not true, or that is subjective, they remain a key source of information for historians. That is because they give us an insight into the opinions of the time.

How to analyse propaganda posters

Because propaganda posters are trying to influence opinions and behaviour, it is important that your background knowledge is sound before analysing them. Source 1 is an Australian poster, and is a good example of a poster that plays on a common fear of the time — Japanese invasion.

STEP 1
Check the five aspects

There are five aspects that you should initially look for when analysing posters — colour, scale, symbols, text and impact.

- *Colour:* The colours used are bold and bright, they will quickly grab someone's attention.
- *Scale:* The Japanese soldier is portrayed as massive, easily able to defeat the apparently undefended Australia. His size also suggests how quickly he could be on Australia's shores.
- *Symbols:* Behind the soldier is the rising sun of the Japanese flag. The message is that the Japanese flag could soon fly over Australia.
- *Text:* The text suggests that the options are clear for Australia, and that everyone will need to do their bit if the country is to survive.
- *Impact:* The impact of this poster would be significant. Even at a quick glance it is easy to see that Australia is under imminent threat of invasion.

Source 1 Australian propaganda poster



Unknown Artist
He's coming south, 1942
Off-set lithograph on paper
75.9 × 50.4 cm
Australian War Memorial ARTV09225

STEP 2
Ask specific analysis questions

After these points have been considered, there are some general questions that can be asked of most propaganda posters, as shown in the table (the answers apply to the Australian poster in Source 1).

Questions	Analysis
Who is the intended audience of this poster?	Australian citizens
What message is the poster portraying?	That Australia is under imminent threat of Japanese invasion
What is the historical context? What was happening at the time the poster was produced?	Australia was at war with Japan and the Japanese army had conquered much of South-East Asia. Darwin had been bombed.
Is there a suggestion as to what would happen if the message was (a) accepted or (b) ignored?	(a) If accepted, Australia has a chance of defeating the enemy; (b) if ignored, Australia will be helpless against the Japanese.
The most effective posters are those that are simple and direct — is this an effective poster?	Yes. The image is clear even without the accompanying text and is a good example of poster propaganda. It played on many fears of the time.

Developing my skills

Look at the propaganda poster from Germany (Source 2) and analyse it using the technique outlined.

Start by making notes under the five headings — *colour*, *scale*, *symbols*, *text* and *impact*. See if you can fill in some information under each heading. The text on this poster reads 'Europe's victory — your prosperity'.

Source 3 is from the United States. It takes a slightly different approach but still has a powerful message. Use it to practise your interpretation skills, making sure you follow the steps outlined previously.

Source 2 German propaganda poster



Source 3 Propaganda poster from the United States



Imperial War Museum — IWMPST4712

2.17 Review and reflect

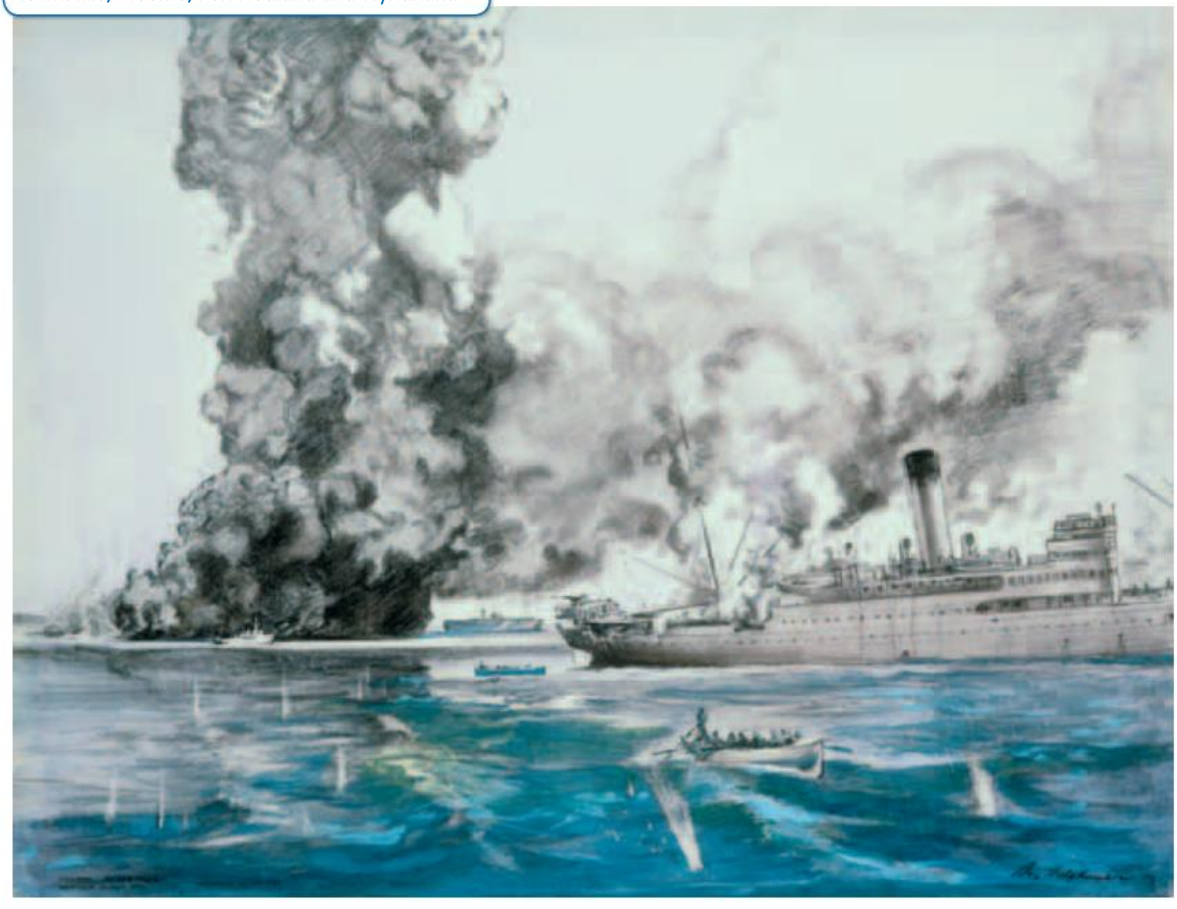
In this chapter we have investigated World War II. We have examined the causes of this most terrible of world conflicts and have looked at an overview of its course, including key turning points in the conflict. Our main focus has been on the experiences of Australians at war, especially in the struggle against Japan, and developments on the Australian home front. We have also looked at some of the most significant events of World War II, including the Holocaust and the use of atomic weapons.

Review

Quick quiz

1. What was the Enabling Act of 23 March 1933?
2. Who were the first groups to be sent to Nazi concentration camps?
3. When did Germany, Japan and Italy become allies?
4. What was the appeasement policy?
5. Why did Britain declare war on Germany on 3 September 1939?
6. What was achieved in the Battle of Britain?
7. Who were the 'Rats of Tobruk'?
8. How did the soldiers of the Australian 8th Division become POWs?
9. Where was the Kokoda Track?
10. Who was John Curtin?
11. Which World War II Australian women's service had the most enlistments?
12. Where did Allied landings take place on 'D-Day'?
13. On which two Japanese cities were atomic bombs dropped?
14. Where were Bergen-Belsen, Buchenwald and Auschwitz?
15. Which Nazi organisation ran the concentration camps?

Source 1 This source was painted in 1942 by Roy Hodgkinson from photographs taken by an Australian seaman. The painting depicts Australian ships under attack in the first of 62 Japanese air raids on Darwin. There were also raids on Townsville, Broome, Port Hedland and Wyndham.



Hodgkinson, Roy
First air-raid on Australia, 19 February 1942, 1942
charcoal, watercolour, gouache on paper
52.8 × 68.4 cm
Australian War Memorial
ART22831



Source 2 A Japanese midget submarine is raised from the bed of Sydney Harbour on 1 June 1942. When three midget submarines raided Sydney Harbour on 31 May 1942, this one was sunk. A torpedo from a second submarine killed 21 naval ratings when it struck HMAS *Kuttabul*, a converted ferry serving as a floating barracks. A third submarine was blown up by its crew after getting tangled in a protective net while trying to enter the harbour.

AWM 060696

Student workbook
2.8, 2.9, 2.10

Analysis and use of sources

1 Look closely at Source 1. In this attack, nine of thirteen ships in Darwin Harbour were sunk. There was widespread panic in the town and 243 people were killed. The Australian government used censorship to prevent the public from knowing the extent of the disaster. Why would the government have thought it necessary to censor reporting of such an event?
2 Study Source 2. How do you think this event helped the Australian government to rally people behind the war effort?

Historical questions and research

Working in small groups, conduct research on *one* of the following topics:

1 an Australian who played a significant role during World War II, such as John Curtin, Sir Edward 'Weary' Dunlop or Nancy Wake
2 the contribution of the 'Fuzzy Wuzzy Angels' during the fighting in Papua and New Guinea
3 anti-fascist resistance movements in one Asian or European country
4 the secret war conducted by the British Special Operations Executive (SOE)
5 one battle that is considered a major World War II turning point, such as Midway, Stalingrad, Kursk or El Alamein.

Back to the big questions

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1 What were the causes of World War II?
2 Why and how were Australians involved in both theatres of the war?
3 How did the war affect Australians on the home front?
4 What significant events changed the course of the war?
5 What was the significance of World War II for Australia's international relationships?



Give yourself a grade for the extent to which your work in this chapter has improved your understanding and skills in each of the following areas:

- understanding that events can have many different causes
- recognising that developments in one or more countries can have consequences for many countries
- recognising significant turning points in major events
- working with photographic sources
- analysing written primary sources
- analysing propaganda
- understanding that people in the past had differing perspectives
- recognising conflicting interpretations of past events.

For each of these understandings and skills, briefly outline one example from your work in this chapter.

eBookplus Using ICT

projectsplus

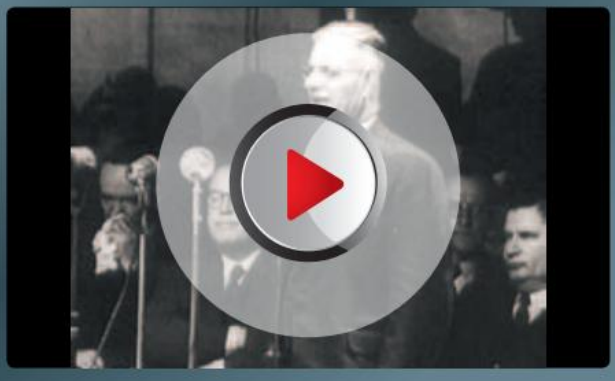
Why did the government withhold details about the bombing of Darwin?

SEARCHLIGHT ID: PRO-0039

Scenario

During World War II, Australia faced a range of threats. One of the most serious perceived threats was that of invasion by Japan. The Japanese forces had expanded throughout South-East Asia with such speed that many Australians felt that we were surely the next target. On 19 February 1942, the belief in imminent invasion was reinforced by the bombing of Darwin. It was the first time an enemy had attacked the Australian mainland, and it signalled the beginning of a series of attacks across the northern part of the continent.

We now know that around 250 people were killed in the raids of that day, and more than a dozen ships in the harbour were sunk or damaged. But, at the time, while the raid itself was made public, full details of the damage and casualties were not revealed. News reports the following day put the death toll at 17, and other information was limited. Why was this done? You will investigate to what extent the government censored information about the bombing.



Your video introduction includes archival footage, historical sources from the National Museum of Australia and a visit to some key sites in Darwin.

Your task

As a newspaper reporter living in Darwin in 1942, you have experienced the Japanese bombing first hand. You will write an accurate account of what happened, but then decide whether it should be published after considering the purposes of censorship during wartime.

Process

- Open the ProjectsPLUS application for this chapter in your eBookPLUS. Watch the introductory video lesson and click the 'Start Project' button. You will complete this project individually but first you should invite other members of your class to form groups to share your research in the ProjectsPLUS Research Forum. Save your settings and the project will be launched.



- The first part of this project is to research the events of 19 February 1942. The weblinks in your Media Centre will help you get started. Navigate to your Research Forum where topics have been loaded to provide a framework for your research. Enter your findings as articles under each topic in the Research Forum. You can also rate and comment on the articles posted by other members of your group.
- Once you have completed your research, you need to write a newspaper article of approximately 500 words about what happened during the bombing of Darwin. Make sure you include some background about the war as a whole so that it can be seen in context. This will complete the first part of the project.
- The second part of this project involves investigating how much information the government revealed,

or did not reveal, to the people of Australia. The weblinks in your Media Centre will help you discover the truth. Make some notes as you go, not just about how much the government did not tell the public, but also why that information was kept secret. Record your findings under the appropriate topic in your Research Forum.

- Thirdly, as a newspaper reporter living in Darwin and witnessing the bombing first hand, your editor has left it up to you to decide whether to publish your accurate account of events on 19 February 1942. Having looked at some reasons the government kept information about the bombing secret, you now need to weigh up the pros and cons of publishing the story. Consider the purpose of censorship during wartime and what the government was hoping to achieve by keeping certain information secret. Was it to avoid panic? Or was just enough information revealed to highlight the need for wartime preparedness? You have to come to a conclusion and be able to explain and defend it. Once again, record your thoughts under the appropriate topic in your Research Forum.
- Your final task is to write a letter to your editor explaining why your accurate article on the bombing of Darwin should or should not be published. In your letter you need to provide your reasoning for your particular beliefs. It should also indicate your thoughts on the necessity of censorship during times of war.
- When your letter is complete, print a copy of the research report from ProjectsPLUS and hand it in with your newspaper article and your letter to your editor.



DIGITAL
resources for this chapter



WORLD WAR II TIMELINE

Use this fun interactivity to create a visual timeline of key events in World War II from 1939 to 1945.

SEARCHLIGHT ID: INT-2970



WORLD WAR II

Download this interactive learning object and test your knowledge of World War II. Answer all 15 questions and receive instant feedback. You can even print your results to hand in to your teacher.

SEARCHLIGHT ID: T0221 (PC ONLY)

projectsplus

Your ProjectsPLUS application is available in this chapter's Student Resources tab inside your eBookPLUS. Visit **www.jacplus.com.au** to locate your digital resources.

Suggested software

- ProjectsPLUS
- Microsoft Word

Media Centre

Your Media Centre contains:

- weblinks to key research sites on the bombing of Darwin in 1942
- an assessment rubric.

CHAPTER 3

OVERVIEW 2: THE MODERN WORLD AND AUSTRALIA

The modern world and Australia since World War II



eBook*plus*

THE MODERN WORLD AND AUSTRALIA

This video provides a historical overview of the major events in the modern world from 1918 that have shaped the way we live today.

SEARCHLIGHT ID: ELES-1061

The modern world

The period following World War II was dominated by a geopolitical conflict known as the Cold War, which was waged between the United States and the Soviet Union and their respective allies. The two superpowers never faced each other on the battlefield, as in a 'hot war'; rather, it was a struggle between two competing ways of life and ways of organising a society.

Recent history has been a time of great optimism, yet has also shown humanity at its worst. It has undoubtedly been a period of rapid, unprecedented change. Technological advances have enabled us to treat many diseases and brought us closer together through new means of communication, broadening our horizons and allowing us to perform tasks we had previously only dreamed of. Yet, it has also given us the power to destroy ourselves and our entire planet.

Australia has changed in many ways during this time. In this chapter we will examine some of these changes. Through our post-war immigration program the country's population has greatly increased, and by the 1970s immigrants were being drawn from all across the world. These new settlers have made significant contributions to Australian culture and identity. We have also seen big changes in the role of women and in

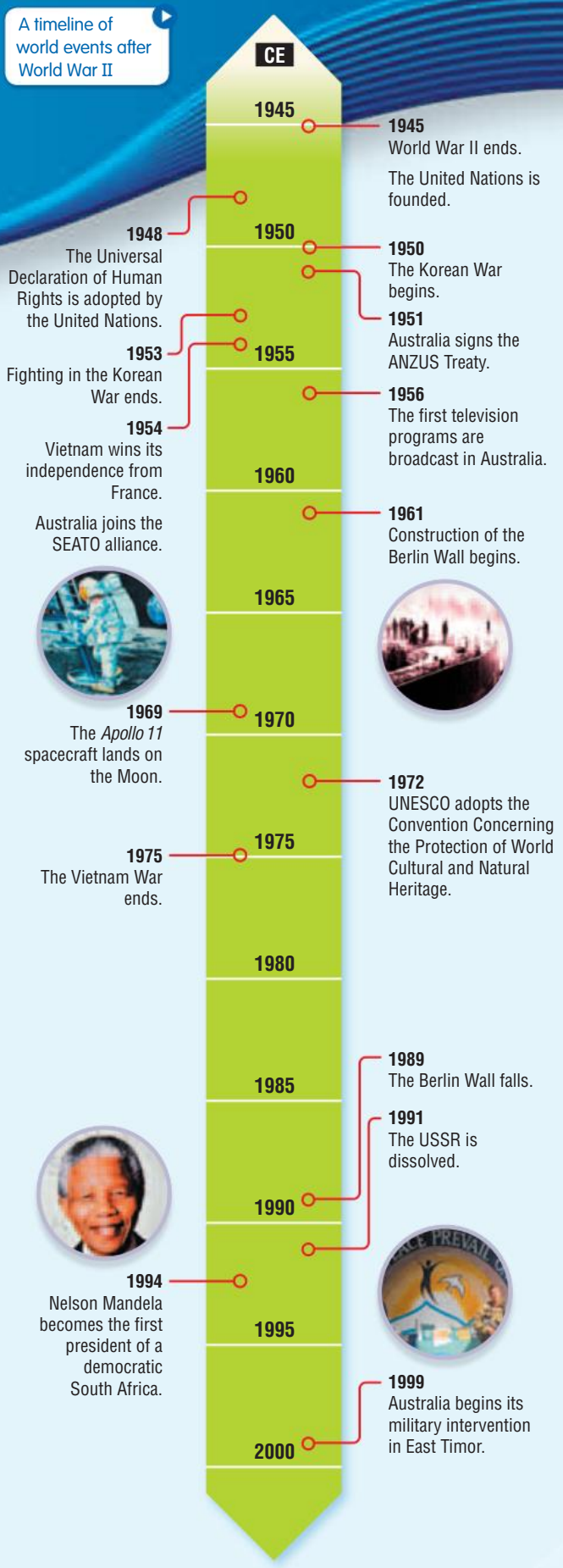
'… one giant leap for mankind …' Human technological achievement reached a new peak when the first person from planet Earth stepped onto the Moon.

eBookplus

Create a visual timeline of key events in the modern world and Australia since 1945 with the interactive timeline application in your eBookPLUS.

SEARCHLIGHT ID: INT-2971

A timeline of world events after World War II



recognition of Indigenous rights. Our growing economy has moved away from one based mainly on agriculture to one centred on supplying raw minerals to the world's fastest growing economies.

Many people around the world enjoy a standard of living that has never been higher. Greater access to goods and services, health care and education means they are better off than any previous generation. However, these benefits have not been shared fairly. For many other people, the past 50 years have been a struggle to secure their rights and improve their living conditions.

Big questions

As you work through this chapter, look for information that will help you to answer these questions:

1. How did the outcomes of World War II influence the modern world?
2. How did conflict and cooperation across the world change during the twentieth century?
3. What are some of the significant global events and forces that shaped the twentieth century?
4. How has Australia reacted to these? How has Australian society been affected by the significant global events and changes of this period?
5. How is the world now a better place than it was before World War II? What still needs to be improved?

Starter questions

1. Who are Australia's major allies in the world? Why do you think they might be our allies?
2. Can you name any groups or people who still are not treated equally? Why do you think this is the case?
3. Name two technological developments that have improved our quality of life.
4. Do you believe life is better now, or would you rather have lived during some time in the past?

HOW DO WE KNOW ABOUT…?

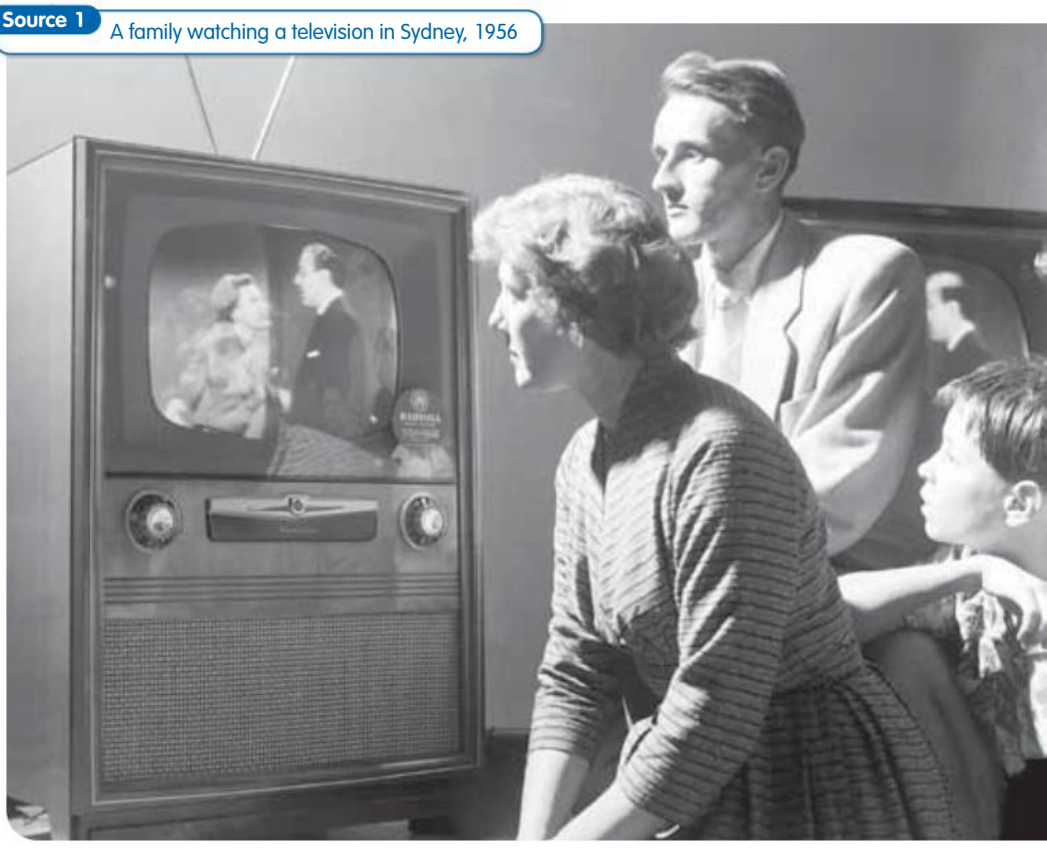
3.1 The modern world

One of the advantages of studying recent history is the multitude of sources available to us. Among the great range of primary sources are physical remains, diaries, letters, newspapers and photographs. All of these can help to inform us about the past. But in studying recent history you will also encounter some new sources that we have not previously been able to use.

Oral history

As the events you are studying in this chapter happened relatively recently, you may encounter someone who has lived through them. You may have a relative who fought in Vietnam or a neighbour who remembers the introduction of television. When people who remember events speak about them, passing on their recollections, they are creating oral history. But you need to be careful when using oral history as a source. It may represent only one person's perspective and should be compared with other opinions. Also, people's recollections can change over time: they may have been very young when the event they are describing took place, so their memories may have changed or they may have only a child's perspective of the event. Despite these drawbacks, people's first-hand experiences offer very valuable insights into past events.

Source 1 A family watching a television in Sydney, 1956



Television

'Good evening, and welcome to television.' With these words, introducing the first television broadcast on 16 September 1956, a technological revolution was launched in Australia. From the historian's perspective, television provides us with an often graphic visual account of events. In its early years, governments had not yet recognised the medium's power and there was often no **censorship** on broadcasts. This gave the public at the time, and historians now, a unique view of world events. The Vietnam War was the first major conflict to be covered by television; every night, when they watched the news, people saw images of death and destruction in their living rooms. The impact of these images is one of the reasons historians give to explain why people's attitudes to the Vietnam War changed. It is why the Vietnam War is sometimes known as 'the Living Room War' or 'the Television War'.

The thirty-year rule

At the start of each year we are afforded a unique insight into past government thinking and decision making. When the **Cabinet** meets, its deliberations and decisions are recorded in official documents known as minutes. While many of these deliberations are made public, some are not. Some decisions and discussions involve sensitive information that could be vital to the nation's security or, if released, could be embarrassing for the politicians involved. But each year the National Archives releases the Cabinet minutes from 30 years ago. This gives historians the opportunity to revisit past issues. For instance, minutes from the late 1950s and early

Source 2 Walter Cronkite in Hue, Vietnam, during the campaign known as the Tet Offensive in early 1968. Cronkite was an influential journalist whose criticism of the Vietnam War helped to turn Americans against the conflict.



1960s, released in the 1980s and 1990s, revealed that the Australian government contemplated but rejected the idea that Australia should obtain nuclear weapons. Currently, the thirty-year rule is being changed and the period of time is being reduced to twenty years.

The internet

If television was the first big communication revolution since World War II, the internet and the changes generated by information and communications technology (ICT) would be the second. Where once people wrote letters to each other and kept diaries, now they communicate via email or social networking sites such as Twitter, and maintain blogs. This revolution has already changed the way historians gather information. The internet offers historians a much richer range of sources on which to base their research (although other sources will be lost, as emails are deleted and blogs removed). It also enables people to access a huge range of resources from their home computers, where previously they might have had to travel widely to view them first-hand. For example, now people can access the archives of newspapers from across the world, or undertake virtual tours of buildings

Did you know?

During one battle of the Vietnam War, journalists interviewed US soldiers during a gunfight. The soldiers were firing their weapons, turning to answer a question and then turning back to fire again!

that they could previously only read about. Recently, there has been an increase in the number of people researching their family histories; this task has been made easier by the wealth of easily accessible materials (especially from overseas) that the internet has provided.

But just as we need to assess the reliability of physical sources, so, too, do we need to evaluate online material carefully when using it as a primary or secondary source.

It can be very difficult to verify the accuracy of information on the internet. When using the internet as a source during your research, be very careful to ensure that the pages you browse are based on research and not just opinion.

Activities

ANALYSIS AND USE OF SOURCES

1. What is meant by the term *oral history*?
2. Name something we have learned from Cabinet papers released to the public under the thirty-year rule.
3. How has the internet helped to renew people's interest in researching their family trees?
4. Source 1 shows a family watching Australia's first television broadcast. How do you think television has changed family life in Australia?
5. Describe the ways in which the television set in Source 1 is different from a modern television set. What can you tell from these differences about changes in technology since Australia's first television broadcast?
6. Look at Source 2. How do you think the presence in Vietnam of independent-minded reporters like Walter Cronkite might have helped to change people's attitudes to the Vietnam War?

PERSPECTIVES AND INTERPRETATIONS

7. Another big event occurred in Australia in the year television was introduced. In many ways, this event was the reason why television was introduced. Find out what this event was and explain why you think it might have been the catalyst for the introduction of television in Australia.
8. Outline the advantages and disadvantages of each of the types of sources mentioned in this spread.

Cabinet group of select government ministers that meets regularly to decide major issues of government
censorship government controls and restrictions on the free flow of information in the media

3.2 The world after World War II

While historians will never be entirely certain, it is estimated that between 50 and 70 million people died during World War II. Of these, more than half were civilians — people who were not fighting but died as a result of the conflict. Much of Europe was devastated by the war. Asia, too, sustained terrible destruction, first by the invading Japanese and then by the Allies as they pushed Japan back. The world also witnessed the destructive capabilities of the most deadly weapon ever invented — the atomic bomb. Africa and the Middle East also suffered significant damage. Millions of people were displaced and forced to find new homes.

The United Nations

Having twice experienced the horror of world war in the first half of the twentieth century, there was a determination among the peoples of the world to ensure that such wars could never happen again.

Source 2 The city of Hiroshima after the atomic bomb was dropped on 6 August 1945

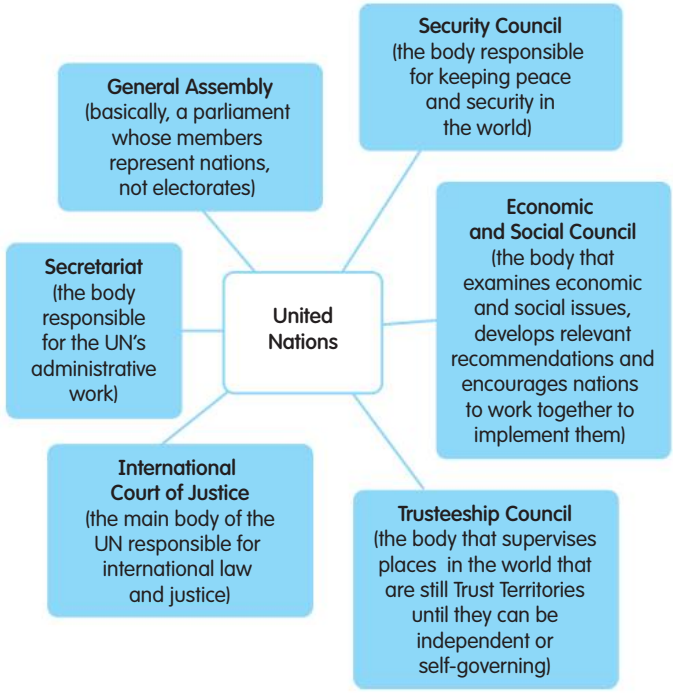


Source 1 After a rocket attack on London during World War II



Jacaranda World History Atlas
UN interventions and peacekeeping pp. 210–11

Source 3 The principal bodies of the United Nations



The League of Nations had been established after World War I with the principal mission of maintaining world peace by providing an international forum for countries to air their grievances and settle disputes. Although the League failed, it was hoped that a second attempt at a global body, the United Nations (UN), would be more successful.

The United Nations was formed on 24 October 1945. Its two main bodies are the General Assembly, in which all member states participate, and the smaller Security Council, tasked with making decisions aimed at maintaining international peace and security. Other United Nations bodies are listed in **Source 3**.

The Security Council is considered to be the most important body of the United Nations, as it has the power to authorise military force to enforce its resolutions. The five most powerful countries at the end of World War II are all permanent members of the Security Council. These were the United States, China (until 1971 this seat was held by the non-communist Nationalist government, which fled mainland China after the Chinese Revolution and civil war), France, Great Britain and the Soviet Union (since the Soviet break-up in 1989 the seat has been held by Russia). Each member has the right to veto (prevent from passing) any Security Council resolution with which it disagrees. The other 10 members of the Security Council are elected by the General Assembly for a two-year term.

Source 4 The opening statement of the Universal Declaration of Human Rights

> Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world . . .

Did you know?

When the United Nations was founded in 1945 it had 51 member states. Currently there are 192 members, with Montenegro the last country to join in 2006. Vatican City is the only internationally recognised sovereign state that is not a UN member.

The aims of the United Nations are stated in its Charter, the document that created the UN and outlines how it works. The four stated aims can be summarised as:

- to promote peace and prevent war
- to promote fundamental human rights and the dignity of every human person
- to promote international law and justice
- to promote social progress and better living standards.

Human rights were (and remain) a significant focus for the United Nations. This was highlighted by the adoption of the Universal Declaration of Human Rights in 1948.

With the creation of the United Nations, it was hoped the world would be able to live in peace, people's rights would be respected and their standards of living would be improved. As you will learn, however, in many cases the UN has proved to be incapable of solving deep-rooted disputes or protecting the rights of vulnerable people.

Activities

Student workbook 3.1

EXPLANATION AND COMMUNICATION

1 Outline the four main aims of the United Nations.
2 Name the five permanent members of the United Nations Security Council.

ANALYSIS AND USE OF SOURCES

3 Using **Sources 1 and 2**, describe the destructive power of the weaponry used in World War II.
4 After examining **Source 2**, explain why the atomic bomb helped prompt greater moves towards world cooperation and the creation of the United Nations.
5 Using **Source 3** and the text, outline the role of the United Nations General Assembly and the Security Council.
6 Read **Source 4**. What aspects of World War II do you believe might have led people to want to make human rights a major priority?

PERSPECTIVES AND INTERPRETATIONS

7 Why do you think historians are uncertain about the number of people killed during World War II?

3.3 Australia after World War II

World War II had a profound effect on Australia. While Australia emerged from the war with much less damage to its infrastructure than other countries, the country had for the first time faced what many believed to be a genuine threat of invasion. This threat forced Australians to change their perceptions of the world and the way our society functioned. About 1 million Australians (one in seven of our population) served in the military during the war, and more than 40 000 people were killed.

Populate or perish

The war had brought to the fore deep-seated fears of invasion. The swift Japanese advance showed how vulnerable Australia was to attack. With our small, widely scattered population it would always be difficult to defend ourselves from external attack. To counter this, the post-war Labor government felt we needed to dramatically increase our population — in the words of former prime minister Billy Hughes, we needed to 'populate or perish'. Under its ambitious immigration program, the government assisted immigrants to come to Australia by paying for their passage. Immigrants were drawn not just from the United Kingdom but from across Europe. Many came from Germany, Yugoslavia, Poland and the Netherlands as refugees fleeing the impact of World War II and seeking a fresh start in a new country. Large numbers also came from Mediterranean countries such as Italy and Greece.

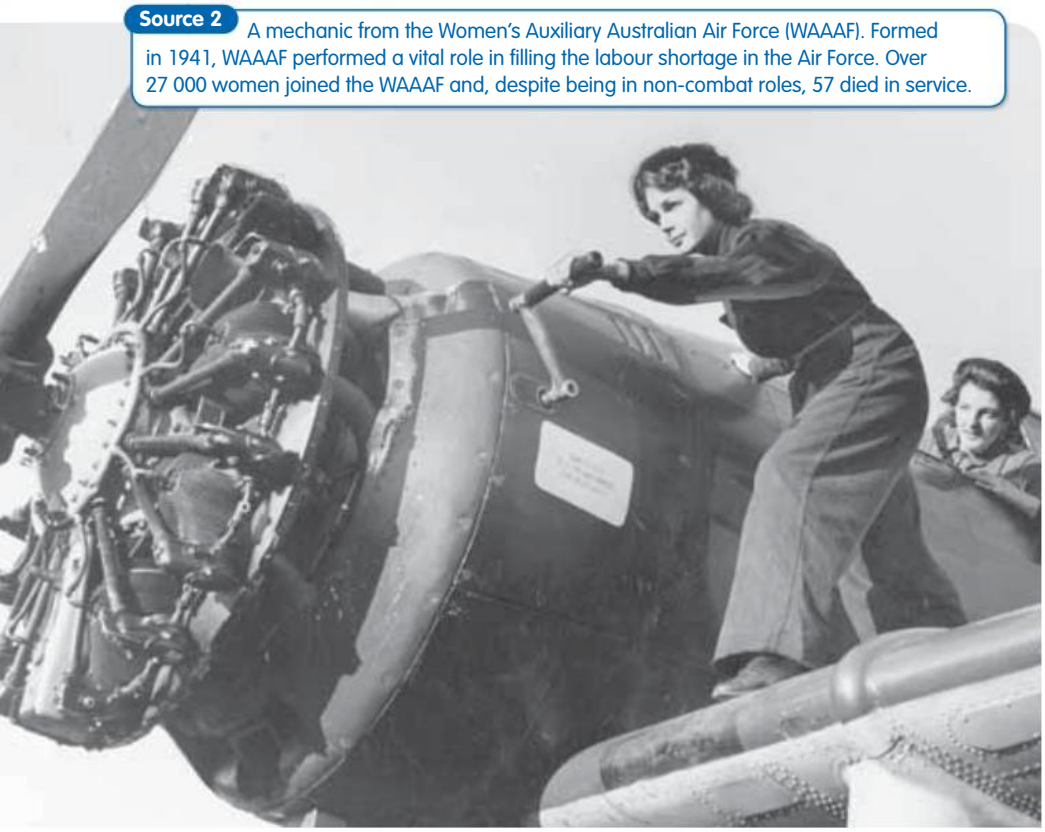
Economic change

As well as our need for population growth, the war highlighted Australia's dependence on overseas imports, particularly of manufactured goods. So Australia launched a program to increase our industrial capacity and reduce our reliance on imports. Despite persistently high **inflation** levels (25 per cent in 1951; in 2011 it was around 3 per cent), jobs were easy to find; indeed, Australia was suffering from a shortage of workers.

Source 1 European immigrants arriving in Australia in 1950



Source 2 A mechanic from the Women's Auxiliary Australian Air Force (WAAAF). Formed in 1941, WAAAF performed a vital role in filling the labour shortage in the Air Force. Over 27 000 women joined the WAAAF and, despite being in non-combat roles, 57 died in service.



While restrictions and rations on some foods persisted for a few more years, it was generally a time of great opportunity and economic optimism.

The role of women

With so many men away serving in the military, women had moved into the workforce in unprecedented numbers. But when the war ended, the men demanded their jobs back. Many of them disapproved of women working full-time and encouraged them to return to their traditional roles of mother and 'housewife'. It was even argued that this would contribute to Australia's population growth. Despite this backlash, however, the war had provided economic and social opportunities for women that had not previously existed. As we shall see, many women were not prepared to return to their traditional subservient role.

The United States

Under immediate threat from Nazi Germany, Britain, Australia's traditional ally, was unable to send Australia the military aid we needed. So, in 1941, Prime Minister John Curtin called on the United States to come to Australia's aid, offering the country as a Pacific base from which to push back the Japanese. He also hoped such an alliance might be sustained after the war to offer us ongoing protection from any future invasion threat. Since the war, Australia has indeed been a staunch supporter and ally of the United States and, at both a political and cultural level, the United States has exerted a significant influence over Australian life. More than a million American troops passed through Australia during the war, exposing Australians to American goods, movies and music, which had a dramatic impact on Australian society and culture.

inflation increase in the general level of prices for goods and services

Did you know?

Of all food items rationed during World War II, the one Australians found hardest to live without was sugar. We had developed a very sweet tooth, and our sweets, cakes and cups of tea (which was also rationed) just didn't taste the same without sugar!

Activities

Student workbook 3.1

EXPLANATION AND COMMUNICATION

1 What does the expression 'populate or perish' mean?
2 Explain how World War II highlighted Australia's dependence on imports and the problems this might cause.

ANALYSIS AND USE OF SOURCES

3 Describe the age of immigrants shown in Source 1. What does this tell us about Australia's immigration policy and its motives in seeking new immigrants?
4 Source 2 shows a female mechanic working on an aeroplane. Based on this source, what conclusions can be made about the changes in the traditional role of women brought about by World War II?

PERSPECTIVES AND INTERPRETATIONS

5 Why do you think women who entered the workforce during World War II may have been resented, even though Australia was short of workers and needed women to work?
6 Historians often talk in terms of continuity (i.e. what stays the same) and change. Some argue that the Australia–US alliance represents continuity, in that we have always allied ourselves with a great power. Others believe the alliance represented a dramatic change in our outlook, as Australia turned away from our traditional ally, Britain. Which of these perspectives do you find more persuasive? Justify your response.

3.4 The Cold War

After World War II, two superpowers emerged — the United States of America and the Soviet Union. These two powers had been allies during the war, but only because they had a common enemy in Germany. They actually deeply distrusted each other. The United States believed in democracy, private ownership of resources and free-market capitalism. This stood in direct contrast to the Soviet communist system, which featured one-party government, state-owned resources and a state-run economy. The United States was also first to develop the world's most powerful weapon — the atomic bomb. For the next 50 years the competition between these superpowers, often described as the Cold War, dominated world affairs.

Superpowers in conflict

The superpowers never fought each other directly; rather, conflicts were conducted through their allies or dependent states. Each superpower was involved at various times throughout the Cold War era in supporting rebellions or one side or the other during civil wars in Third World countries — for example, in Korea (1950–53), Indochina (1950–75) and Nicaragua (1980–89).

But what drove this conflict? While there were many causes, at the centre of this war was a battle of **ideologies**. The Western Bloc countries, led by the United States, were all capitalist countries. This means they believed in the importance of private ownership of resources and in the role of the market in allocating resources. They believed people should have the freedom to choose their occupation and to spend their money however they wished. This economic freedom extended to politics. The West believed in multi-party democracies, with freedom of speech and freedom of assembly as important rights required to help democracy function. However, one result of the Western fear of communism during this era was that the United States and its allies often supported brutal and corrupt dictators in Third World countries for no better reason than the fact that those dictators were anti-communist.

By contrast, the Eastern Bloc countries were communist. They believed in the collective ownership of resources, which should be allocated by the central government. They saw capitalism as a selfish system that pitted the individual against the good of society. They believed the government should control the nation's wealth so as to share it out fairly to all. As a result, they curtailed economic freedom. They also limited political freedom, as they believed only the Communist Party could act in the best interests of society. Opposition parties were banned, and rights such as freedom of speech were also restricted. Source 1 provides a summary of the basic differences between the two ideologies.

Source 1 A table showing the main differences between capitalism and communism

Capitalism	Communism
Private ownership of resources	State control of resources
Individual economic freedom and market freedom	State direction and economic control
Competition and financial reward as incentives	Patriotism, belief in the collective good or force used to motivate people
Multi-party democracies	Single-party control
Freedom of speech	Control of media and opinions
Hierarchy in societies based on wealth and status	All members of society in theory are equal

The arms race

One reason the Cold War conflicts and tensions were so dangerous was that both superpowers were also locked in an arms race, with each determined to become the dominant power bloc in the world. Each raced to build massive stockpiles of weapons, including weapons of mass destruction such as nuclear bombs with which they could easily destroy not only each other, but the rest of the world too. Each was also set on winning the space race — being the first to gain control of realms beyond Earth, both for reasons of propaganda and for strategic advantage.

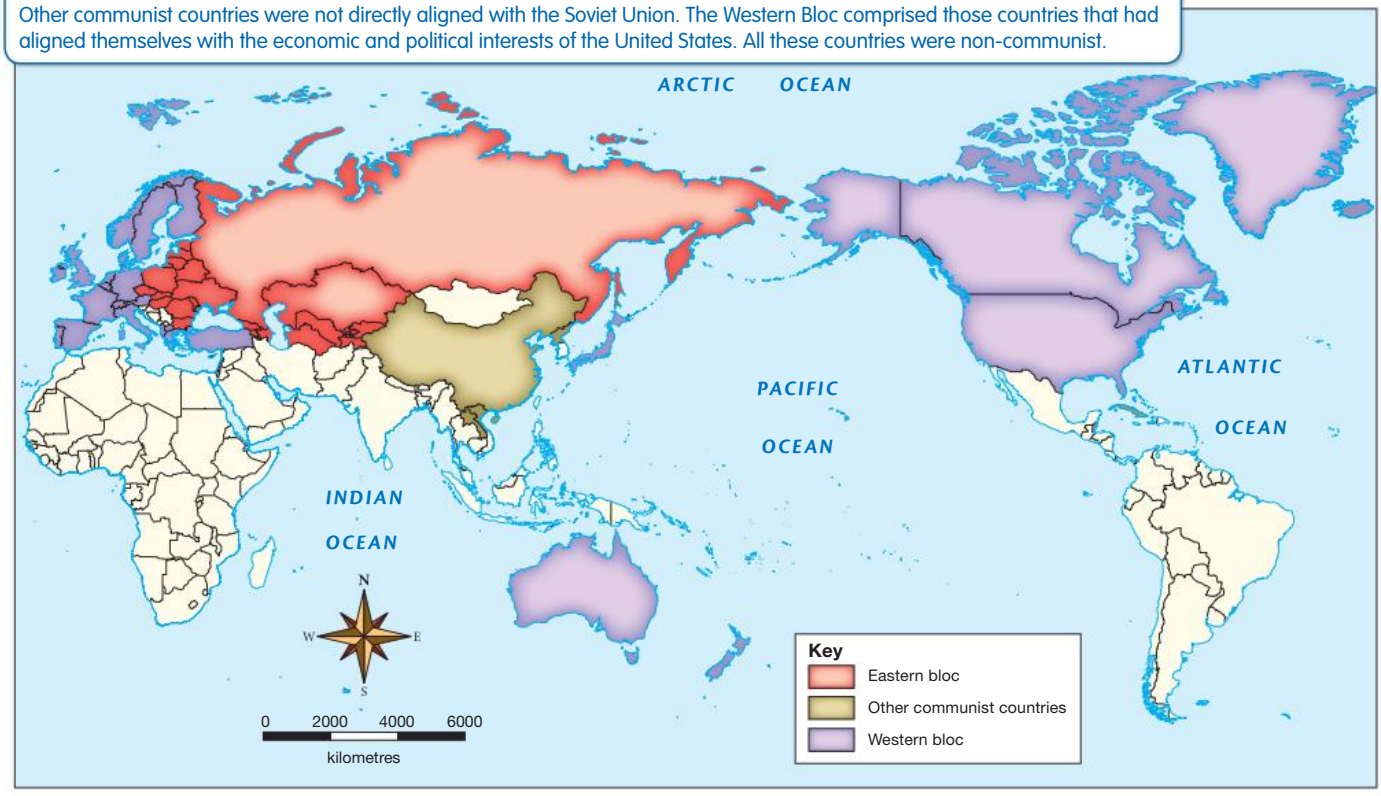
Berlin Wall

At the end of World War II, defeated Germany was divided into four zones, distributed among the key Allied powers — Britain, the United States, France and the Soviet Union. In 1949 the three zones under the control of the capitalist Western powers were unified, becoming the German Federal Republic (or West Germany). The zone

Did you know?

The first man in space was a Russian, Yuri Gagarin. On 12 April 1961 his spaceship, the Vostok 1, orbited the Earth and landed safely. Gagarin became a hero in the USSR and his feat is still celebrated today.

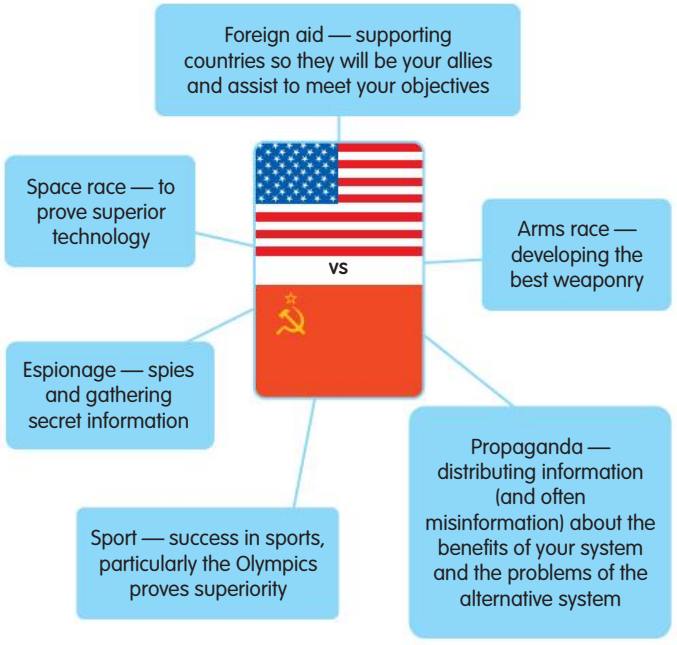
Source 2 A map of political alignments during the Cold War. A number of client or **satellite states** were aligned with the Soviet Union in what was known collectively as the Eastern (or Soviet) Bloc. All these countries had communist governments. Other communist countries were not directly aligned with the Soviet Union. The Western Bloc comprised those countries that had aligned themselves with the economic and political interests of the United States. All these countries were non-communist.



Source 3 Building the Berlin Wall. The wall came to symbolise the division between East and West during the Cold War.



Source 4 The Cold War was so named because the US and USSR never fought directly against each other in a 'hot war'. However, they fought in a number of other ways.



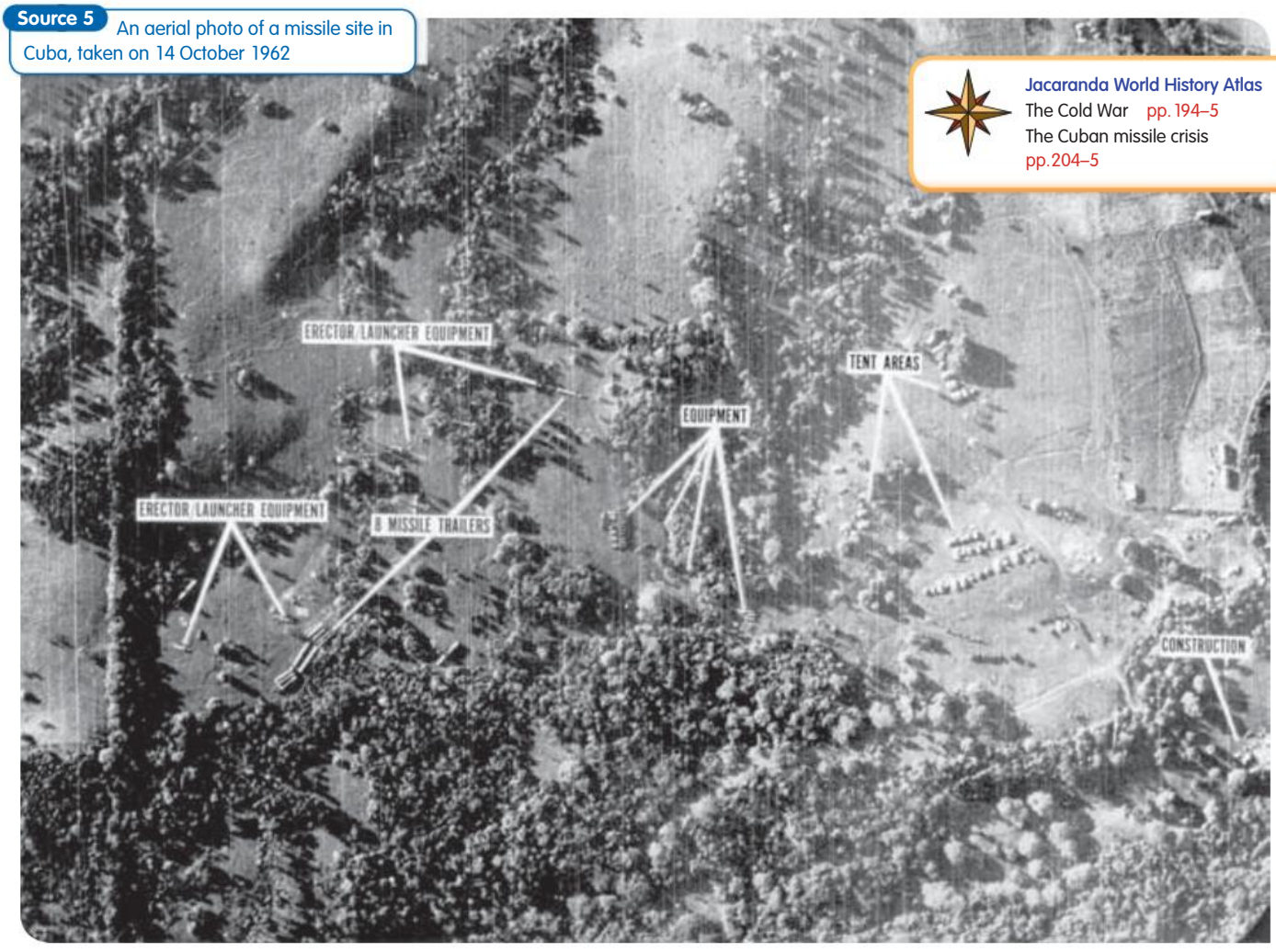
controlled by the Soviets became known as the German Democratic Republic (or East Germany). As the years passed, the contrasts between the economic prosperity of West Germany and the restricted living conditions in East Germany became more marked. Many East Germans moved to West Germany in search of a better life. Despite attempts to stop this trend, by 1961 about three million people had left for the West. For East Germany this was an economic and propaganda disaster.

Many fled west through Berlin, which remained a divided city although located deep in East Germany. On 13 August 1961, the day after about 4000 East Germans crossed to the Western-controlled section of Berlin, a barbed-wire border was erected. It was eventually replaced by a heavily guarded, four-metre-high, 110-kilometre-long concrete wall that completely surrounded the Western sector of the city. Although this stopped the mass exodus of East Germans, many still risked their lives in individual escape attempts.

The Cuban missile crisis

In 1962 the Cold War very nearly became a 'hot war'. The communist ruler of Cuba, Fidel Castro, had come to

Source 5 An aerial photo of a missile site in Cuba, taken on 14 October 1962

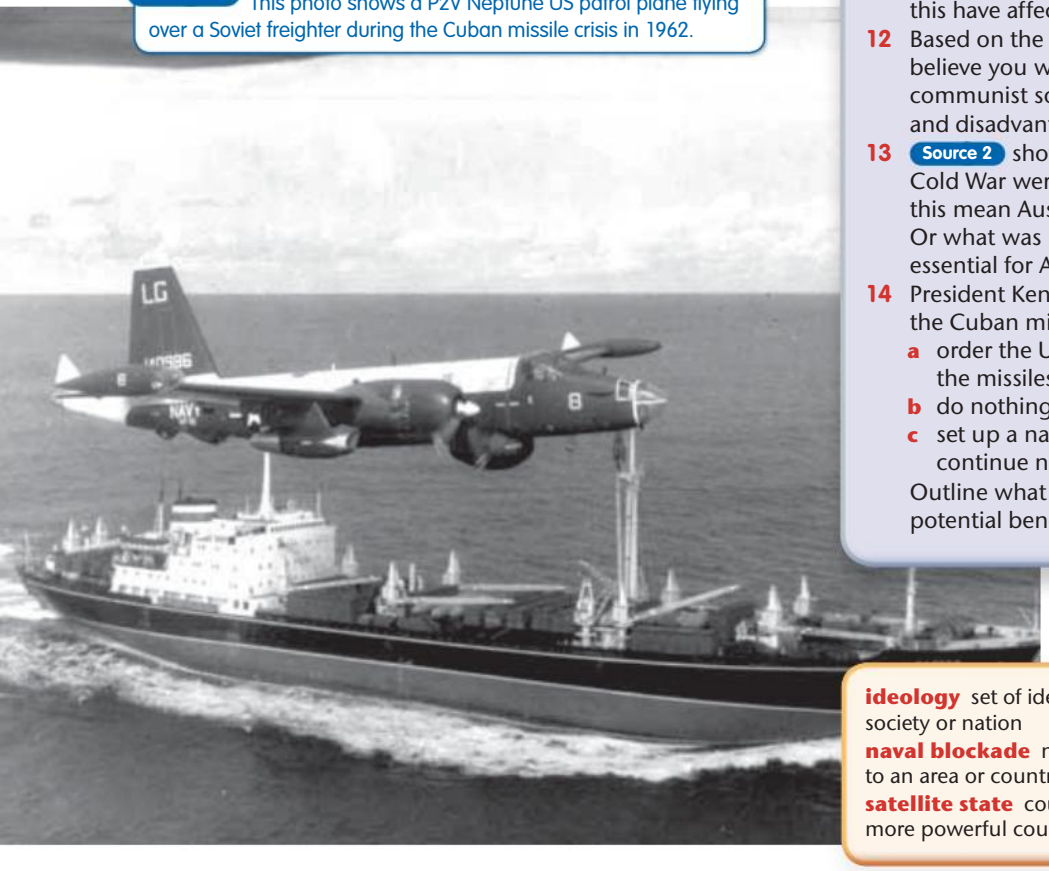


Jacaranda World History Atlas
The Cold War pp. 194–5
The Cuban missile crisis pp. 204–5

power in 1959 through a popular revolution, in which his guerrillas overthrew Fulgencio Batista, a corrupt, US-backed dictator. In 1960 there were several US plots to assassinate Castro, and in 1961 the US attempted to overthrow his regime when it landed a CIA-trained force of 1400 of Batista's exiled supporters in Cuba. In order to defend himself from any further potential attacks by the United States, Castro agreed to have Soviet nuclear missiles sited in Cuba. As Cuba is only a short distance off the coast of the USA, these missiles would have had the capability of reaching most American cities. When presented with photographic evidence of the Soviet missile facilities (see Source 5) the President of the United States, John F. Kennedy, ordered a **naval blockade** of Cuba to prevent any more Soviet missiles and equipment from reaching Cuba.

The world watched on anxiously, knowing that at any time this conflict could suddenly develop into nuclear war. After some very tense days and a number of perilous incidents, which included the boarding of a Russian ship by the US Navy and the shooting down of an American reconnaissance plane over Cuba, Soviet leader Nikita Khrushchev agreed to withdraw the missiles, in return for a guarantee from President Kennedy that the USA would not attack Cuba and a secret agreement to remove from Turkey US missiles that were in striking distance of several Soviet cities.

Source 6 This photo shows a P2V Neptune US patrol plane flying over a Soviet freighter during the Cuban missile crisis in 1962.



Activities

Student workbook 3.2

EXPLANATION AND COMMUNICATION

1 What was the Cold War?
2 Explain how the arms race contributed to the Cold War.
3 Which four countries shared control of Berlin after World War II?
4 Why was the United States so concerned about the installation of Soviet missiles in Cuba?

CHRONOLOGY, TERMS AND CONCEPTS

5 Briefly explain the important differences between capitalism and communism.
6 Create a timeline for the Cold War based on all the dates noted in this spread.

ANALYSIS AND USE OF SOURCES

7 Look at the map in Source 2. Why do you think Australia felt threatened by communism?
8 Using Source 3 and the text, explain the significance of the Berlin Wall.
9 Source 4 outlines some of the ways the Cold War was 'fought'. Choose any two and write a paragraph on how the two sides might have competed in these areas.
10 Do you believe that Source 6 emphasises just how close the world came to war in 1962? Explain your answer.

PERSPECTIVES AND INTERPRETATIONS

11 Imagine you were living in Berlin in 1960. How might you have felt about a wall being erected through the middle of city, dividing it into two halves? How might this have affected your daily life?
12 Based on the information you have read, do you believe you would rather live in a capitalist or a communist society? What might be the advantages and disadvantages of each?
13 Source 2 shows us that the main opponents in the Cold War were in the Northern Hemisphere. Does this mean Australia should not have been involved? Or what was it about the Cold War that meant it was essential for Australia to be involved?
14 President Kennedy had three options in his response to the Cuban missile crisis. These were:
   a order the US Air Force to attack Cuba and destroy the missiles
   b do nothing
   c set up a naval blockade around Cuba and hope to continue negotiations with the Soviets.

   Outline what you believe might have been the potential benefits and problems with each of these

ideology set of ideas or beliefs that guide an individual, group, society or nation
naval blockade naval action to close down or restrict access to an area or country by sea
satellite state country dependent on and dominated by a more powerful country

3.5 Australia and the Cold War

As an ally of the United States during World War II, and a nation that held similar beliefs about democracy and free-market capitalism, Australia sided with the US during the Cold War. Because of fear of communism and to demonstrate support, Australia signed security treaties with the US and fought in their wars.

The fear of communism

Throughout the 1950s and 1960s there was a genuine fear of communism within Australia. Prime Minister Robert Menzies (Australia's longest serving leader), warned of the loss of prosperity and personal freedoms if the 'Red Menace' (communism) took hold. Australians took some comfort in their close relationship with the US. Conservative politicians of the day, however, warned that the threat was not just invasion but infiltration from within. They warned that communist sympathisers within Australia were spreading their ideas within trade unions and the Labor Party.

In 1954, in the lead-up to the federal election, Menzies announced that Vladimir Petrov, a Russian diplomat, had asked for and been granted political asylum. Petrov handed over documents claimed to indicate that Soviet spies were active in Australia. His wife, however, was held under virtual house arrest by Soviet officials. A week later they forced her onto a plane headed for Moscow. When the plane landed in Darwin for refuelling, **ASIO** held them for taking weapons onto the plane. Mrs Petrov was granted political asylum and reunited with her husband. Australians were outraged by this event. Although no evidence of a 'spy ring' was ever revealed, Menzies used the affair successfully to frighten voters during the 1954 election campaign (which he won in May) and he continued to use fear of communism to win support in subsequent federal elections.

Treaties

Australia signed two major treaties that tied us to the US during the Cold War.

- The ANZUS Pact (1951) was a three-way alliance between Australia, New Zealand and the US, under which each state agreed to cooperate on defence matters and pledged to come to the aid of the other if attacked. Despite New Zealand's withdrawing from the treaty in the mid 1980s, ANZUS remains the cornerstone of Australia's foreign policy today.
- The Southeast Asia Treaty Organization (SEATO) was signed in 1954. The members of this alliance were Australia, France, New Zealand, Thailand, Pakistan, the Philippines, the United Kingdom and the US. Intended to complement the anti-communist collective defence role played by NATO in Europe, SEATO proved to be ineffective because of internal disputes and was disbanded in 1977.

Source 1 This photograph, showing Soviet agents 'escorting' an evidently reluctant Mrs Petrov onto her flight for Moscow, shocked Australians.



The domino theory and forward defence

Australia's main objective with these alliances was to block the spread of communism through South-East Asia to Australia. The Menzies government believed in the 'domino theory' — that if one country fell to communism, neighbouring countries would also fall, just like dominos. To prevent this, it believed Australia had to support non-communist governments. According to the forward defence strategy, we had to fight communism wherever it was to be found, rather than waiting for our enemies to attack us. Based on these beliefs, Australia supported the Malaysian government against communist rebels by stationing troops in Malaya between 1955 and 1963. Australia also fought in two major wars in the name of anti-communism.

Military action

Korea

Korea became the focal point of the Cold War in Asia. When Japan was defeated, Korea, a former Japanese

Source 2 The domino theory in action



Did you know?

Why did the Soviet Union not veto the UN Security Council Resolution to support South Korea? The Soviets were boycotting proceedings in protest because China's UN seat was held by the ousted Nationalists rather than by its Communist government, and so the Soviet Union missed the vote.

colony, was occupied by Russian troops in the north and American troops in the south. The 38th parallel (the line of latitude 38 degrees north) divided the two forces. In 1947 the United Nations (UN) divided the country between north and south along this line, with the eventual aim to form one united country. The Soviet Union set up a communist government in the north (the People's Democratic Republic of Korea), while the US-backed, non-communist Republic of Korea (ROK) was established in the south.

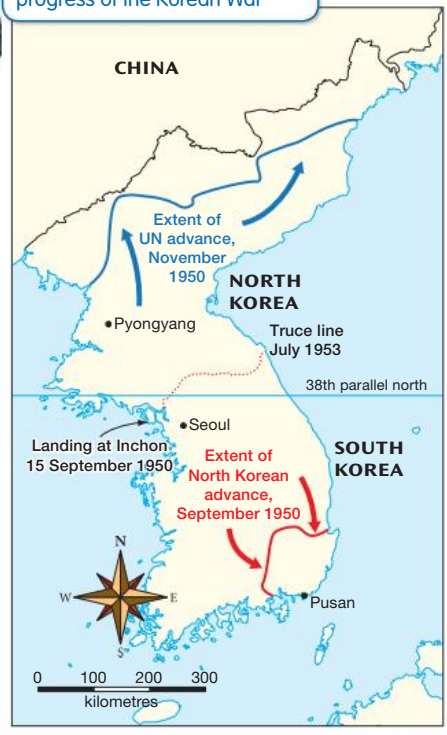
Each government claimed to be the legitimate government of the whole of Korea. Following several border clashes, and with the backing of the newly created communist China, North Korea invaded the south in June 1950.

The UN responded by condemning North Korea for its aggression and called on member nations to send forces to assist the ROK. The US led this force, contributing half the land forces and the vast majority of naval and air forces. Fifteen other countries, including Australia, also sent forces.

The war was fiercely fought in harsh conditions. The battlefront ebbed and flowed. The initial communist attack nearly captured the entire peninsula by September. The UN counterattacks pushed North Korean forces right back into China by November, but Chinese intervention saw the UN pushed back again. When the **armistice** was signed in 1953, the 38th parallel was again the divide between the two sides. The armistice is still in place today. No formal peace treaty was ever signed, and Korea remains divided along the 38th parallel.

The Korean War led to the death of more than 1.5 million South Koreans and an estimated 3.5 million from the North and China. Australia contributed ground, air and naval

Source 4 A map showing the progress of the Korean War



Source 3 An Australian soldier stands guard over the frozen waters of the River Han.



AWM PO1813.555

forces; 340 Australians were killed. The US and Australia painted the war as a victory that stopped the spread of communism. Military intervention, according to this view, had proved to be a good way to stop communism.

Vietnam

Vietnam had been a part of the French Empire since the 1800s. After a long struggle, the independence forces militarily defeated the French in 1954. Following a peace conference in Geneva, Vietnam was divided into two, with the long-term goal of reuniting the country after elections. Like Korea before it, the North was to be controlled by a communist government while the South had a US-backed government. And as in Korea, this division led to war.

Not everyone living in the north believed in communism, while many people in the south wanted communist rule. These tensions eventually led to war, particularly as more and more communist activity took place in the south, and the South Vietnamese government became more and more authoritarian in its response. The activities of the Vietcong (National Liberation Front), a political organisation and **guerrilla** force operating in the South that wanted all Vietnam to be united as a communist country, alarmed the anti-communist countries like the United States and Australia, and so from the mid 1950s they sent troops to support the government of the South.

The situation **escalated** in 1964 when an American destroyer falsely claimed it was attacked by the North. Under this pretext, the United States dramatically increased its troop numbers in Vietnam, and Australia also increased its involvement. Despite superior firepower and numbers, the US and its allies were never able to defeat the Vietcong or the North Vietnamese Army (NVA) in a decisive battle. People back in the US and Australia grew weary of the war, and so by 1969 both Australia and the US began withdrawing combat troops. A ceasefire was signed in 1973, but the war continued until 1975, when the last US troops were withdrawn as the NVA entered Saigon in the South. Vietnam was then united as a communist country.

Source 5 A timeline of the Vietnam War

1929	Communist Party (led by Ho Chi Minh) and Vietnamese Nationalist Party (led by Nguyen Thai Hoc) gain prominence.
1941	Viet Minh formed to seek independence for Vietnam from France. Headed by Ho Chi Minh.
1954	French surrender after ten years of war. Vietnam divided into two. Ho Chi Minh heads up communist north with the support of China and Russia; Ngo Dinh Diem heads the republican south with the support of the United States.
1956	Scheduled elections in the south cancelled.
1962	Australia sends a team of 30 military advisers to the south.
1963	Diem murdered in coup by South Vietnamese army officers. US troops in Vietnam now number 16 000. China increases its support in the north.
1964	Menzies announces reintroduction of conscription. The United States commits more troops. The Save Our Sons movement is formed by a group of Australian mothers opposing conscription.
1965	Australia sends full battalion of regular army troops to Vietnam.
1966	Australian conscripts are sent to fight. Opposition starts to divide the nation.
1968	TET offensive. Communists ignore a New Year's Eve ceasefire and launch a massive attack in the south. Protest movements gain momentum.
1969	Withdrawal of US troops begins. Australia follows suit.
1972	All Australian troops brought home. The new Labor government stops all aid to South Vietnam.
1973	US troop withdrawal complete. Ceasefire reached, but civil conflict between North Vietnam and South Vietnam continues.
1975	North Vietnamese troops enter Saigon (now Ho Chi Minh City). Vietnam reunited under communist rule.

In total, almost 60 000 Australians, including ground troops and air force and navy personnel, served in Vietnam; 521 died and more than 3000 were wounded. The war was hugely controversial for a number of reasons:

- Some people felt that foreign powers had no right to intervene in what was essentially a civil war.
- Some questioned whether we should be fighting communism and supporting the corrupt and brutal South Vietnamese government.
- Some believed the war could not be won and that it was immoral to waste so many lives in a lost cause.
- Some were appalled by the immense price paid by Vietnam and its people. Millions of Vietnamese were killed, including in massacres of innocent civilians. In one well-known case, in the village of My Lai in 1968, more than 400 civilians, mainly women, children and the elderly, were murdered by US troops. The use of weapons such as **napalm** devastated the Vietnamese environment and caused horrific burns. The chemical pollutants still affect Vietnam today.
- Many Australians soldiers sent to Vietnam were not volunteers but were chosen by **conscription**. Some people considered it immoral to force someone to fight and kill. At this time the voting age was still 21, yet the age for conscription was 20. Some questioned how a person not yet considered old and responsible enough to vote could be considered old enough to fight and kill.



Jacaranda World History Atlas
Australia and Cold War conflicts pp. 202–3
The Vietnam War pp. 206–7
Australia's international relationships pp. 208–9

Source 6 This iconic photo of the Vietnam War, taken in 1967, shows Iroquois helicopters landing to return Australian troops to base.



AWM EKN/67/0130/VN

The Vietnam War led many Australians to question old certainties, particularly the need to fight communism. Some young men defied the law by refusing to register for conscription, in some cases choosing to go to jail rather than participate in the war. A large protest movement developed in opposition to the war, holding some of the largest protest marches ever seen in Australia. Many historians link the anti-Vietnam movement to the beginning of other campaigns for social change, such as the environmental and women's rights movements.

armistice a ceasefire or truce that ends fighting in a conflict so terms for permanent peace can be discussed
ASIO Australian Security Intelligence Organisation; a body responsible for collecting information on terrorism and other dangers to Australia's security
conscription compulsory military service
escalated became much more serious and urgent
guerrilla a member of an irregular military force that avoids fighting pitched battles, adopting tactics such as harassing the enemy, sabotage, and cutting communications and supply lines
napalm a highly flammable substance used in bombs primarily to burn away forest

Activities

Student workbook 3.3, 3.7

EXPLANATION AND COMMUNICATION

1 Create a timeline of Cold War events that involved Australia.
2 Explain the two treaties Australia signed to help it to fight communism.
3 What was the domino theory?
4 Explain the idea of 'forward defence'.
5 Briefly summarise the events of the Korean War.
6 Explain three reasons why people opposed the Vietnam War.

CHRONOLGY, TERMS AND CONCEPTS

7 Who were the Vietcong?
8 Based on Source 5, list four countries that have been actively involved in affairs in Vietnam.

ANALYSIS AND USE OF SOURCES

9 Why do you think Source 1 'shocked' Australians when they first saw it?
10 Using Source 3, describe the conditions in which soldiers were sometimes required to fight in the Korean War.
11 Using the text and Source 4, create a timeline for the Korean War.
12 What does Source 6 tell us about the nature of the war in Vietnam? Begin by describing what you see in the picture, and how this picture might differ from scenes from other wars such as World War I or II.

PERSPECTIVES AND INTERPRETATIONS

13 Based on what you have read, why do you believe it was a good political tactic for conservative politicians to portray members of the Labor Party as communists?
14 Some people saw in the Korean War proof that communism could be stopped and that a forward defence strategy worked. Do you believe this view proved to be correct?
15 Why do you think many people believed it was wrong to allow people who were too young to vote to be conscripted?

3.6 After the Cold War

The Cold War ended in the late 1980s with the collapse of the Eastern bloc. The standard of living in communist countries was falling well behind that of the Western capitalist countries, and people within the communist countries began to demand improved economic conditions and more democratic rights. Some believed that the world was about to enter a time of peaceful cooperation, as with only one superpower remaining there would be much less chance of conflict occurring. In some ways this has been true: another global conflict on the scale of World War I or II has not occurred, nor is it likely to. However, since the end of the Cold War there has been a noticeable increase in the number of civil wars and regional disputes. And despite being local or regional in nature, they have still claimed millions of lives.

The collapse of communism

Growing discontent within the European communist countries led to their governments either resigning or collapsing. Between 1988 and 1990 the communist governments in Czechoslovakia, Hungary, Romania, Poland, Albania and Bulgaria fell and were replaced with democratic non-communist governments. In East German protests, the police and the army refused to open fire on protesters as ordered. The communist government was forced to resign and on 10 November 1989 protesters marched on the Berlin Wall, the symbol of the Cold War, and began to tear it down. Following further upheavals and an attempted coup, the Soviet Union began to break up and was finally dissolved in December 1991 — the Cold War was over.

The world after the Cold War

With the end of the Cold War, it was hoped that the one remaining superpower, the United States, would devote its considerable resources and influence to improving the

Source 1 The Berlin Wall had stood for nearly thirty years, until November 1989. Its dismantling, which marked the fall of the East German government against the background of the rapid disintegration of the Eastern bloc, was a historic event, both for the East Germans who poured across the border into the West and for all those who witnessed the event in person or on television.



Source 2 The Twin Towers of the World Trade Center collapse on 11 September 2001.



lives of people across the globe. Sadly, this has proven to be far from true. Instead, many more civil conflicts have occurred, mainly across Africa and in some areas formerly under communist control. The break-up of the former Yugoslavia led to a series of wars (1991–95) that saw more than one hundred thousand killed and some atrocious **war crimes** committed. **Genocide** was another tragic feature of the years following the Cold War: in Rwanda in central Africa in 1995, as many as one million people were killed in a 100-day period of civil unrest. The optimism of the early 1990s gave way to indecision and an inability by the international community to deal with these issues. Peacekeeping had in many situations proved ineffective, and the world was divided about whether, and when, it was justifiable to intervene in the affairs of other nations.

Terrorism

There has been a long history of **terrorism** in the world. This term is commonly used to refer to acts of violence, including bombings and assassinations, carried out against targets that include innocent civilians by groups other than regular military forces or secret services of nation states. Some people question the term's use because government-sanctioned military attacks can also be devastating and because, when it has suited their interests, many governments have described **terrorists** as freedom fighters and vice versa. However, on 11 September 2001, it was raised to a new level when terrorists hijacked civilian aeroplanes and flew them into the World Trade Center towers in New York and the Pentagon in Virginia. President George W. Bush, vowing to seek out and destroy those who were involved or assisted in the attacks, declared a **war on terror**. In Australia, Prime Minister John Howard invoked the ANZUS Treaty (see spread 3.5) to join the United States in this 'war'. For Australia, the threat of terrorism became all too real when 92 Australians were killed in the Bali terrorist bombings of 2002 and 2005.

Source 3 A map of the Middle East



Iraq

Australia played a minor role in the First Gulf War (1990–91), when US-led forces attacked the Iraqi army after it had invaded the neighbouring oil-rich state of Kuwait (see **Source 3**). In Operation Desert Storm, coalition forces drove the Iraqis out of Kuwait and back into Iraqi territory, but stopped short of a full invasion of Iraq. Instead, **economic sanctions** were imposed. In the aftermath of September 11, the US government claimed that the Iraqi dictator, Saddam Hussein, was developing weapons of mass destruction (WMDs), hiding them from UN weapons inspectors and aiding terrorist organisations. When it failed to win United Nations support for an invasion of Iraq, the US formed a 'coalition of the willing', which included Britain and Australia, and defied the UN Security Council by invading Iraq in March 2003. By 1 May the coalition had installed a new Iraqi government. No evidence of WMDs was ever found, nor was any link between Saddam Hussein's Iraqi government and terrorist organisations ever established.

Many in Australia did not agree with the decision to invade Iraq. They believed the government was more interested in pleasing the United States than in international justice. While not supporting the brutality of Saddam Hussein's rule, they believed that peaceful means through the United Nations were the best way to resolve all such problems and disputes. And they believed the Australian government placed its economic interest of securing oil reserves ahead of the lives of innocent Iraqis.

Despite initial support for Saddam Hussein's removal from many Iraqi people, Iraq proved difficult for the new US-installed government to rule and large numbers

Source 4 Soldiers from the ISAF (International Security Assistance Force), of which Australia is a member, patrolling in Afghanistan. The soldiers can be seen searching for mines. IEDs (improvised explosive devices), or homemade bombs, are one of the many dangers confronting troops in Afghanistan.



Jacaranda World History Atlas
The rise of China pp. 196–7
The rise of India pp. 198–9
Australia's international relationships pp. 208–9
Post-Cold War conflicts pp. 212–13
Global terrorism pp. 214–15

of troops were required to attempt to maintain law and order. Following elections in December 2005, a new Iraqi government was in place. However, resistance to the occupation, civil conflict between rival ethnic groups and lawlessness (including suicide attacks) continued.

Following the election of Kevin Rudd's Labor government in December 2007, Australia began to gradually withdraw its troops from Iraq.

Afghanistan

The other target of the 'coalition of the willing' was Afghanistan. After many years of civil conflict and foreign intervention, Afghanistan (see Source 3) was ruled by the Taliban, who imposed strict **fundamentalist** Islamic law and were accused of many human rights violations, especially against women. The Taliban had ties with al Qaeda, the group responsible for the September 11 attacks, and its leader, Osama bin Laden. When the Taliban refused to hand over bin Laden unconditionally, the United States lent military support to forces opposing the Taliban. As a result, in 2002 the Taliban were deposed and a new government installed in Afghanistan.

The wars fought in Afghanistan over the past 30 years have left the country divided, impoverished, lacking in infrastructure and basic amenities, and seeded with large numbers of unexploded mines and bombs. Although the Taliban were defeated, they were not destroyed, and large numbers of foreign troops have been deployed in Afghanistan in an attempt to maintain order. The mountainous, hard desert terrain and large cave systems found in Afghanistan have made it very difficult for Taliban forces to be found.

Australia supported foreign intervention in Afghanistan. Unlike the Iraq War, the use of Australian troops in Afghanistan has enjoyed **bipartisan** political support. By early 2011 Australia had nearly 1500 troops stationed in Afghanistan and 23 Australian soldiers had been killed. A significant development occurred in April 2011 when US forces killed Osama bin Laden.

The rise of India and China

Another significant feature of the early twenty-first century is the rise of two new superpowers — India and China. While neither can yet be classified as a superpower, they both have large populations, strong militaries and rapidly developing economies. Both countries possess nuclear weapons and are determined to play a more active role in international affairs. This will threaten the dominant role now played by the United States and will raise problems for Australia as we continue to support our ally in the United States while also trying to remain on friendly terms with these developing powers. Australia has good relations with both countries, but there have been times when these relationships have come under strain. China is already Australia's largest trading partner, and the trade between the two countries has been steadily increasing. It will be essential for Australia to engage with these countries as their political and economic power and influence increases.

Activities

Student workbook 3.4

EXPLANATION AND COMMUNICATION

1 Why did the Eastern bloc collapse?
2 Why were the governments of Iraq and Afghanistan attacked and removed following the terrorist attacks of September 2001?

CHRONOLOGY, TERMS AND CONCEPTS

3 What is meant by the term *superpower*?
4 What is meant by the term *civil war*?
5 Who or what are:
  a al Qaeda
  b the Taliban?

ANALYSIS AND USE OF SOURCES

6 Source 1 shows many people from East Berlin queuing to cross the border to the West. Why do you think so many people would have wanted to make this crossing?
7 How do you think Source 2 could be used to persuade people that the war on terror was right and justified?
8 Many people believed there were strategic reasons for the US-led coalition to attack Iraq and Afghanistan. Based on the map in Source 3, what other motives might there have been?
9 Examine Source 4 and outline some of the dangers and difficulties confronting foreign troops operating in Afghanistan.

PERSPECTIVES AND INTERPRETATIONS

10 Why do you think the Australian government joined the war on terror so quickly and enthusiastically? Why do you think there was bipartisan support for the invasion of Afghanistan?
11 Why do think it might be important for Australia to develop strong relationships with China and India?

bipartisan supported by the two major political parties
economic sanctions restrictions on a country's trade imposed by other countries to enforce political change
fundamentalist a person with strict and uncompromising religious beliefs
genocide the attempted systematic killing of an entire national or ethnic group
terrorism the use of violence, especially against civilians, to achieve political ends
terrorists people who resort to terrorism
war crimes crimes committed during war that violate the accepted rules of war, often performed against civilian non-combatants
war on terror international military campaign led by the US against terrorist groups and states alleged to support them

3.7 Keeping the peace

Many countries and regions around the world experience times when law and order and the normal conventions of civil society break down. On some of these occasions other countries will send military forces and police to assist. They may act as advisers, trainers or peacekeepers. Australia has assisted in numerous peacekeeping missions initiated by the United Nations.

Peacekeeping

Peacekeeping is one of the most important tasks performed by the United Nations, and Australia has a proud tradition of involvement in these missions. Peacekeeping is a broad term that covers a range of different roles, including:

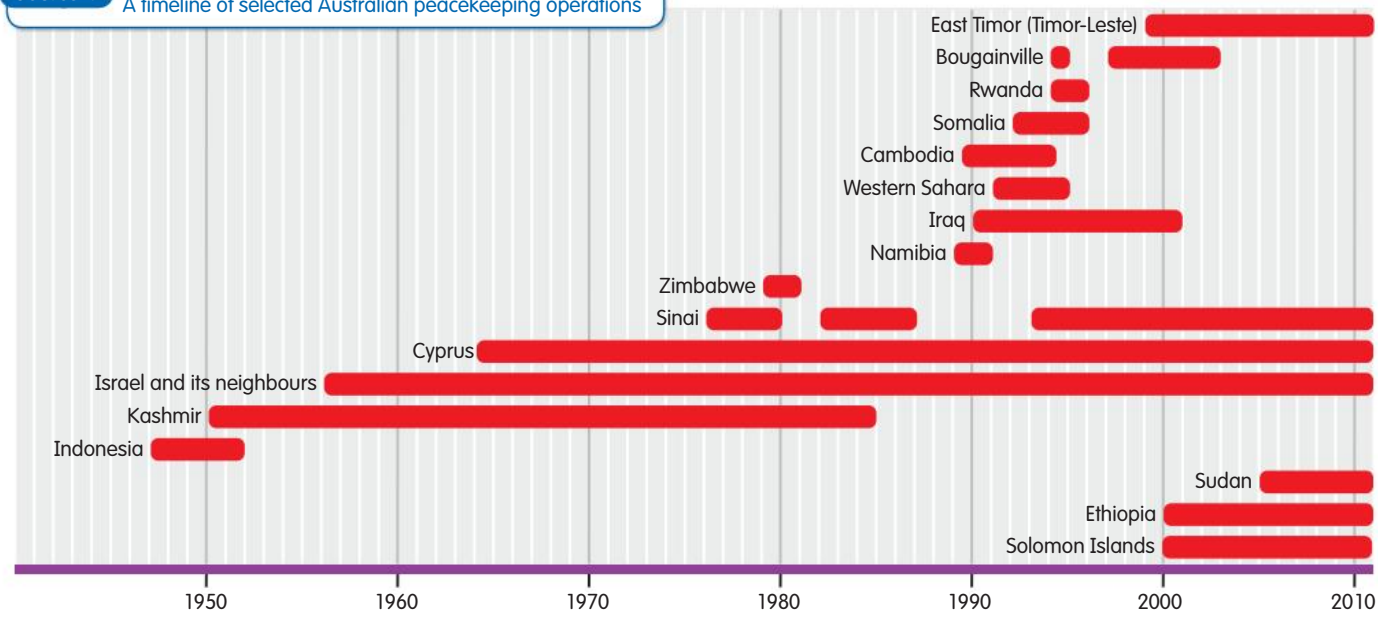
- *Conflict prevention:* using diplomatic and other tools to prevent conflicts from turning violent
- *Peace-making:* using diplomatic means to bring hostile parties together to resolve a conflict that has turned violent
- *Peace enforcement:* using military force, or the threat of force, to restore peace and security
- *Peacekeeping:* preserving peace once fighting has ended and assisting with the implementation of peace agreements.

Since 1947 the United Nations has been involved in many peacekeeping activities. Australia was a part of the very first UN mission, in which Australian military observers helped oversee the transition of power from the Dutch colonial authorities to the newly created Indonesian

Source 2 Australian soldiers playing with Somali children during the United Nations Mission to Somalia in 1993



Source 1 A timeline of selected Australian peacekeeping operations



Source: Adapted from information provided by the Australian War Memorial

Source 3 Australian police involved in disarming fighters during operations to stabilise the Solomon Islands. Here an Australian police officer supervises and assists officers of the Solomon Islands police force.



AWM PO4225.029

government. Australians have been involved in about 25 United Nations peacekeeping operations, and on five occasions Australians have led the UN force. As of 2011, 14 Australians have died while on peacekeeping missions.

Not all military operations in which Australia has been involved have related directly to peacekeeping. We have seen some examples of non-peacekeeping actions when we examined the Cold War and the war on terror. For example, while most Australian troops in Afghanistan are there to support the Afghan government, a very small number are a part of the United Nations Peacekeeping Mission. Another example is the Australian naval commitment to the international force fighting piracy in the Indian Ocean. While these operations have UN approval, they are primarily an attempt to enforce international law rather than peacekeeping missions.

While peacekeeping duties usually fall to the military, Australian police have also been heavily involved. They can help restore law and order in areas where legitimate authority has broken down. In this role Australian police have served in areas as diverse as Cyprus, Cambodia, Haiti, Mozambique, Bougainville and East Timor.

Did you know?

The longest running UN peacekeeping mission has perhaps also been its most difficult. It began in 1948 and is still in operation today. The main role of the United Nations Truce Supervision Organization (UNTSO) is to assist with the creation of peace in the Middle East.

East Timor

Australia's largest peacekeeping operation took place in 1999 in East Timor, or Timor-Leste as it is now known. East Timor had been a Portuguese colony, but was seized by Indonesia in 1975. After years of violence in the territory the Indonesian government allowed the East Timorese people to vote on their

Source 4 An Australian solider on patrol in the ruins of Dili, the capital city of East Timor

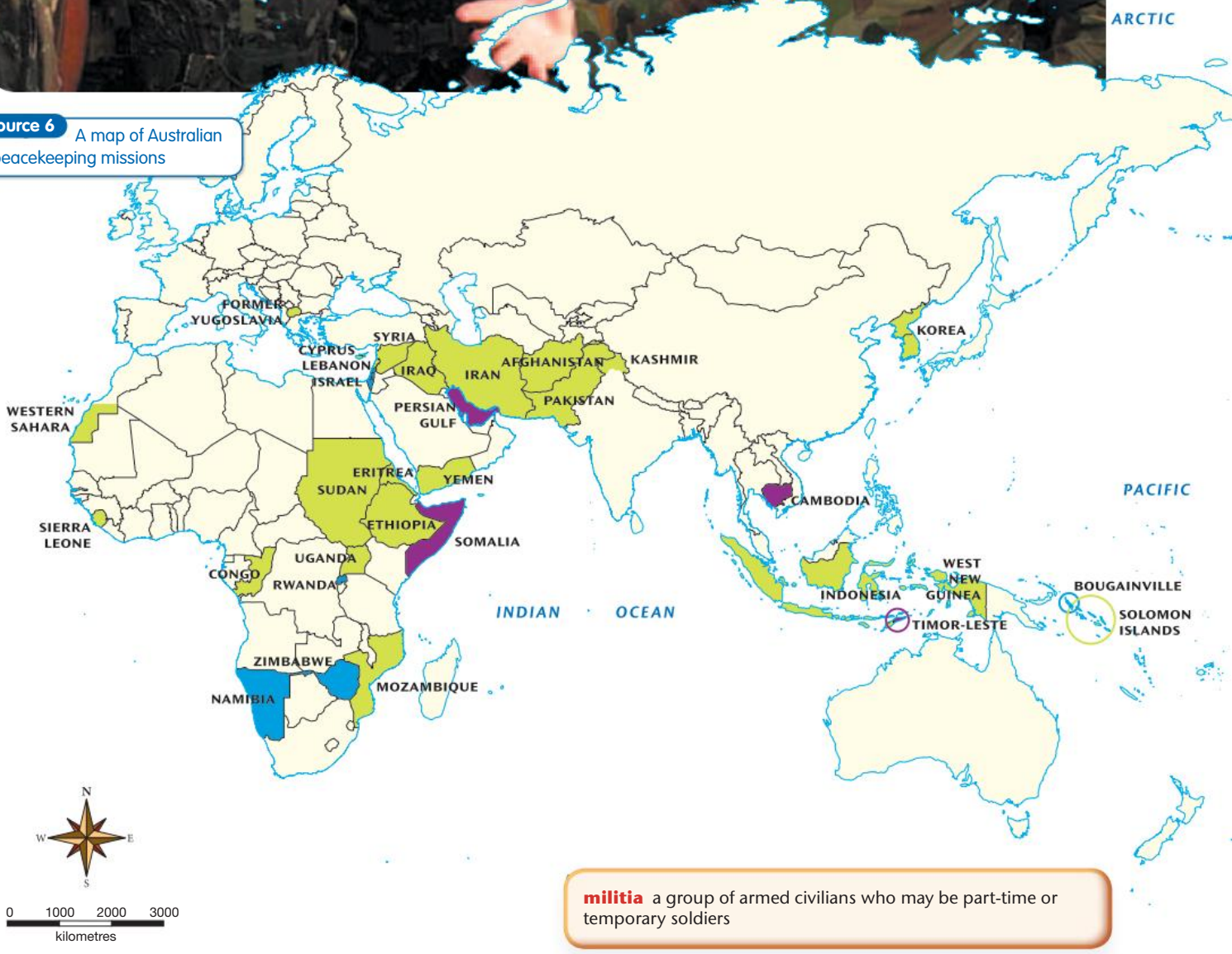


AWM PO5381.013

Source 5 Major General Peter Cosgrove (right) welcomes Brazilian troops to Dili, East Timor, 3 September 1999. Major General Cosgrove led the INTERFET force there. So successful was his leadership that he became a national hero. He was Australian of the Year in 2001 and was promoted to Chief of Defence Force in 2002. Following his retirement from the defence forces, he helped supervise the reconstruction in Queensland following the destruction caused by Cyclone Larry in 2006.



Source 6 A map of Australian peacekeeping missions



militia a group of armed civilians who may be part-time or temporary soldiers

future, and under UN supervision the people of East Timor voted overwhelmingly for independence.

When the result was announced, pro-Indonesian **militias**, sometimes with the support of the Indonesian army, began a campaign of terror and destruction. Many more East Timorese were killed and as many as 500 000 were left homeless. Much of East Timor's infrastructure was also destroyed during the violence.

Eventually, Indonesia agreed to allow a peacekeeping force to enter the territory to restore order. Australia led this force, known as INTERFET (International Force for East Timor), and was also the largest contributor of troops and equipment. Once order was restored and Indonesia recognised the result of the vote, the United Nations took over the administration of the territory. In 2002 Timor-Leste finally became an independent and self-governing nation. However, it has not been an easy time for the new nation, and Australian and UN personnel remain active in Timor-Leste today.



Source: Adapted from information provided by the Australian War Memorial

Jacaranda World History Atlas
UN interventions and peacekeeping
pp. 210–11

Activities

EXPLANATION AND COMMUNICATION

1. Outline the four main roles of UN peacekeeping.
2. In how many UN peacekeeping missions has Australia been involved? How many Australians have died on these missions?

CHRONOLOGY, TERMS AND CONCEPTS

3. Define the term *peacekeeping*.
4. Using the timeline in Source 1, list the selected peacekeeping missions in order from the longest lasting to the shortest.

ANALYSIS AND USE OF SOURCES

5. Examine Source 2. Why do you think it would be important for peacekeepers to get on well with the local population, especially children?
6. Examine Source 3. Besides helping to enforce law and peace, what other duties do peacekeepers sometimes have?
7. Based on Source 4, how much damage was done during the unrest in East Timor?
8. Examine Source 5. Why do you think Major General Peter Cosgrove became such a respected figure in Australia?
9. Using Source 6, which areas have seen most Australian peacekeeping operations? Can you think of any reasons to explain why these regions were so prominent?
10. Using Sources 2, 3, 4 and 5, what evidence is there to suggest that peacekeeping can be a dangerous operation?

PERSPECTIVES AND INTERPRETATIONS

11. Sometimes nations will use military force to 'keep the peace' without the approval of the United Nations. Based on what you have read and heard, why do you think some countries, including Australia, do this?

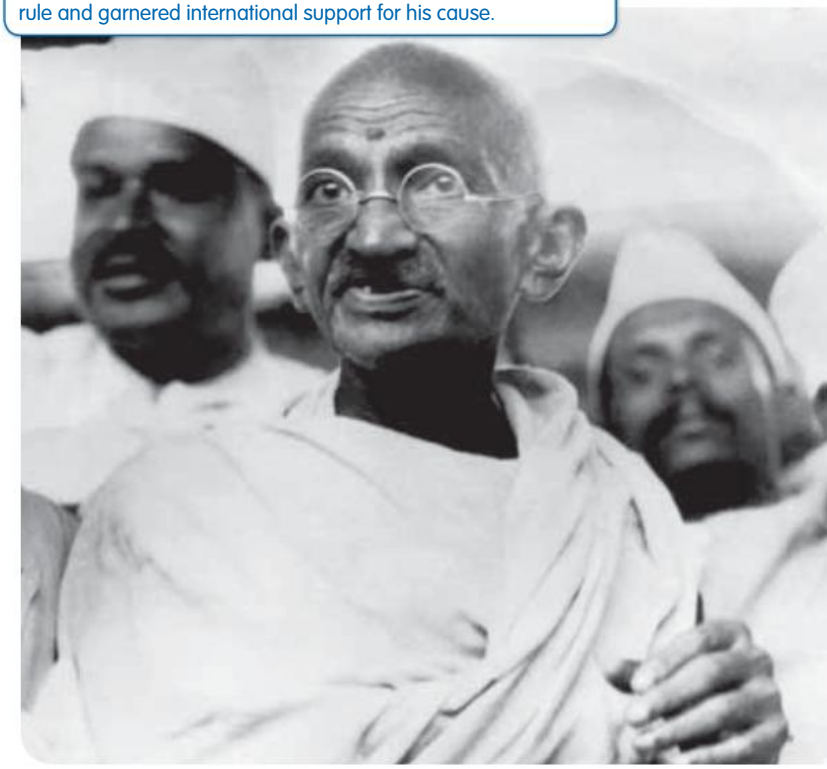
HISTORICAL QUESTIONS AND RESEARCH

12. Working in small groups, research one of Australia's peacekeeping operations. Describe the size of the Australian involvement. Outline the nature of the conflict, when it occurred, what the UN hoped to achieve with its involvement and how (or if) the conflict ended. Present your findings to the class using a PowerPoint presentation.

3.8 Freedom and rights

Many people take their rights and freedoms for granted. Others are denied these rights. Some have to fight for them. On a national level, people have demanded the right to self-government and an end to colonial rule; on a social level, groups have struggled to win civil rights or political and social equality. One of the key themes in recent history has been the battle for rights. In Australia too, people have had to fight for their rights and for social justice.

Source 2 Mahatma Mohandas Gandhi (centre), a lawyer who went on to lead the Indian independence movement, advocated *satyagraha*, a form of non-violent resistance that included sit-downs, strikes and marches. His dignity, simplicity and peaceful methods helped unite the Indian people in opposition to British rule and garnered international support for his cause.

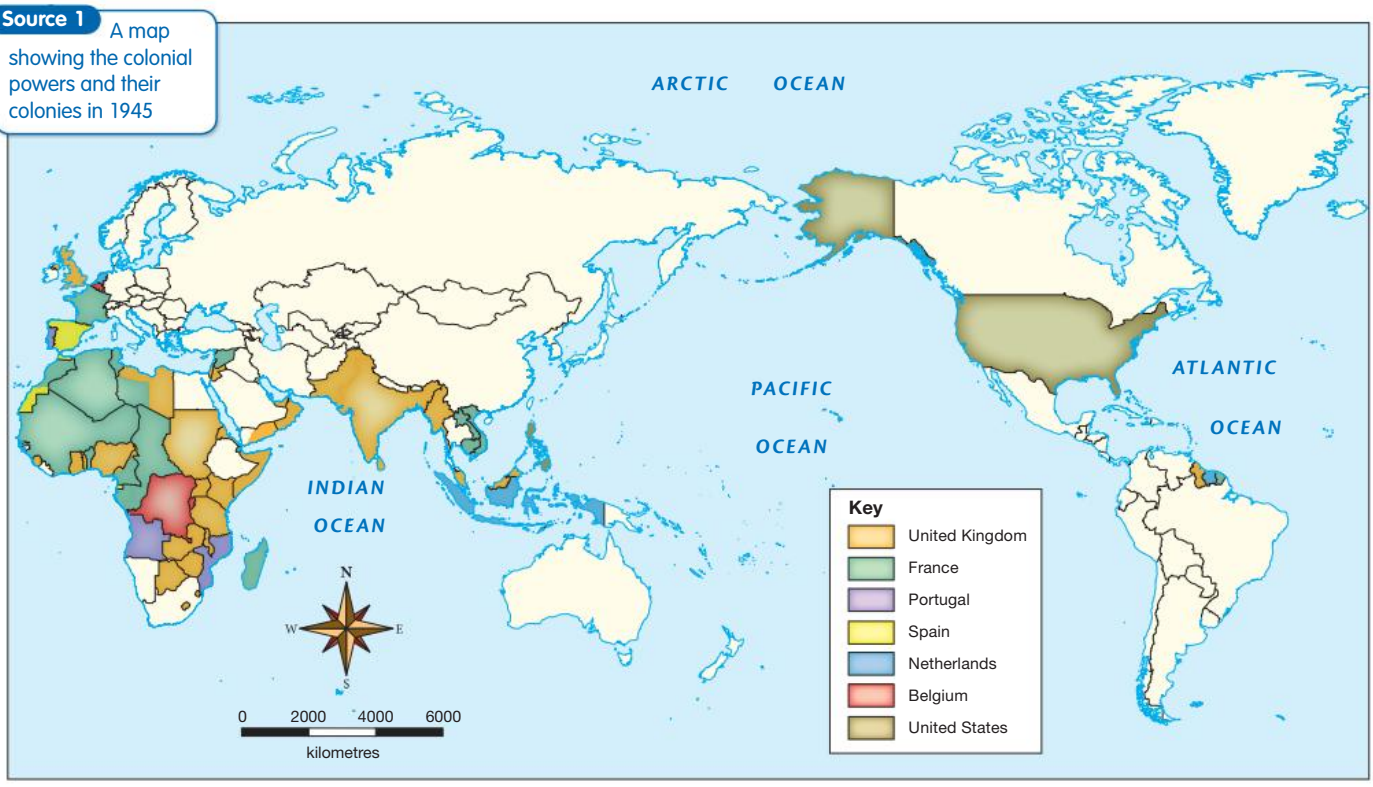


Decolonisation

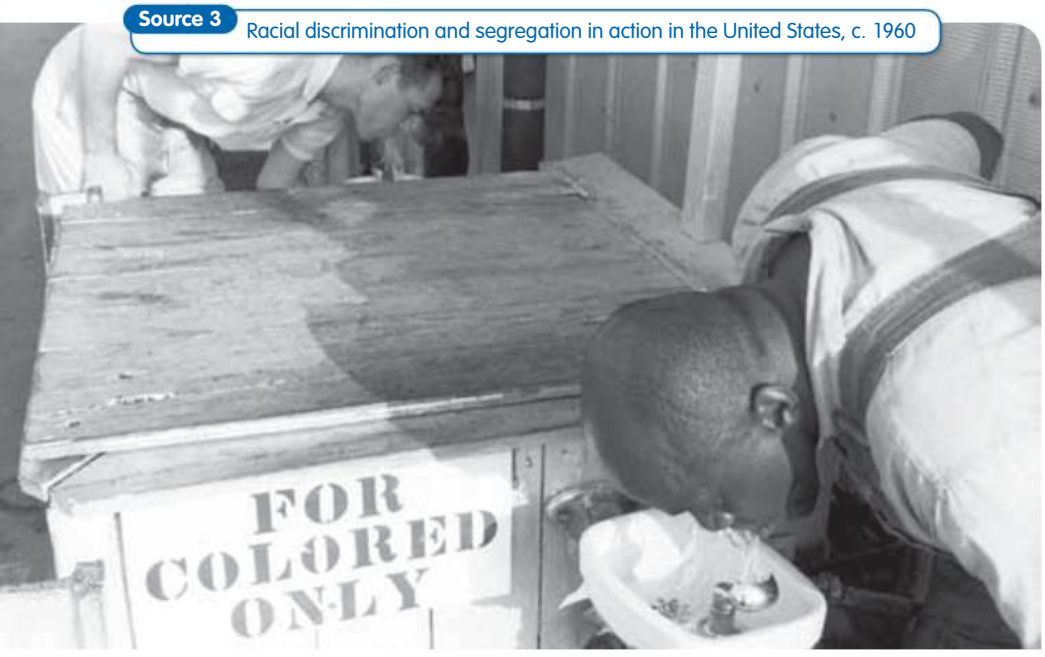
During the eighteenth and nineteenth centuries, the great powers of Europe used their technological and military superiority to take over or colonise much of the rest of the world. Life in the colonies varied widely, but in general the local population was denied any say in the government, while the country and its economy was shaped for the benefit of the colonial power. **Source 1** shows the colonies of each of the major powers in 1945. Nearly 700 million people, or one-third of the world's population, lived under colonial rule.

The European powers that had colonised much of the world were severely weakened by World War II and were unable or unwilling to maintain the burden of their colonies. Also, independence movements increasingly

Source 1 A map showing the colonial powers and their colonies in 1945



Source 3 Racial discrimination and segregation in action in the United States, c. 1960



demanded the right to self-government. While in some cases this was a relatively peaceful transition, in others independence could only be won through armed struggle. An example of this that we have already investigated was the war in Vietnam.

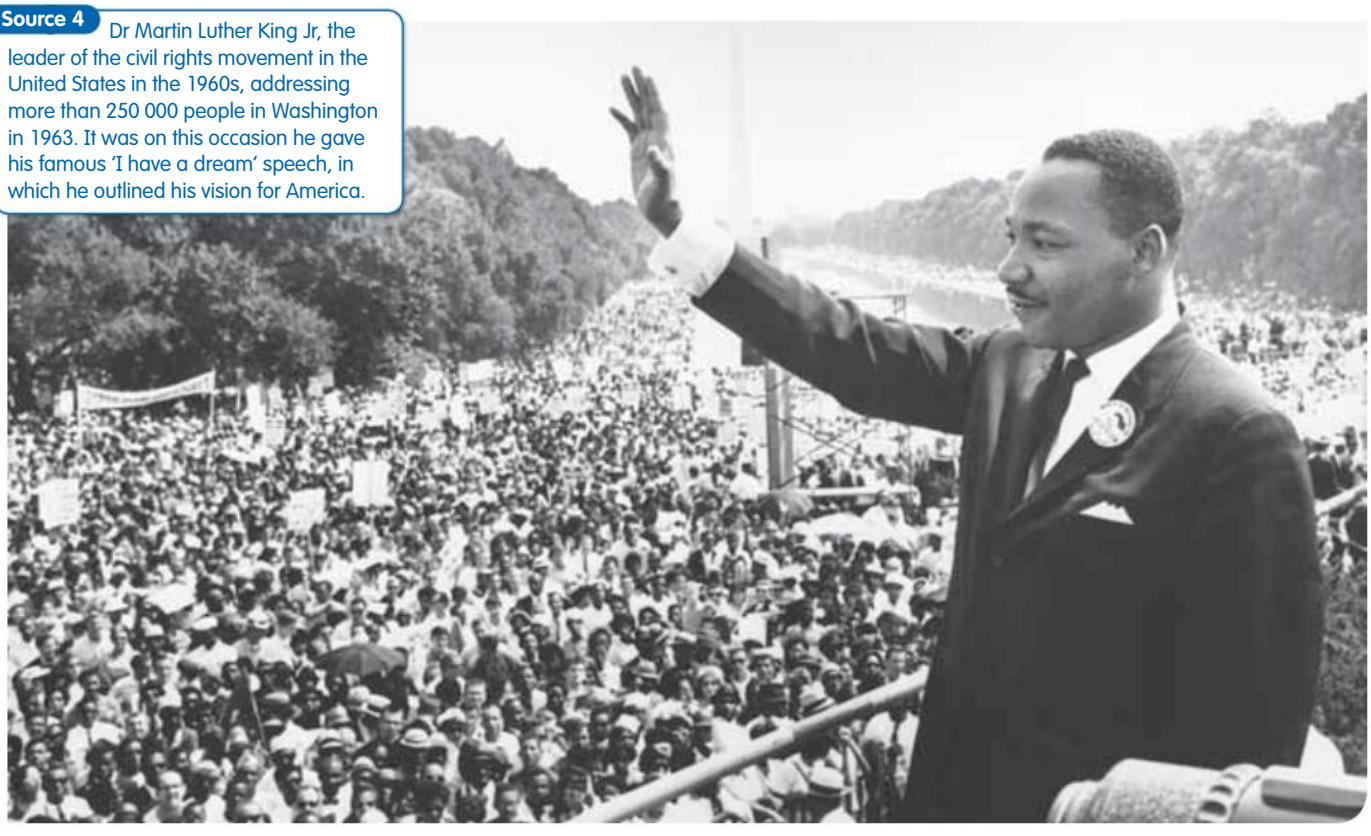
The UN Charter outlines the principle of self-determination, which means people should be free to choose their own system of government and make their own decisions. Since the creation of the UN, 80 former colonies have become independent countries. The UN has been a great supporter of the process known as decolonisation. Countries as diverse as Indonesia, India and Madagascar are all examples of former colonies.

Australia has been a big supporter of decolonisation. We strongly supported Indonesian independence from Dutch rule. Papua New Guinea had once been under Australian control, but was encouraged by the Australian government to form its own system of government and gained its independence in 1975. Australia has played an important role in assisting many Pacific nations to gain independence.

Civil rights

Self-government does not in itself mean all the citizens of a country enjoy equal rights. In some countries, people have been treated differently based on their skin colour. Usually, this has involved racial discrimination by white people against people of colour or of mixed race. One of the great forces for social change in the second half of the twentieth century was the civil rights movement, which argued that all citizens should enjoy equal rights regardless of skin colour.

Source 4 Dr Martin Luther King Jr, the leader of the civil rights movement in the United States in the 1960s, addressing more than 250 000 people in Washington in 1963. It was on this occasion he gave his famous 'I have a dream' speech, in which he outlined his vision for America.



Source 5 Burmese protesters, holding images of Aung San Suu Kyi, demand her release in 2007.



Did you know?

Until 1966, women in the Australian Federal Public Service were required to resign when they married.

The US civil rights movement

Despite having abolished slavery in the 1860s, in many ways America still treated black Americans as second-class citizens a hundred years later. Legally and socially, they were denied the rights enjoyed by white Americans. In the southern states of the country a policy of legal segregation was in force. Blacks were discriminated against in many areas, with separate schools, separate seats on buses and restaurants, even separate park benches and water taps (see **Source 3**). In all measures of wellbeing, including life expectancy, income, literacy and freedom from violence, African Americans were much worse off than white Americans.

During the 1950s and 1960s African Americans began to demand equality with their fellow citizens. They sought changes to laws and attitudes, but were greeted with fierce resistance, particularly in the southern states where segregation was strongest. Leaders such as Dr Martin Luther King Jr inspired African Americans to seek their rights (see **Source 4**), but to do so in a non-violent way, as demonstrated by Gandhi. King helped organise the civil rights movement and inspired black people to fight for their rights. The actions of the civil rights movement in the United States became a template for protest action around the world. Civil rights supporters were sometimes met with violence from groups who wished to maintain white superiority, such as the **Ku Klux Klan**. The eradication of discrimination was a very slow process, prompting some black Americans to reject King's philosophy of non-violence. Some organisations, such as the Black Panthers, believed violence against racist white institutions was justified.

Over time, civil rights did improve in the United States and African Americans now have many more opportunities than in the past. A major step forward occurred with the passing of the *Civil Rights Act 1964*, which outlawed many forms of discrimination, including racial segregation. In 2008 Barack Obama became the first African American to be elected President of the United States. Discrimination has become illegal, but in some communities the laws are not fully respected. Racism still exists and there is still much room for improvement.

Burma

Burma (now known as Myanmar) is an example of a country where people today are still struggling for democratic rights. A former British colony, Burma gained its independence after World War II. However,

Jacaranda World History Atlas
Independence movements in Asia pp. 216–17
Independence movements in Africa pp. 218–19
Civil rights movements pp. 234–5

its recent history has been plagued with civil unrest, unstable governments and constant military intervention in political affairs. The late 1980s saw a significant economic crisis hit Burma, accompanied by large protests calling for democratic and political reform. In response to this instability, in August 1988 the military launched a **coup d'état** and removed the civil government, placing itself in charge. The military declared **martial law** and thousands of protesters and opponents of the military were killed.

The people of Burma have continued to struggle for reform and freedom from military dictatorship. As well as denying democratic rights, the military government has used violence and intimidation to enforce its rule, censoring the press and forcing its citizens to work in labour camps. The military promised reform, but held on to power despite elections in 1990 that were won overwhelmingly by the democratic National League for Democracy (NLD). Opposition to the military has been led by the NLD's Aung San Suu Kyi, the daughter of an assassinated Burmese nationalist leader. Between 1989 and 2010 she spent 15 years under **house arrest** as a prisoner of the government (see Source 5). She was released in late 2010 but has had severe restrictions placed on her movements. In recognition for her efforts, Aung San was awarded the Nobel Peace Prize in 1991.

In Australia

Australians, too, have had to fight for their rights. Indigenous Australians have historically been discriminated against and still have a much lower standard of living than many other Australians. While conditions have improved, there is still much work that needs to be done.

Women have also had to struggle to win legal and social equality in Australian society. In the 1960s and 1970s many Australian women joined the global women's liberation movement in rejecting the notion that they should be confined to the roles of mother and homemaker. Their primary aims were to achieve equality for women under the law and in the workplace. Equal pay and access to childcare facilities were key demands.

These campaigns led to the introduction of two important federal laws — the *Sex Discrimination Act 1984* and the *Affirmative Action (Equal Employment Opportunity for Women) Act 1986*. Both of these laws helped to break down barriers and improve the status of women. Today Australia has an Office for the Status of Women and a Minister for the Status of Women, tasked with ensuring women receive equal treatment and advising the government on how to improve the lives of women. Again, however, discrimination still exists and most top positions, especially in business, are still held by men.

Activities

Student workbook 3.5

EXPLANATION AND COMMUNICATION

1. Which countries has Australia directly helped to gain their independence?
2. Outline some examples of discrimination faced by African Americans today.
3. What institution currently rules Burma? How did it come to power?
4. List some examples of discrimination women in Australia have suffered.
5. Name one Act of Parliament that has helped to improve the status of women in Australia.

CHRONOLOGY, TERMS AND CONCEPTS

6. In your own words, define and explain the following terms: *decolonisation*, *discrimination*, *segregation*. How are these terms relevant to the second half of the twentieth century and the topics you are studying?

ANALYSIS AND USE OF SOURCES

7. Using Source 1, describe the regions in the world where most nineteenth- and twentieth-century colonies could be found. Why do you think most colonies were found in these regions?
8. Examine the image of Gandhi (Source 2). What qualities are evident in this photo that might contribute to his being an effective leader and role model?
9. Study Source 3. What social attitudes from the 1960s are evident?
10. How does Source 4 help us conclude that Martin Luther King Jr was a popular leader?
11. Look at Source 5. Why do you believe these protesters are holding up images of Aung San Suu Kyi?

PERSPECTIVES AND INTERPRETATIONS

12. If you were faced with severe discrimination (for example, being treated differently because of your race or religion), do you think you would be able to protest in a non-violent way, as Gandhi advocated, or do you believe violence would be a justifiable response? Which do you believe would be the most effective response?
13. Why do you think laws have been needed to improve the status of particular groups in society (for example, African Americans in the US or women in Australia)?

HISTORICAL QUESTIONS AND RESEARCH

14. Research and prepare a biography on a civil rights leader. You might choose Mohandas Gandhi, Aung San Suu Kyi or Martin Luther King Jr, or perhaps you can identify another important leader. There are also Australian leaders you may have read about in other chapters that you might like to research.

coup d'état a change in government brought about by force
house arrest confinement to your place of residence rather than prison
Ku Klux Klan a racist American secret society that uses violence and intimidation to achieve its goal of white supremacy
martial law a body of laws imposed by the military rather than civil authority

3.9 Our changing way of life

Technology has changed at an unprecedented rate during the past 60 years. This has had a profound impact on our culture, our work, our way of life, our interactions and our health. Some describe the computer, and the associated technological revolution, as the force that drives the modern world. During the same time period the world's population has more than doubled, and that rate of growth is expected to increase. This has placed an enormous strain on the Earth's resources and has had a great impact on many people's standard of living. Out of this has grown the green movement, with its concern for the environment and sustainable living.

Technological development

There is no doubt that technology is advancing at an ever-increasing rate. People 60 years ago could not have imagined how we would be living today, any more than we can predict what life will be like in 60 years' time.

Household technology

As outlined earlier in this chapter, television changed our lives, but so did many other twentieth-century technologies. The household refrigerator and freezer enabled us to store food for long periods of time, while the microwave oven (which became available to the average Australian household in the late 1970s) dramatically reduced the time it took us to cook our meals. Today we can start our cars using remote control and some appliances will even respond to voice commands.

Communications

The first programmable computers were built in the 1930s. The first ones to be used for commercial purposes

Source 1 Computers used today are a fraction of the size of those used in the 1950s.





Source 2 The Qantas Super Constellation (like the one at right) began round-the-world services in 1958. The newest Qantas plane, the A380 (pictured below), entered service in 2008.

Jacaranda World History Atlas
Global health and wealth
pp. 224–5

were enormous, filling whole rooms or even the entire floor of a building. However, with the invention of the integrated circuit (better known as the microchip) in 1959, computers became both much more powerful and much smaller. Now we have small, lightweight laptops and computers installed in our cars, washing machines and phones. In fact, computers are used in many machines produced today. They also run complex systems such as air traffic control at airports, bank ATMs and many other systems on which our world now depends.

Communications technology allows messages to travel all over the world almost instantaneously. We can call or message people from our mobile phones, and catch up with the news around the world as it happens. Social media sites such as Facebook and Twitter have become more than just tools for keeping in touch; they are used to disseminate information to vast numbers of people in a free, unrestricted manner. This has significant ramifications for governments and society.

Did you know?

While it took radio 38 years and television just 13 years, it took the World Wide Web only four years to reach 50 million users.

Travel and trade

With developments in shipping and refrigeration, world trade has expanded dramatically. This means that goods produced in one country can safely and quickly be transported in large numbers to other countries. Advances in aviation have seen people travel much more than they once did. An overseas trip that once would have involved several months at sea can now be accomplished in a few hours on a modern jet airliner.

One key consequence of the technological revolution has been **globalisation**. Globalisation has reduced the significance of national borders while vastly increasing the flows of people, trade goods, ideas and cultural knowledge. Countries have become less important as they have been integrated into the global economy. Along with the dramatic improvements in communications and travel, the world has become a much smaller place.

The environment movement

While there have always been those who argue that we should treat our natural environment with greater respect, the modern environment movement began in the 1960s. The world had been devastated by war and had seen the destructive capabilities of the atomic bomb. This experience led people to question how we viewed and used our planet. Industrial growth was also blamed

for damaging the environment; some people began to argue that economic growth and development, and the associated overuse of resources, should be slowed down, if not stopped altogether, in order to protect the environment.

In the 1970s the environment movement became a mass movement. As a result of popular pressure, countries began to draft legislation and establish authorities (such as the US Environment Protection Agency) charged with regulating industrial and other polluting activities and protecting the environment. In 1972 the **UNESCO** Convention Concerning the Protection of World Cultural and Natural Heritage was endorsed by many nations across the world. This convention helped to ensure that areas of significant environmental importance would be preserved for future generations.

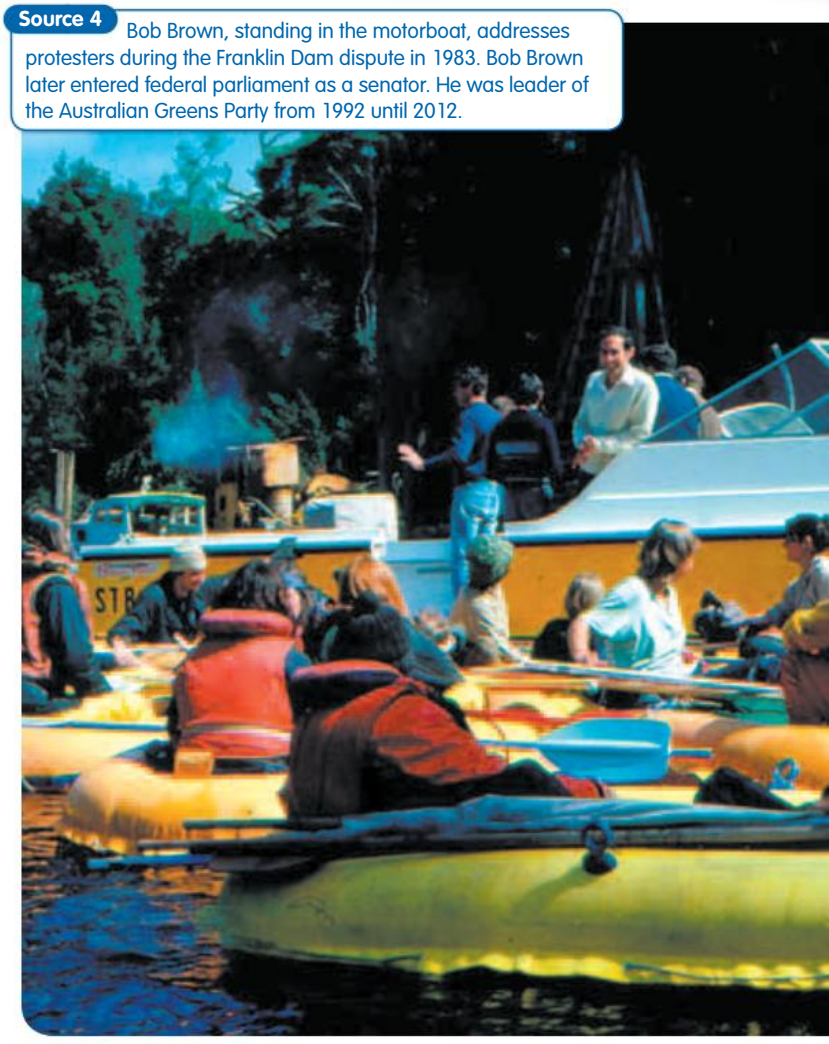
The environment movement in Australia has a long history. Scientific interest in our unique flora and fauna has resulted in people working to ensure our environment is preserved and protected. They were not always heeded. For example, one consequence of the gold rushes was the heavy ecological damage caused by mining operations.

An important turning point for the green movement, as it is often called, came out of the Tasmanian government's 1978 proposal to dam and flood the Franklin River and build a hydro-electric power station; this would have led to significant damage to the river and the surrounding areas. People reacted strongly across the nation to this proposal. Many protests were mounted and the Franklin Dam became an important issue in the 1983 federal election. After this, environment issues began to play a more prominent role in Australian politics. The Australian Greens Party was formed in 1992 and it won 13 per cent of the federal vote in 2010, securing a Senate seat in every state and also claiming its first seat in the House of Representatives.

Source 3 People take to the streets in Melbourne to protest the destruction of the Franklin River.



Source 4 Bob Brown, standing in the motorboat, addresses protesters during the Franklin Dam dispute in 1983. Bob Brown later entered federal parliament as a senator. He was leader of the Australian Greens Party from 1992 until 2012.



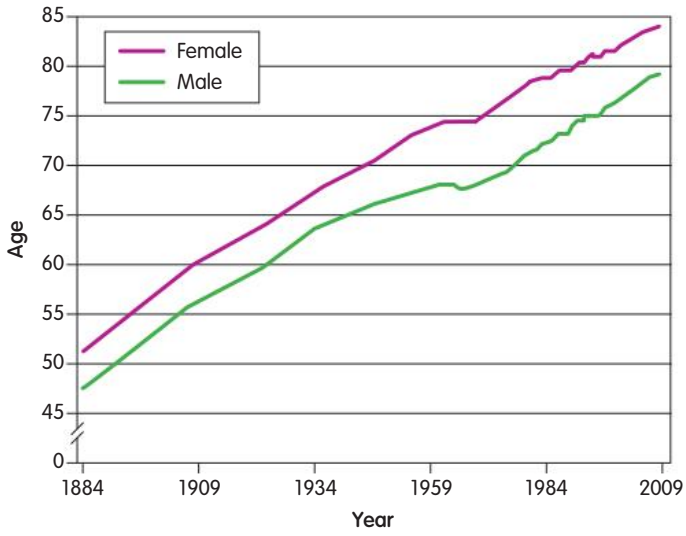
Sustainability

Environmentalists believe that the damage we have done to the planet through our growing population, overuse of resources and unchecked greenhouse gas emissions will ultimately mean that life on Earth becomes unsustainable. They argue that we must change our lifestyle and our relationship with the planet in order to ensure that the planet's **ecosystems** can survive. **Climate change** has made the need for sustainable living even more urgent. Radical changes need to be made by individuals, societies and governments to ensure that we live sustainably.

Standard of living

Most Australians enjoy a relatively high standard of living. Life in Australia is good for many, and getting better. One measure of economic wellbeing is our gross domestic product (GDP) per capita, a figure found by dividing the income generated in the country by the population.

Source 5 Average life expectancy for Australians



Source: ABS.

Australia's GDP per capita places us among the wealthiest people in the world. Another measure of wellbeing is the Human Development Index (HDI), arrived at by means of a wide variety of data, but mainly based on life expectancy, education and income. According to this measurement, Australia has the second best standard of living in the world, coming only behind Norway.

Medical advances

There have been many medical advances over the past 60 years. Modern drugs can cure many diseases, and vaccinations mean we are no longer susceptible to diseases that once killed thousands. A disease such as malaria, which kills up to a million people around the world every year, is no longer found in Australia. With our ability to transplant organs (such as the heart, kidney and lung) and identify illness in its early stages, we are able to ensure that we can live longer and enjoy better health than ever before. Improved living conditions and sanitation, healthier lifestyles (improved diets and hygiene) and medical advances have combined to help bring about these changes. However, these advances have generally helped only the world's richer nations, while the poorer nations have often been unable to afford the medicines and technology, and have been left to rely on the charity of the world's wealthier nations.

The future?

We must remember, though, that measurements such as GDP assume that everyone has equal access to the benefits available in that country. We know this is not the case, and we must continue to ensure that we act to make Australia the fairest country it can be, and ensure that all Australians benefit from the wealth and good fortune available.

Activities

EXPLANATION AND COMMUNICATION

1. Which event is seen as marking the beginning of the modern environment movement in Australia?
2. Explain the main aims of the environment movement.
3. Identify any two significant technological changes that have occurred since World War II.
4. Explain how the Human Development Index works.
5. Which is the only country that scores better than Australia in the Human Development Index?

CHRONOLOGY, TERMS AND CONCEPTS

6. What is meant by the term *sustainability*?

ANALYSIS AND USE OF SOURCES

7. Compare the images in **Sources 1 and 2**. Describe technological developments evident in these pictures.
8. What aspects of **Source 3** show that many Australians were against the damming of the Franklin River?
9. Why do you think Bob Brown's involvement in the Franklin Dam protest, as shown in **Source 4**, was the beginning of his political career?
10. Describe the trend that is evident in **Source 5**.

PERSPECTIVES AND INTERPRETATIONS

11. Environmentalists argue that economic growth must be slowed and that we may need to sacrifice our living standards for the sake of the planet. Why do you think many people resist such arguments?
12. Measures such as GDP per capita are criticised because they fail to reflect how the wealth of a nation is shared. Why is it important to look at the distribution of resources when assessing a nation's standard of living?
13. Why do you think Australia always rates highly on measures such as the Human Development Index?
14. List the other types of data included in the Human Development Index that makes it different from GDP. Do you think this makes HDI a 'better' measure? What aspects of life do you believe should be measured when describing a country's standard of living?

HISTORICAL QUESTIONS AND RESEARCH

15. Research and prepare a poster on a UNESCO World Heritage listed site. Make sure you justify why the site has been added to the list.

climate change significant long-term change in the climate and weather patterns of the planet, currently believed to be intensified by human activity

ecosystem the complex set of relationships among all living organisms of an area

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

3.10 SkillBuilder

Interpreting historians' perspectives

What are historians' perspectives?

As you study history in more depth, you will frequently encounter different historians' perspectives and viewpoints of events and issues. When investigating the past, historians do more than just ask what happened and when; they examine more difficult questions, such as why did it happen and what was its significance?

Why is it useful to study historians' perspectives?

By studying different historians' perspectives, we are able to gain a deeper understanding of the past. Consider the following two statements:

a Australia began withdrawing its troops from Vietnam in 1970.

b When Australia began withdrawing its troops from Vietnam in 1970, the government was admitting that the war could not be won.

Statement **a** is a simple statement of fact. Statement **b** contains the same fact, but it also offers an explanation of why the troops may have been withdrawn. Historians, who research an event or issue thoroughly, will ask questions of the evidence and begin to draw conclusions and offer explanations. In this spread we will use the Vietnam War as an example, in order to consider some questions you can ask that will help you understand and interpret the perspective offered by a historian.

How to analyse historians' perspectives

Asking yourself the following questions will help you to interpret the historian's work.

Possible questions	Possible answers/implications
Step 1 — What specific issue is the historian investigating?	• The cause of the conflict or the key issues involved • The reasons why one side won or lost • The significance of the issue • The role or influence of leaders • The short- and long-term implications
Step 2 — What does the historian argue or conclude?	Any of the issues raised above could be addressed and answered by the historian.
Step 3 — In what form, and for what purpose, was the material published?	It could be a general work or one with a specific purpose. For example, knowing that the extract was published in a Communist Party newspaper might well help you understand its perspective.
Step 4 — When was the work published?	The timing of its publication may reflect the availability of new sources or have some other significance. For example, when the USSR collapsed, historians gained unprecedented access to the Soviet archives, which provided a wealth of new material to use in their analysis.
Step 5 — What message is the historian trying to convey?	It could be an explanation of the past or a warning for the future.
Step 6 — What, if any, evidence does the historian present?	This might include facts, statistics, quotes, anecdotal examples or any number of other sources.

Consider **Sources 1 and 2**. In the table opposite, these two interpretations of events by historians have been analysed by using the questions set out above. Do you agree with the analysis of these interpretations?

Source 1 From Michael Sexton, 'The war we gatecrashed', *The Age*, 29 April 2005

Vietnam has cast a long shadow over American foreign policy. Since then, the American military has been anxious to avoid a ground war with the potential for large-scale casualties. This was the reason for the lack of intervention in Bosnia and the use of air power in Kosovo. Iraq was undertaken on the basis — which was correct — that there would be almost no battlefield casualties, although there have been subsequent losses.

This is the continuing importance of Vietnam for Australia's relationship with the United States. By encouraging American involvement in the war 40 years ago, the Australian government may have made it more difficult for its successors to obtain American assistance in a time of real crisis. Most of the men — whether politicians or bureaucrats — who organised Australia's entry into the Vietnam War are dead but their cynical and irresponsible conduct might yet prove a problem for this country.

Student workbook
3.6, 3.7

Source 2 From Gregory Pemberton, 'Conclusion' in Pemberton (ed.), *Vietnam Remembered*, 2002, p. 234

Although Australia remained firmly locked in the Western camp, America's defeat and withdrawal from Indochina, combined with Britain's decline, forced greater self-reliance on Australia in defence and foreign policy … Australia had to chart a different course, developing its own policies towards its neighbours. It had to accept that its main effective relations were with Asian nations, notwithstanding the great symbolic importance of the American Alliance. A break was made with the white-supremacist South African and Rhodesian [now Zimbabwe] regimes. Notably, immigration laws were relaxed to allow entry of non-Europeans which, although it did not produce any great immediate racial changes in the migrant intake, was of great symbolic importance. Since then the flow of refugees from Indochina has forced Australians to re-examine the notion of preserving an essentially white Australia and has added new meaning to an old platitude — 'Australia, a part of Asia'.

Possible questions	Source 1	Source 2
What specific issue is the historian investigating?	The long-term impact of the Vietnam War on American and Australian policy	The impact of the Vietnam War on Australian policy
What does the historian argue or conclude?	The United States was unwilling to commit to large-scale ground wars.	Australia was forced to change the focus of its foreign policy and, rather than look to the UK or the US, to engage with our Asian neighbours.
In what form, and for what purpose, was the material published?	Newspaper article	Book
When was the work published?	2005	2002
What message is the historian trying to convey?	Our unwise encouragement of the US in Vietnam may make them more hesitant to offer us assistance in the future when we really need their help.	Australia must develop closer relations with our Asian neighbours, acknowledging our geographical position in Asia. Our old racial views need to change.
What, if any, evidence does the historian present?	The examples of the military interventions in Bosnia, Kosovo and Iraq	Changes in immigration policy

Developing my skills

Now it's your turn. Using the same questions, examine the historians' perspectives evident in **Sources 3 and 4**.

Source 3 From Dr Paul Strangio, 'Listen up, you warmongers', *The Age*, 2 August 2002

The most crucial lesson is that the political and military establishment in this country [Australia] is fallible. If that establishment erred in Vietnam, there is no guarantee that it will not bungle things again, now or in the future.

The related lesson is that as a society we should always be prepared to give a reasonable hearing to those who would question the orthodoxy of Australian support for Washington's military expeditions.

The evidence from the Vietnam era and since is that we are not particularly good at this. Too often there is a tendency to treat dissenting opinion as illegitimate and disloyal.

Yet, when the lives of Australian combatants and the soldiers and civilians of other nations are at stake, debate should be encouraged rather than closed down.

Otherwise, we risk being condemned to always relying on hindsight to realise that we got things wrong.

Source 4 From Paul Ham, *Vietnam: The Australian War*, 2007, pp. 657–8

In short, the Domino Theory was a grossly simplistic, unchanging metaphor imposed on a ceaselessly changing, complex world. As Qiang Zhai [a Chinese historian] concluded, in his classic account of China's role — 'Just as dominoes is a game for children, the … theory was the stuff of child's play.' If the Domino Theory expressed a real fear of Soviet and Chinese aggression in the 1950s, it failed to justify a strategic case for the American war in Vietnam in 1965. In 1955 the British had largely defeated the Chinese 'communist terrorists' in Malaya, a job completed by the Australians in 1960; and in 1965–66, in Indonesia, a military junta [government] crushed the local Communist party. 'The notion that any of Thailand, Malaysia, Singapore or Indonesia would have gone Communist in the 1960s because Vietnam fell strains credibility,' said Paul Kelly [an Australian historian]. Indeed, even as the Australians beat the domino drums, Washington had lost faith in the theory. LBJ [Lyndon Baines Johnson, President of the United States, 1963–69] later rejected the whole metaphor of toppling dominoes, and Dean Rusk, Secretary of State, never used the phrase. It trivialised a complex situation, he felt.

3.11 Review and reflect

This chapter has reviewed some of the significant changes and events that have shaped Australia and the world since World War II. As we have seen, it has been a time of dramatic change — in technology (as Source 1 demonstrates) and in social attitudes on issues such as the environment, the peace movement and women's rights (as seen in Source 2). Most of these changes have improved people's lives, but this has not always been the case. The challenge for future generations is to build on the advances of the past, yet also recognise where problems exist and endeavour to find solutions.

Review

Quick quiz

1. Name the five permanent members of the United Nations Security Council.
2. What was the most deadly weapon used during World War II?
3. Name three countries where Australia has sent peacekeeping troops.
4. What was INTERFET?
5. Who was the Australian prime minister who called on the United States to aid Australia during World War II?
6. What was the Cold War?
7. Name two security treaties Australia signed during the 1950s.
8. Agents from which country were involved in the Petrov affair?
9. What was the domino theory?
10. What is a weapon of mass destruction?
11. What is the name of the main opposition leader in Burma?
12. Explain what is meant by the term *sustainability*.
13. Where is Australia ranked according to the Human Development Index (HDI)?



Source 1 The iPad, a powerful tablet computer, is an example of how rapidly computer technology is advancing.

Student workbook
3.8, 3.9, 3.10

Source 2 A women's peace protest in 1984 outside Greenham Common air base, in England, where US nuclear-armed cruise missiles were deployed. The right to protest as a legitimate form of political expression has been a significant social and political development since World War II.



Analysis and use of sources

1 Compare the computer from the 1950s pictured in Source 1 in spread 3.9 with the computer in Source 1 in this spread. Describe the changes that have occurred. How have these changes influenced our lifestyle?
2 Do you believe protests, such as the one shown in Source 2, have helped to effect change and influence the opinions of governments and people?

Back to the big questions

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1 How did the outcomes of World War II influence the modern world?
2 How did conflict and cooperation across the world change during the twentieth century?
3 What are some of the significant global events and forces that shaped the twentieth century?
4 How has Australia reacted to these? How has Australian society been affected by the significant global events and changes of this period?
5 How is the world now a better place than it was before World War II? What still needs to be improved?

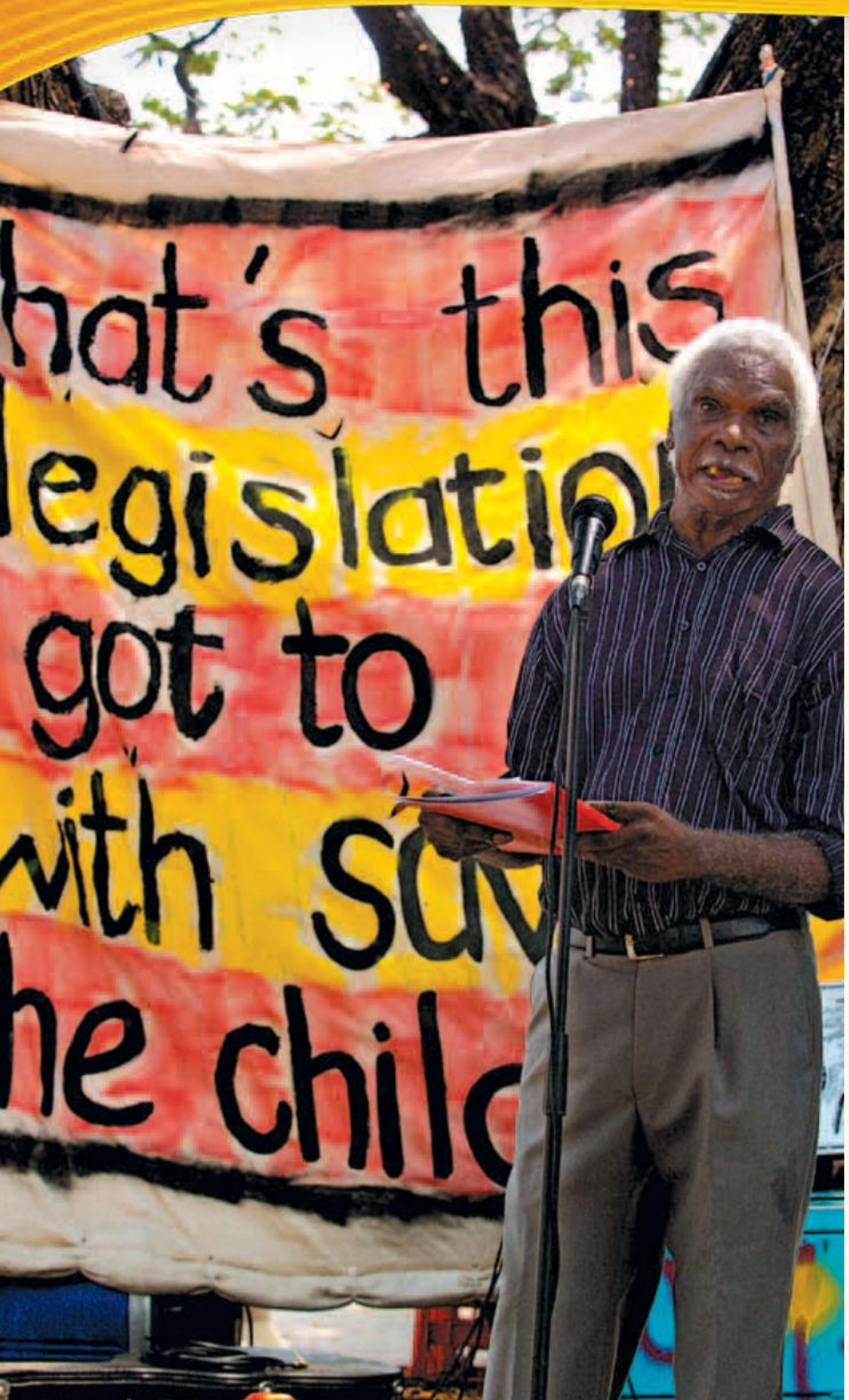
Reflect

Think about your learning over this topic. Tick the box for each of these statements that you think is correct for you and briefly state your reasons.

Statements about my learning in this chapter	Agree	Disagree	Reasons why I agree or disagree
I understand how changes in the world can affect Australia.			
I can evaluate Australia's role in international affairs.			
I can analyse how Australia and the world have changed over the past 60 years.			
I can analyse sources relating to Australia and the world in the past 60 years.			
I can analyse historians' interpretations and determine their message.			

CHAPTER DEPTH STUDY 2: RIGHTS AND FREEDOMS

4 Rights and freedoms (1945–present)



Links with our times

On 15 June 2007 the Board of Inquiry into the Protection of Aboriginal Children from Sexual Abuse released a report titled *Little Children Are Sacred*, which indicated that child sexual abuse was rampant in many remote Indigenous communities. The Howard government responded by suspending the Racial Discrimination Act in relation to these communities and announcing emergency measures designed to protect Indigenous children. The Northern Territory Emergency Response (NTER) included sending soldiers and police into the Northern Territory, banning alcohol and restricting the ways in which community members could spend their welfare cheques (a practice known as income management). The 'Intervention', as it came to be known, was supported by the Australian Labor Party but caused controversy within the wider Australian community. Supporters claimed that such strict measures were required to protect children

The government's 'Intervention' in the Northern Territory: a necessary step to protect children or racial discrimination? This photograph, taken in 2007, shows Bagot (Darwin) council chairman James Gaykamangu speaking against the policy at the National Day of Action.

A timeline of the struggle for rights and freedoms (1945–present)

Jacaranda World History Atlas
Indigenous rights
pp. 236–7

eBookplus
Create a visual timeline of key events since 1945 that have changed the rights and freedoms of peoples with the interactive timeline application in your eBookPLUS.
SEARCHLIGHT ID: INT-2972

CE

1935

1938 Indigenous Australians proclaim the 150th anniversary of settlement a 'Day of Mourning'.

1939 Indigenous men enlist for World War II.

1940



1945

1948 The UN adopts the Universal Declaration of Human Rights.

1950



1958 Artist Albert Namatjira, an Aboriginal citizen, is charged for supplying an Aboriginal ward of the state with alcohol.

1955

1960

1967 In a national referendum, 90 per cent of voters vote for Indigenous Australians to be included in the national census.

1965

1966 Indigenous workers walk off Vestey's cattle station at Wave Hill, demanding better pay and conditions.

1970

1971 Anti-apartheid demonstrators protest at the matches of South Africa's Rugby Union team, the Springboks.

1992 In the Mabo case, the High Court of Australia recognises Indigenous ownership of the land for the first time.

1975

1980

1997 The *Bringing Them Home* report, tabled in Parliament, outlines the damage done to the Stolen Generations.

1985

2007 The Howard government approves an emergency 'Intervention' to protect the children of remote Indigenous communities in the Northern Territory.

1990

1998 Pauline Hanson's One Nation Party, which believes that Indigenous Australians are favoured over non-Indigenous Australians, picks up 22 per cent of the vote in the Queensland election.

1995

2008 Prime Minister Kevin Rudd delivers a formal apology to the members of the Stolen Generations.

2000

2002 Historian Keith Windschuttle causes controversy by challenging other historians' accounts of the mass slaughter of Aborigines by white settlers.

2005

2010 The United Nations Special Rapporteur on the Rights of Indigenous Peoples expresses grave concerns over the continuing Intervention in the Northern Territory.

2010

within remote communities while others claimed that it was a racist policy and another 'invasion' of Indigenous lands.

The complexities of this issue highlight many of the difficulties that still accompany decisions made by the Australian government in relation to the country's Indigenous peoples.

Big questions

As you work through this chapter, look for information that will help you to answer these questions:

1. What rights and freedoms have Indigenous Australians fought for since 1945?
2. How have the struggles of Indigenous Australians been similar to, and different from, other fights for civil rights around the world?
3. Which Indigenous leaders have led the struggle for rights and freedoms?
4. How has government policy helped and hindered this struggle?
5. What challenges do Australia's Indigenous people face today?

Starter questions

1. What do you know about Australia's Indigenous communities? List any facts you can think of.
2. What were the biggest changes to Indigenous Australians' way of life when the country was settled in 1788?
3. Have you read a book or watched a film that depicted the struggles faced by Australia's Indigenous people since 1945? If so, what sort of struggle did this portray?
4. Which individuals and organisations can you approach to learn more about Australia's Indigenous community today?

HOW DO WE KNOW ABOUT . . .?

4.1 Struggles for rights and freedoms

It has been said that history is written by the victors. It is no surprise, then, that until the latter half of the twentieth century the voices of Indigenous Australians were noticeably absent from discussions about Australian history. As Indigenous Australians began to attend university, become published as authors and journalists, and contribute to the entertainment industry, many formerly untold stories emerged. Today it is possible to access reports, commentary and stories that encompass a wide range of Indigenous experiences. Many of these focus on the struggle for rights and freedoms.

Indigenous perspectives

The views of non-Indigenous people, such as academics and journalists, about the Indigenous experience can only ever be second-hand. To find primary evidence about what it is like to be an Indigenous Australian, we must consult Indigenous people. In some cases, this may mean listening to oral histories; in other cases, we may have access to written accounts. Not all Indigenous perspectives on the fight for rights and freedoms relate to times past; some fights, such as land rights and the fight for equality, continue to this day. A story told by a person can reveal a lot, not only about the events in their lives, but about their thoughts, feelings and hopes for the future. All of these may add to our understanding of such a complex issue.

Popular films

Although Indigenous Australians have been depicted in films since the 1920s, many early portrayals were stereotypical, portraying them as 'savages'. By the mid 1950s a more balanced portrayal emerged in *Jedda*, in which an Indigenous girl raised by Europeans sought to rediscover her roots. In the 1970s, films such as *Walkabout* and *Stormboy* depicted Indigenous people as helpful and knowledgeable about the land. In 1978 Indigenous filmmaker Essie Coffey released *My Life as an Aboriginal,* in which she demonstrated the differences between Indigenous knowledge and the kind of knowledge that Indigenous kids were getting in school. Coffey's film raised awareness about the number of Indigenous kids losing touch with their **heritage**. Since the 1980s depictions of Indigenous people on screen have been more well rounded, while films such as *Rabbit-Proof Fence* (2002) and documentaries such as *First Australians* (2008) have explored the difficult and often violent struggle for survival that Indigenous people have endured.

Source 1 In 1999, at the 50th Anniversary of Australian Citizenship Conference, ATSIC Commissioner Colin Dillon talked about his experience as an Indigenous Australian and police officer during the mid 1960s.

On entering police training in 1965, two years before the referendum, I found it frightening to realise that I was the only Aboriginal person on the police force. The only others were the Black Trackers, universally regarded as inferior with no police powers.

It was conveyed to me — informally but very bluntly — that I had entered the wrong profession, that there was no place for a black man as a sworn officer in an all-white police force. I persevered and endured the **unfettered** racism and hard training and was eventually formally sworn in as a Constable.

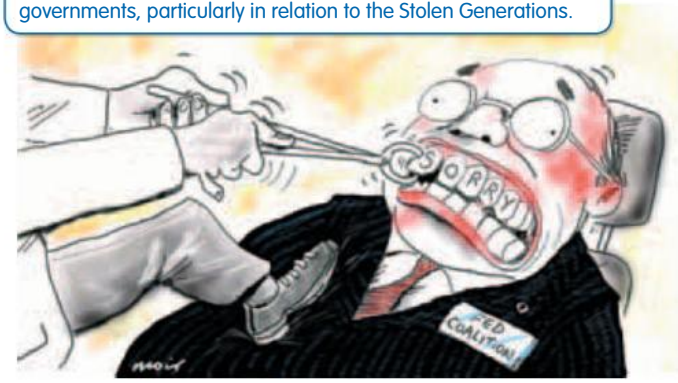
Yet even as I stood in the parade that day for the ceremonial swearing in of constables — a moment that should have been the proudest in my life — I remember the Commissioner as he made his inspection. On coming to me he commented to the parade Sergeant 'He's a bit on the dark side.'

My troubles continued — not only was I not wanted within the Police Force but my chosen profession and its associated tasks **alienated** me from my own people. Even the enactment of the Racial Discrimination Act in 1975 offered no respite, as it would have been sheer **folly** to formally complain in a work environment that quite openly tolerated racial and discriminatory practices.

Source 2 Many Indigenous children, particularly those with one European parent, were forcibly removed from their families, and raised in institutions or by white families. The film *Rabbit-Proof Fence* (2002) tells the story of three such children, Mollie, Gracie and Daisy, in Western Australia.



Source 3 Throughout his prime ministership, John Howard adhered to a positive view of Australian history and refused to acknowledge the pain caused to Indigenous people by previous governments, particularly in relation to the Stolen Generations.



Political commentary

Since Australia was settled, politicians have been involved in designing policies concerning Indigenous people. They have justified these policies in Parliament and in the press. This has led to commentary by those who are 'in the know', including political insiders, journalists and cartoonists. It is a commentator's job to cut through the **rhetoric**, highlighting important or controversial aspects of the politician's position in a way that will be accessible to the public.

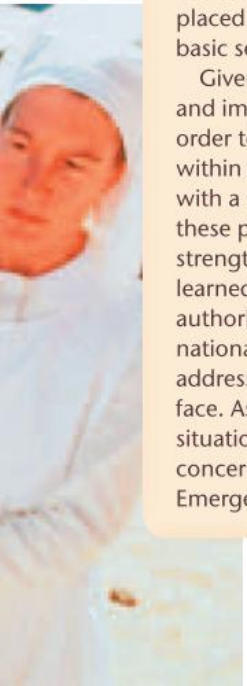
Official documentation

The international fight for rights and freedoms was formalised in 1948 with the signing by many countries, Australia included, of the United Nations' Universal Declaration of Human Rights. Today the UN reports on the degree to which countries are adhering to the Declaration. A negative assessment from the United Nations carries great weight within the international community.

Source 4 In 2010 the UN's Special Rapporteur on the Rights of Indigenous Peoples, James Anaya, finished an 11-day tour of Australia and made his conclusions available to the United Nations. While he praised certain aspects of the way Australia had dealt with its Indigenous population, he was highly critical of the ongoing Intervention.

During my time in Australia, I have been impressed with demonstrations of strong and vibrant Indigenous cultures and have been inspired by the strength, resilience and vision of Indigenous communities determined to move toward a better future despite having endured tremendous suffering at the hands of historical forces and entrenched racism. It is clear that these historical forces continue to make their presence known today, manifesting themselves in serious disparities between Indigenous and non-Indigenous parts of society, including in terms of life expectancy, basic health, education, unemployment, **incarceration**, children placed under care and protection orders, and access to basic services.

Given these disparities, the Government has developed and implemented a number of important initiatives in order to 'close the gap' of Indigenous disadvantage within a wide range of social and economic areas, with a stated emphasis on women and children, and these programmes must continue to be improved and strengthened. I would also like to stress that I have learned of numerous programmes in place by Indigenous authorities and organisations at the local, regional and national levels that have been working effectively to address the many problems that their communities face. Aspects of the Government's initiatives to remedy situations of Indigenous disadvantage, however, raise concerns. Of particular concern is the Northern Territory Emergency Response . . .



Activities

ANALYSIS AND USE OF SOURCES

1 **Source 1** presents an Indigenous perspective on a particular event — the swearing-in ceremony for police constables.
   - **a** What scared Colin Dillon about joining the police force in 1965? What problems did he face after becoming a constable?
   - **b** Write three questions you would most like to ask Colin Dillon about his time on the police force or his experiences since. Then answer them yourself, doing your best to imagine what his responses would be.
   - **c** Discuss with a partner what strategies Colin Dillon could have used to deal with racism in the workplace. Which of these do you think would have been the most successful and why?

2 What primary sources do you think the producers of *Rabbit-Proof Fence* (see **Source 2**) would have consulted when making the film? What different biases do you think such filmmakers would need to guard against to ensure their depiction of events was factual?

3 In a movie that depicts an important historical event or period, is it more important to be factually correct or to tell a good story? Discuss this question as a class.

4 What statement is the cartoonist trying to make in **Source 3**? What visuals support this message? Is it an effective statement? Why or why not?

5 In **Source 4**, UN representative James Anaya praises certain aspects of Australia's treatment of Indigenous people, and criticises others. What are they?

alienate to cause someone to feel isolated or separated
folly foolishness; lack of good sense
heritage cultural traditions
incarceration imprisonment
rhetoric effective and persuasive language, sometimes used to mislead
unfettered unrestricted

4.2 A day of mourning, 1938

26 January 1938 was the 150th anniversary of the day Captain Arthur Phillip planted the British flag at Port Jackson. All six state premiers had arrived in Sydney; the finishing touches were being put on 120 street floats, and the crowds were gathering as the city prepared for a spectacular show. Having been denied access to Sydney Town Hall, Indigenous activists and community members, led by William Cooper and Jack Patten, walked in silent protest to Australia Hall, which they had to enter via the back door. So began Australia Day 1938: for the country's mostly white population, this was a day to celebrate; for Indigenous Australians, it was a day of mourning.

Creating a movement

In the months leading up to January 1938, Jack Patten, the first president of the Aborigines' Progressive Association (APA), and William Cooper, secretary for the Australian Aborigines League, had visited missions and reserves to gain support for the Day of Mourning protest. Patten had also worked with William Ferguson, founder of the APA, to put together a 12-page document entitled 'Aborigines Claim Citizenship Rights', which ran in many national newspapers. Despite widespread support for the event within the Indigenous community, only about one hundred people would attend, because Australian law forbade Indigenous people from gathering to protest. Despite the printed warning that 'Aborigines and persons of Aboriginal blood only are invited to attend', four non-Indigenous people attended the gathering. Two were police officers; the others were representatives from *Man Magazine*, who would document the day's events for a story entitled 'Aborigines Meet, Mourn while White-Man Nation Celebrates'.

A 10-point plan

As the Day of Mourning protest began, telegrams of support from around Australia were read out. Then Jack Patten read the following resolution (see Source 3):

> *We, representing the Aborigines of Australia . . . on the . . . 150th anniversary of the whitemen's seizure of our country, hereby make protest against the callous treatment of our people . . . and we appeal to the Australia nation of today . . . for . . . full citizen status and equality within the community.*

During the protest, the group discussed the brutal treatment of Indigenous people by the Aboriginal Protection Board and the unfair removal of children from the reserves, as well as the need for equal rights. The protest culminated in the formation and approval of a 10-point plan for equality. The plan outlined the importance of giving Indigenous people full citizenship status, as well as access to education, health services and employment. The plan also demanded that Indigenous

Source 1 As dignitaries watched on, Indigenous people, brought to Sydney especially for the event, re-enact the landing of the First Fleet at Farm Cove 150 years earlier.



Mitchell Library, State Library of NSW. Call no. Home & Away – 17963

Source 2 The Day of Mourning was the first organised civil rights protest by Indigenous Australians. Two of the day's organisers, William Ferguson and Jack Patten, are pictured at far left and right respectively.



Source 3 APA President Jack Patten (right) reads the resolution.



Mitchell Library, State Library of NSW. Call no. MLQ 059/9

Source 4 Following the Day of Mourning, Australia's Indigenous community began publishing its first newspaper, ***Abo** Call*, edited by Jack Patten.

To all Aborigines!

"The Abo Call" is our own paper.

It has been established to present the case for Aborigines, from the point of view of the Aborigines themselves.

This paper has nothing to do with missionaries, or anthropologists, or with anybody who looks down on Aborigines as an "inferior" race.

We are NOT an inferior race, we have merely been refused the chance of education that whites receive. "The Abo Call" will show that we do not want to go back to the Stone Age.

Representing 60 000 Full Bloods and 20 000 Halfcastes in Australia, we raise our voice to ask for Education, Equal Opportunity, and Full Citizen Rights.

"The Abo Call" will be published once a month. Price 3d [3 pence].

The Editor asks all Aborigines and Halfcastes to support the paper, by buying it and also by acting as agents for sale to white friends and supporters.

people be allowed to own property, possess a bank account and receive a pension — rights automatically granted to Australia's white population. The day ended with members of the protest walking to La Perouse, one of the original landing spots for the First Fleet, where they released funeral wreaths into the sea.

Following the success of the Day of Mourning protest, a delegation of 20 Indigenous people led by Jack Patten and William Ferguson presented the Australian prime minister, Joseph Lyons, with the 10-point plan for equality. Despite the prime minister's willingness to listen to the delegation, it would take another 30 years and another generation of activists before Indigenous people would even be counted in the national census.

Activities

Student workbook 4.1

EXPLANATION AND COMMUNICATION

1 What examples of inequality between white Australians and Indigenous Australians were evident on Australia Day 1938?
2 Name three things that Indigenous activists wanted the government to change in 1938.
3 Why did Indigenous activists release funeral wreaths into the sea following their protest?

ANALYSIS AND USE OF SOURCES

4 Based on **Sources 1 and 2**, how did white Australia view Indigenous people in 1938? How did Indigenous people view themselves?
5 Examine the introduction to *Abo Call* (see **Source 4**) and answer the following questions.
   a What was the purpose of the paper? How can you tell?
   b In what ways did *Abo Call* seek to challenge white preconceptions about Indigenous people?
   c In what ways did it encourage Indigenous people to think of themselves?

PERSPECTIVES AND INTERPRETATIONS

6 Why do you think Indigenous activists such as William Ferguson, William Cooper and Jack Patten decided to use the theme of 'mourning' for 26 January 1938? How else could they have presented their protest to create a different effect? Do you think this would have been more or less effective than the protest they made?
7 Based on what you have read in this spread, would you consider the Day of Mourning a turning point for Indigenous Australians? Write 150 words explaining your position, then share it with a classmate.
8 What changes in politics and society do you think would need to have taken place before Indigenous people would be given citizenship? Are you surprised that gaining citizenship took almost 30 years after the Day of Mourning? Why or why not?

abo an abbreviation of the word 'aborigine' (today, this is considered an offensive term)

4.3 The Stolen Generations

During the 1800s the colonial authorities believed that a protection system was the best way to look after Indigenous Australians. This meant setting up special communities for them where they could farm the land and live off the produce. But Indigenous people were traditionally nomadic, and many could not get used to this new way of life. The *Aborigines Protection Act 1909* gave the authorities licence to 'provide for the custody, maintenance and education of the children of aborigines'. By 1911 the Northern Territory, along with all states except Tasmania, had given the Board of Protection control over Indigenous people. The Board was also made the legal guardian of all Indigenous children. Enforcing this legislation was left to 'protectors', who were usually police officers. Those children who were taken from their families would become known as the 'Stolen Generations'.

From 'protection' to assimilation

Governments believed the best way to ensure that Indigenous children (especially those of mixed descent) were **assimilated** into European society was to remove them — forcibly, if necessary — from their families and raise them in institutions or foster homes. Paul Hasluck, who was appointed Federal Minister for Territories in 1951, articulated the thinking behind this strategy: 'Assimilation means, in practical terms, that, in the course of time, it is expected that all persons of aboriginal blood or mixed blood in Australia will live like other white Australians do.'

The *Child Welfare Act 1939* had provided parents with the right to contest the removal of their children. However, with many Children's Courts located far from the Indigenous communities from which the children had been taken, and with no legal assistance provided for parents, it was extremely difficult for parents to get their children back. Once they had been removed, many Indigenous children were sexually exploited or physically abused, and were denied any contact with their families. Between 1910 and 1970 it is estimated that 10–30 per cent of Indigenous children were forcibly removed from their families in the name of assimilation. This means that many Indigenous families, from every state and territory, were directly affected by the forced removal of one or more children.

Preparing for a different life

At Kinchela Boys Home on the mid-north coast of New South Wales, Indigenous boys were taught to farm the land

Source 1 An extract from the 1989 book *Wanamurraganya: The Story of Jack McPhee*. The narrator is being shown around a compound for Indigenous children.

'This part is called the compound,' he told me, 'there's the church, sewing room, dormitories where they keep all the kids, store, you've seen the office and the hospital.'

'Whose kids are they?'

'Anybody's. Some got their names changed. You know whitefellas, if they can't get their tongue around your name they call you something else. No one be able to find these kids now.'

I was thinking to myself, to take a child from its mother is a cruel thing. The mother has given the life, suffered for it, it's not right that life is taken from her.

'When a family comes in,' said Jack, 'the kids live in dormitories, others down in the camp.' . . .

'Jeez, Jack, is this a prison?'

He laughed. 'Trackers here too. Bring you back if you run away.'

'Can't you do something?'

'Who will listen, brother? Boss reads all the mail that goes out and comes in.'

Source 2 An extract from the *Bringing Them Home* report. Rose lost contact with her brothers and sisters in 1958, when she was nine years old.

The kids was glad to see Mum and Dad at court. They were jumping all over them. Glad to see them. When the Welfare took the kids off Mum and Dad they were holding out their arms trying to stay with Mum and Dad. Everyone was crying sad. Sad. Sad. After the kids had gone to the home Mum and Dad hit the grog hard as they had done everything in their power and in their hearts to keep us away from the (predators) the Welfare. But they sniffed us out of the bush like dogs.

My parents couldn't handle the trauma of not having the closest warmth loving caring family we were. They separated. My Mum went one way; my Dad went his way.

And I was 9 years of age left to go my way. I didn't know anyone. So I lived with Koori families who took me in. And in return I would look after their kids while they went picking just so I had some sort of family caring. I done this for years. Still not knowing where my brothers and sisters were. I tried hard to find them but couldn't.

The families that took me in I have a lot of respect for them because they tried to mend a 9 year old's broken heart . . .

and operate heavy machinery such as tractors. Between 1924 and 1970, 600 boys were taken to Kinchela, where they were stripped of their names and given numbers instead, were forbidden from speaking their own language and were severely punished by the staff for disobedience. According to Cecil Bowden, a former resident, the most brutal punishment was being sent 'down the line': 'They'd have to walk the line and 60 or 70 boys would have to punch them, punch that person as hard as they could, just to satisfy those people who were running the home.'

The Cootamundra Domestic Training Home for Aboriginal Girls was the destination for generations of Indigenous girls removed from their families between 1911 and 1969. The girls would stay at Cootamundra in the South West Slopes region of New South Wales until the age of 14, when they would be sent to work as domestic servants in the homes and farms of New South Wales' middle class. Once in domestic service, many girls became pregnant, only to have their own children removed and placed with white families.

Source 3 Residents of the Cootamundra Domestic Training Home for Aboriginal Girls



assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture

Activities

EXPLANATION AND COMMUNICATION

1 Why were Indigenous children taken from their families? Give as many reasons as you can.

2 Why was it so difficult for Indigenous parents to contest the removal of their children?

CHRONOLOGY, TERMS AND CONCEPTS

3 Explain the concept of 'assimilation' in your own words.

ANALYSIS AND USE OF SOURCES

4 It is the morning after four Indigenous children have escaped from the compound described in **Source 1**. Work in small groups to research and discuss what might happen to the children still in the compound.

5 From the clues provided in Rose's story (see **Source 2**), why do you believe her brothers and sisters were removed? Why do you think she may have been left behind? Which people were directly or indirectly affected in a negative way by the welfare workers' decision to remove Rose's brothers and sisters from the family?

6 The girls pictured in **Source 3** were being prepared specifically for domestic work. What does this suggest about the sorts of jobs that the Aboriginal Protection Board believed Indigenous children were best suited for?

HISTORICAL QUESTIONS AND RESEARCH

7 You have been asked to design a museum exhibit about the Stolen Generations. What objects will you include? Using your library and the internet for reference, either draw or collect pictures of your selected objects, together with a descriptive label explaining why each is significant.

PERSPECTIVES AND INTERPRETATIONS

8 Imagine you are a nine-year-old Indigenous girl or boy and have just been taken into the custody of the state. Which do you think would be hardest to leave behind: your family, your language or your culture? Explain your choice.

9 Why do you think the estimated numbers of children removed from their families varies so drastically between one in three and one in ten?

10 Who do you think was more fortunate, the girls in Cootamundra or the girls left behind, such as Rose? Explain your view, using information and quotes from this spread.

4.4 The fight for civil rights beyond Australia's borders

In the 1940s many of the rights and freedoms enjoyed by white people in settler nations such as America and Australia were not shared by the nations' minorities. To many people this seemed wrong, but it would be the mid 1950s before leaders would emerge to challenge this widespread inequity and mistreatment. They were part of the civil rights movement. This movement would build during the 1960s, generating a worldwide demand for change.

International agreements

On 10 December 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR), an international agreement that outlined the rights and freedoms that should be accorded to all people. As a founding member of the UN, Australia played a prominent role in establishing the Declaration under the guidance of Dr Herbert Vere Evatt, who became the president of the United Nations General Assembly in 1948. Dr Evatt, a former High Court judge, Attorney

Source 1 A photograph of Eleanor Roosevelt holding the Declaration of Human Rights



Source 2 Eleanor Roosevelt became the First Lady of the United States when her husband, Franklin Delano Roosevelt, was elected president in 1933. An author and activist in her own right, Eleanor Roosevelt was a US delegate to the United Nations General Assembly from 1945 to 1952, and played a crucial role in developing the Universal Declaration of Human Rights.

> Where, after all, do human rights begin? In small places — close to home — so close and so small that they cannot be seen on any maps of the world. Such are the places where every man, woman and child seeks equal justice, equal opportunity, and equal dignity, without discrimination. Unless these rights have meaning there, they have little meaning anywhere.

Jacaranda World History Atlas
Civil rights movements
pp. 234–5

General and Minister for External Affairs, was known for defending civil liberties. The Declaration began by recognising that 'the inherent dignity and the equal and **inalienable** rights of all members of the human family is the foundation of freedom, justice and peace in the world'. Although it was not a **treaty**, the Declaration was seen as an international call for civil rights.

The Montgomery bus boycott

On 1 December 1955 an African-American seamstress named Rosa Parks sat halfway down a bus in Montgomery, Alabama, just behind the section reserved for white passengers (see Source 3). When a white man got on the bus, the driver asked her to stand to make room for him, but Rosa Parks politely refused. 'When I made that decision,' she said later, 'I knew that I had the strength of my ancestors with me.'

Source 3 This excerpt from the Montgomery City Code refers to segregation of black and white people on the buses, which was the basis of Rosa Parks' protest.

Sec. 10. Separation of races — Required.

Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicle under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit.

For her refusal to give up her seat, Rosa Parks was arrested and charged with breaking the segregation laws. At the time, the African-American community made up the majority of Montgomery's bus passengers. Sparked by Rosa Parks' defiance, they began to refuse to take the bus. The boycott lasted 381 days until the politicians caved in and abolished the bus segregation laws.

Did you know?

Racism is based on the belief that a person's race determines their ability and attributes, and that some people are inherently inferior to others. In the 1930s Hitler invoked racist theories to justify his persecution of the Jewish people. The same theories were used to justify racial segregation in the United States, South Africa and Australia.

'All we wanted to do was go to school'

On 17 May 1954 the US Supreme Court had ruled that segregation of public schools was **unconstitutional**. Later that year the Little Rock, Arkansas, school board had agreed to gradually desegregate its schools. Desegregation began on the first day of the school year, 1957. That morning, the nine African-American students enrolled at Little Rock Central High, thereafter known as the 'Little Rock Nine', were met by an angry mob, 1200 soldiers sent to the school for their protection and the world's media.

During the year she attended Little Rock Central High, Minnijean Brown Trickey was verbally abused, pushed down the stairs and spat on. Not all the white students were hostile towards the new arrivals, but those who showed them kindness were liable to be beaten up themselves. Later she would recall, 'There were 100 bad kids and 1900 silent witnesses'. Her story, and those of the other eight students, would go on to inspire a generation of black Americans.

Looking back on her year at Little Rock Central High, Minnijean Brown Trickey said, 'History holds up a mirror showing the good things about us and the bad things about us. We have to choose. Do we want to be part of the mob attacking children or the children walking with dignity?'

Source 4 On 4 September 1957 the Little Rock Nine attended their first day of school. This simple act would change America forever.



Dr Martin Luther King Jr and the importance of non-violent protest

The Montgomery bus boycott had been organised by the Montgomery Improvement Association. Made up of ministers and activists, the group was led by a charismatic young civil rights campaigner named Martin Luther King Jr. His philosophy was simple: anything could be achieved by using non-violent resistance, so long as you could convince enough people to join the cause.

This philosophy was based on both his training as a minister and his interest in the work of Mohandas (Mahatma) Gandhi, whose non-violent protests had successfully challenged the British and won independence in India. Dr King summed up his philosophy by suggesting that 'the Christian doctrine of love operating through the Gandhian method of non-violence was one of the most potent weapons available to oppressed people in their struggle for freedom'. One of Dr King's most well known actions was the March on Washington for Jobs and Freedom (1963), where he delivered his most famous speech, remembered by the words, 'I have a dream . . .'

The Black Power movement

After being arrested for the twenty-seventh time, black activist Stokely Carmichael made a speech that would become known as the 'Black Power speech', in which he urged African Americans to 'unite, to recognize their heritage, and to build a sense of community'. In his book *Black Power: the Politics of Liberation* (1967) he outlined his case against white America, describing their treatment of African Americans as based on 'overt' and 'covert' racism.

This sentiment struck a chord with many young African Americans, who were frustrated by the slow pace of change and scorned the path of non-violent resistance. They wanted to take direct action against the people and institutions that oppressed them. The most militant group to emerge from this movement was the Black Panther Party. Founded in October 1966 by Huey P. Newton and Bobby Seale, the Panthers set out a list of 10 demands. Most related to the practical necessities required in order to improve the daily lives of African Americans. But they began their list with a demand that would mirror that

Source 6 Stokely Carmichael coined the term 'Black Power'. In this excerpt from *Black Power: the Politics of Liberation*, written by Carmichael and Charles V. Hamilton in 1967, he describes the process by which black Americans are 'kept down' individually and institutionally.

> Racism is both overt and covert. It takes two, closely related forms: individual whites acting against individual blacks, and acts by the total white community against the black community. We call these individual racism and institutional racism. The first consists of overt acts by individuals, which cause death, injury or the violent destruction of property . . . The second type is less overt, far more subtle, less identifiable in terms of specific individuals committing the acts. But it is no less destructive of human life. The second type originates in the operation of established and respected forces in the society, and thus receives far less public condemnation than the first type.

Source 5 Dr Martin Luther King Jr (centre) in the March on Washington for Jobs and Freedom, August 1963



made by Indigenous Australians in the years to come: 'We want freedom. We want power to determine the destiny of our black and oppressed communities.'

The South African Springboks tour 'down under'

While countries such as the United States sought to integrate their black and white communities, South Africa clung steadfastly to its discriminatory segregation policies.

At the turn of the twentieth century South Africa's Afrikaners (descended mainly from Dutch settlers) fought the English for independence during the Boer War. After winning the war, they entered into a power-sharing arrangement with the English. When the right-wing National Party won power in the late 1940s, they declared a state of **apartheid**, officially separating white and black people within the country. In 1953 the government passed two laws that gave their police the authority to declare a state of emergency if the black population refused to follow certain rules. In 1960, members of the black population of Sharpeville refused to carry their passes; the police responded by killing 69 protesters and injuring almost 200 more.

Australians were well aware of the brutal realities of apartheid when the South African national rugby team, the Springboks, announced they would be touring the country in 1971. Protesters attempted to blockade the matches and disrupt them from the stands, leading Queensland's state premier to declare a state of emergency. During the protests, more than 700 Australians were arrested. However, they had achieved their aim: to South Africa, and the world's media, it was clear that hostility towards South Africa's official policy of racial discrimination was building.



Source 7 Australian protesters disrupt a rugby match featuring the visiting South African team in 1971.

Activities

Student workbook 4.2

EXPLANATION AND COMMUNICATION

1. Why was Rosa Parks arrested in 1955?
2. What resulted from her arrest and the subsequent boycott?
3. Why was the first day of school in 1957 such an important day for Little Rock, Arkansas?

ANALYSIS AND USE OF SOURCES

4. Source 2 is a quote from one of the United Nations' most highly regarded statespersons, Eleanor Roosevelt. What does this quote mean, who does it seem to be aimed at, and in what way could its message be seen to be reflected in the Universal Declaration of Human Rights?
5. The Montgomery City Code (see Source 3) claimed to offer 'separate but equal' treatment to white and black passengers. What other words and phrases in this source might be said to contradict this claim?
6. Examine Source 5 and answer the following.
   - a What were these protesters aiming to achieve?
   - b What examples of non-violent protest are evident?
   - c What role do white people appear to be playing in the protest?
7. Using Source 6 as a basis, explain the difference between overt and covert racism. Which examples, described in this spread, might fit under each heading?
8. Source 7 presents a very different sort of protest from that depicted in Source 5. What are the potential advantages and disadvantages of each style of protest?

PERSPECTIVES AND INTERPRETATIONS

9. Imagine you are one of the Little Rock Nine or one of their classmates. Write 500 words describing your first day at school and the responses of those people you see around you. You may need to conduct more research about the event before you begin.
10. From your reading about Australia's treatment of its Indigenous population so far, which type of racism (overt or covert) do you believe may have been more prevalent here in the 1950s and 1960s? Explain your position.
11. Is it right to turn a sporting event, such as the Springbok tour of 1971, into a political event? Discuss your views with a classmate and see if you can come to an agreement.

apartheid an official policy of racial segregation involving political, legal and economic discrimination
treaty a formal agreement between states
inalienable belonging to a thing by its nature; not able to be taken away
unconstitutional not in accord with the principles set forth in the Constitution

Jacaranda World History Atlas
Politics and sport
pp. 238–9

4.5 Personality study: Albert Namatjira

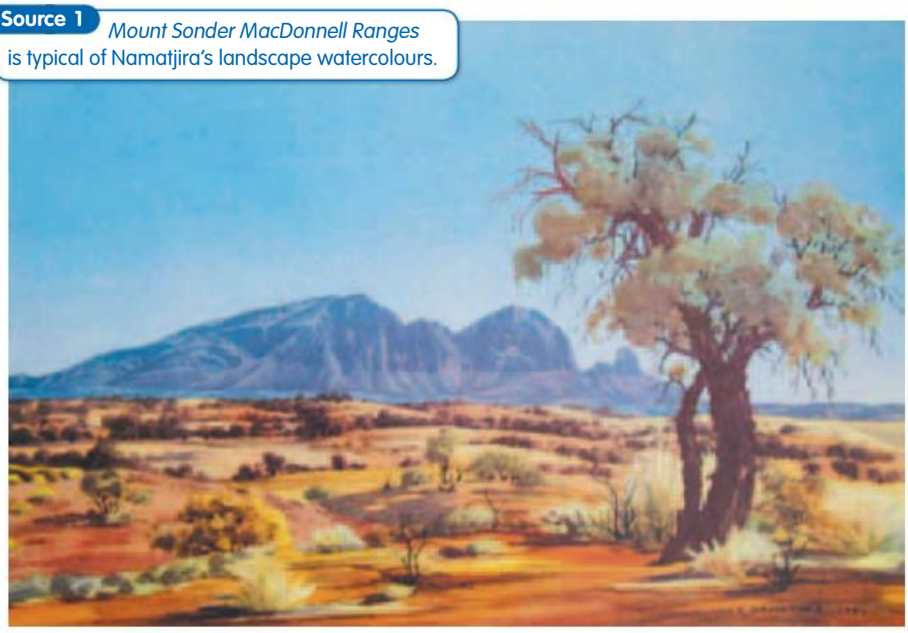
The life of Albert Namatjira, one of Australia's best-known artists and certainly the best-known Indigenous artist of his day, stands as a testament to the failed policy of assimilation. From early success in the art world, Albert's dual identity would lead to frustration, imprisonment and his untimely death.

Early life

Born on the Hermannsburg Mission near Alice Springs in 1902 to Aranda parents, Albert was raised as a Christian and attended the mission school. Early on he showed a passion for art, sketching what he saw around him — the cattle yard, the stockmen and their horses, and the hunters searching for game. In 1935 he was presented with a set of watercolour paints by the Mission Superintendent and created a double-sided painting of a fleeing kangaroo, which he presented to Mr Wallent of the Lutheran Mission Board. He signed the artwork not with his own name but with the words, 'This is my first painting'.

It was when the artist Rex Battarbee visited the mission in 1936 that Namatjira would begin to study the craft of painting in earnest. Battarbee and his colleague John Gardner had already visited the mission to exhibit watercolours based on the area; it had been the first time the Aranda had seen their own world depicted in anything other than the reds, yellows, whites and blacks that they had been painting with for millennia. Now Namatjira approached Battarbee with a proposition, offering to become the artist's 'camelboy' in return for painting lessons.

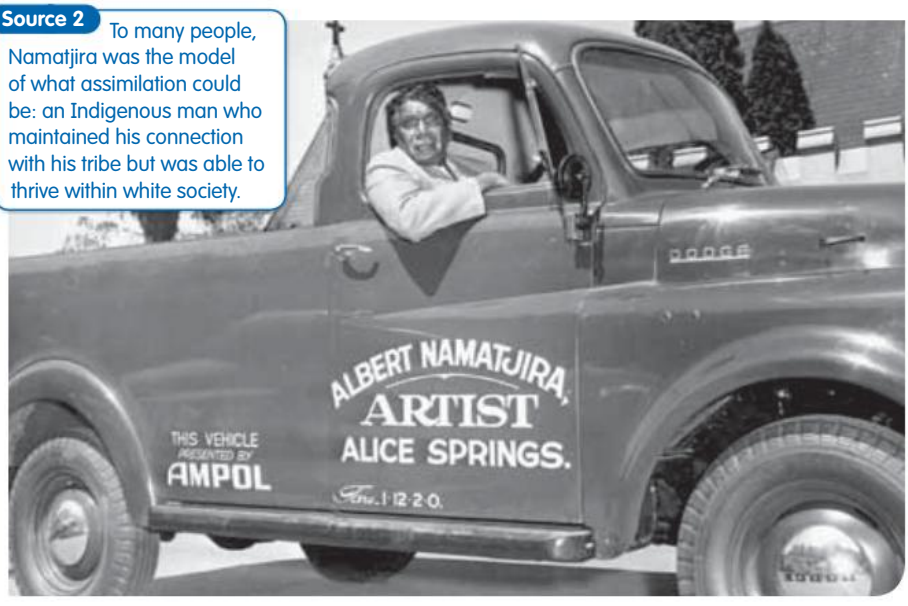
Source 1 *Mount Sonder MacDonnell Ranges* is typical of Namatjira's landscape watercolours.



Fame and fortune

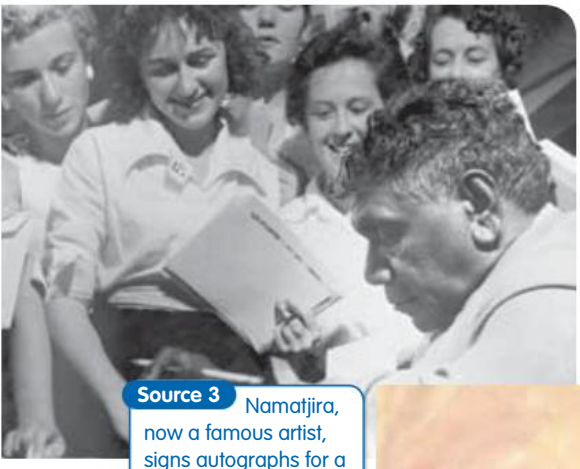
Despite his upbringing on the mission, Namatjira still maintained many of his connections with the Aranda people. This gave him access to people and places never before captured for a white audience. Under the guidance of Rex Battarbee, Namatjira created watercolour landscapes in rich hues, capturing the unique beauty of the arid centre. In 1938 Battarbee curated Namatjira's first solo show in Melbourne. Other shows followed in Adelaide and Sydney. Soon prints of the artist's work adorned the walls of homes around the country. The money Namatjira earned allowed him to buy a truck and other goods, all of which he shared with his extended Aranda family.

Source 2 To many people, Namatjira was the model of what assimilation could be: an Indigenous man who maintained his connection with his tribe but was able to thrive within white society.



Becoming a citizen

Having achieved financial success through his painting, Namatjira was now a feature of Australia's artistic landscape. He was photographed with politicians and other dignitaries, and bought his first suit in 1954 in preparation for meeting the Queen. In 1957 Albert and his wife were among a handful of Indigenous people not to be listed as wards of the state, essentially making them Australian citizens. This opened up opportunities for Namatjira to vote, buy land and build a home. However, Namatjira's citizenship would eventually lead to his downfall.



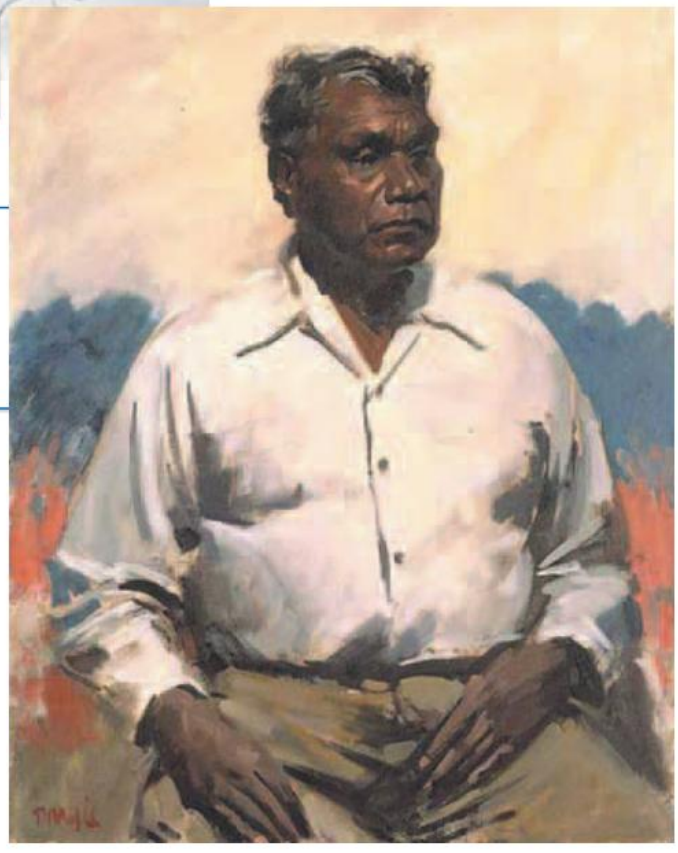
Source 3 Namatjira, now a famous artist, signs autographs for a white audience.

Crime and punishment

In August 1958 Namatjira was one of many Aranda people to attend a party. As an Australian citizen, Namatjira's behaviour was not governed by the same laws as his kinfolk. When he shared a bottle of rum with a relative named Henoch Raberaba, he was technically breaking the law by supplying a ward of the state with alcohol. Later that night a fight broke out and a young woman was killed. The consumption of alcohol was linked to her death. Namatjira was arrested soon after and charged with supplying liquor to members of the tribe.

The response from Australia's Indigenous and non-Indigenous population was one of shock. Here was one of Australia's best-known artists being tried for sharing a drink with his family. Although he would spend only three months in prison, when Namatjira was released he had lost interest in painting and his health deteriorated rapidly. He died less than a year later.

Source 4 This portrait of Albert Namatjira, painted by William Dargie just three years before the artist's death, won the Archibald Prize in 1956.



William Dargie
Australia 1912–2003
Portrait of
Albert Namatjira 1956
Oil on canvas
102.1 × 76.4 cm
Acc. 1:0743
Purchased 1957
Collection: Queensland Art Gallery
© Queensland Art Gallery

Did you know?

In 1954, as Albert Namatjira prepared to meet Queen Elizabeth II, Indigenous people living in makeshift housing, or 'shanty towns', along the Goulburn River were hidden from her view.

Activities

EXPLANATION AND COMMUNICATION

1. In what ways was Albert Namatjira assimilated into the white community?
2. In what ways did he preserve his Indigenous heritage?
3. Why was his style of painting considered so unusual at the time?
4. In what ways was Australian citizenship a mixed blessing for Albert Namatjira?

ANALYSIS AND USE OF SOURCES

5. Examine **Sources 2 and 3**. Based on these photographs, and what you have read about the life of Albert Namatjira, describe his relationship with white Australians throughout this career.
6. **Source 4** was painted at the height of Namatjira's fame. What does the painting suggest about Namatjira, based on:
   - **a** his facial expression and body language
   - **b** what he is wearing
   - **c** the colours used both for Namatjira himself and for the background
   - **d** any other stylistic elements that you find interesting?

PERSPECTIVES AND INTERPRETATIONS

7. For many people, the life of Albert Namatjira represents the failure of the assimilation policy. Explain why this may be, and give your own opinion on whether this is the case.
8. With a classmate, decide how a portrait of Namatjira painted in 1958 might have differed from that created by William Dargie in 1956. Explain your views.

4.6 The Freedom Ride

Indigenous Australians won the right to vote in 1962; even then they were not counted in the census and their affairs were still managed by the state governments. But growing awareness of human rights issues, specifically relating to racial discrimination, was beginning to turn the tide for Indigenous people in Australia. All the issue needed, it seemed, was a voice.

Charles Perkins — activist

Charles Perkins was born in 1936 in the Alice Springs Telegraph Station Aboriginal Reserve. When he was 10, his mother arranged for him to be taken to an Anglican Boys' Hostel in Adelaide to have, in his words, 'the colour washed out of him'. His sporting talent as a soccer player opened doors of opportunity for him: in 1965 he became the first Indigenous Australian to graduate from university. By then he was already a strong campaigner for Indigenous rights.

Inspired by a similar civil rights action in America, Perkins organised the Freedom Ride of 1965, in which a group of 30 white university students from Student Action for Aborigines (SAFA) would take a bus tour of outback New South Wales. The journey was intended to be a 'study tour' of race relations in Australia.

As the bus readied to leave on 12 February 1965, the Reverend Ted Noffs said a prayer: 'Almighty God . . . we ask now that Thy blessing will rest upon these Australians as they journey out [and] endeavour to bring reconciliation and healing among people who have been divided because of the colour of their skin.' Over the following two weeks, the group saw the desperate poverty and often unsanitary living conditions experienced by Indigenous people and witnessed the racial discrimination directed against them. In the town of Moree Indigenous children were banned from using the public swimming pool. In Bowraville the cinema was partitioned. And in Walgett Indigenous veterans were allowed into the Returned Soldiers' League only on Anzac Day.

Source 1 As a young man, Charles Perkins regularly took the bus from Sydney University to his home in Bondi. This **iconic** image was captured by photojournalist Robert McFarlane in 1961, when Perkins was just beginning to gain attention for his activism.



A hostile reception

As they drove 2300 kilometres around New South Wales, the Freedom Riders were subjected to a number of attacks. In Moree white women jeered and spat at the female students, while Jim Spiegelman was hit by a local. Perkins was threatened, punched in the back of the head and had an egg thrown down the back of his shirt. On a lonely country road, late at night, the students' bus was rammed by a farmer. Despite the physical toll taken on many Freedom Riders, the trip was an enormous success, attracting national and international media attention, and forcing Australians to confront the racial tensions and inequity that were still rife in many parts of the country. Perkins would later write, 'What we gave Aboriginal people in the towns we visited was hope. We stirred their imagination, their desire for human rights.'

Source 2 The Freedom Riders prepare to set out in 1965, unsure of what awaits them.



Source 3 Route map of the 1965 Freedom Ride of New South Wales



Source 4 Diary entry from the Freedom Ride, Wellington

Went to settlement outside reserve. Police warned us not to go into reserve. Interviewed about ten tin shacks of people. Most of us found the questionnaires unsuitable. Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river. People fairly easy to talk to, kids quite friendly. General picture of extreme poverty but not a great deal of social discrimination. Got seven interviews on the settlement just outside the reserve, and two in the town. General picture of scarcity of jobs. Mainly garden work, which is very seasonal. Average of three months for year out of work. Some working on a dam nearby. Some did shearing jobs. Did not encounter or hear of any women with jobs at all. Did not seem to know much about social services etc.

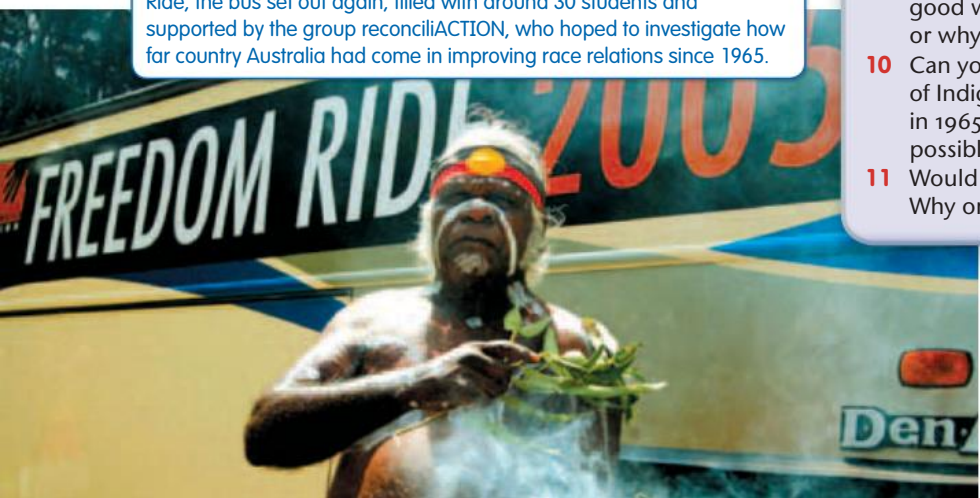
Lunch 1-30. Apparently Jim S and a few others came across some discrimination in a pub. An aboriginal was allowed in only because he was with us. The publican said he only prevented aborigines from coming in 'if they were disorderly'. Charlie went in and there was some discussion between the barmaid and the publican before they served him. Some aborigines told us they had been kicked out of this pub, the 'Courthouse'. Left Wellington and arrived in Dubbo about 6.30 pm. Had tea, went for a swim, then to the Dubbo hotel. We noticed a sign above the doorway of the halfway hotel — 'Aborigines not allowed in the Lounge without the Licensee's permission'. We didn't do anything. Slept in the Methodist Church . . .

The legacy of the Freedom Ride

Charles Perkins' commitment to the Australian community was recognised at various points in his life. He became the Jaycees Young Man of the Year in 1966 and Aborigine of the Year in 1993; he was awarded the Order of Australia in 1987. He was elected to the Aboriginal and Torres Strait Islander Commission (ATSIC), serving as its deputy chairman in 1994 and 1995, and remained committed to Indigenous activism until his death in October 2000.

Perkins was not the only Freedom Rider whose life would be dedicated to social justice. Jim Spiegelman would later become Chief Justice of the NSW Supreme Court. For his contribution to bringing about a fairer and more equitable society he would be appointed a Companion of the Order of Australia. Former medical student Andrew Refshauge would become the Minister for Aboriginal Affairs. The Freedom Ride itself was an important event in the fight for Indigenous rights and freedoms and inspired a number of further 'freedom rides'.

Source 5 In 2005, on the fortieth anniversary of Perkins' Freedom Ride, the bus set out again, filled with around 30 students and supported by the group reconciliACTION, who hoped to investigate how far country Australia had come in improving race relations since 1965.



Activities

Student workbook 4.3

EXPLANATION AND COMMUNICATION

1. What inspired Perkins to organise the bus ride in 1965?
2. In what ways was the Freedom Ride about 'freedom'?
3. What else was the trip about? How can you tell?
4. What forms of resistance did the Freedom Riders encounter, and how did they combat them?

ANALYSIS AND USE OF SOURCES

5. What aspects of **Source 1** might have led to its becoming an iconic image of Charles Perkins? What other iconic images of Indigenous people have you seen? In what ways are they similar to, and different from, this image? Discuss in a small group to formulate your response.
6. Based on the body language and clothing worn by the students in **Source 2**, what words would you use to describe them? Do you think they were prepared for what they would find on their Freedom Ride? Explain your answer.
7. Using the same diary format as **Source 4**, write a short entry from the perspective of a Freedom Rider after visiting the town of Moree. Your diary entry should include events, thoughts and feelings.

HISTORICAL QUESTIONS AND RESEARCH

8. Using your local library or the internet, find out as much as you can about one of the towns visited by the Freedom Riders, including information about the Indigenous population at the time of their visit. Why do you think the group might have chosen to visit this town, based on what you have learned? What do you think their impressions of the town would have been? How might the locals have responded to them? Justify your claims using evidence such as facts, figures and photographs.

PERSPECTIVES AND INTERPRETATIONS

9. Do you think controversy and civil disturbance are good ways to attract media publicity to a cause? Why or why not?
10. Can you think of any other ways in which the plight of Indigenous people could have been publicised in 1965? Think creatively and take risks in offering possible solutions.
11. Would you like to participate in a Freedom Ride today? Why or why not?

iconic important or enduring

4.7 Being counted

In the early 1960s, following challenges to racial segregation overseas, many Australians were becoming increasingly uncomfortable with the unfair treatment of Australia's Indigenous peoples. The government was also under international pressure to make their policies more inclusive.

The 1962 Electoral Act amendment

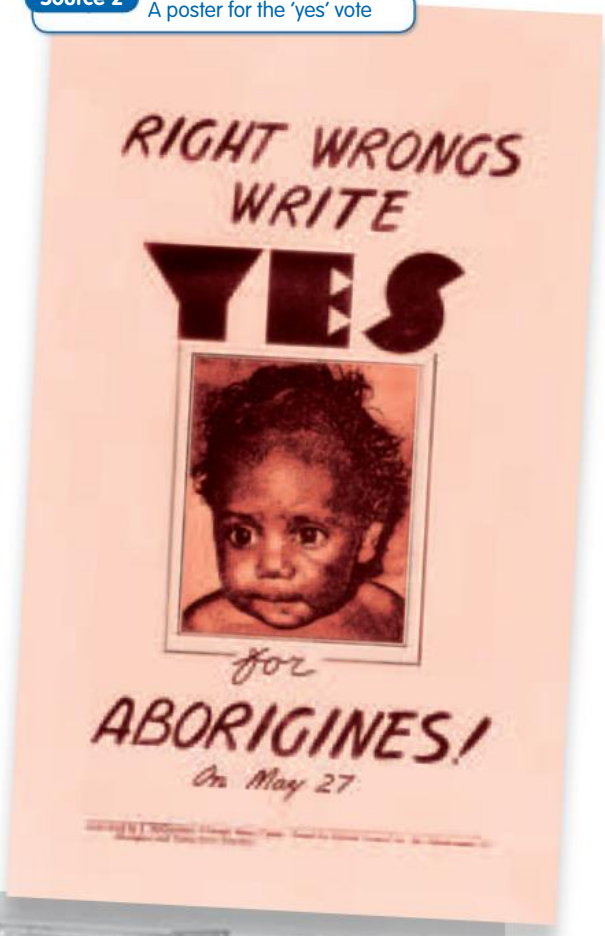
In 1961 a parliamentary panel recommended that Indigenous people be allowed to vote in federal elections. This recommendation was followed a year later with an amendment to the Electoral Act allowing Indigenous people to enrol to vote if they wished. It would take another three years before Queensland would join the rest of the states in permitting Indigenous people to vote in state elections.

The 1967 Referendum

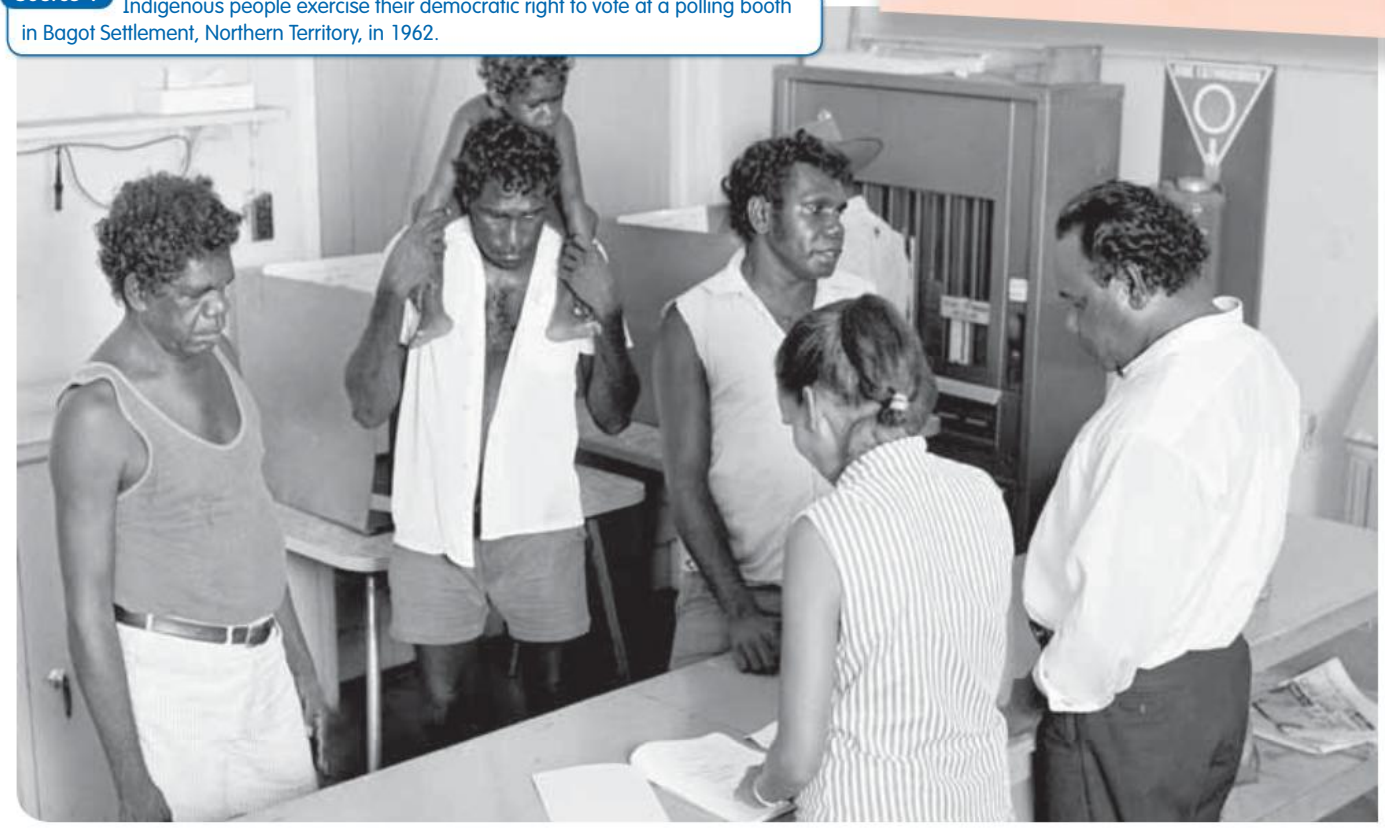
In 1967 there remained one area in which Indigenous Australians were treated very differently from every other member of the Australian population: they were not counted in the national **census**. The census is a tool used by the government to count its citizens and extract important demographic information such as their age and gender and where they live. This information can then be used to make appropriate plans for providing community services such as schooling, health care and housing.

The Australian Constitution stated, 'In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.' To Indigenous

Source 2 A poster for the 'yes' vote



Source 1 Indigenous people exercise their democratic right to vote at a polling booth in Bagot Settlement, Northern Territory, in 1962.



Source 3 This table was featured in an informative pamphlet provided to voters by the Federal Council for the Advancement of Aborigines (FCAA) prior to the referendum. It summarises the rights that Indigenous people had in different states at the time.

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

activist Chicka Dixon, the message the Constitution conveyed was quite clear: '[It] said the Australian Commonwealth Government would recognize all races of people other than Aboriginal — in other words, we didn't exist …'

The only way to change the Constitution was to hold a **referendum**. Before 1967 there had been 26 referenda in Australia, only four of which had been carried (approved). For a proposal to succeed, a majority of voters must say 'yes'; also, the majority 'yes' vote must occur in a majority of states (that is, at least four).

The referendum planned for 27 May 1967 would put two proposals to the Australian people:

- that Aboriginal people should be counted in the census
- that Aboriginal people should be placed under the jurisdiction of the Commonwealth, not state governments, so that laws affecting them could be implemented consistently and fairly across Australia.

Before the vote a publicity campaign was organised and all eligible voters were sent a booklet spelling out the 'yes' and 'no' cases. Both proposals received overwhelming **bipartisan** support, with a staggering 90.7 per cent of votes in favour, the highest 'yes' vote ever recorded in a referendum in Australia.

From assimilation to integration

After Indigenous Australians had gained the rights to vote in federal elections and to be counted in the census, institutional discrimination began to soften. But the shift in policy from 'assimilation' to 'integration' was due, in large part, to the hundreds of thousands of new migrants who had entered the country since the end of World War II and were trying to find the balance between honouring their traditional beliefs, language and culture, and adopting the Australian way of life.

Unlike assimilation, integration policy did not require a person to deny their cultural background, including their language, in order to become a valuable member of society. Yet while integration was a step in the right direction, it fell short of recognising the true value of other cultures. Integration policy, like assimilation before it, still expected citizens to adapt to the needs of the country, rather than the other way around.

Activities

Student workbook 4.4

EXPLANATION AND COMMUNICATION

1 Are the following statements true or false?
   - **a** The 1962 Electoral Act amendment was responsible for giving Indigenous people the vote in state elections.
   - **b** The census is an important tool in understanding the needs of a population.
   - **c** The referendum of 1967 made Indigenous people Australian citizens.
   - **d** As official policy, integration was an improvement on assimilation.

2 What result is required for a referendum proposal to be successful?

3 In what way was the Australian Constitution amended as a result of the 1967 referendum? Why was this important?

ANALYSIS AND USE OF SOURCES

4 Based on what you now know about the referendum of 1967, create a poster you think would have been even more successful than Source 2 in influencing the 'yes' vote. Before you start, develop (as part of a class discussion) the criteria according to which all completed posters will be judged by the class.

5 Using Source 3 as a basis, explain, in a paragraph or two, the different rights that would apply to an Indigenous person if he or she were to travel between any three Australian states or territories before 1967.

HISTORICAL QUESTIONS AND RESEARCH

6 Using your local library or the internet, learn more about the activists Chicka Dixon or Faith Bandler and their role in convincing Australians to vote 'yes' in 1967. Concentrate your research on the activist's background and what might have motivated them to fight for this cause.

PERSPECTIVES AND INTERPRETATIONS

7 Do you believe that Chicka Dixon was justified in his comments about the Australian Constitution? Why or why not?

8 What reasons do you think might have prompted some Australians to vote 'no' to the referendum questions?

9 Based on the rights held by Indigenous people in Victoria, New South Wales and South Australia before the referendum, rank the states from best to worst. Why would you make this choice?

bipartisan supported by the two major political parties
census an official, usually periodic count of a population
referendum a ballot in which people decide on an important political issue

4.8 The Aboriginal Tent Embassy

In the late eighteenth century, proof of sovereignty (exclusive rights) over land, under European law, required evidence of fencing, farming or settlement. Captain James Cook saw no such evidence when exploring the east coast of Australia, and proclaimed the country ***terra nullius***. Believing that the land belonged to no one, he legally claimed it for the British Crown in 1770. It would be almost 200 years before this claim would be challenged in Australia's courts.

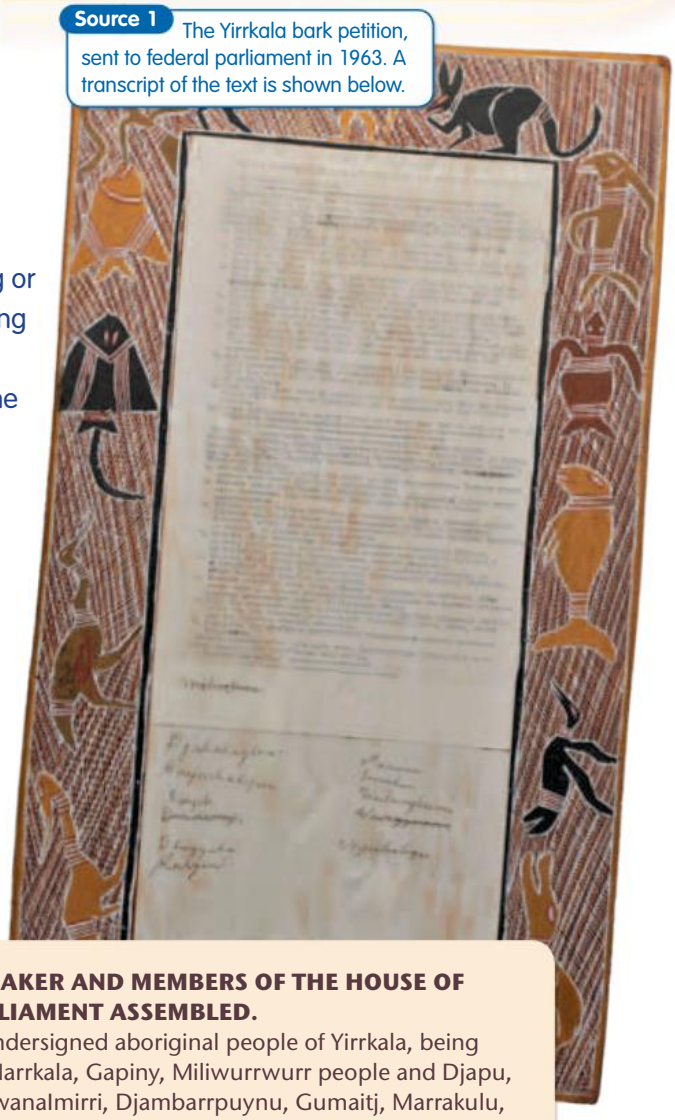
The Yirrkala petition

The **land rights** movement began in 1963 when the Yolngu people from Yirrkala (in the Northern Territory) sent a bark petition to federal parliament. Signed by 17 Indigenous leaders, it protested the government's decision to allow a mining company to mine bauxite on their traditional land. Encouraged by the support they received for this action, the Yolngu lodged a challenge in the Northern Territory Supreme Court in 1968. Three years later, Justice Blackburn ruled that, while the Indigenous system of law and the people's longstanding association with the land were recognised, British law had replaced these after 1788. This decision angered many Indigenous people, whose expectations had been raised by the outcome of the 1967 referendum. On Australia Day 1972 Prime Minister William McMahon proclaimed that 'land rights would threaten the **tenure** of every Australian'.

The Tent Embassy

On the day of Prime Minister McMahon's announcement, Indigenous activists erected a beach umbrella on the lawn outside Parliament House. The umbrella was accompanied by a sign that read 'Aboriginal **Embassy**'. Soon the grounds were filled with tents and activists as Indigenous Australians asserted their right to occupy their traditional lands. The Aboriginal Tent Embassy, as it became known, quickly drew media attention along with further support and controversy. It was a visible demonstration of Indigenous peoples' desire to move beyond the policies of assimilation and integration, towards an official recognition of their right to determine their own future.

Source 1 The Yirrkala bark petition, sent to federal parliament in 1963. A transcript of the text is shown below.



TO THE HONOURABLE SPEAKER AND MEMBERS OF THE HOUSE OF REPRESENTATIVES IN PARLIAMENT ASSEMBLED.

The Humble Petition of the Undersigned aboriginal people of Yirrkala, being members of the Balamumu, Narrkala, Gapiny, Miliwurrwurr people and Djapu, Mangalili, Madarrpa, Magarrwanalmirri, Djambarrpuynu, Gumaitj, Marrakulu, Galpu, Dhaluangu, Wangurri, Warramirri, Naymil, Riritjingu, tribes respectfully showeth.

1. That nearly 500 people of the above tribes are residents of the land excised from the Aboriginal Reserve in Arnhem Land.
2. That the procedures of the excision of this land and the fate of the people on it were never explained to them beforehand, and were kept secret from them.
3. That when Welfare Officers and Government officials came to inform them of decisions taken without them and against them, they did not undertake to convey to the Government in Canberra the views and feelings of the Yirrkala aboriginal people.
4. That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial: we were all born here.
5. That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay.
6. That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past, and they fear that the fate which has overtaken the Larrakeah tribe will overtake them.
7. And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land.
8. They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people.

And your petitioners as in duty bound will ever pray God to help you and us.



Source 2 An artist's impression of the Aboriginal Tent Embassy, 1972

A The Embassy flew the Aboriginal flag, which had recently been designed by Indigenous artist Harold Thomas.

B While most of the 2000 supporters demonstrated peacefully, throughout 1972 some protesters scuffled with police, leading to a number of arrests.

C In 1972, members of the national and international press began to take notice. Their coverage helped to make the Tent Embassy a symbol of the worldwide struggle for civil rights.

D Placards were a constant reminder of what the group was fighting for.

Activities

Student workbook 4.5, 4.7

embassy the residence or place of official business of an ambassador, who represents a foreign country
land rights the rights of Indigenous peoples to possess land they traditionally owned and occupied
tenure the right to hold land or property
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

EXPLANATION AND COMMUNICATION

1 Why did Captain Cook believe Australia belonged to no-one?
2 Why did the Yolngu people want to control their own land?
3 What, according to Prime Minister McMahon, was the major reason for not granting the Yolngu people rights over their land?

CHRONOLOGY, TERMS AND CONCEPTS

4 Create a timeline titled 'The struggle for land rights' that begins in 1770 and ends in the present. Include on your timeline all the important dates from this spread. Make sure to annotate them so you will remember why these dates are important.

ANALYSIS AND USE OF SOURCES

5 What does the Yirrkala petition (see **Source 1**) represent about the Yolngu people, and Indigenous Australians more generally? In your answer, refer to what you know of the content of the document, as well as its physical form.
6 Using **Source 2** and your own research, write a newspaper article that could have been written in 1972 explaining the purpose of the Aboriginal Tent Embassy and the public response to it. In your article, engage the reader by making them feel as if they're there with you.

PERSPECTIVES AND INTERPRETATIONS

7 Discuss the following with a classmate:
   a Why might the activists have chosen to call their camp an 'embassy'?
   b How might events have turned out differently if they had not placed that sign above their tents?
8 The Tent Embassy has been removed and rebuilt several times, but still exists on the lawns of Old Parliament House. Some people believe it is a cultural icon and should be preserved, while others view it as an eyesore and believe it should be removed. Which perspective do you agree with, and why?

4.9 Land rights and protests

After the Yolngu people's unsuccessful bid to regain their land in 1963, it seemed to many that Indigenous land rights might never be recognised by the government. Then in 1966, fed up with their poor treatment, a group of Indigenous workers walked off the Wave Hill cattle station, owned by the British aristocrat Lord Vestey. This simple act of defiance, which began as a strike, would eventually become the first successful land rights case in Australia, setting the **precedent** for many others.

The Gurindji Strike

Since 1914 the Vestey family had owned the Wave Hill cattle station, which covered the traditional lands of the Gurindji people. Working conditions on the station were hard. Indigenous workers complained of low pay, disrespectful treatment by white workers and poor living conditions — claims that had been confirmed by official reports. Dissatisfaction with these conditions had already led to at least three strikes or protests on the property — in 1949, 1952 and 1955.

On 23 August 1966, about 200 Indigenous stockmen, domestic servants and their families walked off the property. Under the leadership of a Gurindji elder named Vincent Lingiari, the group moved to Wattie Creek (known as Daguragu to the Gurindji people), an area also officially owned by Lord Vestey.

Daguragu was chosen as a suitable place to camp both because it contained a number of sacred Gurindji sites and because it provided a reliable source of fresh drinking water.

Vestey sent a member of the Anti-Slavery Society in London to visit Wave Hill and assess the situation. On recommendation, the Vestey company volunteered to surrender half the Wave Hill lease area. However, the government did not allow the transfer because Indigenous land rights were not recognised at that time. Instead, the government offered Indigenous workers a raise in wages and new houses that would be built at Wave Hill. The protesters refused, insisting that they should be given the same wages as white employees. As the 'Wave Hill mob' set up camp, it became clear that this would be a struggle not only for better working conditions, but for ownership of their traditional lands.

Source 1 Ted Egan was a supporter of the Gurindji people's battle to take ownership of their traditional lands. During the Wave Hill walk-off, he interviewed Indigenous leader Vincent Lingiari, and told his story through the song 'Gurindji Blues', which was recorded in 1969. The sales of the single helped finance the Aboriginal Tent Embassy for its first six months (see spread 4.8).

Gurindji Blues

My name is Vincent Lingiari, came
from Daguragu, Wattie Creek Station.
Poor bugger me Gurindji
Me bin sit down this country
Long time before the Lord Vestey
Allabout land belongin' to We
Oh poor bugger me, Gurindji.

Poor bugger blackfeller; Gurindji
Long time work no wages, we,
Work for the good old Lord Vestey
Little bit flour; sugar and tea
For the Gurindji, from Lord Vestey
Oh poor bugger me.

Poor bugger me, Gurindji,
Man called Vincent Lingiari
Talk long allabout Gurindji
'Daguragu place for we,
Home for we, Gurindji:
But poor bugger blackfeller, Gurindji
Government boss him talk long we
'We'll build you house with electricity
But at Wave Hill, for can't you see
Wattie Creek belong to Lord Vestey'
Oh poor bugger me.

Poor bugger me, Gurindji
Up come Mr. Frank Hardy
ABSCHOL too and talk long we
Givit hand long Gurindji
Buildim house and plantim tree
Longa Wattie Creek for Gurindji
But poor bugger blackfeller Gurindji
Government Law him talk long we
'Can't givit land long blackfeller, see
Only spoilim Gurindji'
Oh poor bugger me.

Poor bugger me, Gurindji
Peter Nixon talk long we:
'Buy you own land, Gurindji
Buyim back from the Lord Vestey'
Oh poor bugger me, Gurindji.
Poor bugger blackfeller Gurindji
Suppose we buyim back country
What you reckon proper fee?
Might be flour, sugar and tea
From the Gurindji to Lord Vestey?
Oh poor bugger me.

Oh ngaiyu luyurr ngura-u
Sorry my country, Gurindji.

From little things, big things grow

Within the Indigenous community, word of the walk-off spread quickly. In 1966 and 1967 strikes and protests sprung up at stations across the Northern Territory, led in part by organisers of the Wave Hill protest.

Australian author Frank Hardy had left Sydney in 1967 to undertake a radical project: he wanted to find the 'real Australia' — the Australia celebrated in the poetry of earlier writers such as Banjo Paterson. Instead, he found Indigenous people being mistreated and living in what he

Source 2 Protesters Vincent Lingiari (right) and Mick Rangiari (left) stand beside a sign made for them by the author Frank Hardy.



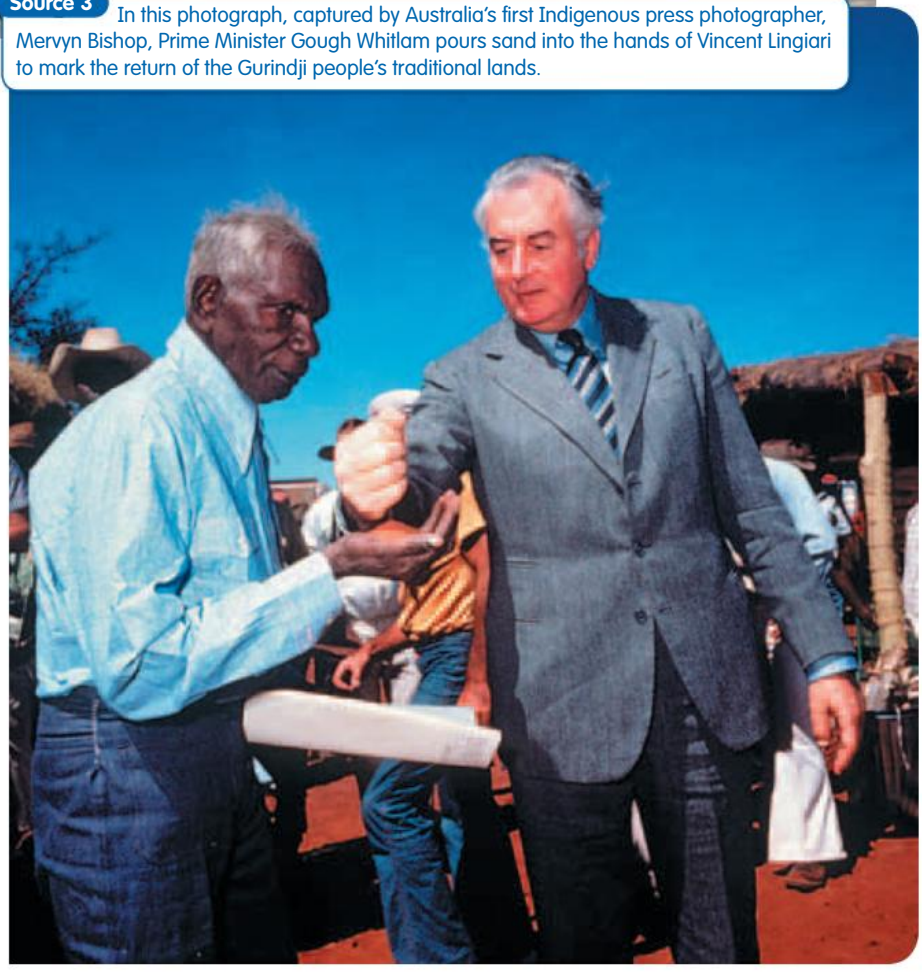
Jacaranda World History Atlas
Indigenous rights
pp. 236–7

referred to as an 'unofficial apartheid'. After spending time with the organisers of the Wave Hill walk-off, he went back to the city, where he arranged press conferences and lobbied politicians in an attempt to bring the plight of the Gurindji people to their attention.

As the national press picked up the story, the broader Australian community began to support the action, some even making the journey to Wave Hill to offer their support to the strikers. Finally the Gurindji people were no longer alone in their cry to take back their land.

On 16 August 1975 Prime Minister Gough Whitlam 'handed back' 300 000 square kilometres of the Gurindji people's traditional lands, declaring, 'I want to acknowledge that we Australians have still much to do to redress the injustice and oppression that has for so long been the lot of Black Australians.' As a symbolic gesture, he poured sand from the river bank at Daguragu into Vincent Lingiari's hands.

Source 3 In this photograph, captured by Australia's first Indigenous press photographer, Mervyn Bishop, Prime Minister Gough Whitlam pours sand into the hands of Vincent Lingiari to mark the return of the Gurindji people's traditional lands.



The Mabo decision

In 1982 a group of Indigenous people from Mer Island, in the eastern part of the Torres Strait, challenged the right of the government to prevent islanders from using their lands. They took their case to the Queensland Supreme Court. The group was led by Eddie Koiki Mabo. After the court ruled against them, the Meriam Islanders appealed to the High Court of Australia. On 3 June 1992 the High Court made a historic ruling: the Meriam people of the Torres Strait *did* have **native title** over their traditional lands. The 'Mabo decision', as it became known, was important for Australian Indigenous people because it recognised under law that European settlement of Australia did not automatically wipe out native title. At the same time, it created some confusion as to how decisions on native title should be made.

Source 4 Mer Island, the traditional land of the Meriam people, and subject of the Mabo case, was known as Murray Island to white settlers.



Who was Eddie Mabo?

The man who led the Meriam Islanders to victory was born on Mer Island in 1936 and had no formal education beyond primary school. He had become politically active in the 1970s, but his views on the importance of native title only became clear during a conference he attended at James Cook University in 1981. At this conference, titled *Land Rights and the Future of Australian Race Relations*, Mabo was exposed to some of the leading minds dealing with the complexities of native title, many of whom would become his supporters after he launched his landmark case in 1982. He would continue fighting for land rights until his death a decade later.

Source 5 In this 'manifesto', Eddie Mabo states some of his aims in launching a native title case against the Queensland government in 1981.

My name is Edward Mabo, but my island name is Koiki. My family has occupied the land here for hundreds of years before Captain Cook was born. They are now trying to say I cannot own it. The present Queensland Government is a friendly enemy of the black people as they like to give you the bible and take away your land. We should stop calling them boss. We must be proud to live in our own palm leaf houses like our fathers before us.

Native title

The *Native Title Act 1993* was the federal government's way of clarifying the law relating to the Mabo case and providing the legal means to deal with future land rights claims. To succeed in a claim, Indigenous people had to prove they have had a 'traditional connection' with the land since 1788, and that their interests had not been 'extinguished' (overridden) by the granting of other rights. According to the Act, Indigenous groups who believed they had a valid claim must apply to the Native Title Tribunal, which would work with Aboriginal representative bodies, as well as land councils, mining companies and other interested parties, to negotiate claims under the direction of the Federal Court.

The Wik case

Since settlement, the Australian government had granted leases to **pastoralists** so they could raise herds of cattle or sheep on large tracts of land. These leases meant that the pastoralists could use the land but they did not, in many cases, stop other people, many of them Indigenous, from using the land as well.

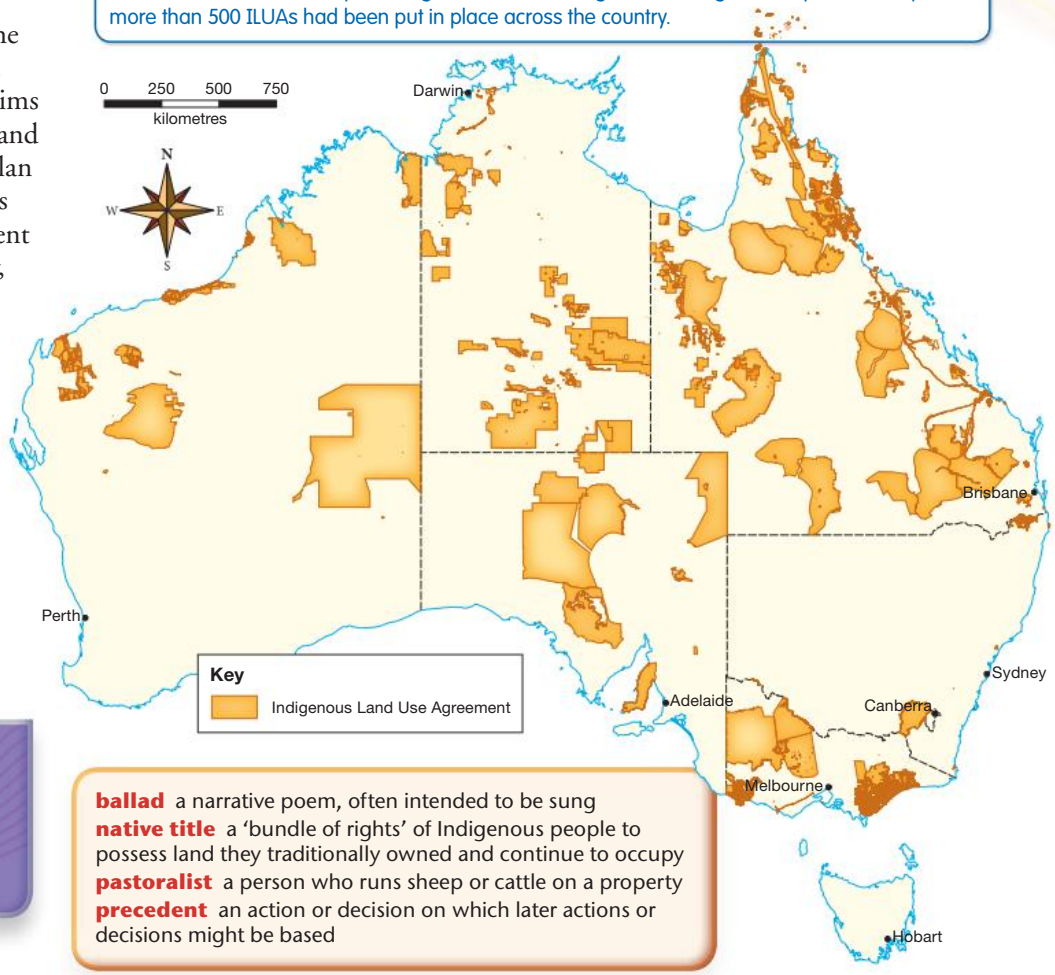
In Wik Peoples vs Queensland, the High Court ruled that a pastoral lease did not necessarily extinguish native title. Rather, native title rights could coexist with pastoral leases but, if Indigenous rights conflicted with pastoralists' activities, these pastoralists' rights would prevail. This was a major blow to the Wik people, and to other Indigenous groups seeking land rights. However, it was a coup for many politicians, who had been voted in by white Australians concerned that they might lose their land through native title claims.

Source 6 Conservative politician Pauline Hanson was voted into the Queensland seat of Oxley in the 1996 federal election. She was one of the leading voices calling for land rights to be repealed following the Wik decision. In this excerpt from her first speech to Parliament in 1996, she focuses on what she saw as an unfair granting of land to Indigenous people under native title.

. . . This nation is being divided into black and white, and the present system encourages this. I am fed up with being told, 'This is our land.' Well, where the hell do I go? I was born here, and so were my parents and children. I will work beside anyone and they will be my equal but I draw the line when told I must pay and continue paying for something that happened over 200 years ago. Like most Australians, I worked for my land; no-one gave it to me.

Prime Minister John Howard, declaring that 'the pendulum has swung too far the way of Aborigines in the argument', was ready to deliver a 10-point plan to alter the Native Title Act that would see a greater number of native title claims extinguished. Labor, the Greens and the Democrats argued that the plan needed to be softened. Both sides needed the support of Independent Senator Brian Harradine. Finally, after one of the longest debates federal parliament has ever seen, the senator threw his support behind Labor, the Greens and the Democrats. The plan was passed, but with a number of conditions, including that it would be subject to the Racial Discrimination Act, Australia's protection against racist legislation.

Source 7 Beginning in 1998, the Native Title Tribunal was given responsibility for working with native title holders and other interested parties to negotiate Indigenous Land Use Agreements (ILUAs). These agreements would allow use of the land based on terms that suited both parties. From a slow start, with only six Indigenous Land Use Agreements registered up to 2000, by 2011 more than 500 ILUAs had been put in place across the country.



Did you know?

To date, around 15 per cent of Australia has been legally recognised as belonging to Indigenous peoples.

ballad a narrative poem, often intended to be sung
native title a 'bundle of rights' of Indigenous people to possess land they traditionally owned and continue to occupy
pastoralist a person who runs sheep or cattle on a property
precedent an action or decision on which later actions or decisions might be based

Activities

Student workbook 4.5

EXPLANATION AND COMMUNICATION

1 Why did the Gurindji people walk off the Wave Hill cattle station in 1966?
2 In what way might it be ironic that Eddie Mabo decided to launch his native title claim at a university named after the explorer James Cook?
3 What was the importance of the *Native Title Act 1993*?

ANALYSIS AND USE OF SOURCES

4 Source 1 is a **ballad** written by Ted Egan. It tells the story of the reasons behind the Wave Hill walk-off.
   a What were the main problems that the Gurindji had with their treatment at Wave Hill?
   b Why do you think the artist suggests buying back Gurindji land with 'flour, sugar and tea'?
   c Do you think this is a useful source for historians studying the Wave Hill walk-off? Explain.
5 Write your own narrative poem or song, based on 'Gurindji Blues', that tells the story of one of the other struggles for land rights mentioned in this spread. You may need to conduct further research to develop your ideas more fully.
6 Explain the symbolism inherent in Sources 2 and 3. How could both acts be said to represent the changing perceptions of white Australia towards the rights of Indigenous people in the late 1960s?
7 Sources 5 and 6 express contrasting views of Indigenous peoples' struggle for native title. Based on these sources, who do you believe makes a stronger case? Explain your view.
8 Source 7 depicts the Indigenous Land Use Agreements across Australia as of 2011. Where are the greatest number of ILUAs situated? Where are the fewest? What might this suggest about Indigenous peoples in these areas? Discuss with a classmate.

PERSPECTIVES AND INTERPRETATIONS

9 The Mabo case is considered a turning point in the struggle by Indigenous people to secure land rights. Explain why it was so significant.
10 Why might it be difficult for Indigenous people to show they have a 'traditional connection' to the land? Think of the type of evidence usually required to prove a case in court. Why might Indigenous people not have this type of evidence?

4.10 The rough road to reconciliation

Reconciliation — the coming together of parties divided by difference — is rarely a single event; rather, it is based on the sum of many special moments that together heal the hurt. This is particularly so when the reconciliation involves two groups of citizens separated by a long history of injustice, misunderstanding and resentment, as has been the case for Australia's Indigenous people and those who came here after 1788.

The Redfern Speech

Labor Prime Minister Paul Keating was known for his skill as a public speaker. In 1992, at the Australian launch of the International Year of the World's Indigenous People in Redfern, a Sydney suburb that was home to a large Indigenous community, he made one of the greatest speeches of his career. In this speech, he spoke of the need for the nation to acknowledge the harm caused to Indigenous peoples through the policies of previous governments. He said that there was nothing to fear or lose by recognising 'historical truth', and that social democracy should be extended to Indigenous Australians. The Redfern Speech, as it was known, would be — for many — the first step in the long road to reconciliation between Australia's Indigenous and non-Indigenous peoples.

Bringing them home

In 1995 Prime Minister Keating commissioned a report into Australia's 'Stolen Generations'. Titled *Bringing Them Home,* the 'Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families' (1997) outlined the process by which Indigenous children were taken from their families in the name of protection. These children would become known as the Stolen Generations (see spread 4.3). Through the voices of those who had experienced separation, and the organisations established to represent Australia's Indigenous people, the report painted a stark picture of the mistreatment of Indigenous children and their families by the Aborigines Welfare Board. The report also revealed the ongoing effects of forced removal on the Stolen Generations and their families. These included a higher incidence of depression, poverty and crime, and a lower level of education. A lack of role models had also made it difficult for many members of the Stolen Generations to raise their own families. On the first anniversary of the day the report was tabled, 26 May was declared National Sorry Day.

Source 1 Prime Minister Paul Keating delivers the Redfern Speech on 10 December 1992, to mark the beginning of the International Year of the World's Indigenous People.



Refusing to say sorry

While all state and territory governments and the churches publicly apologised to the Stolen Generations following the release of the *Bringing Them Home* report, the federal government — then led by Prime Minister John Howard — refused to apologise. This could, in part, be explained by the government's fear that admitting **culpability** would lead to a landslide of claims for compensation. But it also reflected the reluctance of many Australians to accept **moral** responsibility for the acts of previous generations. This view was shared by Howard, who claimed to support reconciliation but 'not of the apologetic, shame-laden, guilt-ridden type'. He said that millions of Australians would never entertain the notion of apologising to Australia's Indigenous people because they would refuse to accept responsibility for past events.

Source 2 Sir William Deane, a former High Court judge who had presided over the Mabo case, was appointed to the office of Governor-General in 1996. In August the same year he made a passionate plea to the Australian people. It forms part of the introduction to the *Bringing Them Home* report.

It should, I think, be apparent to all well-meaning people that true reconciliation between the Australian nation and its Indigenous peoples is not achievable in the absence of acknowledgment by the nation of the wrongfulness of the past dispossession, oppression and degradation of the Aboriginal peoples. That is not to say that individual Australians who had no part in what was done in the past should feel or acknowledge personal guilt. It is simply to assert our identity as a nation and the basic fact that national shame, as well as national pride, can and should exist in relation to past acts and omissions, at least when done or made in the name of the community or with the authority of government . . .

One key difference between those who were prepared to say sorry to Australia's Indigenous people and those who were not was the way in which they viewed Australia's past. Some people believed that the arrival of white people in Australia symbolised the beginning of civilisation and progress in Australia (known as the 'three cheers' view of history), while others viewed it as the start of a brutal invasion (the 'black armband' view of history). In relation to the Stolen Generations, the former believed that the government had removed Indigenous children from their homes for their own good, while the latter often claimed that this was another attempt to **eradicate** Indigenous Australians.

Source 3 John Howard presented his views on Australian history in Parliament, under a motion on the topic of racial tolerance, on 30 October 1996. He would reiterate these views over the coming months.

I profoundly reject . . . what others have described, and I have adopted the description, as the black armband view of Australian history. I believe the balance sheet of Australian history is a very generous and benign one. I believe that, like any other nation, we have black marks upon our history but amongst the nations of the world we have a remarkably positive history. I think there is a yearning in the Australian community right across the political divide for its leaders to enunciate more pride and sense of achievement in what has gone before us. I think we have been too apologetic about our history in the past. I think we have been far too self-conscious about what this country has achieved and I believe it is tremendously important that we understand, particularly as we approach the centenary of the Federation of Australia, that the Australian achievement has been a heroic one, a courageous one and a humanitarian one.

Recognising the rights of the child

The *United Nations' Convention on the Rights of the Child* (CRC) was designed to legally protect the rights of all children. Australia signed the Convention in 1990. The Convention granted Indigenous children the right to life, health and education (including education about the child's own cultural identity, language and values), and the right to family. The Convention also prohibited discrimination against Indigenous children, and granted them protection from physical or mental violence, injury, abuse, maltreatment or exploitation. In 2005, the UN Committee on the Rights of the Child congratulated the authors of the *Bringing Them Home* report for illuminating the hardships faced by members of the Stolen Generations, but made a number of recommendations for continuing to improve life for Indigenous children. The Committee also recommended that the nation address issues including the disproportionately high number of Indigenous children in out of home care (such as orphanages and foster homes) and in juvenile detention centres.

Australia offers an apology

In 2007 the federal Labor Party gained power under the leadership of Kevin Rudd. In his acceptance speech, he vowed to be a 'Prime Minister for all Australians'. Immediately, plans were made to offer the nation's Indigenous peoples a formal apology. The parliamentary year began with politicians being treated to a 'Welcome to Country' ceremony, the first ever held at Parliament. As the sounds of a didgeridoo echoed through the halls of Parliament, Matilda House-Williams, a Ngambri elder, welcomed both the prime minister and the Opposition leader to her traditional lands.

Source 4 Ngambri elder Matilda House-Williams welcomes Prime Minister Rudd and Opposition Leader Brendan Nelson to Parliament.



On 13 February 2008, in front of parliamentarians as well as members of the public, including members of the Stolen Generations, the prime minister acknowledged the harm caused to the Indigenous people and the unfairness of past government policies. He pledged that Australia would never again allow such injustice to occur. Then he encouraged both sides of the house to work together to 'close the gap' between Indigenous and non-Indigenous Australians. The speech received a standing ovation, both from those within the Parliament, and from the crowds watching the broadcast on large screens in every capital city. Rudd's speech was regarded by many as a great step towards achieving reconciliation. Of the 360 words that made up his apology that day, however, the crowds had come to hear only one — 'Sorry'.

Following the prime minister's speech, Dr Brendan Nelson, the leader of the Opposition, reiterated his party's position, stating, 'Our generation does not own these actions, nor should it feel guilt for what was done in many, but certainly not all cases, with the best intentions.' In many of the nation's capital cities, his words were drowned out by boos and hisses from the crowd.

Indigenous leader Pat Dodson, regarded by many as the father of Reconciliation, described the apology as 'a **seminal** moment in the nation's history'. While many Indigenous people welcomed the apology, there were those who felt that the prime minister hadn't gone far enough. John Moriarty, a successful businessman who has held positions in Aboriginal Affairs departments at state and federal level, said, 'It doesn't get down to the real crux of the issue, in my view, that people like me were taken away from their full-blooded mothers to breed out the culture. It doesn't come to that. It doesn't hit home with me.'

While much is still to be done to achieve lasting reconciliation, gestures such as the federal government's willingness to say sorry symbolise Australians' growing appreciation of this country's checkered past and their acknowledgement of the rich culture of its First Peoples.

Source 5 Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008. This speech is viewed as a key moment in the struggle for reconciliation.

Today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations – this blemished chapter in our nation's history.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

Source 6 Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner at the Human Rights and Equal Opportunity Commission, responds to the apology on behalf of the National Sorry Day Committee and the Stolen Generations Alliance, the two national bodies representing the Stolen Generations and their families.

Let me tell you what this apology means to me. For many years, my family has been searching in vain to find information about my great-grandmother on my father's side, who was taken at the turn of the twentieth century.

Recently, Link Up in Darwin located some information in the Archives. In a document titled 'list of half-castes in the NT' dated 2 December 1899, a government official named George Thompson wrote the following about my great-grandmother:

Half caste May is a well grown girl, is living with her mother in the black's camp at Woolwonga, her mother will not part with her, she mixes up a great deal with the Chinamen…

My great-grandmother's ordeal was not uncommon and nor was the chilling account — 'her mother will not part with her'.

This is not about black armbands and guilt. It never was. It is about belonging.

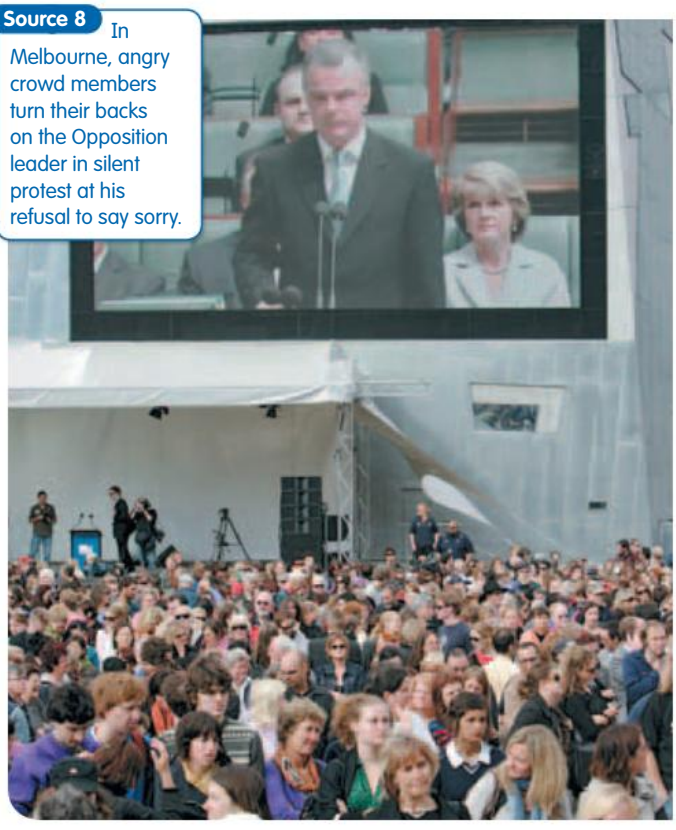
Source 7

Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008



Source 8

In Melbourne, angry crowd members turn their backs on the Opposition leader in silent protest at his refusal to say sorry.



culpability state of guilt; being responsible or blameworthy
eradicate wipe out, obliterate
moral relating to right and wrong behaviour
seminal original and influential

Activities

EXPLANATION AND COMMUNICATION

1. Based on the information provided in this spread, give at least three reasons why John Howard refused to say sorry, and place them in order from most to least important.
2. When was the first National Sorry Day, and what did it represent?
3. Why did those watching Kevin Rudd's apology turn their backs when Brendan Nelson spoke?

CHRONOLOGY, TERMS AND CONCEPTS

4. In your own words, define the 'three cheers' and 'black armband' views of history.
5. Develop a Reconciliation chronology. You can represent it as creatively as you like, but make sure you provide dates and clear annotations for the major events on the journey towards Reconciliation.

ANALYSIS AND USE OF SOURCES

6. Based on the excerpt from the *Bringing Them Home* report provided in **Source 2**, why is it important for a country such as Australia to acknowledge its past wrongdoings?
7. Analyse the apology (see **Source 5**). Using one colour, write down the *people* he apologises to. In another colour, write down the *actions* he apologises for. In a third colour, write down any words or phrases relating to the *reasons* behind the apology. And in a fourth colour, outline *recommendations* for moving forward. Having completed this activity, decide whether, in your view, this represented a full apology, or whether there were other issues you believe Prime Minister Rudd should have addressed. Explain your opinion using some of the words you have highlighted.
9. Tom Calma's response to the apology (see **Source 6**) was delivered on behalf of the Stolen Generations. Who do you think his comments were aimed at? Which lines were particularly significant? Explain your answer.
8. Outline the visual similarities and differences between the two images depicted in **Sources 7 and 8**. What do these suggest about the politicians on screen and the crowds in attendance?

PERSPECTIVES AND INTERPRETATIONS

10. Do you think Kevin Rudd's apology is the sort of thing Paul Keating had in mind when he gave his speech at Redfern more than a decade earlier? Explain your view.
11. Write a journal article expressing your own views about the reconciliation issue. Respond to the following prompts, explaining each of your answers in detail:
    - **a** Do you think the Australian government owed Indigenous Australians an apology?
    - **b** Was the Howard government's refusal to apologise the right decision or the wrong decision?
    - **c** Did Kevin Rudd's apology go far enough? Did it go too far?
    - **d** What barriers need to be broken down before reconciliation can truly be said to have been achieved?

4.11 SkillBuilder

Understanding a historical debate

What is a historical debate?

A debate is an argument between two or more people in which opposing views are expressed about a particular issue. Its purpose is both to reveal the 'truth' and, in the case of a public debate, to influence public opinion. In some cases, a debate may be conducted face to face. In others, the debate may be conducted through a range of media such as newspapers and magazines.

Why is a debate a valuable source of information?

Debate is important to historians because it reveals information, not only about the issue at its centre, but about those involved in the debate as participants and audience members. In this case, you will be analysing a national debate that came to be known as the 'History Wars'. While it was sparked by the views of historian Keith Windschuttle, as expressed in his book *The Fabrication of Aboriginal History* (2002), the debate would eventually engulf university academics, writers, journalists and politicians and, of course, the Australian public.

How to analyse a historical debate — a step-by-step approach

One of the most challenging aspects of analysing a debate is working out what is fact and what is simply designed to 'score points' with the readers, listeners or viewers. Examine each view in turn, asking the following questions:

a What are the major arguments made?
b Are there any obvious flaws in the arguments presented — for example, are they simplistic, unrealistic or irrelevant?
c What supporting evidence is given for each argument, and how accurate do you think this evidence is?
d Are some points skimmed over or ignored? If so, why might this be?
e Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?
f Is there any evidence of bias? If so, what is it?

The final stage of your analysis involves drawing conclusions about the validity of the arguments presented. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

Source 1 reflects the views of Keith Windschuttle. It has been used as the basis for answering questions **a**–**f** above.

a *What are the major arguments made?*

Keith Windschuttle claims that much of what we know about Indigenous history after Australia was settled — particularly claims of massacres by white settlers — is based on poor research.

b *Are there any obvious flaws in the arguments presented — for example, are they simplistic, unrealistic or irrelevant?*

Windschuttle states that 'Aboriginal oral history, when uncorroborated by original documents, is completely unreliable', but he himself points out that the Aboriginal people were illiterate and were therefore unable to keep these sorts of documents.

c *What supporting evidence is given for each argument, and how accurate do you think this evidence is?*

The claim that Aboriginal oral history cannot be trusted is supported by an example — the Mistake Creek Massacre. According to Windschuttle, four different versions of this story have been passed down.

d *Are some points skimmed over or ignored? If so, why might this be?*

Windschuttle characterises the settlers in a very positive way, suggesting they wanted to 'civilise and modernise the Aborigines, not exterminate them'. He seems to ignore the idea that forcing European 'civilisation' on a community that already has its own culture may have had a negative impact on that community.

e *Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?*

Windschuttle suggests that the historical claims made by academic historians and Indigenous Australians are 'fictions and fabrications'. He also hits back at his detractors, calling them 'defenders of the orthodoxy'.

f *Is there any evidence of bias? If so, what is it?*

It seems from this excerpt that Keith Windschuttle may be biased towards viewing white settlers in a positive light, and viewing both Indigenous people and many historians quite negatively.

Source 1 In this excerpt from a paper presented at the Conference on Frontier Conflict (2001), Keith Windschuttle restates his belief that much of accepted Aboriginal history since settlement is a fabrication.

. . . When it is closely examined, the evidence for the claims of widespread mass killings of Aborigines turns out to be highly suspect. Much of it is very poorly founded, other parts are seriously mistaken, and some of it is outright fabrication . . . Defenders of the orthodoxy attacked my politics, my morals and my ability to do historical research, while at the same time pretending that the academics I had criticised were reliable scholars whose opinions should be trusted . . .

Unfortunately, the fictions and fabrications of our academic historians are more than matched by those created by the Aborigines themselves. Because Aborigines in the colonial period were illiterate and kept no written records, we are urged today to accept the oral history of their descendants as an authentic account of what happened in the past. My view is that Aboriginal oral history, when uncorroborated by original documents, is completely unreliable, just like the oral history of white people. Let me illustrate this with an account of the infamous Mistake Creek Massacre in the Kimberley district . . . There are at least four versions of Aboriginal oral history about this incident . . . and all of them are different . . .

The colonial authorities wanted to civilise and modernise the Aborigines, not exterminate them. Their intentions were not to foster violence towards the Aborigines but to prevent it. They responded to violence by the Aborigines towards white settlers cautiously and reluctantly, and their overriding concern was to prevent retaliatory violence by settlers and convicts from getting out of hand.

Source 2 Robert Manne, a writer and academic at Melbourne's Latrobe University, has been a vocal critic of Keith Windschuttle and those who suggest that there is little proof of the deliberate mistreatment of Indigenous Australians following settlement. This excerpt is from the introduction to *Whitewash: On Keith Windschuttle's Fabrication of Aboriginal History*, a collection of essays edited by Manne and released in 2003.

. . . Windschuttle had never previously written at any length about Aborigines or the Australian frontier. In his Quadrant essay his starting point, for reasons that were never satisfactorily explained, was four massacres mentioned by the journalist Phillip Knightley in his new portrait of Australia. In three of these cases Windschuttle attempted to show, either by drawing on others' work or by a far from convincing chain of evidentiary reasoning, that no massacres had taken place. He also attempted to show that the tentative estimates of 20 000 Aboriginal killings on the frontier between the late 1780s and the late 1920s which had been independently arrived at by Henry Reynolds and Richard Broome, and which had been regarded as a reasonable guess by the most conservative of all contemporary Australian historians, Geoffrey Blainey, was a vast exaggeration and, indeed, a 'fabrication'.

Windschuttle, who had at that time done no systematic historical research on settler-Indigenous relations (or on anything else), claimed to know for certain that the number of Aborigines killed at the frontier had been very small. How did he know this? Windschuttle argued that because of the British settlers' Christian faith and because of their civilisation's fidelity to the idea of the rule of law, large numbers of killings could be excluded in advance as a cultural impossibility. He expressed astonishment at the discovery that Henry Reynolds' estimate of 20 000 killings, which he had previously accepted on trust, was not even based on a tabulated list of every occasion on which Aborigines had been killed. For Windschuttle, it appeared clear that a death which was unreported and thus undocumented was a death which had not occurred. (By the use of a methodology equivalent to Windschuttle's it would be possible to prove that virtually no sexual abuse of children occurred in Western societies before the 1970s.)

Windschuttle apparently could not imagine the kind of rough frontier society where settlers killed Aborigines who threatened their livestock or their lives; where such deaths went officially unidentified; and where government officials tacitly agreed, in regard to settler violence, to turn a blind eye . . .

Developing my skills

1 Analyse **Source 2** using questions **a**–**f**.
2 Having analysed the evidence, whose view would you be most inclined to believe — Keith Windschuttle's or Robert Manne's — and why? What other evidence would you need to find and examine before you could confidently declare one position more valid than the other?

4.12 Fighting for equity

Australia's Indigenous people lost much of what they had considered to be theirs with the arrival of European settlers in 1788 and beyond. Over the next 150 or so years, Indigenous people became used to injustice, even racist hostility, from those who had taken their land and denied them their civil and human rights. Slowly, the lifestyle inequities Australia's first people have suffered are being changed.

Health and life span

Indigenous Australians are twice as likely to die of coronary heart disease, six times as likely to contract diabetes and three times as likely to be killed in an accident than non-Indigenous Australians. They also suffer disproportionately from diseases such as high blood pressure, respiratory infections and trachoma, as well as health conditions related to stress and **substance abuse**.

Government spending on Indigenous health has increased by nearly 90 per cent since 1996. Some 125 Indigenous-controlled health centres have been set up (in addition to mainstream services), as well as initiatives to improve water supply and sewerage, and to combat disease and substance abuse.

Source 1 Health initiatives are encouraging Indigenous people to develop health-care skills to benefit their own people.



Did you know?

The average life expectancy for a non-Indigenous Australian man is 80, while for an Indigenous man it is just 67.

Source 2 A lesson in the Wallace Rockhole School, west of Alice Springs

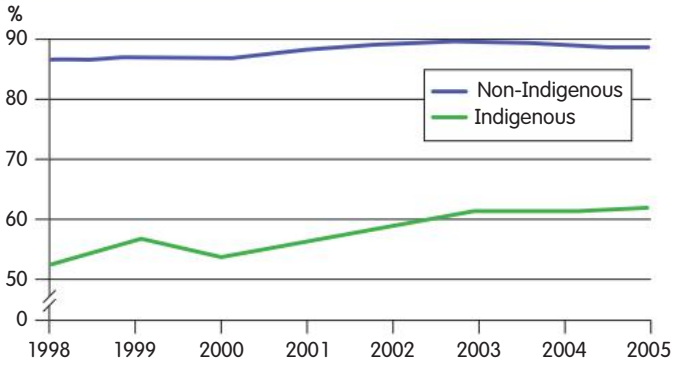


Education

Indigenous school enrolments increased by 36 per cent between 1996 and 2003, with Indigenous enrolments in vocational education and training hitting a record level in 2002. More Indigenous students are enrolling in university courses. However, the rate at which Indigenous students continue school studies through the senior years is still only around half that for non-Indigenous students.

About $2.1 billion was allocated by the federal government (for spending between 2005 and 2008) to improve educational opportunities for Indigenous students. Funds are being used to encourage school attendance, pay for tutoring programs, promote literacy and numeracy, encourage excellence in Indigenous education, encourage the most disadvantaged and promote culturally inclusive education.

Source 3 A comparison of the percentage of Indigenous and non-Indigenous students who complete Year 11



Source: ABS National Schools Statistics collection.

Since 2000 the Program for International Student Achievement (PISA) has been delivered to 15-year-old school students worldwide. The test focuses on reading literacy, mathematical literacy and science literacy, and is designed to test students' ability to meet the challenges they will face in life beyond compulsory schooling. In 2009 the test was administered for the fourth time, with more than 14 000 Australian students taking part; 1143 of these students were Indigenous. As in previous years, the results of this test demonstrated the lack of equity between Indigenous and non-Indigenous students. On average, the reading, mathematical and science literacy level of Indigenous students was two years below that of non-Indigenous students.

Housing

Research continues to find that Indigenous people in urban areas are twice as likely as non-Indigenous people to live in poor-quality housing.

About 30 per cent of government public and community housing spending is directed towards Indigenous housing. A large part of this spending is delivered through about 660 housing organisations controlled by Indigenous communities.

About 1500 houses, accommodating about 6000 people, were provided for Indigenous people in 2004–05 under assistance programs. As well, about 500 subsidised housing loans are offered each year to Indigenous families wanting to buy their own home. Despite the challenges of low incomes, 32 per cent of Indigenous families today own their own homes.

By 2001 there was a marked increase in Indigenous communities with access to electricity and better functioning sewerage systems, and the proportion of the urban population living in temporary dwellings had fallen to 5 per cent (from 7 per cent two years earlier).

Activities

EXPLANATION AND COMMUNICATION

1 Name three health risks that are greater for Indigenous Australians than non-Indigenous Australians. How can these risks be reduced?
2 What did the PISA test demonstrate about Indigenous students' level of achievement?
3 According to the census of 2006, approximately how many Indigenous people were homeless across Australia?

ANALYSIS AND USE OF SOURCES

4 Look at Sources 1 and 2. Why might it be important for Indigenous people to deal with service providers, such as medical professionals and teachers, from among their own people?
5 Look at the graph in Source 3. Describe in words what trends it reveals for the education of Indigenous students between 1998 and 2004. Predict what the graph might look like for 2020, explaining your viewpoint.

PERSPECTIVES AND INTERPRETATIONS

6 Using what you have learned in this spread, create a mind map that shows the challenges faced by Indigenous Australians today. Consider aspects such as poverty, employment and education, and show how you think they are connected.
7 Work in groups to come up with suggestions for steps that could be taken to help address the problems you identified in the previous activity.

Source 4 Following the census of 2006 it was estimated that there were almost 10 000 homeless Indigenous people in Australia. Indigenous people make up 9 per cent of the homeless population, but only 2.5 per cent of the total population, meaning they are heavily over-represented in the homeless population.



substance abuse excessive use or misuse of drugs, alcohol or other addictive or mood-altering substances

4.13 The struggle continues

In the twenty-first century the struggle for Australia's Indigenous people is far from over. Major inequities still exist between Indigenous and non-Indigenous Australians, and the nation continues to debate fundamental issues, from land rights to the treatment of Indigenous prisoners and what it means to be Indigenous. In recent years, however, there have been major improvements in the recognition of the rights of Indigenous people both in Australia and in the rest of the world. This is thanks to the work of Indigenous leaders and activists, past and present, whose words and actions continue to influence policymakers.

Indigenous Australia — a changing population

In the June 2006 census the Indigenous population was estimated to be around 517 000. By 2021 this number is projected to grow at a rate of 2.2 per cent per year, compared with a rate of between 1.2 and 1.7 per cent for the general Australian population. The proportion of Indigenous people within each state and territory varies from 32 per cent in the Northern Territory to just 0.6 per cent in Victoria. Like other Australians, the majority of Indigenous people live in urban areas, although they are overrepresented in remote areas. In 2006, 12 per cent of the country's Indigenous population reported speaking an Indigenous language at home, although this percentage dropped considerably in urban areas.

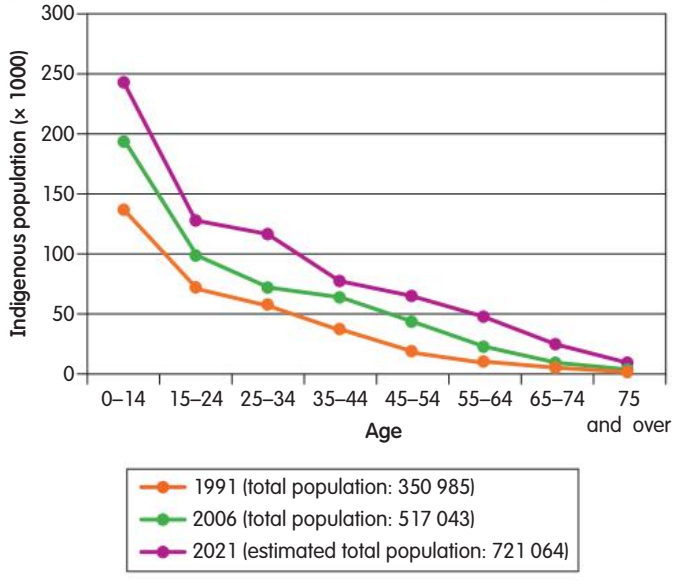
Twenty thousand Indigenous students graduated from university in 2006, while 55 per cent of Indigenous people over 15 years old were participating in the workforce. The influence of Indigenous people in politics continues to grow, with Indigenous representatives at all levels of government. Across the country, numerous radio and television stations, as well as offline and online newspapers, cater to an Indigenous audience; while national television networks offer dedicated Indigenous programming. Despite these advances, there is still much work to be done to improve equity.

What does it mean to be Indigenous today?

The definition of an Indigenous Australian has changed over time. Older definitions referred to skin colour or the amount of Aboriginal blood a person was said to have. Today, a person is entitled to be identified as Indigenous if they:

- are of Aboriginal or Torres Strait Islander descent
- identify themselves as being of Aboriginal or Torres Strait Islander origin
- are accepted as such by the community with which they associate.

Source 1 The estimated and projected Indigenous population at 30 June 1991, 2006 and 2021



Between 1991 and 2001 the number of people who identified as Aboriginal or Torres Strait Islander (or both) on the national census rose dramatically — from 351 000 to 517 000. This increase was due, it is believed, to census officers' increased access to Indigenous communities and to the greater levels of acceptance for people to identify as Indigenous.

Some people view the growing number of people who identify themselves as Indigenous as a positive sign. They believe it represents a growing pride in Indigenous Australia. However, there are those who have questioned the motives of people who identify as Indigenous when they have a mixed heritage. These critics have implied that identifying as Indigenous may be based on a desire to profit from this identity — a claim that is rejected by Indigenous leaders. Articles written by journalist Andrew Bolt, which criticised people who appear Caucasian but identify as Indigenous, were the subject of a racial discrimination trial in 2010, launched by nine prominent Indigenous people mentioned in the articles.

Source 2 Author Nicole Watson describes what it was like to grow up as a light-skinned Indigenous person.

I belong to the Birri Gubba People of central Queensland, even though I live in Sydney. I have blonde hair and blue eyes; characteristics that are irrelevant to my identity as an Aboriginal person. I never chose that identity. Rather, it was a bequest from the people who reared me — my strong-willed European Australian mother and my fiery Aboriginal father…

…Throughout my teens, more than one observer casually raised the apparent clash between my light features and my Aboriginal identity. Such comments always drew a flash of pain on my father's face. As an adult, I can only imagine how horrible it must have been for Dad to hear the paternity of his child being questioned so audaciously. I still marvel at the incredible privilege that lurked behind those obtuse comments.

When strangers question my identity, they question the adults who grew me. They question the choices that were made for me and perhaps, even the love that my family gave to me, and continue to give. As painful as such interrogations have been, they will never shake my identity. I know who I am. But I do wonder what motivates the likes of Andrew Bolt [a journalist who was found guilty of discrimination for criticising people who appear Caucasian but identify primarily as Indigenous]. What dark insecurities fester in his psyche that he has a desperate need to assault the humanity of strangers?

Source 3 Indigenous plaintiffs celebrate victory after journalist Andrew Bolt is found guilty of breaching the Racial Discrimination Act in the articles *It's So Hip to Be Black* and *White Fellas in the Black*.



Did you know?

According to legal historian John McCorquodale, since the time of white settlement, governments have used 67 classifications, definitions or descriptions to decide who is Aboriginal.

The United Nations recognises the rights of Indigenous peoples

In the twenty-first century the United Nations has taken a more active interest in supporting the rights and freedoms of Indigenous people around the world. Of particular importance are agreements such as the International Covenant on Civil and Political Rights (ICCPR) and the Committee on the Elimination of Racial Discrimination (CERD), which has made it very clear that a 'hands-off' approach to Indigenous rights is no longer enough. In some cases, CERD has used an 'Urgent Action Procedure' to pressure countries, including New Zealand and the United States, to recognise and respect the land rights of their Indigenous peoples.

The most decisive action taken by the United Nations in relation to Indigenous people was the creation of the Declaration of the Rights of Indigenous Peoples in 2007 (see Source 4). The Declaration was developed, over two decades, with the input of Indigenous representatives from around the world, and in direct response to requests brought to the UN Working Group on Indigenous Populations (WGIP). It embodies the rights and freedoms fought for by the world's Indigenous people throughout the twentieth century. Although the articles of the Declaration are not legally binding, the Declaration is a very important symbol, particularly for nations attempting to reconcile with their Indigenous peoples.

The right to self-determination

Importantly, the Declaration of the Rights of Indigenous Peoples officially recognised **self-determination** as a basic right for Indigenous peoples. Signatories agreed to allow their Indigenous communities to govern themselves and take charge of their own economic, social and cultural matters.

Only four UN countries voted against the Declaration in 2007. They were the United States, Canada, New Zealand and Australia. Mal Brough, Australia's federal Indigenous Affairs Minister at the time, explained, 'We haven't wiped our hands of it, but as it currently stands at the moment, it would provide rights to a group of people which would be to the exclusion of others … The best way of putting it is, it's outside what we as Australians believe to be fair.'

It would take a change in government before Australia, under the leadership of Kevin Rudd, would sign the Declaration in 2009. This would finally give Indigenous Australians the opportunity to determine their own future.

Source 4 Articles 1–5 of the Declaration of the Rights of Indigenous Peoples, 2007

Article 1
Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

Article 2
Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their Indigenous origin or identity.

Article 3
Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4
Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5
Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Source 5 Some of the things Indigenous people believe are essential for a national organisation that represents them

'. . . the National Representative Body should primarily act as an **advocacy** and negotiation body, arguing independently from a considered and well researched base, for the domestic implementation of the Declaration on the Rights of Indigenous Peoples and other relevant and binding human rights provisions . . .' (Public Submission 2)

'The outcomes must be our own and we cannot feel like our funding will be cut if we stand up and speak out against a government policy or program.' (Public Submission 8)

'Any national body should collaborate effectively with the Indigenous Dialogue — the Dialogue should be the key vehicle to facilitate constitutional reform and that this process be carried out under the principles of the UN Declaration such as free, prior and informed consent . . .' (Public Submission 77)

'We need a balance of young people as representatives on our peak body also. It's always easy to presume we know best for our kids, but don't take the time to ask. I would like to see a balance of 50/50 men and women represented.' (Public Submission 16)

Our future in our hands

Building on the promise of the Declaration of the Rights of Indigenous Peoples, the Australian government supported the establishment of a National Congress of Australia's First Peoples. While this Congress is not the first organisation designed to represent the interests of Indigenous people, it differs in some key ways. Based on a model proposed in the *Our Future in Our Hands* report (2009), the Congress is made up of Indigenous people, with equal numbers of men and women, and representation from young people and members of both urban and rural communities. It is a private, not-for-profit company, meaning it does not rely on government funding.

Tom Calma, who chaired the committee charged with designing the Congress, explained, 'It is time for Aboriginal and Torres Strait Islander people to take control and set the agenda.' Establishment of the Congress was praised by national Indigenous leaders, as well as international organisations such as the United Nations and Amnesty International.

Source 6 On 19 April 2010, at the ninth session of the United Nations' Permanent Forum on Indigenous Issues, the New Zealand government announced its support for the Declaration of the Rights of Indigenous Peoples and received a chorus of cheers from 2000 Indigenous delegates in response. The announcement was followed by a traditional Maori song of thanks.



advocacy active support
self-determination the freedom for a people to determine their own course of action

Activities

EXPLANATION AND COMMUNICATION

1 For a person to be considered Indigenous, they have to meet several criteria. What are they?
2 Journalist Andrew Bolt was accused of what crime by nine prominent Indigenous people in 2009?
3 In your own words, explain why the Minister for Indigenous Affairs, Mal Brough, believed that Australia should not sign the Declaration of the Rights of Indigenous Peoples in 2007.

ANALYSIS AND USE OF SOURCES

4 Based on **Source 1**, describe in words the largest changes to the estimated and projected Indigenous populations between 1991 and 2021.
5 In **Source 2**, author Nicole Watson reflects upon the experience of being a light-skinned Indigenous Australian.
   a In what ways was this experience difficult for her and for her parents?
   b Why do you think she chose to begin this piece with the words, 'I belong to the Birri Gubba People of central Queensland, even though I live in Sydney'?
6 **Source 3** depicts some of the prominent Indigenous Australians who filed charges against journalist Andrew Bolt. Their case was ultimately successful.
   a How might this photograph have looked if a similar case — in which Indigenous Australians challenged the words of a white journalist — had been held in the 1950s or 1960s?
   b List some of the social changes that have occurred over the past fifty years that might have contributed to the ultimate success of the case.
7 Analyse **Sources 4 and 5** and select the sections that relate to self-determination. If these recommendations were followed, how might the lives of Indigenous Australians change over the next decade?

PERSPECTIVES AND INTERPRETATIONS

8 Write a 250-word report that explores the significance of Australia's signing the Declaration of the Rights of Indigenous Peoples and how the Declaration relates to the rights and freedoms strived for by at least one Indigenous activist, such as Charles Perkins (spread 4.6), Faith Bandler or Eddie Mabo (spread 4.9).

4.14 Review and reflect

In this chapter we have considered a complex aspect of recent Australian history: the struggle for Indigenous rights and freedoms since 1945. We have considered the roles played by government, organisations and the general public in supporting or hindering this struggle. We have also considered the challenges that remain as we seek to end the disparities between Indigenous and non-Indigenous Australians in the areas of health, education and employment.

Review

Quick quiz

1. When did the Howard government initiate the 'Intervention' in the Northern Territory?
2. Why was 26 January identified in 1938 as a 'day of mourning'?
3. What was the purpose of the Aboriginal Protection Board?
4. Why is 27 May 1967 such a significant day in the history of Indigenous Australians?
5. Why was Albert Namatjira arrested in 1957?
6. Name one significant change to Indigenous policies under the Howard government.
7. Why was Charles Perkins so important to the Indigenous fight for rights and freedoms?
8. What was/is the purpose of the 'Tent Embassy'?
9. Why did the 1971 Springbok tour of Australia attract such strident protest?
10. What is the average lifespan of an Indigenous man?
11. In what way was the *Bringing Them Home* report (1997) a wake-up call for white Australia?
12. Describe the difference between a 'three cheers' view of history and a 'black armband' view of history.
13. Name one challenge (or disparity) faced by Indigenous communities today.

Media depictions of Indigenous people

The media have been criticised for depicting Indigenous people in a limited number of ways, most often as either 'noble' (spiritually connected with the land, with little or no interest in modern culture) or 'savage' (backward in terms of development, their communities rife with crime and other social problems). These depictions can be seen in a range of media portrayals including in newspaper and magazine articles and popular films. Analysing the depiction of Indigenous people in these sources can help to trace the changed understanding of Indigenous people and their culture through the decades.

Analysis and use of sources

1 Analyse Source 1, and complete the following:
   - **a** Locate words and phrases that praise the tracker.
   - **b** Identify words and phrases that could be seen as condescending.
   - **c** What aspects of the tracker's behaviour does the writer, and the broader community, seem not to understand? What makes you say this?
   - **d** Overall, do you believe this is a positive representation of an Indigenous person? Why or why not?

Source 1 These excerpts from an article published by *The West Australian* in April 1952 introduce readers to an Indigenous tracker, a role that has appeared often in Australian popular culture including high-profile films such as *Crocodile Dundee*, *The Tracker* and *Rabbit-Proof Fence*.

Uncanny Ability of Aboriginal Tracker

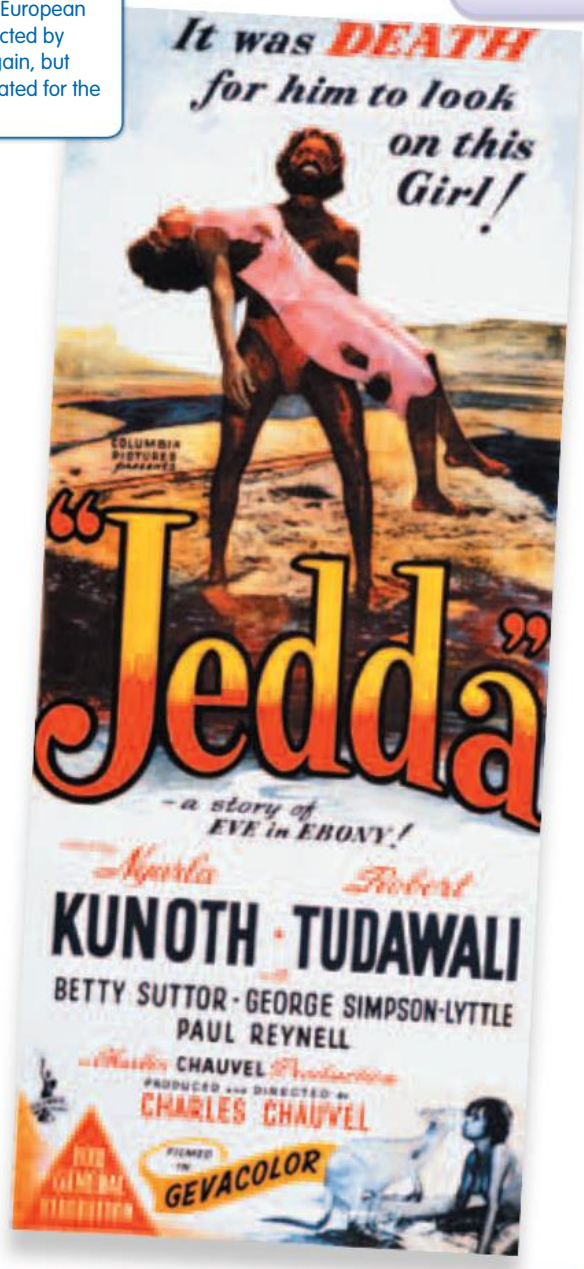
The Australian aboriginal is one of the best native trackers in the world. Because of his uncanny ability he is able to exist and find life in country where no other person can. How does he do it? Is it some strange power born in him from the very depths of his ancient civilisation, is it a secret told to each boy as he matures, or does it boil down to instinct as in the animals he hunts?

. . . Those who have studied the aboriginal tracker say that he does not look straight down and peer at the ground as we would imagine, but looks up to 50 yards ahead until his eyes strike something. Every search has a starting point and from this the tracker works. His logic tells him which way a person, animal or reptile would travel from that point. He then looks for evidence to bear this out. If the track peters out he will start a semi-circling movement crossing and re-crossing what appears to be the logical trail. Trackers have been known to spend hours in one spot scanning the ground for the first tell tale signs. Once the tracker strikes, he moves and moves fast.

. . . Opinion seems to be that the native tracker in the north-west is by no means losing his ability with the encroachment of the white man on his territories. In other States the police dog is gradually superseding the native tracker. In our north-west, however, it seems as though the local policeman and his black boys will be seen 'riding out' for a long time yet.

Student workbook
4.8, 4.9, 4.10

Source 2 *Jedda*, directed by Charles Chauvel, was the first feature film to star two Indigenous Australian actors. It is the story of Jedda, an Indigenous girl who turns her back on her European upbringing to follow an Indigenous man named Marbuck into the bush. After he is rejected by his tribe for bringing home a girl of the wrong skin colour, the couple set off together again, but their journey ends in tragedy. The movie was internationally acclaimed and was nominated for the prestigious Palm d'Or at Cannes Film Festival 1955.



2 **Source 2** is a movie poster for *Jedda*, which was released in 1955. Look carefully at the poster and answer the following questions:
   - **a** What does the image of Jedda suggest about her character?
   - **b** How does this differ from the image of Marbuck?
   - **c** The tag line reads 'It was death for him to look on this girl!' What do you think this means?
   - **d** What aspects of the treatment of Indigenous people, up to and including the early 1950s, might *Jedda* have been designed to highlight? What makes you say this?

3 In what ways do **Sources 1 and 2** support or challenge the view of Indigenous people as either noble or savage?

Back to the big questions

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1 What rights and freedoms have Indigenous Australians fought for since 1945?
2 How have the struggles of Indigenous Australians been similar to, and different from, other fights for civil rights around the world?
3 Which Indigenous leaders have led the struggle for rights and freedoms?
4 How has government policy helped and hindered this struggle?
5 What challenges do Australia's Indigenous people face today?

Reflect

Think about your learning over this topic. Tick the box for each of these statements that you think is correct for you, and briefly state your reasons.

Statements about my learning in this chapter	Agree	Disagree	Reasons why I agree or disagree
I was able to recognise different people's perspectives about the struggle for rights and freedoms.			
I was intrigued by some of the things that I learned.			
I was able to empathise with people who had different backgrounds from my own.			
Viewing and reading primary sources brought the past to life.			
I learned about the similarities and differences between the struggle for civil rights within Australia and in other countries, such as the United States.			
I have viewed sources that demonstrate a range of beliefs about the struggle for rights and freedoms.			
This chapter has given me the tools to analyse a historical debate.			

eBookplus Using ICT

projectsplus

Take the Freedom Ride

SEARCHLIGHT ID: PRO-0042

Scenario

In 1965 a group of people, mainly students from the University of Sydney, took part in a 2300 km bus ride through NSW to highlight the plight of Indigenous people and the discrimination they suffered. The participants wanted to create awareness in the Australian population of the practice of racial segregation experienced in country areas of NSW. The Freedom Riders also hoped to promote the campaign for a referendum to ensure discrimination against Indigenous people was removed from the Australian Constitution.

The group was called Student Action for Aborigines (SAFA) and their leader was Charles Perkins. One of the people on this trip was an Indigenous woman, Ann Curthoys, who wrote a diary about the places they visited and what happened there. Nowadays we generally wouldn't use a school exercise book to record our travels. We would instead put our ideas and experiences online by writing a blog or using a social networking site like Facebook. In this way we could let everyone know what was happening immediately, and we could encourage support for the Freedom Ride at the next town.



Your video introduction includes real stories and footage from the NSW Freedom Ride.

Your task

Write four blog entries as if you were taking part in the Freedom Ride through NSW in the summer of 1965. You want to let people know what is happening and encourage people to support you as you travel in the bus with other students.

Imagine yourself on the Freedom Ride either as an Indigenous or a non-Indigenous man or woman, and be sure to detail:

- the reason for the Freedom Ride
- the towns you visited (one blog entry for each town). *Note:* One of the towns must be either Walgett or Moree.
- the reactions of people when you visited those towns (search for newspaper reports on the internet)
- what you want people who read your blog to do to help you
- what you hope to achieve.

It is important that you display an understanding of the event and the reasons for the Freedom Ride and place it in the context of the campaign for change and the 1967 referendum. You should also research and mention the part played by Charles Perkins in the Freedom Ride. A sample blog entry is provided for you in your ProjectsPLUS Media Centre.

Process

- Open the ProjectsPLUS application for this chapter in your eBookPLUS. Watch the introductory video lesson and then click the 'Start Project' button. You will write your blog entries individually, but first invite other members of your class to form a group to share your research. Save your settings and the project will be launched.
- Navigate to your Research Forum. A selection of topics has been loaded for you to provide a framework for your research. To help you find extra information, you should find at least three sources other than your textbook. The weblinks in your Media Centre will help you get started. Enter your findings as articles in the Research Forum. You can also comment on and rate the research posted by other members of your group.
- When your research is complete, set up a new blog for your group on your favourite blogging website.
- Each student should write a total of four blog entries, one for each town you have visited (including Walgett or Moree). Remember, you are writing in character and as if you were really there, so write in first person

to make the blog personal. You should also express your feelings about the events that have taken place in the town, along with all of the facts. Make sure each blog entry is a minimum of 200 words. You can include pictures and other relevant visual material you may find during your research.

- When all of the members of your group have finished posting to your blog, you should review it and make any final adjustments. Remember to check your spelling and grammar.
- Print out your research report from ProjectsPLUS and hand it in to your teacher.



projectsplus

Your ProjectsPLUS application is available in this chapter's Student Resources tab inside your eBookPLUS. Visit **www.jacplus.com.au** to locate your digital resources.

Suggested software

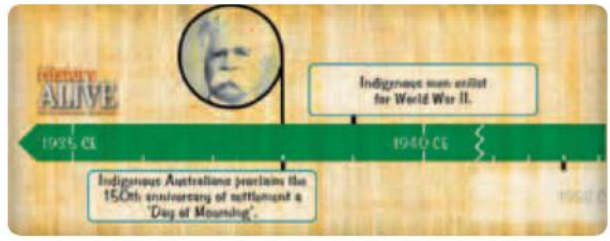
- ProjectsPLUS
- An online blogging site

Media Centre

Your Media Centre contains:

- a sample blog entry
- weblinks to research sites
- a 'How to build a Google blog' document
- an assessment rubric.

DIGITAL
resources for this chapter



RIGHTS AND FREEDOMS TIMELINE

Use this fun interactivity to create a visual timeline of key events since 1945 that have changed the rights and freedoms of Indigenous peoples.

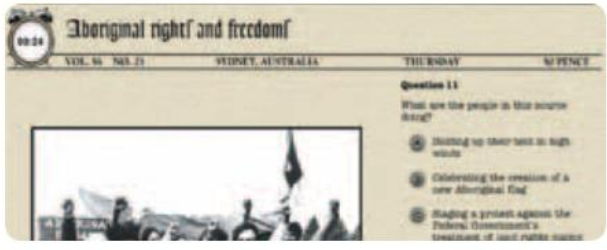
SEARCHLIGHT ID: INT-2972



THE 1967 REFERENDUM AND THE ABORIGINAL TENT EMBASSY

In 1967, the Holt Liberal government held a referendum and the Australian people voted 'Yes' to make the Commonwealth pass laws to help improve conditions for Aboriginal people. In 1972, a group of young Aborigines erected a beach umbrella on the lawns of Parliament House in Canberra, with a sign saying 'Aboriginal Embassy'. It still stands today.

SEARCHLIGHT ID: ELES-0258



ABORIGINAL RIGHTS AND FREEDOMS

Download this interactive learning object and test your knowledge about the history of Aboriginal rights and freedoms in Australia. Answer all 15 questions and receive instant feedback. You can even print your results to hand in to your teacher.

SEARCHLIGHT ID: T0223 (PC ONLY)

CHAPTER

DEPTH STUDY 3: THE GLOBALISING WORLD

5 Popular culture (1945–present)



Links with our times

When fire devastated Victoria and floods ravaged Queensland in February 2009, the Sound Relief benefit concert came to symbolise both the pain felt by Australians and their determination to do something to help the victims. The MCG drew the largest paying crowd to attend a music concert in Australian history. Big-name acts including Coldplay, Jet, Wolfmother, Paul Kelly and Kings of Leon donated their time to show their support. The event raised more than $5 million, demonstrating how much can be achieved by people — many of them teenagers — when they are united behind a cause. Modern technology, including social networking and mobile applications, have magnified this effect.

Mass mobilisation of young people hasn't always been seen as a positive thing. In the early and mid twentieth century, teenagers were expected to begin work to help support their families at an early age. Only teenagers from privileged backgrounds had the opportunity to finish school and attend university. This changed after World War II as Australia, England and the United States experienced a period of relative peace and prosperity. A 'baby boom' followed, and families were encouraged to buy a home and

A record-breaking 80 000 fans packed the MCG on 14 March 2009 for Sound Relief, a concert to raise money for Victorians affected by the bushfires and Queenslanders affected by flood.

A timeline of popular culture, 1945–present

CE

1940

1945
World War II

1946
Arthur Calwell introduces a new immigration scheme that will have a major impact on Australia and its culture

1950

November 1962
Australia wins 38 medals at the Commonwealth Games, the highest medal tally in the games' history.

1960

April 1965
Prime Minister Menzies commits Australian troops to fight in Vietnam.

April 1968
Dr Martin Luther King Jr is assassinated, triggering riots across America.

1970

June 1969
Members of New York's gay community riot when the Stonewall Inn is raided by police, sparking a worldwide gay rights movement.

1980



1980
AC/DC release their album *Back in Black*. It would go on to sell about 49 million copies, becoming the third highest selling album of all time.

1985
Neighbours first airs.

1990

2000

1948
General Motors produces Holden, 'Australia's Own Car', which will become an icon in the following decades.

September 1956
Australia airs its first television broadcast.

September 1960
In the first-ever televised presidential debate, Senator John F. Kennedy and Vice President Richard Nixon debate the issues of the day, and television becomes a major political instrument.

June 1964
Beatlemania touches down in Australia.



February 1967
Ronald Ryan becomes the last person to be legally executed in Australia.

May 1967
More than 90 per cent of Australians vote in favour of including Indigenous Australians on the census.

December 1967
Harold Holt, Australia's seventeenth prime minister, disappears while swimming and is presumed dead.

1974
Australia qualifies for the FIFA World Cup.



2000
Sydney hosts the Olympics.

eBook*plus*

Create a visual timeline of key events since 1945 that have shaped popular culture with the interactive timeline application in your eBookPLUS.

SEARCHLIGHT ID: INT-2973

fill it with the latest consumer goods, feeding their money back into the economy. As the developed nations settled into this new-found pattern of work and consumption, their children grew up, became teenagers and began to assert their independence.

Teenagers of the baby-boom generation would help to end the Vietnam War and fight for civil rights, land rights, women's rights and gay rights. They were encouraged by a growing awareness of their own power. Teenagers have not looked back since.

Big questions

As you work through this chapter, look for information that will help you to answer these questions:

1. How did changes in technology shape the lives, work and culture of Australians during the 1950s and 1960s?
2. How do the major social, cultural and political changes of the 1960s continue to influence our world today?
3. In what ways have society's changing views been reflected in popular culture?
4. How have teenagers helped to reshape the world between 1945 and the present?

Starter questions

1. Who are the most influential young people you know? What makes them so influential?
2. Do you think teenagers in the twenty-first century have the ability to change the world?
3. How can current technology be used to effect cultural, social or political change?
4. Is challenging the values and beliefs of the previous generation a necessary part of growing up?
5. How do we know whether change is a good thing?

HOW DO WE KNOW ABOUT . . .?

5.1 Popular culture

Popular culture refers to the beliefs, attitudes and lifestyle shared by a group of people. These are reflected in their actions and in the products they choose to consume. After World War II, improvements to communications technology created a direct connection between the mass media (newspaper, television and radio) and their target audience, many of whom were teenagers. By analysing popular film, music, television, sport and fashion, we can better understand the sorts of things that have preoccupied, motivated and inspired people during this tumultuous period.

First-hand experiences

The period after World War II was a time of social turmoil in Australia, as people began to challenge the **status quo**. We can draw on many primary sources produced by people who lived through the events, including photos, songs, film, books, letters, newspaper and magazine articles, and interviews. Because we are considering recent history, many members of our community have lived through and remember this period, making these people a rich source of first-hand information.

Source 1 In the 1960s and 1970s, many teenagers rebelled against their parents' generation by joining the anti-war movement, while others joined the Mods, Rockers or Sharpies. Each group had its own culture, with members following strict rules regarding the way they behaved, the music they listened to and the clothes they wore. In this interview, former Sharpie Alannah describes the pains she went to in order to get the right 'look'.

> Cuffed pants, roman sandals were the shoes that were 'in' then — as well as platforms . . . Cardigans with emblems on either side. Short hair . . . scissor cut and flat over with one side parted — very Mia Farrow. We didn't go to the hairdressers, we went to the barbers to have our hair cut with the guys. We'd have our hair cut all the same — all on the same Saturday morning. We'd have our hair cut every two weeks because we couldn't let it grow too long.

Historical accounts

The post-war period, especially the 1960s, is widely recognised as a time of great change. Because of this, many secondary sources have been created to explore the events of this time. While some secondary sources, such as history books and documentaries, may generally be considered factual, movies and television shows offer fictitious representations of the period, even if based on true events. Their accuracy needs to be analysed and compared against other sources.

Source 2 *The Home Song Stories* (2007) is an Australian film that explores the hardships that Asian immigrants faced during the 1960s. This still shows the tension between Rose, originally from Hong Kong, and her Australian mother-in-law. The film is loosely based on true events.



Expert opinion

Certain people during this period were considered experts and their opinions on issues, such as politics, sport, art and entertainment, were highly respected. They were often widely broadcast on television or radio, or printed in newspapers and magazines. Whether these opinions would be considered reliable today depends upon many factors, including potential **bias**.

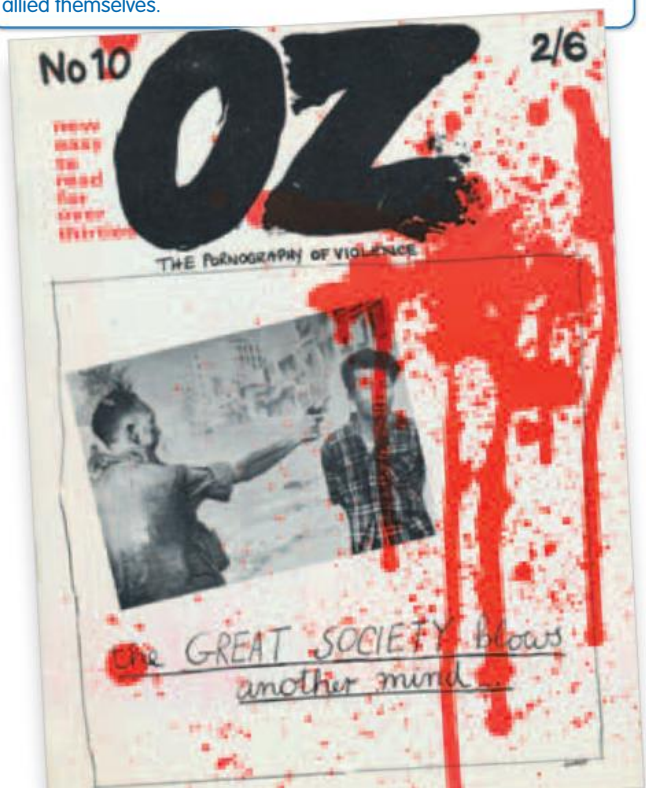
Satire

Satire is a way of voicing opinions or beliefs that might otherwise be too controversial to discuss publicly. Because of this, it can be a valuable source of information for historians. Satire is often a primary source and can take written, visual or audio forms. Satire needs three ingredients to make it effective: it must be relevant, funny, and poke fun at figures or positions of authority, such as politicians. Since *Punch*, a famous English magazine, published the first satirical cartoon in 1843, certain publications have become known for using cartoons to satirise the issues of the day. The Sydney Push, a sub-culture made up of some of Sydney's most well known young intellectuals, produced

Source 3 This advertisement for the Trans-Australian Railway was designed to entice travellers to see Australia from the comfort of a train. Like much advertising of the time, it paints a cheerful and positive picture of post-war Australia, a period in which wartime rationing and hardship were giving way to enjoyment of leisure time.



Source 4 This 1968 cover of *Oz* magazine carries a famous image from the Vietnam War. It shows a **Viet Cong** prisoner being executed by General Nguyen Ngoc Loan, chief of police of the South Vietnamese regime with whom the United States and Australia had allied themselves.



a controversial satirical magazine named *Oz*, which was known for its confronting covers and severe criticism of the government (see **Source 4**).

Advertising

Since the mid 1950s, advertising budgets, and the range of venues in which you will find advertising, have increased dramatically. For advertising to work, it needs to capture the attention of its target audience. Because advertising is aimed at such a specific target market, it can often reveal important values of the time and place in which it was created. By influencing people to purchase products or think a certain way, advertising can also influence popular culture.

Activities

ANALYSIS AND USE OF SOURCES

1. In **Source 1**, the interviewee, Alannah, says that she and other Sharpie girls were influenced by the actress Mia Farrow. What does this suggest about the connection between subcultures, like the Sharpies, and mass media such as films?
2. **Source 2** is an example of a secondary source. List other types of secondary sources that could be used to examine popular culture in this period. What do these sources have in common?
3. **Source 3** is a 1950s advertisement for the Trans-Australian Railway. Based on the images and words used in this ad, what can this source reveal about:
   - **a** the people of the time
   - **b** their changing interests
   - **c** the importance of technology?

   Use evidence from the advertisement to support your responses.
4. In what ways does **Source 4** meet the definition of satire? In what ways might it differ from this definition?
5. Which would you expect to give the most accurate depiction of history — first-hand experiences, historical accounts, expert opinion or satire? Explain your response.

bias prejudice, leaning towards just one view of things
status quo the existing state of affairs
Viet Cong a political and military organisation that fought against the South Vietnamese government and their US allies

Did you know?

Oz magazine was the subject of two obscenity trials, one in Australia and the other in England. The latter would become the longest running obscenity case in British legal history.

5.2 Post-war Australia

During the 1930s, Australia had suffered a depression that, at its peak, saw 32 per cent of people out of work. Whole neighbourhoods turned into slums. Then war hit, and the country was plunged into a six-year battle that saw the mainland bombed by the Japanese and enemy submarines make it into Sydney Harbour. Australians, who had always felt great solidarity with the English, found themselves relying upon America for protection while England fought to defend itself against attack from Nazi Germany. This was a time of fear for many Australians: fear of poverty, fear of invasion, and fear that they would never be reunited with their loved ones. When the war ended in 1945, Australia rejoiced, but the soldiers returned to a country that still faced years of hardship.

Populate or perish

The Australia to which the soldiers returned could no longer take its security for granted. The government, and many people, believed that the only protection against foreign invaders was to dramatically increase the population, which at the time stood at only 7 million. Pressure was on to increase the population, which would mean taking immigrants at an unprecedented rate. While many Australians recognised the need to populate the country, others feared that this would lead to a flood of undesirable immigrants entering the country. The government of the day reassured the populace that only the most suitable immigrants would be chosen and began recruiting Europeans who had been displaced by the war, such as 'the beautiful Balts' (see Source 2). With an influx of immigrants ready to work, the country began building major infrastructure projects such as the Snowy Mountains Scheme. These projects were designed to improve the lives of regular Australians, to supply new suburbs with much-needed power and to make a statement: Australia was on the move.

Source 1 During the 1930s and 1940s, rising rental prices in Melbourne and Sydney combined with a shortage of available housing to turn inner-city suburbs into slums. This photograph shows a mother and daughter living in a caravan at McMahons Point, a working class section of Sydney, in 1947.



It's (still) a man's world

During the war, many women had found work in industries such as munitions production and nursing, and in the Women's Land Army. Undertaking this work gave many women a new-found sense of independence and pride. When the men returned from war, however, women were expected to vacate their positions and resume their duties at home. Those who chose to stay were usually given a lower wage than their male counterparts. In 1949–50, the National Council of Women and the Australian Federation of Business and Professional Clubs petitioned for women to receive equal pay, and they were granted 75 per cent of what a man would earn to undertake the same job. It would be the late 1960s before Australian women would be granted equal pay for equal work, and the 1980s before they would be legally protected from harassment in the workplace.

Prosperity at last

As the 1950s began, unemployment was down, manufacturing was up, and the economy was growing steadily. Despite the recent influx of migrants, Australia was still a predominantly white, Anglo-Saxon society, in which the majority of people sought

Source 2 One campaign designed to reassure Australians of immigrants' suitability involved offering residency to blond, blue-eyed members of the Baltic states, who were referred to as 'the beautiful Balts'. This photograph of Baltic immigrants was taken in Victoria in 1948.



entertainment in film; bonded over sport and community events such as dinner-dances and church services; and learned about current affairs from radio, newspapers and the *Movietone news*. When this generation finally 'settled down', it was in comfortable, purpose-built suburbs, with quarter-acre blocks complete with a driveway for a new car. Women were not encouraged to work outside the home, but affordable whitegoods, vacuum cleaners and other products promised to make domestic chores less tedious. With this relative peace and prosperity as a backdrop, babies were born in record numbers, leading to a 'baby boom'.

The stability could not last forever. In the coming decades, world politics would once again throw the country into political turmoil, while advances in communications technology would introduce 'baby boomers' to a flood of American popular culture. The combination of these factors would cause many to question the social and political views of their parents, the nation's loyalty to its English roots and the very notion of what it meant to be 'Australian'.

Source 3 In 1954, Queen Elizabeth II became the first monarch to tour Australia. At this time, the majority of Australians still considered themselves loyal subjects of the British crown. Around eight million people turned out to see the Queen during her visit.



Activities

Student workbook 5.1

EXPLANATION AND COMMUNICATION

1 Using a large piece of cardboard or paper, create a popular culture concept map that you will maintain during your study of this chapter. Break your map down into six categories: music, film/television, fashion, food, sport and beliefs/culture. As you read through this and other spreads, add interesting or significant information that you learn. For example, for the beliefs/culture concept, you might write, 'Late 1960s — Australian women legally granted equal pay for equal work'.

ANALYSIS AND USE OF SOURCES

2 Describe the living conditions for the mother and daughter shown in **Source 1**. What other kinds of evidence would you need to decide whether or not this photograph is an accurate representation of the living conditions for working class people during the 1940s?

3 **Source 2** depicts a group of 'beautiful Balts'. What did this immigration campaign suggest about the values of Australia's citizens at the time?

4 **Source 3** depicts Australians lining the streets to see the Queen on her first royal visit. What can you tell about Australians at this time from this image alone?

5 Based on the information in this spread, briefly explain what life was like for the following groups of people during the period of post-war Australia:
- **a** men
- **b** women
- **c** children.

HISTORICAL QUESTIONS AND RESEARCH

6 View the Brotherhood of St Laurence's documentary ***Beautiful Melbourne*** (1947) in your eBookPLUS. The documentary reveals the difficult living conditions for families living in Melbourne suburbs like Fitzroy and Carlton. Then use your school library and the internet to study another suburb in the years 1945–54. It might be a suburb that you live in, or one that you enjoy visiting today. Examine different aspects of the suburb, such as its socioeconomic status, or any significant events that occured during this time. Then compile your findings as a PowerPoint to share with the class.

5.3 Fads and fashions

By the mid 1960s, Australian wages and living conditions were better than ever. In the suburbs, men went to work, while most women stayed at home and looked after the children. However, as the first of the baby boomers became teenagers, many who had not directly experienced the hardships faced by their parents began to crave independence and new experiences. As they searched for inspiration, many teenagers would gaze outward, at the fads and fashions originating in America and, to a lesser extent, England. Thanks to the invention of television, teenagers often had to look only as far as their own living room.

Source 1 A modern artist's impression of an Australian dinner party in the 1960s



Game on!

With higher incomes at their disposal, many suburban parents were now able to give their children pocket money. This money was often spent on products developed and marketed by American toy companies. These toys gave children an opportunity not only to have fun, but to act out many of the roles and concerns in the lives of their parents. In a decade dominated politically by the **Cold War**, boys spent hours playing with America's popular action figure, G I Joe, or his Australian equivalent, Action Man.

While boys played with action figures, girls were encouraged to 'play house', raising realistic baby dolls and cooking using their Easy-Bake Oven. But it was a blond-haired American doll with a 'womanly' figure, handsome boyfriend and tailored, interchangeable outfits that would take the world by storm. Launched at the New York Toy Fair on 9 March 1959, Barbie immediately captured the imaginations of young girls, with 351 000 selling in the first year. Barbie would become the biggest selling toy in history.



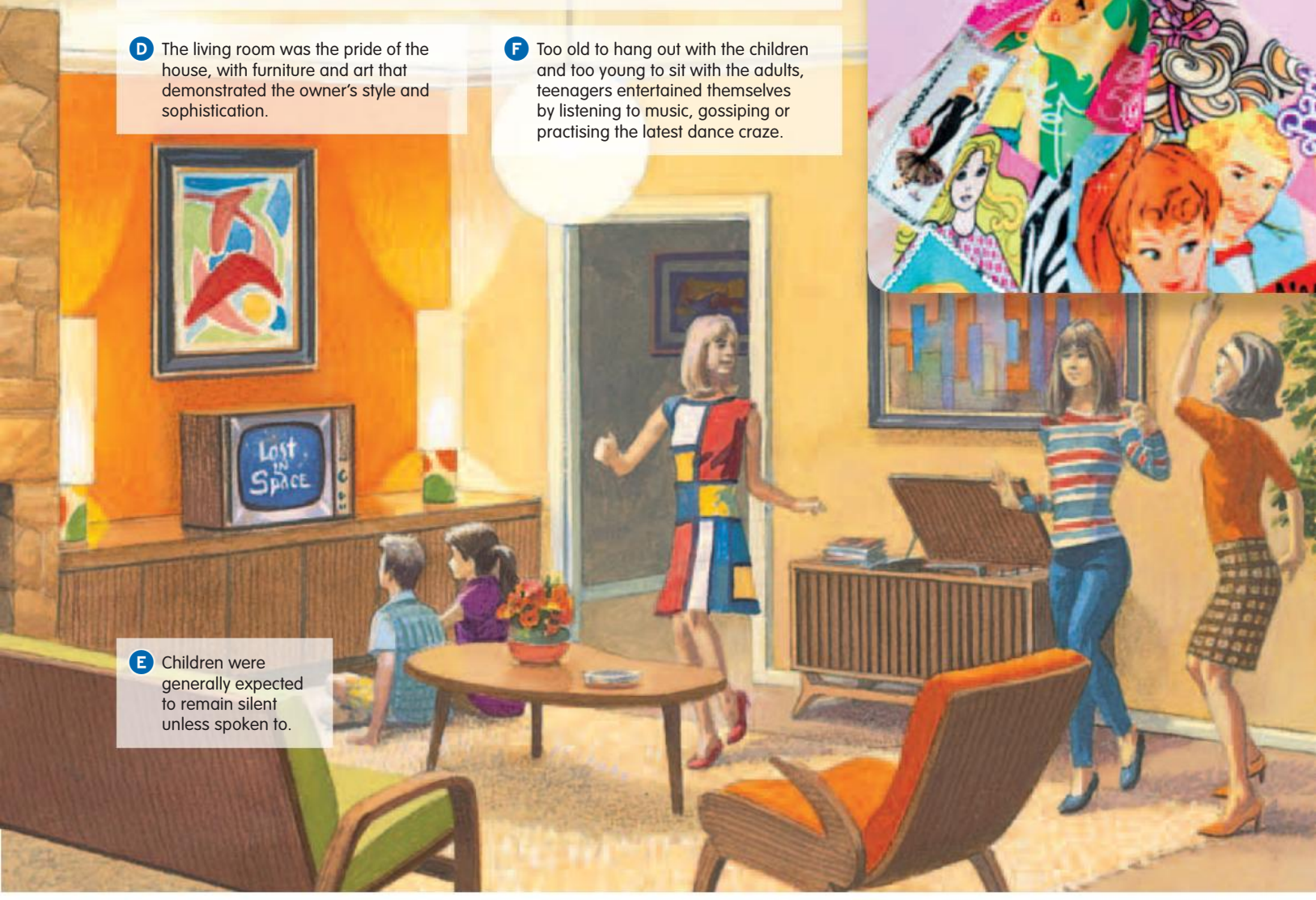
C For many people, the dream home of the 1960s was a brick, single-level modern design that would accommodate a growing family.

D The living room was the pride of the house, with furniture and art that demonstrated the owner's style and sophistication.

F Too old to hang out with the children and too young to sit with the adults, teenagers entertained themselves by listening to music, gossiping or practising the latest dance craze.



Source 2 Since the early 1960s Barbie's lifestyle and look have changed to reflect the world around her, as shown on the dress of this doll, which was created in celebration of Barbie's fiftieth anniversary.



E Children were generally expected to remain silent unless spoken to.

The baby boomers are growing up

Due to the rising popularity of television and live-music programs aimed at teenagers such as Johnny O'Keefe's *Six O'clock Rock*, a number of rock 'n' roll-inspired dance fads swept the country during the 1960s. In 1960, Australian teenagers adopted the Twist, which had been popularised by a young, black American pop singer named Chubby Checker. Then came the Monster Mash, the Hitchhiker, the Swim and the Mashed Potato. In 1963, about 20 000 teenagers descended on the Sydney Showground to attend The Stomp, a music concert arranged by a local radio station and named after a popular 'surf dance'.

As Australian teenagers rebelled against what they viewed as the conservative lifestyles and values of their



Source 3 At Derby Day 1965, model Jean Shrimpton turned heads when she arrived without the customary gloves and hat, and dressed in what was considered a very revealing mini-dress.

parents, their clothes and hair changed to replicate the looks of their favourite stars of stage and screen. For girls, this marked a move away from the sensible dresses of the 1950s towards the risqué miniskirt, a symbol of sexuality and new-found independence. Boys entered 1960 emulating the clean-cut boy bands of the 1950s, but the Beatles quickly changed that: hair grew longer, ties grew thinner and pants grew tighter, in a look that came to be known as the Mod, the most popular look of the day.

Throughout the 1960s, young people challenged traditional distinctions in the colour and style of clothing, and blue denim jeans became a staple of every teenage wardrobe. By the end of the decade, to the horror of many of their parents, both sexes could be seen wearing flares, sandals and tie-dyed T-shirts.

Fashion meets politics

Fashion has always been connected to politics. This connection was made clear from the 1970s onwards in fashion generally, and women's fashion in particular. In the 1970s, for women who supported the women's liberation movement, clothes became a powerful political statement. They deliberately chose clothes that were practical and less feminine than in decades past, wearing pants rather than dresses, and flat, heel-less shoes.

The early 1980s was a time of booming economic prosperity from Wall Street to Main Street. Women had fought hard for their rights in the workplace in previous decades, and their struggle had paid off with the signing of Australia's *Sex Discrimination Act 1984*. Throughout the decade, women's fashions reflected this new-found power, with women choosing strong shoulder pads and conservative business suits in an attempt to compete in what had for a long time been a man's world. This fashion trend was embodied by the British prime minister Margaret Thatcher and Princess Diana, and by Joan Collins on the hit American television soap opera *Dynasty*, which had a viewership of 250 million people around the world. 'Power dressing' would continue to be a feature of women's fashion in the early 1990s.

One area of fashion that has been dominated by political activism is the fur trade. Every year, millions of animals are killed for their pelts to supply the world's fashion designers with fur. Those who object to this practice have found a voice in the organisation People for the Ethical Treatment of Animals (PETA), which was founded in 1980. PETA has conducted many demonstrations against designers who use fur and has gained a lot of media attention. The organisation also has a large celebrity following and uses celebrities in many of its advertisements. In a video she narrated for PETA Asia–Pacific, Australian actress and singer Natalie Imbruglia says, 'Anyone who wears *any* fur shares the blame for the torture and gruesome deaths of millions of animals each year.'

Source 4 On 8 March 1975 in Melbourne, women marched in support of International Women's Day. Their placards drew the link between fashion and sexism.



Source 5 Joan Collins (right) became a 1980s fashion icon when she played Alexis Carrington in the hit American soap opera *Dynasty*, a role for which she received six Golden Globe nominations between 1982 and 1987.



Source 6 Natalie Imbruglia is one of many celebrities to have stood up for animals as part of PETA's worldwide anti-fur campaign.



Activities

Student workbook 5.2

EXPLANATION AND COMMUNICATION

1 Why might G I Joe have been renamed Action Man for the Australian market?
2 Make a list of possible sources of conflict between teenagers and their parents in the 1960s.

ANALYSIS AND USE OF SOURCES

3 Look at **Source 1** and answer the following:
   - **a** Why might dinner parties have become so popular during the 1960s?
   - **b** How did men's and women's roles at these parties differ?
   - **c** Dinner parties often had themes that related to different cultural traditions from around the world. Do you think this represented real understanding of these places and cultures? Explain your answer.
   - **d** What was the role of children at these dinner parties?
   - **e** Identify one of the popular dances being performed by the teenagers. Justify your response.

4 Look at **Source 3**. What impression does this photo give you of the model Jean Shrimpton? How do you think the other people in the photo might have felt about her? What evidence can you find to support your claims?
5 In what ways was fashion a part of the demonstration depicted in **Source 4**?
6 Look at **Source 5**. Based on this photo, what aspects of Joan Collins might have made her a popular culture icon in the 1980s?

PERSPECTIVES AND INTERPRETATIONS

7 Some people have seen Barbie (see **Source 2**) as harmless, while others believe that her representation sends girls unrealistic messages about what it means to be a young woman. Use the internet to research the various models of Barbie over the decades and consider the toy's importance in popular culture. Decide whether you think Barbie would have had a positive or negative impact on a child's wellbeing in the 1960s and 1970s.
   - **a** Plan your response in 'broad strokes', outlining your main arguments.
   - **b** Find at least three sources (such as articles, interviews and websites) to support your opinion.
   - **c** Develop your argument into a 300-word written piece.
   - **d** If possible, team up with other class members with the same perspective as you and consolidate your arguments, then debate an opposing team within your class. Each participant should speak for no more than five minutes, and a winner should be decided by your teacher.
   - **e** Finally, write 150 words outlining which of the arguments you actually believe and why.

Cold War the state of political hostility and military tension between the Western (capitalist) and Eastern (communist) power blocs

5.4 Sport and society

Sport has long been recognised as an important element of national identity. In the second half of the nineteenth century, free settlers newly arrived to Australia built rugby fields, cricket pitches and racetracks in an effort to re-create their English 'homeland'. Sport was equally as important in rural Australia as it was in the city, providing a sense of community, identity and social interaction for communities often spread across vast distances. In the post-war era, many sports teams promoted inclusiveness, while others practised social exclusion and even racism.

Source 1 By the late 1800s, Australian sports teams had begun to prove themselves more than equal to the English. This satirical 'death notice' from British newspaper *The Sporting Times* was published 2 September 1882, the first time that Australia's cricket team beat England on its own turf. In subsequent years, the rivalry between the two nations would be formalised in the Ashes series.

An Affectionate Remembrance
OF
ENGLISH CRICKET,
WHICH DIED AT THE OVAL
ON
29th AUGUST, 1882,
Deeply lamented by a large circle of sorrowing friends and acquaintances.

R.I.P.

N.B.—The body will be cremated and the ashes taken to Australia.

Surf's up!

With most white Australians living in cities near the water, aquatic sports have always been popular. After World War II, Australian teenagers discovered they had access to the three ingredients necessary to establish a surfing culture: the beach, surfboards and leisure time. As they attempted to outmanoeuvre one another on their boards, always

Source 2 Teenagers wait for a wave in Lorne, 1968.



Source: Lindy Hobbs, Surfing World, Lorne c. 1968
© Rennie Ellis Photographic Archive.



Source 3 From humble beginnings mending broken surfboards with his brother, Australian Michael Peterson would go on to become one of the greatest surfers of his generation.

searching for the perfect wave, surfies came to represent a culture of pleasure and youthful rebellion.

Nobody embodied the surf ethos more fully than Michael Peterson, or MP. In 1971, a chance encounter with filmmaker Alby Falzon led to MP's inclusion in *Morning of the Earth,* in which he performed a move famously known as 'the cutback'. This was the beginning of MP's fame. In the years that followed, he would win numerous events, including the inaugural 2SM/ Coca-Cola Surfabout (1974) and the Bells Beach Easter event, which he won three years in a row. He would also open his own surfboard business in 1974. Ed Sinnott, who travelled with him during that time, wrote, 'To me and thousands of other young Australian surfers MP was a surfing buccaneer, a rebel insurgent against normality and the king of all the pirates who defied convention and lived life beyond the boundaries of everyday society.'

Go for gold

The Australian government believes that the Olympic Games are an 'opportunity for nations to come together in peace and friendship' and has committed people to the International Olympic Committee (IOC). Greece and Australia are the only nations to have participated in every Summer Olympics. Australia has hosted two Summer Olympics, in 1956 (Melbourne) and 2000 (Sydney). IOC President Juan Antonio Samaranch described the Sydney Games as 'the best ever'.

Within the Olympics, Australia has a history of success in a range of sports. Mainstream Australian athletes perform well in swimming, cycling, shooting, archery, equestrian events, rowing and field hockey, while our Paralympians have finished within the top 15 on every

Did you know?

Dawn Fraser was banned from competitive swimming by the Australian Swimming Union after wearing the wrong swimsuit (and angering sponsors) during the opening ceremony of the 1964 Tokyo Olympics, before allegedly stealing an Olympic flag from Emperor Hirohito's palace.

occasion they have competed. Many Australians are proud of our Olympic achievements, and join with the government in viewing the Games as an opportunity to draw admiration, respect and positive attention to the country. One of the nation's greatest sportspersons, and an Olympic star, is Dawn Fraser, who won gold for the 100 metre freestyle at three successive Olympics and was the first woman to swim the event in less than one minute. Dawn was named Australian of the Year in 1964.



Source 4 Dawn Fraser swims to victory in the 100 metre freestyle at the Tokyo Olympics, 1964.



Source 5 One of the most memorable Olympic moments for many Australians was when Cathy Freeman won gold in the 400 metre sprint at the Sydney Games. After her win, she lapped the ground with the Australian and Indigenous flags raised.

Source 6 Australia's 1974 soccer team, hailing from clubs such as Hakoah Melbourne, St George Budapest and Pan Hellenic, represented a mixture of ethnicities.



After a few relatively disappointing performances throughout the 1960s and 1970s, in which smaller numbers of Australian athletes competed, the government established the Australian Institute of Sport (AIS) in 1981. The AIS is dedicated to building excellence in a range of sports. As a result, Australia was able to field a team of 632 athletes at the 2000 Games, and collected 58 medals. At the Beijing Games in 2008, Australia finished sixth overall, taking home 14 gold medals, 15 silver and 17 bronze.

Immigration, soccer and national identity

Between 1947 and 1964, more than two million migrants entered Australia under schemes designed to expand industry, or as **displaced persons** following World War II. Often, they found themselves unwelcome in established sporting clubs and sought refuge in soccer. The high number of migrants participating in soccer led to it being labelled 'Wogball' by some white Australians.

Throughout the 1950s and 1960s, soccer remained popular with migrant communities in all states. Clubs were run by immigrants and often represented a single ethnicity. The petroleum company Ampol sponsored these competitions and sponsored a national Ampol Cup. In 1974, just one year after the official end of the White Australia policy, Australia qualified for the FIFA World Cup. Although they were beaten by East Germany (2–0) and West Germany (3–0), and drew with Chile (0–0), playing at one of the biggest sporting events in the world was a major achievement and reignited interest in establishing an Australian league.

The National Soccer League was established in 1977. For most of its history, it would remain fairly segregated, with players and supporters divided along ethnic lines. Of the 14 teams that competed in the 1991 season, 11 were 'ethnic': three were Italian, four Greek, two Croatian, one Macedonian and one Maltese. The 1991 final was played between South Melbourne Hellas and Preston Makedonia, replicating the tensions felt in the Greek and Macedonian communities over the disputed Macedonian territory. Throughout the match, fans from both sides taunted each other with racial slurs, leading one member of the crowd to describe the match as a 'proxy war'.

In a society that claimed to be embracing multiculturalism, this sort of ethnic intolerance was a cause for major concern. In 1992, the Australian Soccer Federation

Source 7 Fans rioted at a match between Preston and South Melbourne in 2005. Afterwards, both clubs were fined for bringing the game into disrepute, and it was ruled that matches between the two clubs would be played behind 'closed doors' for the next two years.





Source 8 Harry Kewell tackles Dario Srna and cements his place as man of the match in Australia's win over Croatia in the 2006 World Cup.

began a process of 'Australianising' soccer clubs, which included banning any club that carried the name of a foreign country, state, or place, or any name with 'political implications'. This was an attempt to stop the xenophobia and racism that had sometimes accompanied the sport, as well as being a business decision designed to attract corporate sponsorship.

The National Soccer League was succeeded by the A-League, which had its inaugural season in 2005–06. Run by the Football Federation Australia (FFA), it is the top professional soccer league in Australia. The A-League is associated with the National Youth League, and the W-League for women. One year after the establishment of the A-League, Australian soccer — or football, as it is referred to by many of its fans — had its greatest victory in decades. The Socceroos, Australia's national team, defeated Uruguay to qualify for the World Cup for the first time since 1974. The team would go on to make it into the Round of 16 for the first time. They continued this success in the 2011 AFC Asia Cup, making the final, where they were defeated by Japan 1–0.

displaced person a person driven from their homeland by war or political upheaval

Activities

Student workbook 5.3

EXPLANATION AND COMMUNICATION

1 Sport has always been an important part of Australian culture. What do you think are the main reasons for this?
2 How has the role of sport changed in Australia since the mid 1800s?
3 Sport can be a powerful force in uniting or dividing a community. Draw a table with 'unite' at the top of one column and 'divide' at the top of the other. Then find examples from the spread that fit into each category.

ANALYSIS AND USE OF SOURCES

4 What does Source 1 suggest about the feeling between England and Australia at the end of the nineteenth century? Why do you think that this rivalry is still so strong today?
5 Do you think that the surfers in Sources 2 and 3 were engaging in a positive form of self-expression, or a self-indulgent pastime? Explain your view. Do you think your view would be different if you were a teenager in the 1970s?
6 Source 4 depicts Dawn Fraser's gold medal-winning swim in the 100 metre freestyle. For many young women at the time, Dawn Fraser represented a new and exciting role model. What characteristics would have made her most admirable? Are these the same characteristics that made Cathy Freeman (Source 5) such an inspiration?
7 Referring to Sources 6–8, describe the way that soccer has brought migrant Australian communities together and also divided them.

PERSPECTIVES AND INTERPRETATIONS

8 Do you think that sport today is more or less a part of the Australian identity than it was in the post-war period? Explain.
9 In what ways could the Olympics be said to contribute to Australians' sense of identity? Discuss with a partner.
10 Choose a popular Australian sport that is played predominantly by one ethnic group or gender. How could the sport, or the conditions surrounding it, be changed to make it more inclusive? Would making the sport more inclusive be a positive thing or not? Explain your point of view.

HISTORICAL QUESTIONS AND RESEARCH

11 Use your library and the internet to further research one of the following topics during the period 1945 to the present:
   a The rising popularity of soccer
   b Australia's achievements at one Olympic or Commonwealth Games.

5.5 The rock'n'roll revolution

Australian popular music of the 1940s and 1950s consisted of jazz, country and big band music, and reflected the mostly conservative tastes of its listeners. Major stars of the day included the crooners Bing Crosby and Frank Sinatra. Radio stations in this era did not specialise in styles, but played a range of popular songs, usually as part of programs that focused on a particular musical genre. In the late 1950s and early 1960s, teenagers were looking for a sound that was riskier and more 'authentic' than the music their parents were listening to. They found it in rock'n'roll, which was broadcast on radio and television, and promoted through live rock'n'roll shows featuring the best artists from overseas.

The origins of rock'n'roll

Rock'n'roll began in America and blended country and western music with the beat of rhythm and blues and the vocal power of African American gospel music. Another influence on rock'n'roll was rockabilly, white music with a fast, spare style. Rockabilly Carl Perkins' 'Blue suede shoes' (1955) was the first song from Sun Records to sell one million copies and would later become a huge hit for Elvis Presley.

Source 1 Elvis Presley, the undisputed King of Rock in the late 1950s, was influenced by a wide range of musical traditions and styles including country and western, blues, gospel and rockabilly.



Australian rock'n'roll — the first wave

In Australia, rock'n'roll found fans in **disc jockeys** such as Bob Rogers. Previously, Rogers had achieved some fame by discovering the song 'Pub with no beer' by Australian country and western artist Slim Dusty. Now Rogers would present the first top 40 show in Australia, bringing Australian teenagers the new sounds coming out of America on his weekly radio show.

Australian teenagers had been enthralled with rock'n'roll since the movie *Blackboard Jungle* hit theatres in 1955; its soundtrack featured 'Rock around the clock' by Bill Haley. Before this, most music hits would sell around 50 000 copies in Australia. 'Rock around the clock' sold three times as many copies. For Australian teenagers, rock'n'roll represented new-found freedom and an opportunity to break away from what they saw as the old-fashioned values of their parents. This realignment of values meant more than choosing one music style over another. In the post-war era, England was still repairing cities bombed by Nazi Germany, while America had emerged from World War II triumphant and wealthy. For many young people, England represented the past and America the future.

Source 2 Australian singer Lonnie Lee, who would go on to have a string of number 1 hits of his own, recalls the effect that *Blackboard Jungle* had on him when he watched it for the first time.

> I can remember walking down George Street with a couple of my friends to go and see it and it was really exciting. I was — I think I was about 16 or 17 and we went into the movie and the music came on and oh, mercy, I swear you could not put it into words the incredible effect that that music had on young people knowing myself how I felt and my friends felt. And the people were thumping on the floor with their feet to the beat of the thing and clapping and yelling, it was like a live performance.

Rock'n'roll was featured across Australia in live shows organised by promoters such as Lee Gordon. Through his 'Big Show' concerts, Gordon brought a number of major rock'n'roll acts to Australia, including Bill Haley and the Comets, Little Richard, and Buddy Holly and the Crickets, and allowed Australian acts to open for them, thereby promoting the local music scene. It was on one of these tours that audiences were introduced to an Australian singer named Johnny O'Keefe (known as 'The Wild One').

O'Keefe, who had modelled himself on Elvis Presley and Little Richard, became the first Australian rock'n'roll



Source 3 For three years beginning in 1959, the ABC broadcast *Six O'clock Rock*, using Australia's first rock'n'roll star Johnny O'Keefe to promote the music and dance of a new generation. This is a photograph of Australian singer Lonnie Lee performing on the show.

performer to tour the United States and to break into the United States top 40. Television would also play a major role in popularising early rock'n'roll, as television shows such as *Six O'clock Rock,* hosted by O'Keefe, presented rock'n'roll to a predominantly teenage audience.

As the 1950s drew to a close, the American rock'n'roll performers were about to face a challenge from British rock'n'roll bands including the Rolling Stones, the Animals, and, of course, the Beatles. Together, these bands would come to be known as 'The British Invasion'.

The rise of the Beatles

The working-class English city of Liverpool was a grim place to grow up in the post-war years. Local teenagers were looking for a creative outlet. Many found it in music. Four of the best were John Lennon, Paul McCartney, George Harrison and Ringo Starr, the Beatles. After being turned down by all the major record labels in London, the Beatles were finally signed to Parlophone Records, which had previously published classical, jazz and comedy albums. Their first single, 'Love me do', was released in October 1962 and peaked at number 17 on the British charts. In March the following year they made it to number 1 with a song they wrote themselves, 'Please please me'. This would be the first of many hits in the singles and album charts.

Beatlemania touches down in Australia

Following a meteoric rise to fame in England and a string of number one hits in the United States, the Beatles set off on a tour of Australia known as Beatlemania. When their plane touched down at Sydney's Mascot International Airport on 11 June 1964, the Fab Four (as the Beatles

Did you know?

When the Beatles toured Australia, the DJs hosting the events failed to stop the fans from screaming through the performance, making it almost impossible to hear the music.

Source 4 Fans scream for Ringo, one of the 'Fab Four', at Sydney airport in 1964.



were known) were greeted by around 2000 screaming fans. They would make 15 appearances at venues around the country, but nowhere would they receive a reception like they did in Adelaide. Large crowds of screaming teenage fans had been expected; what wasn't expected was the turnout estimated at between 250 000–350 000 people — more than a quarter of the city's population.

After they left Australia, the Beatles were more popular than ever, holding the top six spots on the top 40. Taking advantage of the Fab Four's popularity, numerous Australian bands sprung up with a Beatles-like sound, including the Twilights (see **Source 5**), Billy Thorpe and The Aztecs, Ray Browne and the Whispers, and the Easybeats, who had an international smash with 'Friday on my mind' (1966).

Australian rock'n'roll would increase in popularity throughout the 1970s and 1980s, while it developed its own distinctive sound, thanks to bands as diverse as Sherbet, The Skyhooks and Cold Chisel. This rise in popularity was due, in part, to the continuing influence of TV music shows, particularly the ABC's *Countdown*, which ran from 1974 to 1987. Hosted by respected musical personality Ian 'Molly' Meldrum, this enormously popular show promoted Australian musical acts to a local audience.

Source 5 John Bywaters was an Adelaide-based musician when the Beatles toured in 1964. In this excerpt with reporter Mike Sexton, he explains how he gained popularity in the post-Beatlemania hype with the Twilights.

MIKE SEXTON: But after the Beatles left and the screaming died down, the beat went on. Local musicians inspired by the visit were asking the question — if it could happen to four lads from Liverpool, then why not them?

JOHN BYWATERS, MUSICIAN: We then became sort of vacuums, or like a sponge if you like, sucking in all this new material that the Beatles started to produce and we sort of had a bit of reflected glory from them as they became popular.

MIKE SEXTON: John Bywaters played in a Beatles cover band called the Twilights which was fronted by a British migrant named Glenn Shorrock. Soon they started writing their own songs and found themselves in the charts alongside their idols.

JOHN BYWATERS: I think it's back to the migrant thing where these hip kids came from mainly England and the north of England. I think, you know, they were already into the influence of that sort of music and they came here and they made Adelaide a very vibey scene with the clubs and such like.

Australian rock goes worldwide

Since the mid 1950s, Australian artists had occasionally managed to break into the US and UK charts, but the nation's musicians could not be said to have had a major impact on the international rock'n'roll scene. By the 1970s, that was about to change.

In 1975, the Easybeats' Harry Vanda and George Young produced the first album from Young's brothers Angus and Malcolm. Fronted by Bon Scott (who was replaced by

Brian Johnson in 1980), AC/DC would become mainstays on ABC's *Countdown,* endearing them to Australian audiences before they embarked upon their international career. After signing with Atlantic Records, AC/DC gained a succession of international hits, becoming one of the world's most popular and enduring rock bands over the following decades. By 2010, they had sold more than 200 million albums worldwide. Along with other popular Australian bands, AC/DC would help to redefine the rock'n'roll genre and would pave the way for contemporary Australian rock'n'roll acts.

Source 6 The name AC/DC refers to alternating current/direct current, a reference to the band's electrifying onstage performances. This photograph was taken at a performance in Hollywood in 1977.



disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

Activities

Student workbook 5.4

EXPLANATION AND COMMUNICATION

1 What music styles were major influences on early rock'n'roll?
2 The arrival of British groups in the United States is commonly referred to as an invasion. Who do you think felt most threatened by their arrival? Who stood to gain from it?
3 Identify one Australian band that influenced the international rock'n'roll scene.

ANALYSIS AND USE OF SOURCES

4 Source 1 depicts a performance by one of the biggest rock 'n' roll artists of all time, Elvis Presley. Based on body language and dress, what can you tell about Elvis at this point in his career? Why do you think he was so popular?
5 Source 2 describes Australian teenagers' response to *Blackboard Jungle*. According to this quote, what was it about the soundtrack that made it so popular?
6 Source 3 is a still taken from *Six O'clock Rock*, one of the most popular television shows of the 1950s in Australia. If the show was revived today, what would it have to look like to appeal to a teenage audience?
7 Based upon Source 4, who do you think the Beatles were trying to appeal to? What makes you say this?
8 Based upon Source 5 as well as other information in this spread, do you think that the Beatles' 1964 tour promoted or stifled creativity in the Australian rock'n'roll scene? Use evidence to support your opinion.
9 Source 6 depicts a performance from one of Australia's most successful rock'n'roll bands, AC/DC, who are well-known for staging exhilarating and theatrical performances. What similarities and differences do you see between AC/DC and the earlier rock acts depicted in this spread?

PERSPECTIVES AND INTERPRETATIONS

10 Why were Australian audiences and musicians so open to influence from American musicians in the late 1950s and early 1960s? How did this change after the Beatlemania tour of 1964?

HISTORICAL QUESTIONS AND RESEARCH

11 Using the internet, find a video of an Australian group that was directly influenced by the Beatles and compare it to a video of an Australian rock group of the 1970s such as AC/DC. In a table, create two columns and compare the bands using the following prompts as a basis:
   a How many group members are there?
   b What are they singing about?
   c What do their costumes and hair suggest about the sort of 'characters' they're playing?
   d What type of teenager might they have appealed to, and why?
12 Find someone who lived in Australia at the time of the Beatlemania tour. Ask them what they remember about this period, including any details of the tour and their response to it at the time. Write a brief summary of what they have told you and share it with the class.

5.6 Protest music

The 1960s was a time of political and social upheaval. The country went to war in Vietnam. Battles sprung up at home against Australia's participation in the war and in the name of civil rights, and in support of Indigenous land rights and women's liberation. Around the world, many people took to the streets in protest, while others were inspired to create music that expressed their concerns. This music became known as 'protest music'.

Australia enters the Vietnam War

In 1964, Prime Minister Robert Menzies announced that the government would begin selective **conscription** of 20-year-old Australian men. While all young men of eligible age were required to register, only those whose birth dates were selected by lottery would be required for National Service. The following year, Menzies announced that Australia would send troops to assist the South Vietnamese government in combating the threat posed by the communists. The new conscripts could now be sent to Vietnam.

Source 1 The main contrasting views of the Australian public were reflected in Parliament by the leaders of the government and the Opposition. This is a quote from Prime Minister Robert Menzies, 29 April 1965.

> The takeover of South Vietnam would be a direct military threat to Australia and all the countries of South-East Asia. It must be seen as part of a thrust by Communist China between the Indian and Pacific Oceans.

Source 2 This is a quote from Arthur Calwell, leader of the Opposition, 4 May 1965, who took a different stance on the war.

> Our men will be fighting the largely indigenous Viet Cong in their own home territory. They will be fighting in the midst of a largely indifferent, if not resentful, and frightened population. They will be fighting at the request of, and in support, and, presumably, under the direction of an unstable, inefficient, partially corrupt military regime which lacks even the semblance of being, or becoming, democratically based.

The power of song

While many people who disagreed with Australia's presence in Vietnam took to the streets in protest, others — inspired by members of America's Folk Revival movement — put pen to paper to create protest music. Written by Johnny Young and sung by Ronnie Burns in 1969, 'Smiley' was inspired by the experiences of Normie Rowe, an Australian pop singer who was highly disturbed by the experience of fighting in Vietnam. The lyrics tell a story: *'Smiley / You're off to the Asian War / And we won't see you smile no more'*. The Vietnam War and the horrors experienced by its young soldiers would continue to inspire musicians for decades. In 1983, Australian folk group Redgum released 'I was only nineteen', in which they wrote, '*Frankie kicked a mine the day that mankind kicked the moon. God help me, he was going home in June*'.

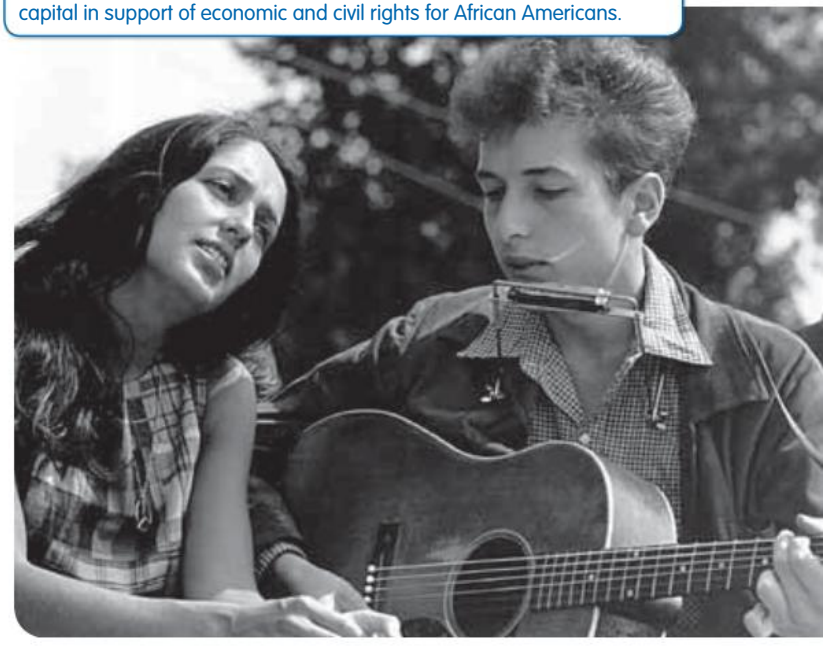
Another major issue to preoccupy protest singers of the 1960s was **civil rights**. During this era, the protest against Vietnam and for civil rights went hand-in-hand. Many Australians supported Indigenous Australians' right to own their traditional lands (also known as 'land rights').

The hippie movement

The hippie subculture emerged out of the **beat generation** of the 1950s in America, Australia, England and elsewhere. Rather than protesting as stridently as those who had come before them, hippies aimed to challenge the conventional values of regular, mainstream society by embracing a less materialistic, more communal lifestyle, and promoting a peaceful, compassionate and sustainable way of life. It could be said that they were attempting to create a **utopia**.

America's hippies and other like-minded people came together at Woodstock, a three-day, free music festival

Source 3 On 28 August 1963, Bob Dylan, widely recognised as the pioneer of the folk rock music style, and singer-activist Joan Baez, played in front of an estimated 250 000 people who had gathered in America's capital in support of economic and civil rights for African Americans.



Source 4 The Aquarius Festival held in Nimbin in 1973, was designed to celebrate freedom of mind, body and spirit.



held outside Bethel, New York, in August 1969. Thirty-two musical acts performed for half a million people who danced in the rain and mud. The festival would come to be synonymous with the values of peace, love and communal living. Many of the values that underpinned Woodstock were also represented by Australia's **Aquarius** Festival, held in Nimbin in 1973, and attended by between 5000 and 10 000 young people from around the country. This festival was advertised with the slogan, 'From our hearts, with our hands, for the Earth, all the world together'.

Protest music for a new era

The Vietnam War finally ended in 1975. By then, 520 Australians had been killed in action, while more than 2000 had been wounded. In the following decades, other Australian artists would continue to use music as a form of protest in defence of issues including Indigenous land rights and the environment.

Source 5 The Last Kinection, known for their powerful lyrics and Indigenous essence, won Most Outstanding Achievement in Hip Hop and R&B at the Deadly awards in 2009 and 2010.



In the late 1970s a new form of protest music emerged within the mainly black inner-city communities of America's largest cities. Hip hop artists used biting and often explicit lyrics to criticise the society around them. In Australia, the genre has been embraced by Indigenous artists, such as The Last Kinection, who use their music to explore issues of racism, social exclusion and the search for identity.

Activities

Student workbook 5.4

EXPLANATION AND COMMUNICATION

1 What is meant by the term 'selective conscription'?
2 Which 'battles' were Australians engaged in, overseas and at home, during the 1960s?
3 What did hippies believe in?

ANALYSIS AND USE OF SOURCES

4 Sources 1 and 2 reflect very different views of the Vietnam War and whether or not Australia should participate. In your own words, explain the views of Prime Minister Sir Robert Menzies and Opposition Leader Arthur Calwell. Which argument do you find most convincing? Why?
5 Compare the artists depicted in Sources 3 and 5. What similarities and differences can you see between these protest singers? What do these similarities and differences suggest about the times in which they were performing?

PERSPECTIVES AND INTERPRETATIONS

6 Locate and listen carefully to one protest song from the 1960s or 1970s, such as Bob Dylan's 'The times they are a-changing', 'Blowing in the wind' and 'Masters of war'; Pete Seeger's 'We shall overcome'; or Donovan's 'Universal soldier'.
   a Read or listen to the lyrics.
   b Explain what issues of the 1960s or 1970s the song is about.
   c What attitude to the issues is adopted in the song?
   d Identify at least two lines of the song that support the songwriter's argument.
   e How much influence do you think this song would have had in its time?
   f In what ways could a song be a more effective form of protest than a speech or a leaflet?

Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers
beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas
civil rights the rights belonging to an individual by virtue of citizenship
conscription compulsory enlistment, especially in the armed forces; also called the draft
utopia an ideal, perfect place, especially in its social, political and moral aspects

5.7 The evolution of television

Since it arrived in Australia in 1956, no form of mass media has been more influential in establishing and reinforcing popular culture than television. From humble beginnings, the television would become a pivotal cultural and political tool, and would help to transform the country forever. In recent years, television has gone digital, offering viewers more choice than ever, and forcing television producers to think of new ways to attract and maintain their audience.

Welcome to television

Bruce Gyngell, a presenter on Australia's first commercial television network TCN-9, officially introduced television to the Australian public on 16 September 1956 with the words 'Good evening, and welcome to television'. The release date coincided with the Melbourne Olympics, which were held from 22 November to 8 December 1956. By the time the Olympics was broadcast, TCN-9 had been joined by HSV Melbourne and ABN-2.



Source 1

In Melbourne Tonight, one of the most popular musical variety shows of the 1950s and 1960s, was hosted by former radio star Graham Kennedy. He introduced celebrities, presided over comedy sketches and read product advertisements.

Other stations sprung up in the following years, including stations based in major metropolitan areas and regional or rural areas. The most popular programs of the day were produced overseas, where higher budgets allowed studios to create shows with higher production values. Local productions included quiz and musical variety shows, which had been popular during the radio era, as well as news and current affairs shows.

Vietnam — the first 'television war'

By 1966, only ten years after it was released in Australia, the television had become a common household item, and could be found in 95 per cent of homes in Sydney and Melbourne. The Vietnam War was the first war to be shown on Australian television and gained the name 'the television war'. Early coverage of the war was upbeat, containing few images of the dead and focusing instead on the military's progress. However, as the conflict dragged on, and public opinion began to turn against the war, television opened a window into the more troubling stories. This culminated in the coverage of a South Vietnamese **napalm** strike on an enemy stronghold in the summer of 1972. During the attack, South Vietnamese bombers bombed their own citizens and soldiers as they ran for their lives. One of the most striking images of this event is of Phan Thị Kim Phúc, a young girl burned by napalm, running down the middle of a road surrounded by American soldiers.

Source 2 Neil Davis, an Australian war correspondent, captured footage from the front line throughout the Vietnam War. These stories were seen by millions of people around the world and contributed to shaping public opinion. This photograph, taken in 1973, shows him injured while in Cambodia.



Channel 0/28 — multiculturalism on screen

In 1980, Australia made history when it established Channel 0/28, the world's first ethnic television channel. The Fraser government supported the station because it would assist immigrants in understanding Australia and would better reflect their interests. This was part of a deliberate strategy to develop a more **multicultural** nation, one that respected its residents' cultural heritage rather than attempting to force a dominant culture upon them.

From the start, the 0/28 Channel broadcast was designed to offer a broad range of programming that would appeal to people whose interests weren't adequately covered by the other networks. On its first night, it screened the documentary *Who are we?*, which traced the history of immigration to Australia. This set the tone for the new channel, which would become known for screening movies from around the world and for covering international issues in depth within its news programs.

Aussie 'soapies'

Australia has produced a number of dramatic serials, or 'soap operas'. They typically feature an open storyline, which continues from one episode to the next, seemingly indefinitely. Early Australian soap operas included *Number 96* (1972), *The Sullivans* (1976) and *Sons and Daughters* (1982), all of which ran in prime-time slots and were important in reflecting the changing social attitudes. The genre reached new heights with *Neighbours* (1985) and *Home and Away* (1988) gaining huge popularity with predominantly teenage audiences in Australia.

Neighbours and *Home and Away* also performed well overseas, particularly in England, because they represented a very different lifestyle than that of the British. English soap operas during this period, such as *Coronation Street* and *EastEnders,* explored the life and struggles of the **working class**, while Australian soap operas focused on **middle class** characters living in

Source 3 Domestic and international tourists continue to make the pilgrimage to the sets of *Home and Away* and *Neighbours* each year, where they can view the Summer Bay Surf Lifesaving Club, Alf's Bait Shop and Ramsay Street up close.



Source 4 Australia fell in love with *MasterChef* when it was broadcast on Network Ten in April 2009. It would go on to be one of the top rating programs of the year, with an estimated 3.7 million people tuning in to the finale. The *MasterChef* format was originally developed for English television. Australia is one of more than 25 countries to have localised the show.



Jacaranda World History Atlas
Film and television
pp. 240–1

Did you know?

The original dramatic serials were broadcast on radio during the week in daytime slots, when most listeners would be women. When the serials needed sponsorship, they approached the makers of cleaning products, including soap. This is why, even during the television era, these shows were known as 'soap operas' or 'soapies'.

comfortable suburbs. *Home and Away* had the added draw of being set in a sunny coastal town, the sort of place that many English people dreamed of living in. Some Australian soap opera stars, most notably Kylie Minogue, used their new-found international stardom to become successful pop singers, while others, such as Russell Crowe, Guy Pearce and Simon Baker, became A-list movie and television actors.

Reality television 'gets real'

In the late 1990s, a new genre of television emerged from England and America known as 'reality television'. This genre took audience participation far beyond the competition of game shows or the (usually) strictly controlled documentaries of the past. *Big Brother*, once referred to as 'the mother of all reality shows', promised contestants a large cash prize if they could escape elimination by the audience over a number of weeks. Some people viewed the show as an interesting social experiment or reflection of our times, while others viewed it as degrading to participants.

Most reality television consists of a group of people put into a challenging situation and offered a substantial prize if they can survive a process of elimination. Since it requires no professional actors and can be shot entirely on location, reality television is quite cheap to produce, making it attractive to television stations. Other examples of popular reality TV shows include *Australian Survivor*, *Australian Idol*, *Australia's Next Top Model*, *The X-factor Australia*, and *MasterChef*, all of which were based upon concepts developed in other countries.

The technology of television

Ever since the first television signal was broadcast in Australia, technology has dictated what Australians watch and how they watch it. In 1966, Australia received its first satellite images from the United States, a technology that would eventually allow television companies to show events live rather than waiting to broadcast recorded footage. On 20 July 1969, satellite images allowed Australians to watch Neil Armstrong and Buzz Aldrin walk on the moon. This immediate access to information became even more important when Australian soldiers entered the Vietnam War. In 1975, colour television



Source 5 When it was first broadcast in 1968, *Skippy the bush kangaroo* was the most expensive Australian television production ever made, costing around $6000 per episode. It was the first Australian show to be widely screened in the United States, as well as 80 other countries worldwide. However, Australians would have to wait until 1975 to view *Skippy* in colour.

arrived in Australia, leading to a growing popularity in this medium, and further establishing its dominance over radio.

In recent decades, Australians have been given access to a broader range of television stations via cable television, which they pay for on a subscription basis. In 2010, Australia began the complex process of shifting from analogue to digital TV, which allows for an increasing number of television channels. However, many people, including content producers, worry that, rather than promoting a greater amount of local television production, these channels will become yet more venues for broadcasting American re-runs.

Activities

Student workbook 5.5

EXPLANATION AND COMMUNICATION

1 What percentage of Australian households had access to television when the Vietnam War began?
2 Why was the establishment of Channel 0/28 seen as a milestone for Australia?
3 Describe the ways in which technological changes have improved television in the period from 1956 to the present.
4 Based upon what you have read in this spread, and your own observations, explain why you think people enjoy watching:
   a soap operas
   b reality television
   c news and current affairs.

ANALYSIS AND USE OF SOURCES

5 Graham Kennedy, a former radio star, was one of Australian television's first big stars. Looking at Source 1, describe what you see, including the set, Kennedy's costume and overall 'look', and anything else that strikes you about the picture. In what ways does this differ from the first *MasterChef* finale shown in Source 4?
6 Source 2 depicts Australian investigative journalist Neil Davis. What can you tell about his style of reporting based upon this image? How might this style of reporting have given him an advantage during the Vietnam War?
7 As you can see from Source 3, some tourists include a tour of a soap opera set when they travel to Australia. What does this suggest about the importance of Australian soap operas to our image internationally? What sort of impression do you think that the major soap operas, *Neighbours* and *Home and Away*, give of Australia? Is this an accurate impression?

PERSPECTIVES AND INTERPRETATIONS

8 Discuss the following statement with a classmate: Reality TV reflects real life in a way that fictional stories do not. Give evidence to support your opinion.

HISTORICAL QUESTIONS AND RESEARCH

9 View one episode of a soap opera made at any period from 1945 to the present, and answer the following:
   a What audiences is it aimed at? How can you tell?
   b What values does this soap opera seem to endorse or support?
   c What values (if any) does it challenge?

middle class the class between the working class and the upper class, usually including professionals, highly skilled labourers, and lower and middle management
multiculturalism respect for, and appreciation of, cultural diversity
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers
working class the class consisting of people who work for wages, especially low wages, including unskilled and semi-skilled labourers and their families

5.8 The Australian film industry: post-war to today

Australian filmmakers the Tait brothers created the world's first feature film in 1906 with *The Story of the Kelly Gang*. Throughout the rest of the silent era, filmmakers would continue to create films that reflected Australia's colonial past. In the 1940s and 1950s, the industry was neglected by the government, and major productions were made possible only with investment from large British and American studios. In the 1970s, the Australian government began to invest heavily in the Australian film industry, starting a boom period that would last for two decades. This cinematic 'new wave' would launch the careers of many of the country's best-known actors, filmmakers and on-screen personalities, and would underpin Australia's contribution to the global film industry in the decades to follow.

Australian films push the boundaries

From 1970 to 1985, the nation produced about 400 movies, more films than had been made since film production began in Australia. During this period, the Australian government threw its support behind the industry by offering large tax breaks to encourage investment in film production, and establishing both the Australian Film Development Corporation (later renamed Film Australia) and the Australian Film Television and Radio School (AFTRS). This growth in the film industry allowed local audiences to watch films that felt truly Australian, created by home-grown directors. Popular films of the period included *Sunday Too Far Away* and *Picnic at Hanging Rock* (1975), and *Mad Max* (1979).

Source 1 *Mad Max* (1979) tells the story of a police officer in a post-apocalyptic Australian future. It was immensely popular in Australia and around the world, leading to a number of sequels and establishing Mel Gibson as an international movie star.



Rogues, larrikins and scoundrels

Since *The Story of the Kelly Gang*, Australian audiences have enjoyed watching characters test the boundaries of acceptable behaviour. One of the first films financed by the newly established Australian Film Development Corporation was *The Adventures of Barry McKenzie* (1972). The film was written by Barry Humphries and directed by Bruce Beresford, and cost $250 000 to produce. *The Adventures of Barry McKenzie* told the story of Bazza, an ill-mannered, hard-drinking 'hero', and his 'shameless adventures in Pommyland'. The movie relied heavily upon stereotypes of Australians and English for its humour, pitting Bazza against a cast of uptight British characters.

The **ocker** comedy was a hit in Australia and Britain, and was the first Australian film to earn more than $1 million at the box office.

In *Crocodile Dundee* (1986), Sue Charlton, a reporter from the 'big apple' visits the Australian bush in an attempt to meet a famed crocodile hunter. Michael J 'Crocodile' Dundee is unrefined with a good sense of humour, but, unlike Barry McKenzie, he demonstrates a number of features associated with the traditional hero, such as bravery and the willingness to protect his friends. After Mick rescues Sue from a crocodile attack, she takes him back to New York, where his straightforward manner and



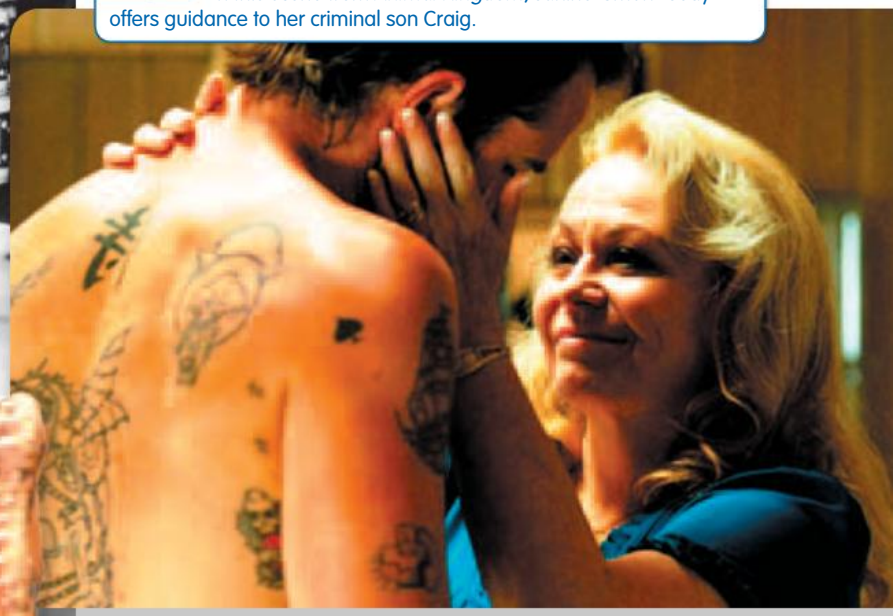
Source 2 *The Adventures of Barry McKenzie,* made in 1972, relied heavily on Australian and British stereotypes for its humour.



Source 3 Crocodile Dundee makes his entrance wrestling the crocodile that almost took his life, which is now dead and stuffed. . . but still makes a great impression on the tourists.

lack of pretence charm the people he meets. A worldwide smash hit, *Crocodile Dundee* still holds the number one box office record for an Australian movie.

In 2010's *Animal Kingdom*, Jackie Weaver plays crime family matriarch Janine 'Smurf' Cody, who is willing to do anything to protect 'her boys', a criminal gang targeted by the police. A critical sensation, *Animal Kingdom* picked up numerous awards including the AFI's Best Australian Film of 2010, while Weaver received an Academy Award nomination for Best Actress. Interestingly, the success of *Animal Kingdom* both at home and abroad mirrors the success of Australia's first feature film, another crime drama, more than 100 years earlier.



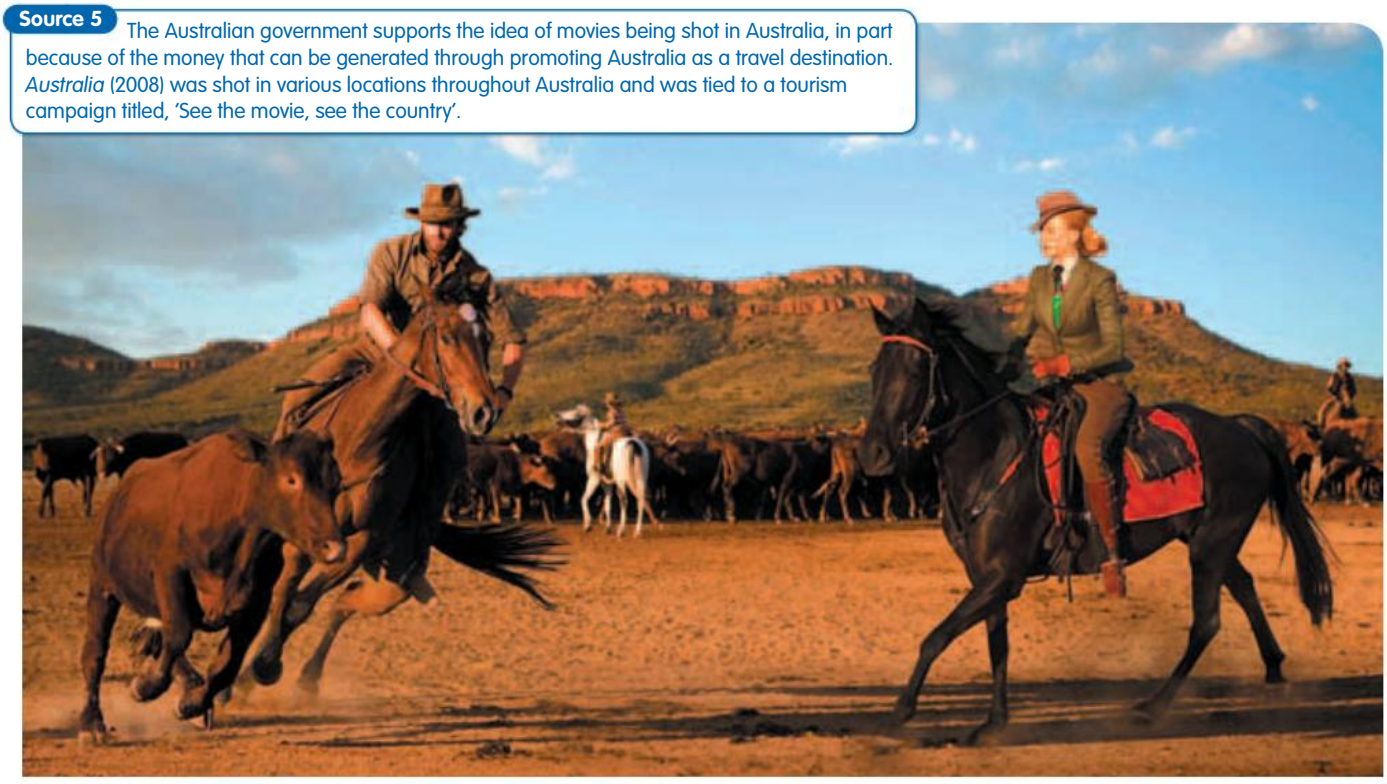
Source 4 In this scene from *Animal Kingdom*, Janine 'Smurf' Cody offers guidance to her criminal son Craig.

Foreign influence

The Australian film industry has been entwined with Hollywood for decades. Following World War II, many films shot in Australia, such as 1959's *On the Beach,* were financed at least in part by American studios, and featured foreign actors in major roles. This practice has been heavily criticised by some people, who claim that Australian stories would be better served by using local talent. However, others claim that major international productions shot locally, including *The Matrix* (1999), *Australia* (2008) and *Where the Wild Things Are* (2009), have given Australian actors and film crews experience that would be almost impossible for them to get otherwise.

Many Australians have made it big in Hollywood in front of, and behind, the camera. These days, it is not uncommon to see an Australian actor headlining an American film (usually with an American accent), while Australian directors such as Peter Weir and Bruce Beresford have had long, successful careers in Hollywood. Since the advent of computer-generated imagery (CGI), Australian

Source 5 The Australian government supports the idea of movies being shot in Australia, in part because of the money that can be generated through promoting Australia as a travel destination. *Australia* (2008) was shot in various locations throughout Australia and was tied to a tourism campaign titled, 'See the movie, see the country'.



special effects studios have contributed special effects to American films and television series including multi-Emmy Award winner *The Pacific* (2010).

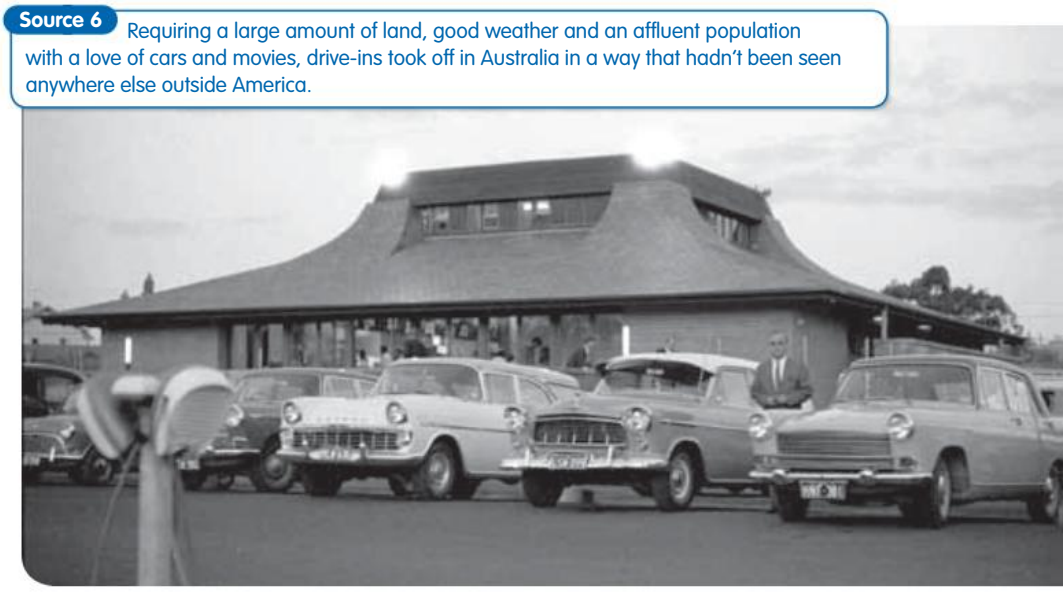
Cinemas battle television for viewers

In the five years following the introduction of television to Australia in 1956, cinema ticket sales fell drastically, resulting in the closure of many cinemas. Film studios, film distributors and cinemas responded by offering audiences productions that were shot and exhibited in Cinema Scope, a format that was twice as wide as it was tall, creating a very different experience to watching a television screen. Another important innovation was the drive-in — an open-air cinema designed to accommodate cars full of people. Throughout the 1960s, drive-ins grew in popularity by bringing together two things that suburban families loved: cars and films. By the end of the 1960s, there were 230 drive-ins in Australia.

In 1975, Australia's first Multiplex, the Hoyts Entertainment Centre, opened in George Street, Sydney, with movies showing on seven screens. This signalled the development of multiplexes around the country and the gradual decline of single-screen cinemas. Despite this major innovation, in 1975, Australian cinemas faced another threat from television as black and white went colour. Within three years, around two-thirds of homes in Melbourne and Sydney had a new colour television, and cinema attendance had fallen by more than 30 per cent. This pattern was repeated with the release of the video recorder, which grew in popularity throughout the 1980s.

Today, movie studios and cinemas continue to search for new and innovative ways to package their product in order to bring audiences into the cinema. Some strategies that have become popular in recent years have been to release films in 3D,

Source 6 Requiring a large amount of land, good weather and an affluent population with a love of cars and movies, drive-ins took off in Australia in a way that hadn't been seen anywhere else outside America.

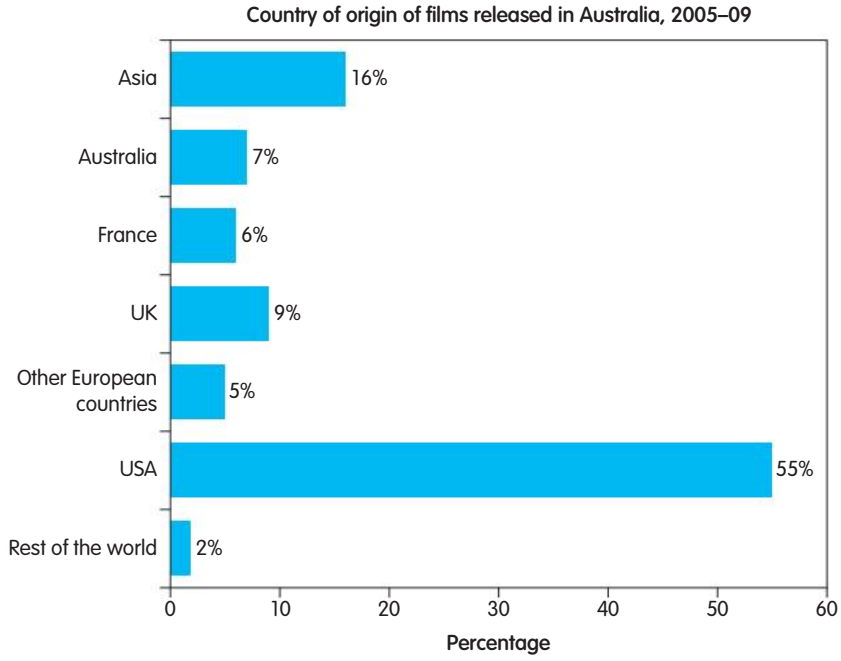


and to appeal to cinema goers' sense of occasion by serving food and drinks within the movies, and offering customers a more luxurious experience. Cinemas have also experimented with showing live events such as theatrical performances, opera and ballet. In 2010, Hoyts formed a partnership with television station SBS, the official broadcaster of the FIFA World Cup, and showed a series of live matches, in 3D, in Australia and New Zealand.

The future of the Australian film industry

In the years to come, for Australian filmmakers to compete with Hollywood's enormous production and promotion budgets, they will have to be smart about how they use their resources. Relatively low-budget movies like *Look Both Ways* (2005), *Kenny* (2006) and *Samson and Delilah* (2009), prove that Australian movies — even those without a major price tag — can have huge success both in Australia and overseas if they are committed to telling engaging stories with memorable characters.

Source 7 Today, Australians have access to a greater diversity of films than ever before; in particular, we are watching more Asian cinema, including Japanese animation (known as anime), Hong Kong action movies and films produced by India's answer to Hollywood (Bollywood). However, most of our cinematic entertainment still comes from Hollywood, with more than half of the films released in Australian cinemas between 2005 and 2009 coming from the United States, while Australian films constituted only 7 per cent of titles released.



Activities

Jacaranda World History Atlas
Global media
pp. 242–3

ocker (slang) a boorish or uncultivated Australian
rogue playfully mischievous

Student workbook 5.6

EXPLANATION AND COMMUNICATION

1 Identify any characters named in this spread who could be classified as a larrikin, **rogue** or scoundrel.
2 Why are these sorts of characters important to Australian audiences?

ANALYSIS AND USE OF SOURCES

3 Source 1 presents a striking view of Australia and of the future through the use of graphics and text. Highlight aspects of the poster that were designed to appeal to international audiences. Do you think this poster would still grab an audience's attention today? Why or why not?
4 Based upon the scenes depicted in Sources 2 and 3, what do Barry McKenzie and Crocodile Dundee have in common? How might they differ? What might their depictions suggest about the way Australia changed between 1972 and 1986?
5 The movie shown in Source 5 was part of an advertising campaign designed to sell Australia as a tourist destination. What does it suggest about the version of Australia that Tourism Australia wanted to show the world? How does this compare to the version of Australia portrayed by the other sources in this spread?
6 Referring to Source 7, answer the following questions:
   a What percentage of the movies Australians watched in the years 2005–09 were Australian?
   b List the countries in order from the country whose movies Australians watched most to the country whose movies Australians watched least during this period. What points of interest does this list reveal?
   c Based upon this graph, how important does it appear that Australian film is to Australian people today? Does this ring true for you, based upon what you know about the viewing habits of you, your friends and family?

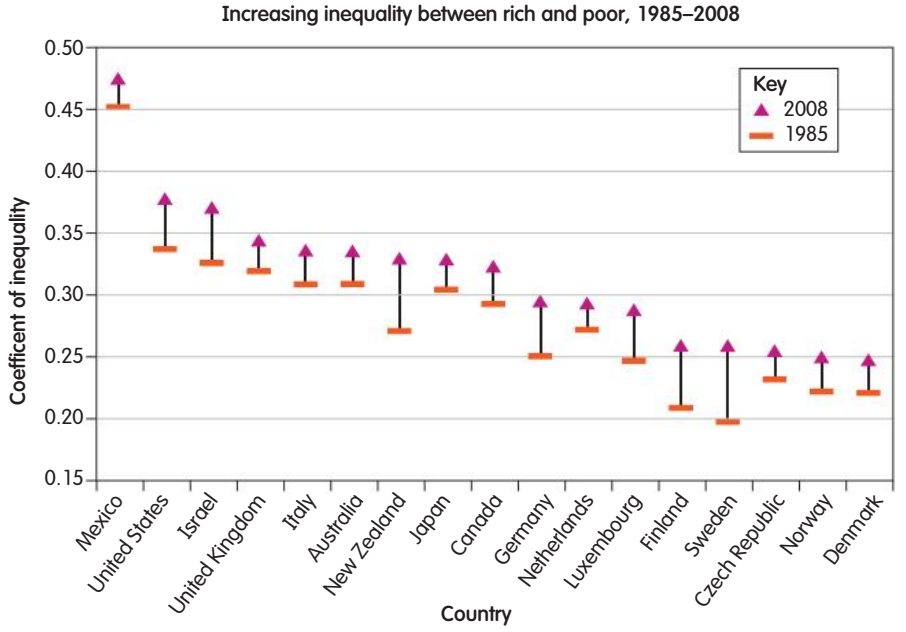
PERSPECTIVES AND INTERPRETATIONS

7 The number of Australian films produced annually has shrunk since the 1970s. List the effects that you believe this might have on those who work in the Australian film industry, on film audiences and on Australian society as a whole. Then compare your list with that of a classmate.
8 Cinemas have often attempted to gain viewers by improving the technology and making movie going an 'event'. Do you believe that this strategy will work with a growing list of entertainment options available to viewers? Explain.

5.9 Continuity and change in beliefs and values

From 1945, as the British Empire lost its influence in Asia, Australia began forging closer ties with its Asian neighbours and America. Australia also changed its immigration policies between the late 1940s and the last decades of the twentieth century. From the 1960s onward, it responded to major social changes that were sweeping much of the world. These moves would have major implications for Australia — socially, politically and culturally. Although Australia had traditionally considered itself to be an egalitarian nation, this period of social upheaval would force many people to question just how fair the nation was towards all its citizens. Events, particularly in the 1970s, would lead many Australians to question the extent to which Australia was a truly democratic nation. And it was also during this turmoil that the country would finally break free from some long-held religious prejudices.

Source 1 Between the 1985 and 2008, the inequality between Australia's rich and poor has grown steadily, as it has in most developed nations. Today, the richest 20 per cent of Australians control 60 per cent of household wealth, while the bottom 20 per cent of Australians control only 1 per cent. In this graph, having a higher coefficient means a larger gap between rich and poor.



Australia — a truly egalitarian society?

Australians have traditionally considered Australia to be an **egalitarian** society; that is, one that values equality and fairness. Some people have even referred to Australia as a 'classless society' because every member of society, in theory, has the opportunity to succeed. However, in 1945, there were a great number of people whose voices were left out of the national debate, including Indigenous Australians, non-white immigrants, homosexuals and many women. It would take decades for Australia to become a society that would truly value citizens of any colour, sexual orientation, religion and gender.

But in some ways Australians have become less equal since 1945. Today, while it is possible for people from a range of backgrounds to get an education, gain employment and become productive members of society, many Australians still live in poverty, lacking education and access to health and other services. In the last 70 years, Australia has also seen the gap widen between its poorest and richest citizens (see Source 1). For those living in poverty, the concept of egalitarianism can seem more myth than reality.

The power of democracy

A democratic society is one in which the people have the power to determine the laws and actions of the state. Australia has one of the oldest, continuous democracies in the world. In 1945, all white Australian adults over 21 were entitled to vote in the federal election. This right did not extend to most Indigenous Australians. In 1962, as the civil rights movement built up momentum in Australia and overseas, the Menzies government extended the vote to all Aboriginals and Torres Strait Islanders (see spread 4.7). In 1971, Liberal senator Neville Bonner became the first Indigenous person to sit in Parliament.

In 1975, Australian democracy was put to the test when the Labor prime minister, Gough Whitlam, was dismissed by the governor-general, Sir John Kerr. This dismissal was due to many things. One reason was because the government's supply of money had been frozen by the Opposition in

the Senate. This made it impossible for the prime minister to govern the country. The Whitlam dismissal was very significant because it was the first time that many Australians realised that the governor-general (who was appointed by the prime minister to represent the Queen) could sack an elected prime minister. Despite the unsettling nature of this decision, the response by all parties demonstrated the strength of Australian democracy. All parties, including the Labor Party and trade unions, agreed to resolve their issues though the established democratic process.

Today, all Australians aged 18 and over are required to vote in state/territory and federal elections. Each person's vote is cast in secret and recorded on a ballot (list of candidates); ballots are counted by independent monitors. Donations to political parties above a certain level must be disclosed. The whole electoral process is designed to be as fair and inclusive as possible, and is a great source of pride for many Australians.

Religious tolerance in a changing society

In the 1940s, most of Australia's **Anglo-Celtic** population identified themselves as Christian (either Protestant or Catholic). It was expected that people would attend church at least once a week. Everybody wore their 'Sunday best', and a common meeting place for girls and boys was in church-sponsored events, including dances. However, there was still a large religious divide between these denominations.

When World War II ended, most Australians considered themselves loyal to England, the 'mother country'. Many of these people viewed Catholics, who had traditionally immigrated from Ireland rather than England, as unreliable, superstitious and even disloyal to Australia. It was not uncommon for a job to be advertised accompanied by the disclaimer, 'Catholics need not apply'. At this time, a 'mixed marriage' referred to marriage between a Protestant and a Catholic. It was an act that could break families

Source 2 Gough Whitlam watches on as the governor-general's secretary reads the notice dismissing him in November 1975.



Jacaranda World History Atlas
Australia's changing identity
pp. 248–9

Source 3 In an opinion piece written for the *National Times* in 2009, Siobhan McHugh reports on the Protestant/Catholic divide that was ever-present in Australia during much of the early twentieth century.

HOW THE IRISH ROSE ABOVE AUSTRALIA'S SOCIAL APARTHEID

Religion in "Anglo-Celtic" Australia was code for identity: it branded you as part of the Protestant Ascendancy or the Catholic "Bog Irish". To marry across these entrenched divides was nothing short of consorting with the enemy for many…

One Randwick man was cut out of three wills for marrying a Catholic — yet his nominally Anglican parents did not even attend church regularly. It was all about upholding Englishness and Empire, about fealty [loyalty] not faith. On the Catholic side, the hatred was just as strong, fuelled by memories of the Irish famine of the 1840s, which halved the population through death, disease and emigration, as the English exported food from Ireland. After one Maitland woman, Julia O'Brien, eloped with her Protestant lover, her father forbade the mention of her name and spurned her deathbed visit. When Julia died in childbirth, neither side would help with the children, who had to be placed in an orphanage. The eldest went on to reject all religion…

apart. Catholics who were married in a Protestant church were excommunicated, which meant they were denied membership to the Catholic Church, a fate which befell Ben Chifley, who was prime minister in the late 1940s. Despite the potential damage that it could cause, 1 in 5 people chose to marry outside their faith prior to 1960.

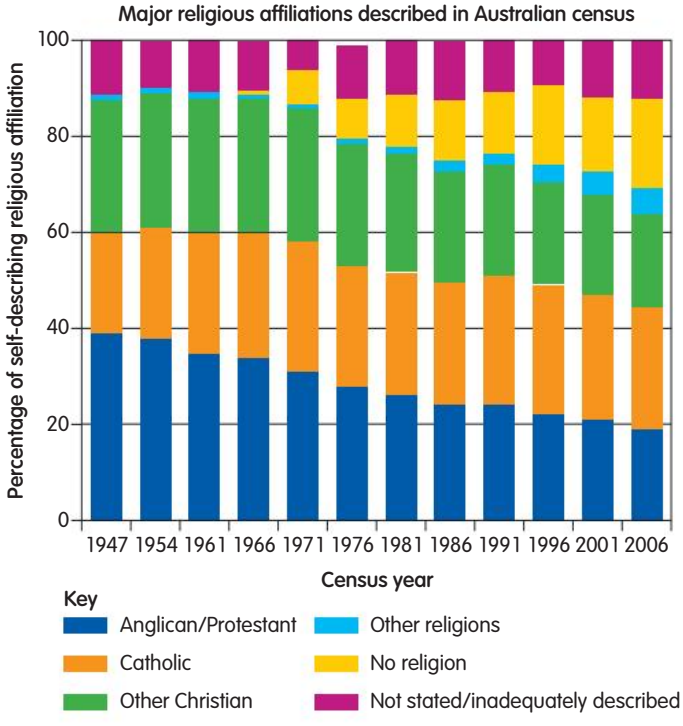
Changing attitudes to religious practice

Some of these long-held prejudices would start to be broken down as a tide of European migrants reached Australia's shores following World War II. Suddenly, the number of Roman Catholics (many from Italy) increased dramatically, along with members of other Christian denominations such as the Greek Orthodox church, challenging the supremacy of the Anglican church. Another significant milestone occurred following the 1963 federal election. The largely Protestant Coalition government approved state aid for Catholic schools (and other non-government schools). Labor Prime Minister Gough Whitlam consolidated this in 1972 when he tripled the amount of state aid given to all schools. From this point onwards, it could be said that the religious intolerance that had marked much of Australia's early history had finally begun to crumble.

With Whitlam's abolition of the White Australia policy in 1973, the nation opened its arms, and its borders, to people from across Asia, greatly increasing the number of practising Buddhists, Hindus and Sikhs in Australia. Between the 1980s and the present, an influx of immigrants from the Middle East has led to a large increase in the number of practising Muslims. Throughout this era, growing support for multiculturalism has led to an increasing level of religious tolerance within the community.

While the number of practising Anglicans and Catholics has been declining steadily in Australia since the 1960s, **Pentecostal Christianity** is on the rise, particularly among the youth of Australia. In recent years, it has also become more common to hear some political leaders referring to their faith in election campaigns and other interviews. Former Prime Minister Kevin Rudd, and Opposition Leader Tony Abbott, have made it clear that their religious beliefs are an important factor in their decision making process. This has become a point of debate for some people, who fear that such religious politicians may be unable to choose between their religion and the needs of the country, particularly when dealing with controversial issues.

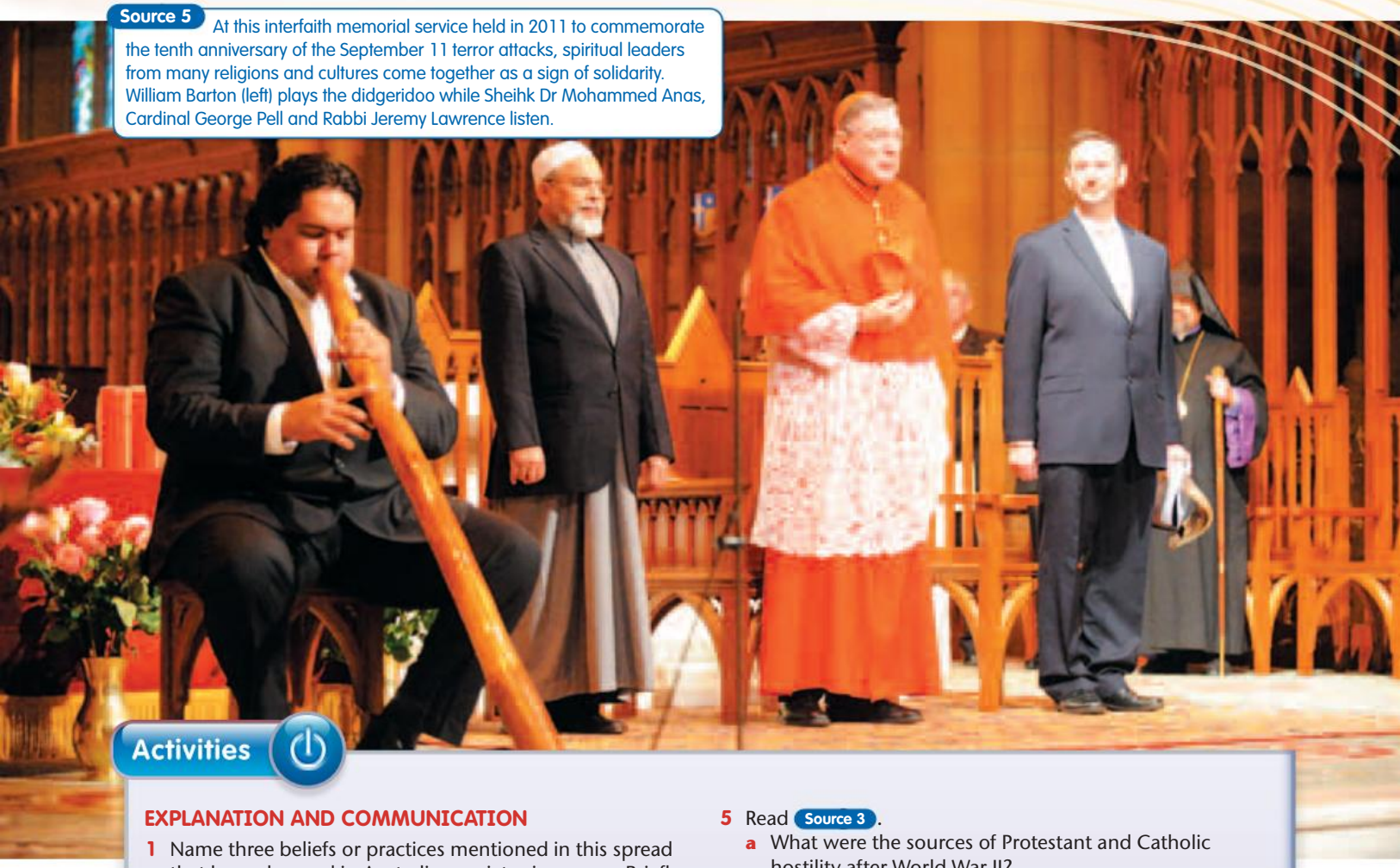
Source 4 This graph shows the proportion of the Australian population that identifies with various religions according to census data collected since 1947.



Anglo-Celtic an inhabitant of Australia who was or whose ancestors were born in the British Isles, including England, Ireland, Scotland and Wales

egalitarianism having the belief that all people are equal and deserve equal rights

Pentecostal Christianity a form of Christianity that preaches direct contact with God and the Holy Spirit, which can include a belief in divine healing and speaking in tongues



Source 5 At this interfaith memorial service held in 2011 to commemorate the tenth anniversary of the September 11 terror attacks, spiritual leaders from many religions and cultures come together as a sign of solidarity. William Barton (left) plays the didgeridoo while Sheihk Dr Mohammed Anas, Cardinal George Pell and Rabbi Jeremy Lawrence listen.

Activities

EXPLANATION AND COMMUNICATION

1 Name three beliefs or practices mentioned in this spread that have changed in Australian society since 1945. Briefly explain how they have changed.

CHRONOLOGY, TERMS AND CONCEPTS

2 Using the information from this spread, explain the following terms in your own words:
- **a** democracy
- **b** egalitarianism
- **c** religious tolerance.

ANALYSIS AND USE OF SOURCES

3 Examine **Source 1**. This graph shows how the inequality between the rich and poor of many nations has changed over time.
- **a** Where does Australia sit in relation to similar developed nations such as the United States, Canada and New Zealand?
- **b** What impact do you believe this growing inequality has had on the belief that Australia is an egalitarian society?

4 **Source 2** is a photograph taken only hours after the dismissal of Prime Minister Gough Whitlam.
- **a** Examine the source carefully and describe the scene.
- **b** How do the expressions of the people in this scene provide evidence for the seriousness of this event?
- **c** How different may this photograph have looked if Australia didn't have a strong democratic process in place in 1975? For example, would the prime minister be able to stand freely in front of the public after being dismissed?

5 Read **Source 3**.
- **a** What were the sources of Protestant and Catholic hostility after World War II?
- **b** In what ways could these issues be seen to be less about Australia than about England?
- **c** Why have these issues become less of a problem today?

6 Examine **Source 4**.
- **a** What were the largest religions at the middle of each decade between 1945 and 2006?
- **b** Based on your current knowledge, how do these changes reflect Australia's changing immigrant intake?
- **c** What do these changes suggest about Australia's changing attitude toward religion since 1945?

7 How do you think the average person from 1945 would have responded to an interfaith ceremony, such as the one depicted in **Source 5**?

PERSPECTIVES AND INTERPRETATIONS

8 Based upon what you have read, and your own observations, do you think it is accurate to call Australia today a 'classless society'? Explain your view.

9 Using print or online magazines and newspapers, work in a small group to fill a blank A3 page with article headlines and images that you believe capture Australian beliefs and values today. Based on the finished product, each group member should write 250 words explaining what your image suggests about the values and beliefs that dominate Australian culture today and how these have changed since 1945. You can do extra research if you wish.

5.10 SkillBuilder

Becoming a historical investigator

What is a historical investigation?

Engaging in historical inquiry involves asking rich questions; locating and evaluating primary and secondary sources of evidence; and drawing conclusions based on your findings.

Why is a historical investigation important?

As we delve into the past, one of the most valuable skills we can develop is the ability and willingness to inquire about the past. This involves recognising that what came before is important, not only because it affected the lives of the people involved but because it has a lasting effect on our lives today.

How to become a historical investigator — a step-by-step approach

First you have to formulate the questions you want to answer. These should require more than a simple 'yes' or 'no' answer or a single date. A rich question may be puzzling at first, but sparks the imagination. Based upon the sources presented in this spread, it is your task to decide, 'Does America have too much influence on Australian popular culture?'

To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event *directly* or *indirectly*, whether their information was *complete* or *incomplete*, and their *role* in the event. Some accounts may also suggest *bias*. To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other.

Once you have located a number of sources, choose those that seem most relevant. Examine each in turn, asking the following questions:

a What 'answers' does the source offer to your major question?
b Who created this source and why?
c Are the views expressed reliable or unreliable?
d Do you see any evidence of bias?
e Whose views or experiences are *not* represented?

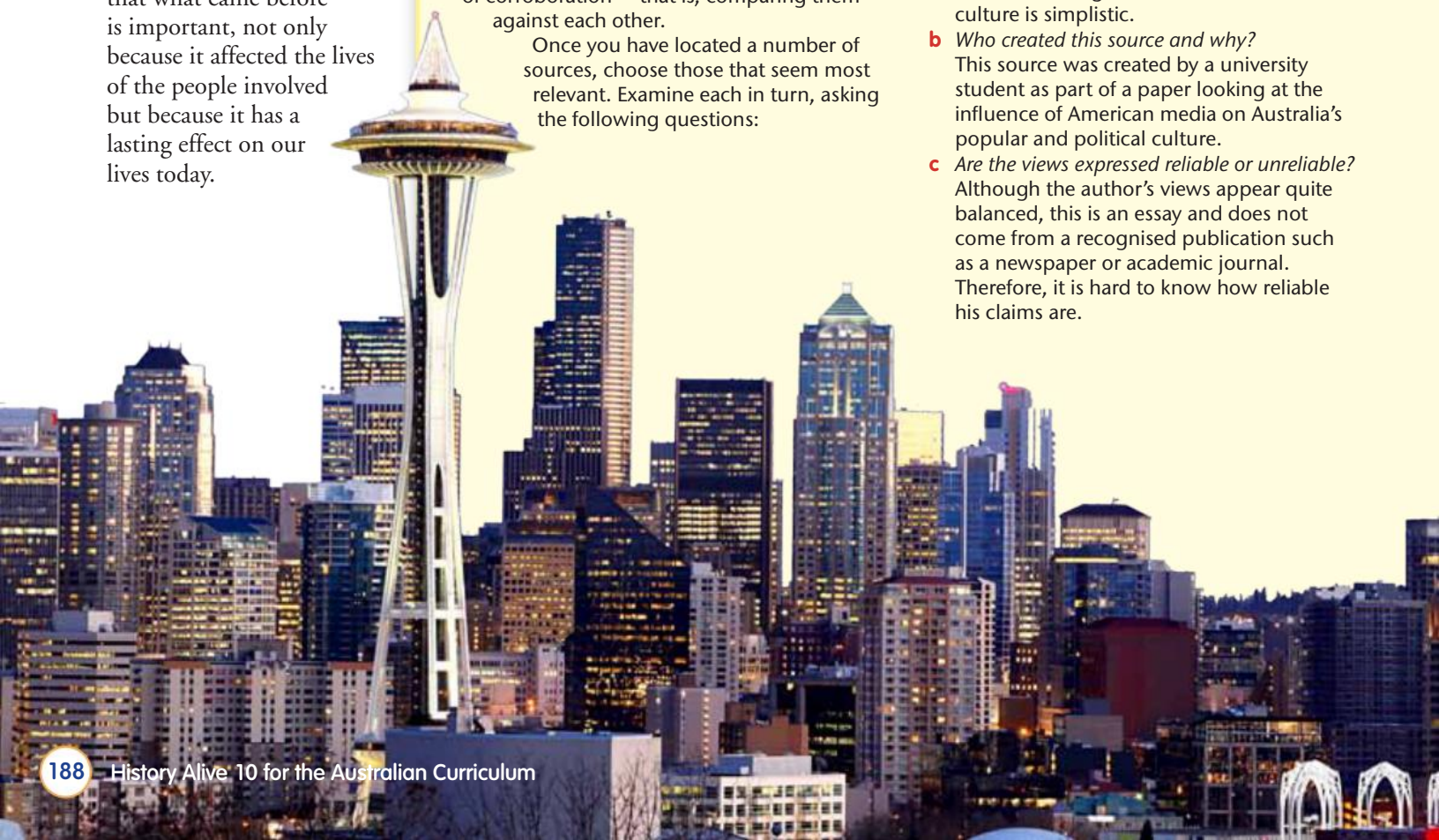
The final stage of investigation involves drawing conclusions based on the evidence you have collected. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

Source 1 has been used as the basis for answering questions **a**–**e**.

a *What 'answers' does the source offer to your question?*
The author suggests that, although American television and other media is heavily broadcast in Australia, it is a two-way street, with Australian 'cultural products' being sent overseas as well. He also suggests that the claim that American media has a negative effect on Australian culture is simplistic.

b *Who created this source and why?*
This source was created by a university student as part of a paper looking at the influence of American media on Australia's popular and political culture.

c *Are the views expressed reliable or unreliable?*
Although the author's views appear quite balanced, this is an essay and does not come from a recognised publication such as a newspaper or academic journal. Therefore, it is hard to know how reliable his claims are.



Source 1 An excerpt from an academic article entitled 'Globalisation: a threat to Australian culture?' by Jonathan Pickering, a university student. The article appears on an educational website promoting multiculturalism.

In recent decades, globalisation has ploughed deep furrows across Australia's cultural landscape. Developments in communication and transportation technologies have allowed for new forms of cultural production, consumption and exchange, while the changing nature of global markets has resulted in the consolidation of media and entertainment ownership, and increased flows of cultural products into and out of Australia. Concerns abound that our leisure time is becoming increasingly commodified [made into a business] and emblazoned with corporate logos, and that the popularity of cultural products originating in the United States signals the demise of Australian culture. However, fears of cultural imperialism [promoting one culture over another] often fail to take into account salient [prominent] aspects of Australia's cultural history, the nature of cultural transmission, and the vitality and breadth of contemporary Australian popular culture.

Australian culture has always been influenced by imported cultural products, and indeed has been largely built on selective adoption of overseas cultural practices . . . The mixed origins of contemporary Australian culture suggest that the dynamic of overseas cultural influence cannot be explained purely in terms of cultural imperialism, with larger, more established powers prevailing over their younger, apparently more impressionable counterpart.

d *Do you see any evidence of bias?*
There is little evidence of bias in the author's tone, although this excerpt does not reference actual evidence.

e *Whose views/experiences are not represented here?*
In this excerpt, there are no quotes from the opposition, who claim that American culture dominates Australian culture. Instead, these views are dealt with quite generally by the author.

Developing my skills

1 Analyse **Source 2** using questions **a**–**e**.
2 Having analysed the evidence, offer a possible answer to the question, 'Does America have too much influence on Australian popular culture?' Then suggest other evidence that would need to be found and examined before you could come to a definitive conclusion.

Source 2 An excerpt from an opinion piece titled 'Does Aussie culture need protection from US cultural imperialism?' written by Brendan O'Connor, Associate Professor at the United States Studies Centre at The University of Sydney and editor of the four-volume series *Anti-Americanism*

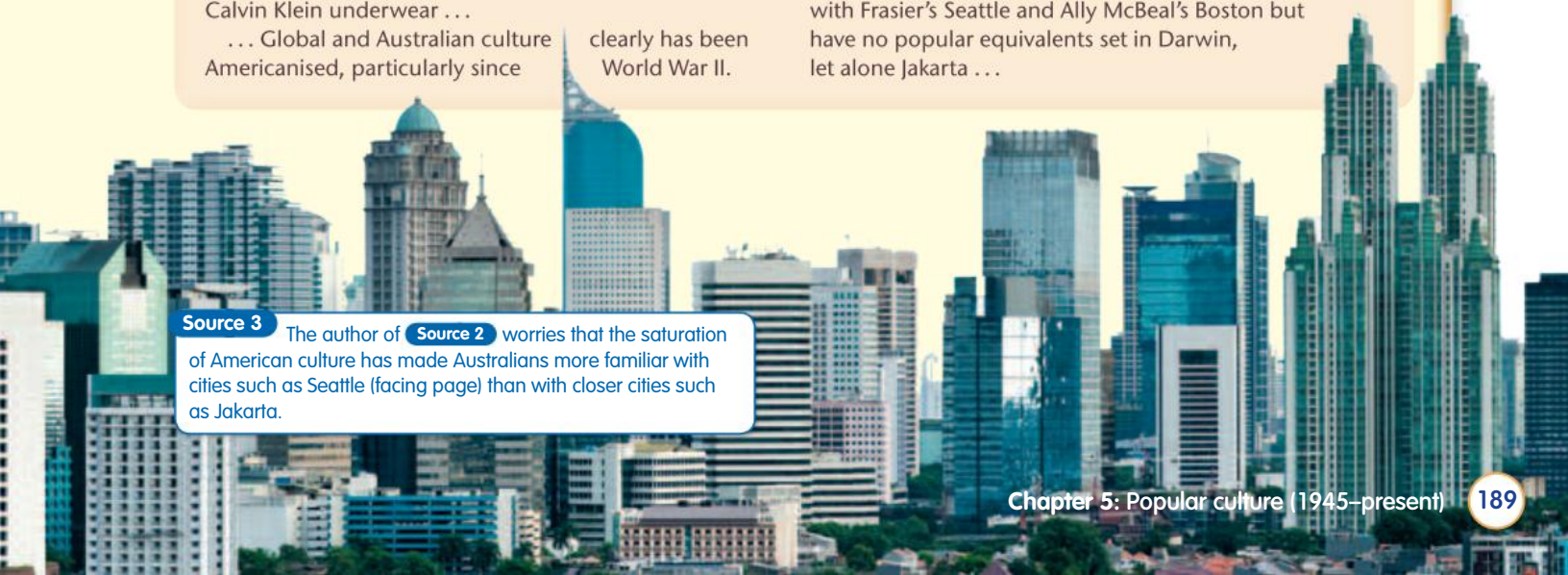
American culture is part of Australian mass consumer culture, like it or not, dude! It dominates our television, radio stations, movie theatres, fashion and our imagination. We are effectively governed from Washington DC with our cultural menu set by producers in Los Angeles and designers in New York. Resistance is futile and likely to mean you are totally uncool. In short, we are all Americans now.

This summary of affairs is, of course, an exaggerated view of reality, although plenty of Australians probably watch American sitcoms, own American CDs and DVDs, and dress in American fashion labels right down to their Calvin Klein underwear . . .

. . . Global and Australian culture clearly has been Americanised, particularly since World War II.

Although put-downs of American culture often run roughshod [without careful consideration] over the sheer diversity of American cultural output, it is entirely understandable that people worry about local business and art being overrun by American cultural icons such as McDonald's, Coca-Cola, Time AOL and so on.

Others worry about our obsession with middle-class American life via the tube. The world of TV viewers often knows far more about American high schools and colleges, American court rooms and police precincts, and American hospitals and office life than they know about their own society. I worry that Australians are familiar with Frasier's Seattle and Ally McBeal's Boston but have no popular equivalents set in Darwin, let alone Jakarta . . .



Source 3 The author of **Source 2** worries that the saturation of American culture has made Australians more familiar with cities such as Seattle (facing page) than with closer cities such as Jakarta.

5.11 Review and reflect

In this chapter we have considered the impact of political, cultural and social changes between 1945 and the present. We have studied their reflection in the mass media and have used the products created during this era, including movies, television shows, music, fashion and sport, to attempt to learn more about what regular people thought and felt during this period. We have also looked at the present day and considered some of the implications for popular culture in the years to come.

Review

Quick quiz

1. What event made life so hard for many people in Australia in 1945?
2. Why were Lee Gordon's 'Big Show' rock concerts so influential on the Australian music scene?
3. Name a form of mass media that has shaped Australian society since 1945.
4. What was the date of Australia's first television broadcast?
5. What was one popular pastime for suburban families in the early 1960s?
6. What was the name of the Beatles' tour of Australia?
7. Why was Dawn Fraser banned from competitive swimming after the 1964 Tokyo Olympics?
8. Name one Australian 'trendsetter' in any form of popular culture.
9. Why was Channel 0/28 established in 1980?
10. What was the event that shaped Australian society and dominated popular culture during 1965–75?
11. Name one significant Australian film that was created in the 1980s.
12. Why were continuous dramas originally referred to as soap operas?
13. What has made Australian soap operas so popular in England?

Analysis and use of sources

1. Source 1 describes an act of grassroots activism (a type of protest rising almost spontaneously from the people). Do you think this was an effective form of protest against conscription? Why or why not?
2. In your own words, explain the reasons Andrew Blunden offers for not wanting to fight in Vietnam.

Source 1 The National Service scheme, introduced by the Menzies government in 1964, was based on a ballot system. All eligible men aged 20 had their names put into a barrel and if their number came up, they would receive a draft card. If drafted, a man was required to serve in the National Service for two years. From 1965 this often meant serving in Vietnam. Some men chose to protest compulsory conscription by burning their draft cards. This is an excerpt of an article about three draft card burners. It was originally printed in *The Guardian*, 14 July 1966.

'After burning our draft cards outside Mr. Holt's home, an interviewer asked: "So you think you know more than the politicians, do you?"

'Our answer was: "YES".'

Draft card burner, Mr. Andrew Blunden, said this at last week's Youth Campaign Against Conscription rally at Melbourne Town Hall.

With fellow 20-year-olds, Lew Testro and Alan Ross, Mr. Blunden earlier this year was fined for his failure 'to produce his registration card for national service'.

He told the Town Hall meeting: 'Because Prime Minister Holt believes that an idea that exists in Vietnam may be destroyed by killing those who might hold the idea, as Romans believed Christianity could be killed by killing Christians, conscripts are supposed to assist in the alienation [distancing] of Australia from the up-and-coming nations in the name of patriotism!'



3. Source 2 is regarded as one of the most memorable and significant photographs of the twentieth century. Why do you think this is?

Historical questions and research

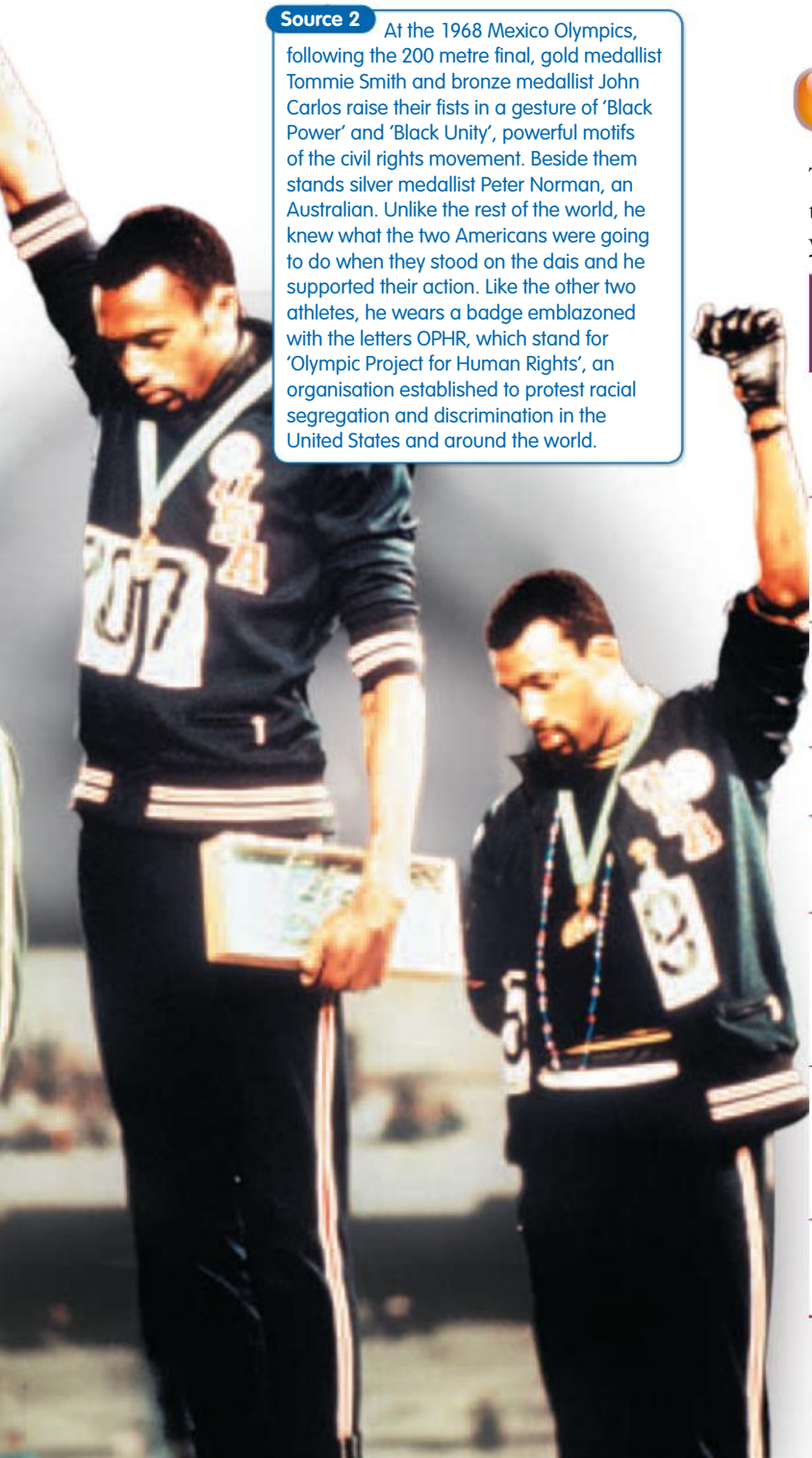
1. Use your library and the internet to research the three men shown in Source 2 and the incident known as 'the Black Power salute'.
2. Considering the Olympics are supposed to be free from political statements, do you believe the openly political actions of the men depicted in Source 2 were right or wrong? Explain your view.

Student workbook
5.8, 5.9, 5.10

3 Go back through this chapter, and the popular culture concept map you began working on in spread 5.2, and choose one key area. Then prepare a report on the major features of this key area from two decades between 1945 and the present. In your report, you should address:

- changes during this period
- major figures in the industry/area
- any controversy generated within the area

Include relevant audio/visual material. Present your report to the class as part of a class website, a PowerPoint or other electronic presentation.



Source 2 At the 1968 Mexico Olympics, following the 200 metre final, gold medallist Tommie Smith and bronze medallist John Carlos raise their fists in a gesture of 'Black Power' and 'Black Unity', powerful motifs of the civil rights movement. Beside them stands silver medallist Peter Norman, an Australian. Unlike the rest of the world, he knew what the two Americans were going to do when they stood on the dais and he supported their action. Like the other two athletes, he wears a badge emblazoned with the letters OPHR, which stand for 'Olympic Project for Human Rights', an organisation established to protest racial segregation and discrimination in the United States and around the world.

Back to the big questions

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1 How did changes in technology shape the lives, work and culture of Australians during the 1950s and 1960s?
2 How do the major social, cultural and political changes of the 1960s continue to influence our world today?
3 In what ways have society's changing views been reflected in popular culture?
4 How have teenagers helped to reshape the world between 1945 and the present?

Reflect

Think about your learning over this topic. For each of these statements, tick the box that you think best reflects your learning and briefly state your reasons.

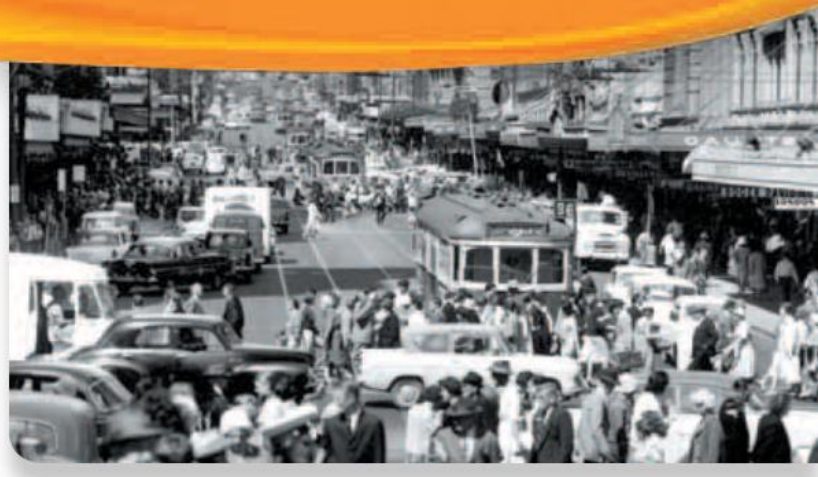
Statements about my learning in this chapter	Agree	Disagree	Reasons why I agree or disagree
I learned new things about the power of young people to change the world.			
I was able to recognise different people's perspectives about popular culture.			
I understand why there may often be contradictions between sources.			
I was surprised by some of the things I learned.			
Viewing and reading primary sources brought the past to life.			
I can understand how art and music reflect the views of the society in which they were created.			
I learned about Australia's role as a follower and innovator of cultural change from 1945 to the present.			
This chapter has shown me the value of being a historical investigator.			

eBookplus Using ICT

projectsplus

Life in Australia in the 1960s

SEARCHLIGHT ID: PRO-0118



Scenario

Your local council has asked you to make an individual contribution to their community history project: a photographic slideshow, with a voiceover, uncovering families' involvement in Australia's past. This slideshow will be viewed by the public when they visit any local government council office in the country.

Your task

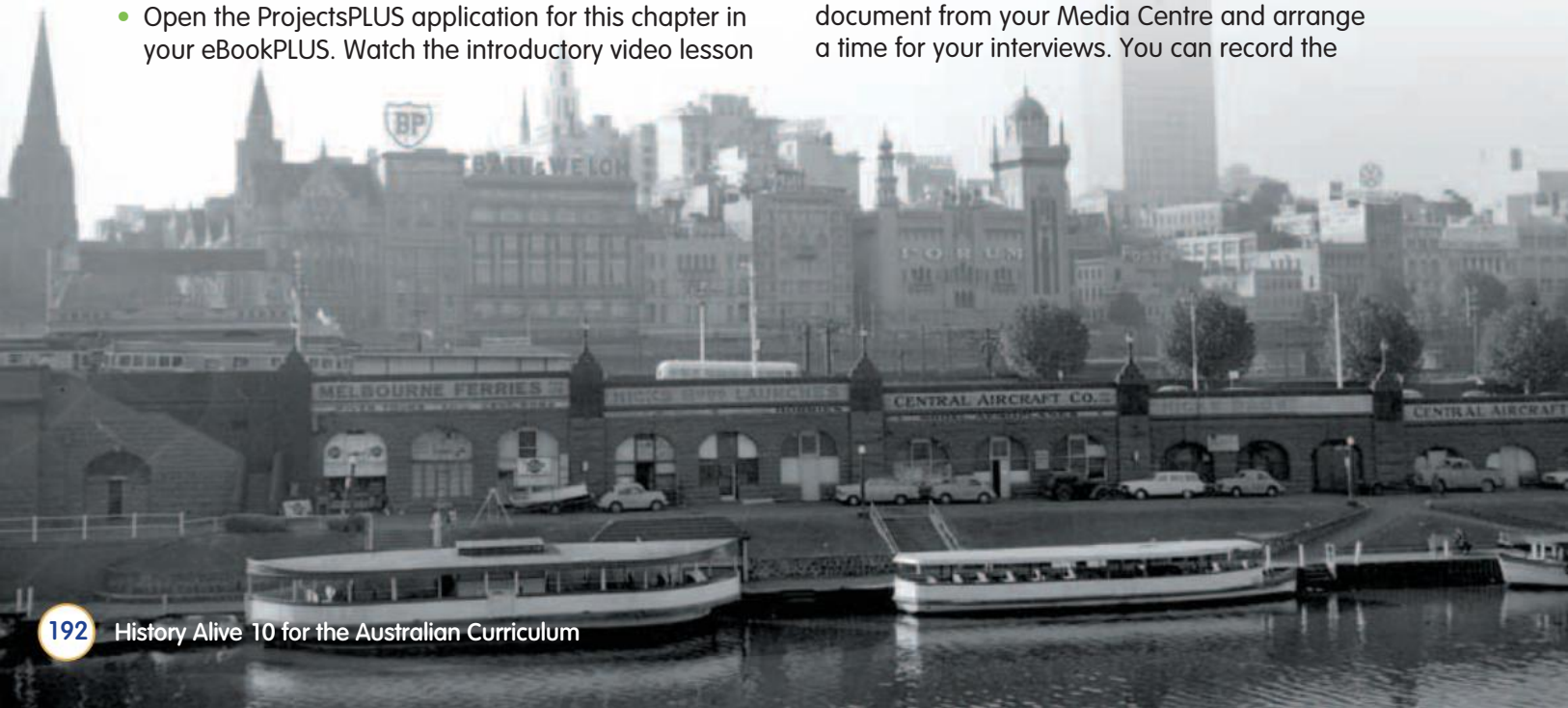
Create and deliver a photographic slideshow, with voiceover, uncovering Australia's past. This will be based on research and interviews with your parents/grandparents and should focus on ordinary Australian residents' daily lives in the 1960s. The expected length of your photographic slideshow and voiceover is around three minutes and should cover the following topics:

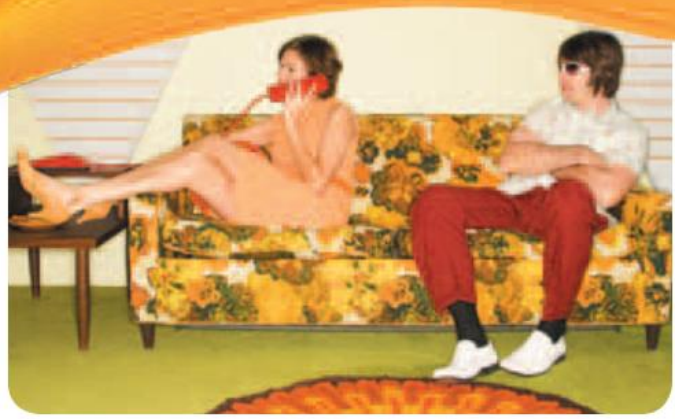
- daily life
- the role and work of various groups
- the division of labour between men and women
- rituals
- family.

A resource sheet containing suggested interview questions for each of these topics is provided for you in your Media Centre.

Process

- Open the ProjectsPLUS application for this chapter in your eBookPLUS. Watch the introductory video lesson and then click the 'Start Project' button and set up your project. You can complete this project individually or invite other members of the class to form a group. Save your settings and the project will be launched.
- Navigate to your Research Forum where the slideshow topics have been loaded for you to provide a framework for your research. Find at least two sources other than your textbook to research extra information about life in Australia in the 1960s. The weblinks in your Media Centre will help you get started. Enter your findings as articles in your Research Forum. You can view and comment on other group members' articles and rate the information they have entered.
- When your online research is complete, it is time for each group member to go to a primary source — someone who lived in Australia in the 1960s. This might be a parent, grandparent or a family friend. Download the suggested interview questions document from your Media Centre and arrange a time for your interviews. You can record the





interviews using your mobile phone or a free voice-recording program like Audacity, Garage Band or Windows recording software. Ask your sources if they can provide you with any images from life in the 1960s to use in your slideshow. It is likely they will have family photos from this decade.

- When your interviews are recorded, share the audio files and photos you have gathered with the other members of your group and then work together to select the images and audio quotes that you would like to include in your voiceover. You may also like to record your own intro and outro to the slideshow. Use the Storyboard template in your Media Centre to help you plan your final presentation.
- Edit your voiceover using appropriate sound editing software and create a final soundtrack for your slideshow. *Note:* Wavepad is a great free program for editing MP3s.
- Use iPhoto, PowerPoint or other multimedia software to compile your photo slideshow, ensuring that the audio matches up with the images you have selected.
- Print out your research report from ProjectsPLUS and hand it in to your teacher with your final slideshow.

projectsplus

Your ProjectsPLUS application is available in this chapter's Student Resources tab inside your eBookPLUS. Visit **www.jacplus.com.au** to locate your digital resources.

Suggested software

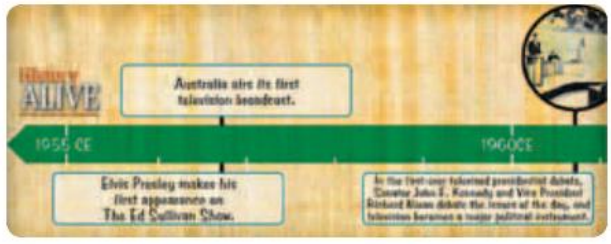
- ProjectsPLUS
- Audacity, Garage Band or other voice-recording software
- PowerPoint, iPhoto or other slideshow software

Media Centre

Your Media Centre contains:

- a selection of images from the 1960s
- suggested questions for your interviews
- an assessment rubric.

DIGITAL
resources for this chapter



POPULAR CULTURE TIMELINE

Use this fun interactivity to create a visual timeline of key events since 1945 that have shaped popular culture.

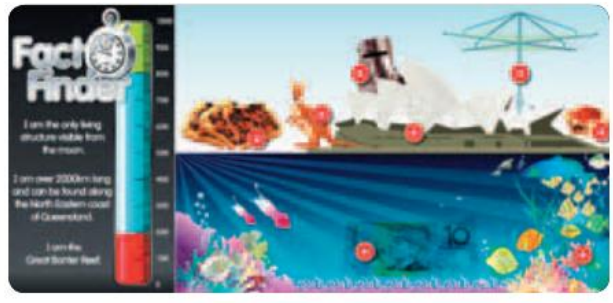
SEARCHLIGHT ID: INT-2973



FACT FINDER: 'LIFE IN THE 1950s'

In 1950, Australia was at the beginning of an era marked with vast changes. In this interactive fact finder game, you will race against the clock to identify images in the montage of life in the 1950s from a series of clues.

SEARCHLIGHT ID: INT-1417



FACT FINDER: 'AUSTRALIAN ICONS'

In this interactive fact finder game you will race against the clock to identify a series of quintessentially Australian icons from a series of clues.

SEARCHLIGHT ID: INT-1401

CHAPTER

DEPTH STUDY 3: THE GLOBALISING WORLD

6 The environment movement (1960s–present)



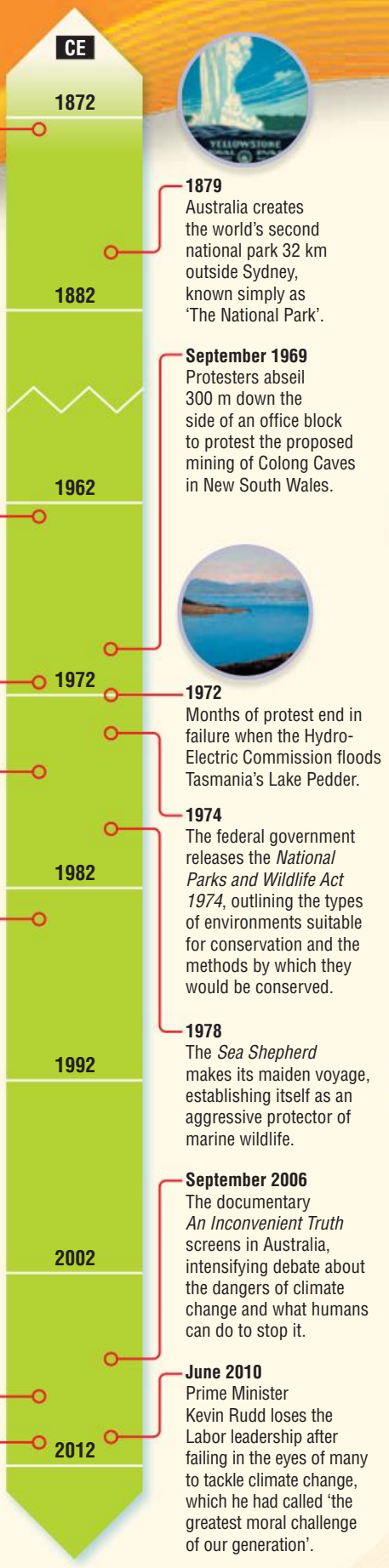
This photograph, taken 4 February 2011, shows the Japanese whaling ship *Yushin Maru No. 3* shooting its water cannon at an inflatable raft occupied by members of the Sea Shepherd Conservation Society, who are environmental protesters. This showdown took place in the Southern Ocean, Antarctica.

Links with our times

Since the early 1900s, the world's leaders, as well as organisations and individuals, have taken an increasing interest in the environment in an attempt to preserve it for future generations. Since the 1960s this battle for 'Mother Earth' has intensified, with many people fearing that time will run out before environmental damage can be undone. This point was made by astronomer Carl Sagan in 1994 when he said, 'Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity — in all this vastness — there is no hint that help will come from elsewhere to save us from ourselves. It is up to us.'

In November 1972, the United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted the Convention Concerning the Protection of the World Cultural and Natural Heritage, and established the World Heritage List, which contained natural and cultural places of importance. In order to protect these sites, UNESCO developed the List of World Heritage in Danger, to alert the international community to sites that were likely to be destroyed.

A timeline of the environment movement, 1960s–present



eBook*plus* Create a visual timeline of key events in the environment movement since the 1960s with the interactive timeline application in your eBookPLUS.

SEARCHLIGHT ID: INT-2974

Natural places of importance within Australia, including the Greater Blue Mountains Area, the Gondwana rainforests and the Great Barrier Reef, encompass a diverse range of environments, and are home to many unique species of plants and animals.

Today, environmentalists continue to spread their message through traditional methods including public protest and lobbying of politicians, while using mass media and the latest social networking to further their cause.

Big questions

As you work through this chapter, look for information that will help you to answer these questions:

1. In what ways has government policy changed to reflect a growing awareness of the human impact on the environment since the early 1900s?
2. Which individuals and non-government organisations have been most influential in shaping the environment movement since the 1960s?
3. How have emerging ideas about the links between people and the world we inhabit affected the world we live in today?
4. What major social and political challenges face the environment movement today?

Starter questions

1. How environmentally aware are you and your family/friends?
2. How have attitudes and concerns about the environment changed during your lifetime?
3. Which individuals and organisations can you approach to learn more about the environment movement?
4. Do you think it is possible for humans to preserve the environment for future generations? If so, how can young people make a difference?
5. What changes would we need to see to know that the environment movement has succeeded?

HOW DO WE KNOW ABOUT…?

6.1 The environment movement

Around the turn of the twentieth century, with the **Industrial Revolution** in full swing, environmentalists attempted to gain support for wilderness preservation. However, it would be the 1960s before the broader public would begin to seriously re-examine their relationship with the natural world. This change was largely due to the influence of scientists, writers and artists, who shed light on the damage humans were doing to the environment. As the modern environment movement grew, organisations were established to promote the preservation, restoration and improvement of the natural environment. The record of their protests and actions, as well as works inspired by this awareness of the importance of the environment, offer us many sources to investigate when we seek to know about the environment movement.

Source 1 On Christmas Eve, 1968, the crew of the *Apollo 8* captured this image of Earth from outer space. They described the world as floating 'like a Christmas tree ornament lit up in space, fragile-looking'. In 2003 *Earthrise* was selected by *Life* magazine as the first of 100 images that changed the world.



Source 2 Launched in 1970, *Mother Earth News* offered concerned citizens practical advice on how to live a more sustainable life. From humble beginnings, it would go on to influence generations of do-it-yourself environmentalists and grassroots activists with its 'advice for wiser living'.



Photographs

Photographs have the power to change people's perceptions in a way that words rarely can. The environment movement has benefited from the keen eye and compassion of photographers such as the American Ansell Adams, Lithuanian-Australian Olegas Truchanas and his protégé Peter Dombrovskis.

In 1968 the crew of the *Apollo 8* space mission captured the first images of Earth taken from

Source 3 The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) oversees the Joint Environment Unit. Since its inception in 1996, this unit has been responsible for investigating and reporting on environmental emergencies and natural disasters. This is an excerpt from the unit's report into the Philippines' Marinduque Island Mine Disaster.

The U.N. Mission team arrived in the Philippines on 26–27 April 1996. During five days, the team remained in the area to carry out the assessment. The team inspected the affected areas, interviewed local residents and government officials and collected samples for chemical and physical analysis. It met subsequently with the various involved actors to discuss the results of their findings…Based on the assessment, the U.N. Mission team concluded that:

- The Makulapnit and Boac River system has been so significantly degraded as to be considered an environmental disaster;
- The aquatic life, productivity and beneficial use of the rivers for domestic and agricultural purposes are totally lost as a result of the physical process of sedimentation;
- The coastal bottom communities adjacent to the mouth of the Boac River are also significantly degraded as a direct result of smothering by the mine **tailings**;
- There is no evidence of acute poisoning in the exposed population due to the mine tailings;
- There is an increased health and safety risk due to immersion and flooding as a result of the very large volume and physical properties of the mine tailings, should they be mobilized during the wet season; and,
- Concentrations of trace metals in the mine tailings were not sufficiently high to represent an immediate toxicological threat.

outer space. After making three orbits of the moon, the astronauts witnessed a sight never before seen by humans: Earth rising above the lunar horizon. They began taking photos, the most famous of which is known as *Earthrise*. The astronauts returned to Earth with a very different perception of the world and our place in it.

William Anders, who took the photograph, said, 'After all the training and studying we'd done as pilots and engineers to get to the moon safely and get back…what we really discovered was the planet Earth.' *Earthrise* quickly became an iconic image, and has been credited with kick-starting the worldwide contemporary environment movement.

The written word

Since the environment movement began, public perceptions of our relationship with the natural world have also been influenced by academic and popular writers, who have expressed their views in fiction and non-fiction, books, articles, letters, poems and songs.

Official reports

As important as creative expression has been in inspiring people to change their attitudes towards the environment, changes to government policy are often guided by official reports by trustworthy sources. These reports contain facts and figures; sometimes they may include quotes from people directly affected by the situation being investigated. If the report is to be considered reliable, it should be written by an independent organisation, while any contributors must be qualified to examine the evidence. Official reports that meet these criteria are useful not only to government, but to academics, reporters, historians and the general public.

Activities

CHRONOLOGY, TERMS AND CONCEPTS

1 Define the term 'environmentalism' in your own words.

ANALYSIS AND USE OF SOURCES

2 The first couple of images taken of Earth by the *Apollo 8* astronauts were similar to the one shown in **Source 1**, but were black and white. Why do you think this image became the most famous of the collection?

3 After reading **Source 3**, fill in the missing words: In order to assess the extent of damage caused during the Marinduque Island mine disaster, the UN mission team spent _____ days in the affected area. During this time, they _____ affected areas; spoke to _____ and _____ ; and collected samples for _____ and _____ analysis.

4 **Source 3** describes the process by which a UN mission team assessed the extent of the Marinduque mine disaster. According to its findings, what do you think would have been the largest impacts on the local people and wildlife?

5 Who relies on official reports such as **Source 3** to make decisions? In what ways might they be helpful to the people or groups you've identified?

PERSPECTIVES AND INTERPRETATIONS

6 Why do you think the photo *Earthrise* changed the perceptions of so many people?

7 What do you think William Anders meant when he said, 'What we really discovered was the planet Earth'?

8 Locate and listen to the song *Big Yellow Taxi*. In this song, which was well-known during the early years of the environment movement, Joni Mitchell expressed the foolishness of taking things for granted. What do you think people these days take for granted? What modern art, culture or technology has the potential to positively affect young people's perception of the environment?

Industrial Revolution enormous social and economic changes brought about by the shift from hand manufacturing to large-scale factory production
tailings refuse left over after ore has been processed

6.2 Preserving the natural world

Since settling in America, the population had moved westward from the Atlantic coast, shedding much of their European heritage as they went. By the mid 1800s, the majority of America's indigenous people had been driven out of their traditional lands and placed on **reservations**. America's wilderness was conquered; its trees felled on a previously unimaginable scale to be sold for construction and to make way for agricultural development; and millions of wild bison hunted almost to extinction. In 1864, George P. Marsh released his groundbreaking work *Man and nature*, in which he argued that humans were a destructive force upon the environment, and that they must stop land clearance in the name of industrialisation and work to restore 'wild nature'.

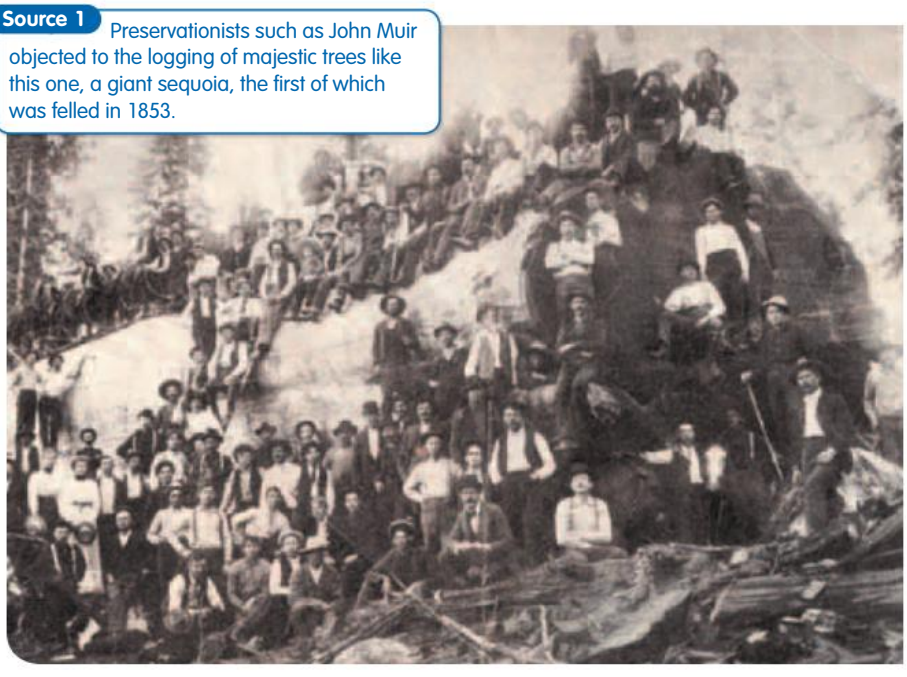
Yellowstone, the world's first national park

Yellowstone National Park was signed into law by US President Ulysses S. Grant on 1 March 1872. Comprising more than 2 million acres of land in Montana and Wyoming, much of Yellowstone falls within an ancient volcanic caldera, a natural cauldron formed by the collapse of land after a volcanic eruption. It contains spectacular mountains, petrified forests, waterfalls, **geysers** and North America's largest high-altitude lake. It is also home to a huge range of fish, birds and insects, and animals including black bears, grizzly bears, buffalo, mountain lions and grey wolves.

With such a vast range of flora and fauna (plants and animals), the park truly embodied what George Marsh had referred to as 'wild nature'. However, Yellowstone was not set aside merely to protect these natural wonders. The world's first national park was heavily promoted by the American railroad industry, which had made a major financial investment in linking the country by rail and saw tourism as one way to recoup its costs. The public responded enthusiastically, with about 50 000 tourists making the trip to Yellowstone each year, an early example of **ecotourism**.

After witnessing the impact of humans upon the environment as a boy, Wisconsin-born John Muir believed that the battle to conserve the natural world was a battle between right and wrong. In 1867, he set out on foot to explore America's wilderness. Of California's Yosemite, he wrote, 'No temple made of hands can compare'. But Yosemite was under threat from logging. Through his letters and articles, Muir successfully lobbied the government to establish Yosemite National Park in 1890. Two years later, he would also found the Sierra Club, one of America's most important wilderness societies.

Source 1 Preservationists such as John Muir objected to the logging of majestic trees like this one, a giant sequoia, the first of which was felled in 1853.



The National Park becomes the lungs of Sydney

In 1879, Australia attempted to follow the Yellowstone model by setting aside about 18 000 acres of bushland outside Sydney to create the world's second national park. The National Park (renamed Royal National Park in 1955) interpreted Marsh's concept of 'preservation' very loosely, however. Native trees and mangroves were removed to make way for thousands of ornamental trees, and rabbits, foxes and deer were released for hunting. In the decades that followed, Sydneysiders made the 32 kilometre journey from the city to enjoy the amusements offered, use the dance hall or take a boat ride around the lake. The park was affectionately referred to as 'the lungs of Sydney'.

Source 2 In 1968, German dignitaries Otto Kersten (right) and Mr and Mrs Brueckmann (centre) discuss an Indigenous rock carving of a kangaroo in Royal National Park with one of the park's guides (left).



Other parks were established around the world to preserve the wilderness. In Canada, 6641 square kilometres were set aside by the government in 1885 for the Banff National Park. In New Zealand, Ngāti Tūwharetoa, a Maori tribe whose tribal lands covered the central North Island, gifted to the Crown the mountain summits of Tongariro, Ngauruhoe and Ruapehu in 1887 as a way of protecting them for the use of future generations. These peaks were of major significance to the belief system of the Ngāti Tūwharetoa, one of whose sayings is, 'Te ha o taku maunga ko taku manawa' ('The breath of my mountain is my heart'). This gift would become the basis for Tongariro National Park, the country's first national park, and the world's fourth.

Source 3 On 23 September 1887, this letter was sent to the Honourable John Ballance (the Native Minister) by chief Te Heuheu, confirming that the mountains would be given to the Crown in order to make a national park.

Friend I have signed the deed laid before me by Mr Lewis for the purpose of confirming the gift of the land as a national park in accordance with the wish of the Government, and to fulfil my word spoken to you at Rotorua. I have however, two words to make known to you.

First — my father Te Heuheu Tukino, who was overwhelmed at Te Rapa, is laid on the mountain, and it is my wish that he be removed to some other place. He was, as you know, a chief of very high rank, and it is right that the Government should erect a tomb for him, because both my people and I are unable to do so. Your friend Mr Lewis has agreed to this word of mine, subject to your approval.

The second word is, that I am an old man, and the affairs of my people are conducted by my only son, Tureiti Te Heuheu Tukino. It is my wish that he be authorised, that is to say his name be inserted in the National Park Act; … These are my requests to the Government on my signing the deed giving Tongariro and Ruapehu to the Government as a National park, for the use of both Natives and Europeans.

ecotourism tourism to places having unspoiled natural resources
geyser a natural hot spring that intermittently ejects a column of water and steam into the air
reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people

Activities

CHRONOLOGY, TERMS AND CONCEPTS

1 Define 'preservation' in your own words. In what ways did George P. Marsh embody the spirit of preservation?

EXPLANATION AND COMMUNICATION

2 When Yellowstone was first created, it attracted 50 000 tourists each year; today, more than 3 million domestic and international tourists make the trip. Draw a chart with two columns, one headed 'Pros', the other headed 'Cons'. Write down as many positives and negatives you can think of in relation to this increase in tourists.

ANALYSIS AND USE OF SOURCES

3 What does Source 1 suggest about what the natural world meant to America's early industrialists?
4 Source 2 depicts German dignitaries enjoying Royal National Park in New South Wales. Based on this image, what aspects of the national park were shown to international visitors, and why might these have been such an attraction?
5 Based on Source 3, answer the following questions:
   a What reasons does the chief offer for giving the mountain summits to the Crown?
   b What does the chief ask for from the Crown in exchange?
   c What does this letter suggest about the balance of power between the Ngāti Tūwharetoa and the Europeans? Find words and phrases to support your opinion.
6 What other information would you need to decide whether the Ngāti Tūwharetoa had made this decision of their own free will? How might you find this information?

PERSPECTIVES AND INTERPRETATIONS

7 Around the turn of the twentieth century, great thinkers such as George P. Marsh and John Muir were able to make a real difference in areas like conservation. Is this still the case? Explain.
8 Was the National Park in New South Wales a good example of Marsh's vision of preservation? Explain.
9 What do you think the Ngāti Tūwharetoa mean by the phrase, 'Te ha o taku maunga ko taku manawa'?
10 Why, if their mountains were so important to them, did the Ngāti Tūwharetoa choose to give them away?

6.3 Growing impacts on the environment

While George P. Marsh, John Muir and others were effective in raising awareness of the need to set aside and protect unspoiled tracts of land and water, the world's urban centres were growing at an unprecedented rate as a result of rapid industrialisation and population growth. In 1800 only 3 per cent of the world's population lived in cities; just a century later, that number had risen to 14 per cent, with 12 cities of more than 1 million people. Although London had the highest population with almost 7 million, three of the world's largest cities were located in America, the 'land of opportunity'. The impacts of industrialisation and urbanisation were being felt around the world.

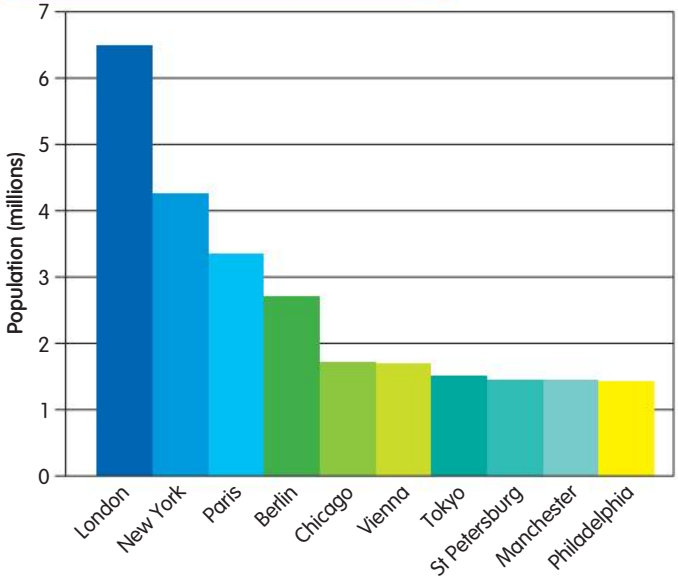
The cost of urbanisation

As the cities of the world swelled, factories (and later cars) spewed toxins into the atmosphere, while biological and industrial waste was commonly discharged directly into waterways, sometimes the very waterways that were meant to serve the people of the city. This gave rise to a number of water-borne epidemics including typhoid and cholera.

Following the Meat Cutters strike of 1904 in America, during which 56 000 members of the Amalgamated Meat Cutters Union battled with the 'Beef Trust' — a small group of powerful companies — for fair pay, Upton Sinclair wrote *The Jungle*, a novel that examined life for workers in Chicago's meatpacking district. Its bleak depiction of city life was an eye-opener for its readers, and raised awareness about some of the social and environmental costs of the industrial revolution.

After reading *The Jungle,* President Theodore Roosevelt sent a commission to investigate its claims; less than six months later, he signed into law two Acts designed to clean up the industry, the Pure Food and Drug Act and the Meat Inspection Act.

Source 1 The world's 10 largest cities in 1900



Source 2 In this excerpt from Upton Sinclair's novel *The Jungle*, Jurgis Rudkus and his family, recent immigrants from Lithuania, are transported by train to Chicago's meatpacking district, where they become, in Sinclair's words, 'wage slaves of the beef trust'.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realised that they were on their way to the home of it — that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it — you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted — 'Stockyards.'

Exploiting the developing world for resources

The damage caused by rampant industrialisation was illustrated most clearly in places that were exploited for their natural resources in the name of increasing industrial production and trade. In many cases, this exploitation was carried out by powerful **colonial nations** in their Asian or African colonies.

Between 1855 and 1908, the Congo Free State in Africa was controlled by Belgium's King Leopold II, who had claimed that he wanted to bring infrastructure, laws and religion to Central Africa in order to 'civilise' it. Instead, over more than half a century, the king's forces plundered the country for resources, including ivory, copper and rubber. The latter was used to feed the growing rubber boom, which was brought about by the world's growing need for automobile tyres and elastic to be used in clothing. As they exploited the Congo, Leopold's forces tortured and killed much of the native population. They also exploited the natural environment. In the Congo, rubber came from jungle vines; as these were cut down, the vines died, leading the resource to become scarcer. Similarly, in Peru, Brazil, Ecuador and Columbia, large swathes of rainforest were cleared to make way for rubber tree plantations. Rubber barons grew rich by using the native Indian population as slaves and punished them harshly for failing to meet quotas. In some places, this led to the death of large parts of the indigenous population, meaning that whole cultures died due to this industry.

Source 3 In this *Punch* cartoon from November 1906, a Congolese man is entangled by the rubbery coils of a snake with the head of King Leopold II.



IN THE RUBBER COILS.

SCENE—*The Congo "Free" State.*

Did you know?

According to some estimates, during Leopold's rule of the Congo from 1885 to 1908, the country's population fell from 25 million to 10 million.

Sir Roger Casement, a former British consul in the Congo, worked hard to publicise these crimes in a series of reports to the British government between 1904 and 1911. The industry was changed as a result of international pressure. However, exploitation of the developing world continues to plague international trade to this day, with smaller, weaker countries often exploited for their environmental riches or cheaper workforce. Recent examples include logging of the Amazon rainforest by domestic and multinational corporations; American companies' exploitation of local workers in 'sweatshops' throughout Asia; and China's exploitation of the South-East Asian region in its hunt for energy, including the development of 40 hydro-electric plants along the Mekong River in nations with lax environmental and labour laws such as Burma and Thailand.

The impact of industrialisation and urbanisation on Australia's forests

Before European settlement, most of Australia was covered by native species of vegetation, including shrub land, heath, grassland, woodland and forest. Since European settlement, around 13 per cent of this natural vegetation has been cleared to make way for our farms, cities and industries. The forest not only provides a habitat for many species of native flora and fauna, but also contributes to water catchment. According to the Department of Sustainability, Environment, Water, Population and Communities, between 1972 and 2004, around 8.4 million hectares of forest were cleared across the country.

Another negative effect of **deforestation** has been fully appreciated only in recent decades. Because of our use of fossil fuels to power our homes and factories and to run cars, the amount of carbon dioxide in the atmosphere has been steadily increasing since the Industrial Revolution began. This is dangerous because carbon dioxide is a greenhouse gas, a gas that becomes trapped in the atmosphere and does not allow heat to escape, leading to a rise in global temperatures. Trees are natural carbon sequestrators, meaning that they have the ability to remove carbon dioxide from the atmosphere and store it within themselves. When trees are cut down, this ability is lost.

Source 4 This table shows the drastic reduction in the number of hectares of native vegetation, by type, prior to European settlement of Australia in comparison with 2005.

Vegetation type	Pre-settlement	2005	Difference	Percentage lost	Percentage left	Percentage of remaining vegetation in reserves
Total forest and woodland	4 101 868	3 184 260	917 608	22%	78%	
Total shrub lands	1 470 614	1 411 539	59 075	4%	96%	
Heath	9 256	8 071	1 185	13%	87%	44%
Total grassland	1 996 688	1 958 671	38 017	2%	98%	
Total native vegetation	7 578 427	6 562 541	1 015 885	13%	87%	54%
Woody native vegetation	4 092 204	3 174 935	917 269	22%	78%	
Other vegetation	3 476 558	3 378 281	98 277	3%	97%	

Conservational agriculture

In response to the key environmental issues of land clearance, deforestation and pollution, Australian farmers adopted a number of strategies from the 1960s onwards that demonstrated the advantages of environmentally friendly farming practices over industrialised farming. These included the back-to-the-land movement, permaculture and organic farming.

Back-to-the-land began in America at the beginning of the twentieth century, where it was popularised by the activist and author Bolton Hall. It relates to being self-sufficient and promotes practices such as growing your own food. In Australia, the movement appealed to members of the counter-culture movement of the 1960s, including hippies. Having set up farms in areas such as Nimbin in northern New South Wales, people farmed the land in an attempt to become self-sufficient.

A pioneer of the Australian environment movement, Bill Mollison grew up on the north-west coast of Tasmania. He had never considered himself an environmental activist. Then, in the 1950s, he began to notice that fish stocks were becoming extinct, and seaweed around the shorelines and large sections of forest were dying. This was a shock. 'I hadn't realised until those things had gone that I'd become very fond of them; that I was in love with my country,' he said. After studying psychology and environmental science, Mollison realised that humans and the environment didn't need to be in a battle for resources. Instead, he believed that they could work together. In his role as a lecturer at the University of Tasmania, Mollison worked with a research student named David Holmgren in the mid 1970s to further develop the idea. Together, they founded the permaculture movement, which refers to landscapes that are designed to mimic the patterns and relationships found in nature, and yield an abundance of food, fibre and energy. Since the 1970s, tens of thousands of people have graduated from permaculture courses, and the concept has found an audience in countries as diverse as Zimbabwe and Vietnam.

Organic farming was a natural extension of the principles of permaculture, as it focused on working in harmony with nature rather than against it. This involved growing food that was pesticide-free, using natural fertilisers and pest controllers and conserving water. The Organic Federation of Australia was established in 1998 to 'work in co-operation with all sectors of industry and government to develop the Australian Organic Industry from a niche industry into a major component of Australian agriculture and deliver benefits to consumers, producers and the Australian environment'. In recent years, organic farming requirements have expanded to include products that have not been genetically modified.

Source 5 Based upon the work of David Holmgren, the permaculture flower represents seven domains of human development, each of which must be attended to if we are to live in harmony with the environment.





Source 6 Macleod Eco Farm, built on the site of an ex-prison on Victoria's French Island, is a working organic farm. A major part of the farm's workforce is made up of volunteers that receive meals and accommodation for their services. In this picture, students are shown through the grounds, while the farmer explains how to build ecosystems through biodynamic organic farming that mimics Mother Nature's design.

Student workbook 6.1

colonial nation a nation that has foreign settlements, or colonies, under its control
deforestation the removal of trees or forest

Activities

EXPLANATION AND COMMUNICATION

1 What percentage of the world's cities with more than 1 million citizens were located in America at the turn of the twentieth century?
2 What did King Leopold stand to gain from exploiting the Congo?
3 Briefly explain what you have learned about the back-to-the-land movement, permaculture and organic farming.

ANALYSIS AND USE OF SOURCES

4 Analyse Source 3, then answer these questions:
   a For which aspects of King Leopold's rule over the Congo does the cartoon provide evidence?
   b Where is the image set?
   c What can you tell about the man depicted in the centre of the frame?
   d What type of person is King Leopold shown to be and how can you tell?
   e What else can you learn from any other visual elements in the source?
   f What information does the cartoon's caption add?
5 Design your own *Punch*-style cartoon inspired by the plight of immigrants working in the meatpacking industry (see Source 2).
6 Explain the findings of the table in Source 4 in your own words.
7 Working in groups of three or four, make up a table with seven rows, each of which relates to one of the 'petals' on the permaculture flower (see Source 5). Then outline the ways in which you could change your behaviour in relation to each 'petal' to create a more effective relationship with the natural environment.
8 Source 6 depicts a group of students inspecting an organic farm. From what you can see in the picture, and what you have read in this spread, what key points do you think they might learn about organic farming during their tour?

PERSPECTIVES AND INTERPRETATIONS

9 Is it inevitable that stronger countries will exploit weaker countries for their natural resources? Based on evidence in this spread, how does this affect both the stronger and weaker countries?

HISTORICAL QUESTIONS AND RESEARCH

10 Use your library and the internet to find out more about one of the current forms of exploitation of the developing world mentioned in this spread. Then compare it to what you have learned about Leopold II's exploitation of the Congo Free State. Based upon your research, decide how much has changed in the exploitation of the developing world for economic reasons in between the rule of King Leopold II and today.
11 Use your library and the internet to research organic farming or permaculture. In your response, include:
   a a clear definition
   b how this practice is changing Australian farming
   c Australian publications or organisations dedicated to its promotion
   d suggestions for how the concept may be applied in an urban setting.

6.4 The contemporary environment movement begins

The contemporary environment movement began in response to a wide range of issues such as wilderness protection, anti-nuclear protests and chemical warfare in Vietnam, and it benefited greatly from the worldwide civil rights and anti-war movements of the 1960s and 1970s. During this period, there were widespread protest movements in favour of equal treatment of races, particularly in the United States. From 1962 to 1972, some countries faced social upheaval in response to what many people felt was an unjust war in Vietnam. These well-organised protest movements crossed social boundaries, bringing together people of all ages and uniting people from different countries, including Australia.

Source 1 On 22 April 1970, the world celebrated its first Earth Day. In America, 20 million people, many of them students, turned out for a day of peaceful demonstrations, to show policy-makers that the people wanted them to legislate to protect the environment.



Jacaranda World History Atlas
Green politics
pp. 244–5

The books that defined the issues

While the protest movements of the 1960s and 1970s acted as a foundation for the contemporary environment movement, the written word was very influential in bringing major environmental problems to the attention of the broader public. In *Silent Spring* (1962), American marine biologist and nature writer Rachel Carson's warnings of the damage that human beings were doing to nature led to a nationwide ban on DDT and other harmful pesticides. *The Population Bomb* (1968) by Paul and Anne Ehrlich took a controversial and extreme position on population control, suggesting that, if population went unchecked, the world would face famine on a never-before-seen scale in the 1970s and 1980s. In 1973, respected English economist E. F. Schumacher challenged the industrial-age notion that 'bigger is better' in his collection of essays *Small is beautiful: a study of economics as if people mattered*.

The ideas that underpinned the new environment movement included:

- unlimited growth is unsustainable
- biological systems need to remain diverse and productive
- nature has rights, too
- the Earth and its creatures are all part of the same living being.

Source 2 Rachel Carson's *Silent Spring* had a tremendous impact worldwide, raising consciousness in the public about the balance that must be maintained between humans and the environment if both are to remain healthy.

> Strontium 90, released through nuclear explosions into the air, comes to the earth in rain or drifts down as fallout, lodges in soil, enters into the grass or corn or wheat grown there, and in time takes up its abode in the bones of a human being, there to remain until his death. Similarly, chemicals sprayed on croplands or forests or gardens lie long in the soil, entering into living organisms, passing from one to another in a chain of poisoning and death. Or they pass mysteriously by underground streams until they emerge and, through the alchemy of air and sunlight, combine into new forms that kill vegetation, sicken cattle, and work unknown harm on those who drink from once pure wells. As Albert Schweitzer has said, 'Man can hardly even recognise the devils of his own creation.'

The Gaia hypothesis

One idea to come out of the contemporary environment movement was the concept that the Earth and its **biosphere** are all part of the same **organism**. This was known as the **Gaia hypothesis**, a theory originally formulated in the 1970s by chemist James Lovelock and microbiologist Lynn Margulis. In Australia, the theory's proponents include the Gaia Foundation (founded in Perth in 1987). The foundation's members attempt to adhere to three basic commitments:

- personal growth; healing and empowering the self to fulfil personal, community and planetary potential
- community building through development and education
- service to the Earth to enhance the wellbeing and flourishing of all life.

Another concept to come out of this era was that nature has rights. Rights of Nature is 'a worldwide movement creating human communities that respect and defend the rights of nature'. According to this school of thought, nature should be thought of as more than 'property' to be exploited by those who own it. In recent years, these principles have been taken on board by the government of Ecuador, which rewrote its constitution to recognise the rights of nature in 2007–08.

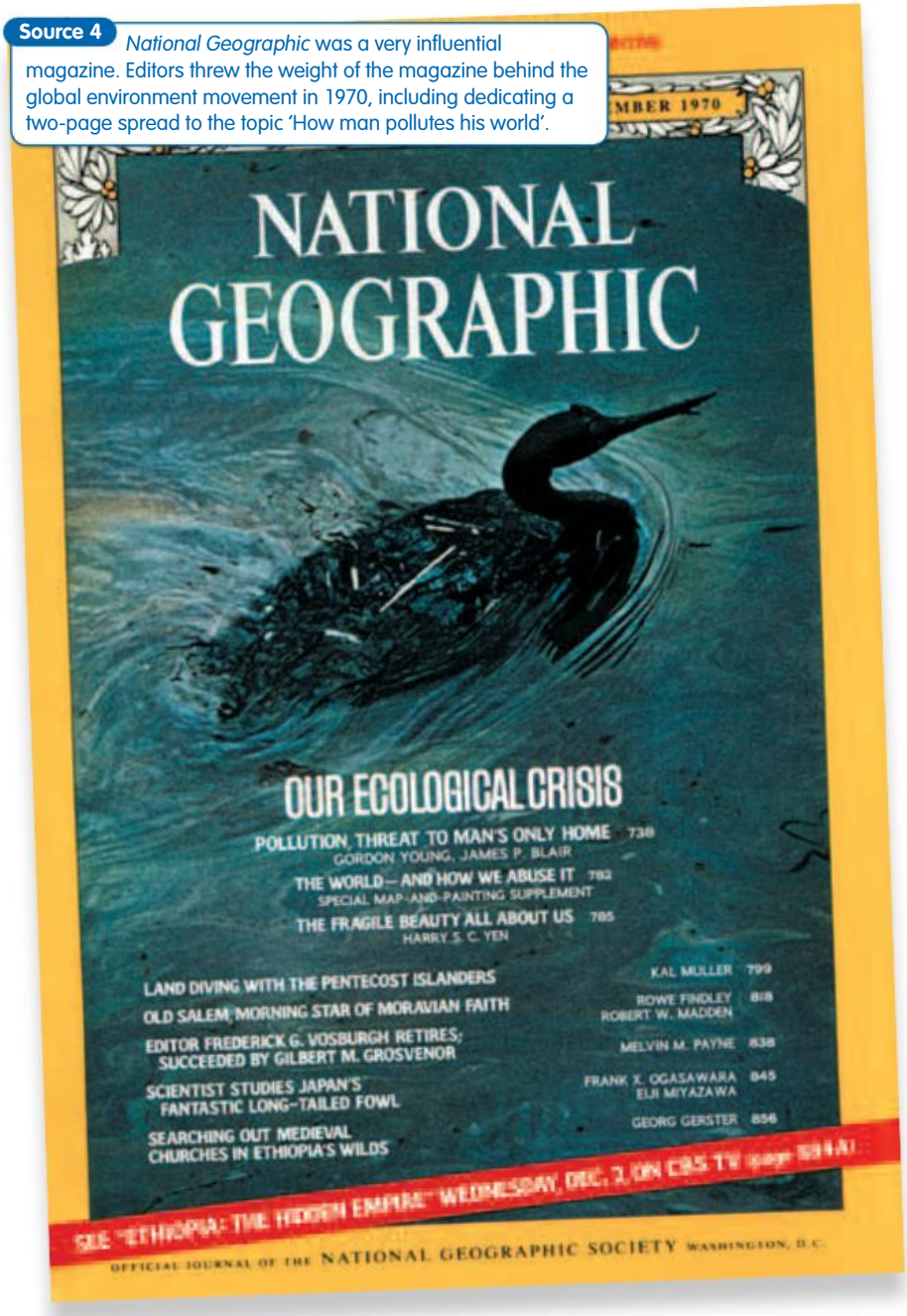
Source 3 An official statement from the Global Alliance for the Rights of Nature

> Rights of Nature is the recognition and honoring that Nature has rights. It is the recognition that our ecosystems — including trees, oceans, animals, mountains — have rights just as human beings have rights. Rights of Nature is about balancing what is good for human beings against what is good for other species, what is good for the planet as a world. It is the holistic recognition that all life, all ecosystems on our planet are deeply intertwined.
>
> Rather than treating nature as property under the law, rights of nature acknowledges that nature in all its life forms has the right to exist, persist, maintain and regenerate its vital cycles.
>
> And we — the people — have the legal authority and responsibility to enforce these rights on behalf of ecosystems. The ecosystem itself can be named as the defendant.

Environmentalism meets popular culture

As the contemporary environmental movement took off, conservationists such as Jacques-Yves Cousteau and America's Ralph Nader became respected celebrities, while growing awareness formed the basis of songs such as 'Mercy me' (1970), in which Marvin Gaye sang, 'What about this overcrowded land / How much more abuse from man can she stand?' Magazines played an important role in disseminating information about the issues at the heart of the environment movement. *Wildlife Australia* (launched in June 1963) featured thought-provoking pieces on environmental topics. In December 1970, *National Geographic* magazine included a special report titled 'Our ecological crisis', made up of three feature stories that captured the mood of the time: 'Pollution, threat to man's only home'; 'The world — and how we abuse it'; and 'The fragile beauty all about us'.

Source 4 *National Geographic* was a very influential magazine. Editors threw the weight of the magazine behind the global environment movement in 1970, including dedicating a two-page spread to the topic 'How man pollutes his world'.



Australian environmentalism on the rise

The Australian conservation movement has existed since the early twentieth century, when scientists had argued for the protection of Australia's unique animal and plant life. As railways expanded across the country, and the 1930s Depression made car travel expensive, bushwalking societies such as the Sydney Bushwalkers Club and the Mountain Trails Club gained popularity. Bushwalker and activist Myles Dunphy, who had worked tirelessly to compile maps of areas of conservation interest in New South Wales, including the Blue Mountains, argued strongly for the preservation of Australia's wilderness, declaring, 'The only way to conserve valuable wilderness is to place an embargo [ban] on roads in relation to it.' In the mid twentieth century, when World War II dominated the political and social landscape, the environment movement was relatively inactive; but it re-emerged in the 1960s as the notion of conservation experienced growing support at home and around the world.

Australian Greens lead the world

The world's first Green parties were founded from 1972 onwards, and included New Zealand's Values Party (1972), Europe's Popular Movement for the Environment (1972) and Britain's PEOPLE (1973), all of which would go on to have a lasting impact on their local political scene in the decades to come.

However, the first environment party to contest an election was the United Tasmania Group, which formed during the failed 1972 campaign to save Lake Pedder. During the 1970s and 1980s, environmental political parties emerged in every state and territory of Australia, while, in 1989, three Green Party members were elected to state parliament in Tasmania, where they held the balance of power, meaning that the presiding ALP government had to gain the support of the Greens before passing laws. In 1992, state parties joined to form a national Greens party. The rise of the Australian Greens was at the forefront of the rise of Green parties around the world.

Source 5 The *Australian Women's Weekly* sums up some of the issues at the heart of a new book by four scientists in its 11 October 1972 issue.

> It took all the aeons of time, perhaps as long as two million years, for earth's population to reach the present 3600 million. It will probably take only 30 more years to add another 4000 million. The world's food supply will have to increase more in the next 30 years than it has in all the 10 000 years since agriculture began. If we are extraordinarily clever we may be able to coax the land into giving us the food we need to keep famine away until the year 2000. But what of the problems 30 years after that, or 30 years after that?

Source 6 The charter of the United Tasmania Group, known as the New Ethic, would go on to influence many international Green documents of the following decades, including the Global Greens Charter of 2001. Its principles relate not only to the environment, but to social justice as well, as can be seen in this excerpt.

And we shall:

- Create new institutions so that all who wish may participate in making laws and decisions at all levels concerning the social, cultural, political, and economic life of the community;
- Provide institutions for the peaceful and unimpeded evolution of the community and for the maintenance of justice and equal opportunity for all people;
- Change our society and our culture to prevent a tyranny of rationality, at the expense of values, by which we may lose the unique adaptability of our species for meeting cultural and environmental change;
- Prevent alienation of people in their social and work roles and functions while making scientific, technical and vocational knowledge and practice free and open to all;
- Create a new community in which men and women shall be valued for their Personal skills, for the material and non-material worth of these skills to groups and the whole community, for their service to the community, and for their noncompetitive achievement in all aspects of life;
- Live as equal members of our society to maintain a community governed by rational non-sectional law;
- Preserve specific areas of private and group life where private thought, speech and action is of group importance and does not interfere unreasonably, with others;
- And vest our individual and communal rights in a parliament of representatives chosen by all to enforce our law for as long as that power is not used unfairly to advantage or disadvantage any individual or group in the community.

The core values of Green parties

A Green party is one that has adopted a set of six principles outlined in the Global Greens Charter, which was signed by 800 delegates from the Green parties of 72 countries in Canberra in 2001. These principles were based upon those outlined in the policies of Green parties from Australia, Europe, Britain, Mexico, Brazil, Canada, Taiwan and elsewhere. The principles are:

- ecological wisdom
- social justice
- participatory democracy
- non-violence
- sustainability
- respect for diversity.

Activities

Student workbook 6.2

EXPLANATION AND COMMUNICATION

1 In your own words, summarise the different perspectives on the environment and its problems outlined by each author listed under the topic, 'The books that defined the issues'.

2 What do you think Australian conservationist Myles Dunphy meant when he said, 'The only way to conserve valuable wilderness is to place an embargo on roads in relation to it'?

ANALYSIS AND USE OF SOURCES

3 Source 1 depicts schoolchildren 'cleaning up' the city on Earth Day 1970. Based on what you have learned about the issues that were important to the general public around 1970, what statement do you think that this peaceful protest was designed to make? Do you think that this is a clear illustration?

4 In *Silent Spring* (see Source 2), Rachel Carson outlines many consequences of contamination. What are they? Why might these consequences have been so surprising to readers when her book was released?

5 Source 4 depicts a bird covered in oil along with three main topics relating to the harm that humans were doing to the environment at this time. Are these issues still relevant today? Choose one of the article headings and write 200 words on this topic, based upon what you have read in this chapter so far. You may also have to do a small amount of research to inform your writing. Then share your article with the rest of the class.

6 Source 5 paints a dire picture of the world of the future. Identify the predictions made by the article. Which have come true? Which have not?

7 How does the excerpt from the charter of the United Tasmania Group (see Source 6) compare to the official statement from the Global Alliance for the Rights of Nature (see Source 3)? In what ways do you think each would please or displease Rachel Carson, the author of *Silent Spring* (see Source 2)? Explain your view.

PERSPECTIVES AND INTERPRETATIONS

8 Why might conservationists have become celebrities in the 1960s and 1970s? Do you think that it is still possible for a conservationist to become a celebrity today? Explain.

9 Discuss whether Green parties should talk about issues that don't directly relate to protecting the environment.

HISTORICAL QUESTIONS AND RESEARCH

10 Use your library and the internet to find out more about one of the Green parties mentioned in this spread. In your research, investigate the following:

- a What were the party's initial aims and how did these change over time?
- b How did the party fare in local elections?
- c What is the status of the party today?

biosphere the part of the Earth and its atmosphere in which living organisms exist or that is capable of supporting life
Gaia hypothesis the idea that all living organisms and inorganic matter are part of a dynamic system that regulates the biosphere
organism an individual form of life

6.5 Defending Mother Earth

Borrowing tactics from the successful civil rights and anti-war movements, throughout the 1960s and 1970s environmental activists took to the streets to protest a range of issues. They would become increasingly sophisticated as they took on some of the world's largest and most powerful companies. The protests raised conservation awareness within the broader community in a way that conferences and official environmental education campaigns rarely had.

Activists unite in defence of the environment — Greenpeace

The organisation that would become linked with the environment movement began in 1971 as a concerned citizen's group in Vancouver, Canada. They had come together to protest American nuclear testing off the coast of Alaska. This organisation began without an official **manifesto** or unified purpose. Instead, because they represented both the ecological and peace movements, the group members chose a name that combined the two aims: Greenpeace. Although their boat was stopped before it reached the test site, Greenpeace quickly became well known and would go on to become one of the world's leading environmental organisations, launching protests against many issues including pollution, deforestation and nuclear testings, and establishing offices around the world. Through its unique brand of activism, Greenpeace would succeed in its aim to 'merge ecology, peace, post-industrialism and media strategy into a vision of cultural transformation'.

Ecological interdependence

In 1976, Greenpeace signed a Declaration of Interdependence, stating, 'With nuclear reactors proliferating [growing rapidly] and over 900 species on the endangered list, there can be no further delay or our children will be denied their future …' The declaration stated the organisation's position on 'ecological interdependence' (being dependent on each other), the relationship between the Earth and its inhabitants,

Source 1 In 1971 a group of activists raise their sail as Greenpeace began its first mission: to protest US nuclear weapons testing near Amchitka, a tiny island off the coast of Alaska, home to many forms of wildlife, including endangered sea otters.



Jacaranda World History Atlas
Green politics
pp. 244–5

a concept of growing interest to many members of the broader public at the time.

The first Australian action under the Greenpeace banner was in 1977, when Australian activists joined with Canadian Greenpeace co-founder Robert Hunter to protest Australia's last whaling station in Albany, Western Australia. More than a year later, after a successful campaign, Australia harpooned its last whale.

Source 2 As they approached Amchitka in 1971, crew member Ben Metcalf called CBC Radio. His statement would serve as a basis for the organisation that would later become known as Greenpeace.

> We call our ship the *Greenpeace* because that's the best name we can think of to join the two great issues of our times, the survival of our environment and the peace of the world. Our goal is a simple, clear, and direct one — to bring about a confrontation between the people of death and the people of life. We do not consider ourselves to be **radicals**. We are conservatives, who insist upon conserving the environment for our children and future generations. If there are radicals in this story, they are the fanatical **technocrats** who believe they have the power to play with this world like an infinitely fascinating toy.
>
> The message of the *Greenpeace* is this: The world is our place. And we insist on our basic human right to occupy it without danger from any power group. This is . . . a sense and idea that we share with every ordinary citizen of the world.

Source 3 This excerpt from Greenpeace's Declaration of Interdependence (1976) outlines the organisation's three laws of ecology.

> *First Law of Ecology:* All forms of life are interdependent. The prey is as dependent on the predator for the control of its population as the predator is on the prey for a supply of food.
>
> *Second Law of Ecology:* The stability (unity, security, harmony, togetherness) of ecosystems is dependent on diversity (complexity). An ecosystem that contains 100 different species is more stable than an ecosystem that has only three species. Thus the complex tropical rainforest is more stable than the fragile Arctic tundra.
>
> *Third Law of Ecology:* All resources (food, water, air, minerals, energy) are finite and there are limits to the growth of all living systems. These limits are finally dictated by the finite size of the Earth and the finite input of energy from the sun.

Radical environmentalism — a controversial strategy

During the 1970s, some activists who were frustrated with official organisations such as the US Environmental Protection Agency (EPA) were prepared to defend the natural world by any means. The Environmental Life Force (ELF) organisation, established in 1977, was prepared to use armed action for what it called 'violent and **genocidal** acts against Earth and Her creatures'. On 1 May 1977, ELF founder John Hanna attempted to blow up seven planes used to spray crops with powdered insecticides or fungicides in Salinas, California, an act for which he was later arrested and charged with arson. Following his release from prison, he no longer advocated militancy, stating, 'I accomplished more for the environmental cause through my research organization and its spin-offs than I ever did as an eco-guerilla.'

Despite Hanna's new-found respect for the importance of legal protest, other groups would take up this approach. One group would even use the acronym ELF (which now stood for Earth Liberation Front) as they sought to destroy those who would destroy the environment. Founded in 1980, Earth First! , which had representatives in many countries including the United States, Canada, the United Kingdom and Australia, pledged, 'No compromise in defence of Mother Earth!'

Environmental activists fight to protect Australia's heritage

Unions have traditionally been a formidable force in Australia. With thousands of paying members, unions had the power to influence political decisions by bringing industry to a halt. In 1971, the New South Wales branch of the Builders' Labourers Federation (BLF) objected to plans to redevelop one of Sydney's historic suburbs, Hunter's Hill, and refused to begin construction. This was the first 'green ban'. By 1974, unions placed bans on more than 40 sites worth an estimated $3 billion. These bans saved some of Sydney's most historically and environmentally significant areas, including Woolloomooloo, Glebe and The Rocks, from inappropriate development.

Source 4 With a force of 11 000 union members behind him, New South Wales BLF Secretary Jack Mundey (quoted in a later interview below) led the green bans, which challenged the belief, then held by many politicians and real estate developers, that 'all development was good'.

> . . . Before the green bans there was a notion that the environment was the preserve of the better educated, well to do or middle upper classes and mainly about forests, or lakes or about the Barrier Reef or things like nature conservation. But of course the point is that we are one of the most urbanised countries on Earth. So the damage that this was doing to the city, this over-development was doing to the city, the progressive segment of the population were right on side with the green ban, and were really instrumental in the green ban.

Source 5 Despite Prime Minister Whitlam's attempts to establish a committee to investigate alternatives, as seen in this article from *The Age*, Lake Pedder was flooded in 1972.

PM: save Lake Pedder

From ALLAN BARNES

CANBERRA. — The Prime Minister (Mr. Whitlam) has made an eleventh-hour bid to save Lake Pedder, in Tasmania, from destruction.

Mr. Whitlam has asked the Tasmanian Premier (Mr. Reece) to agree to the establishment of a join Commonwealth — State Committee of Inquiry to report in alternative schemes to avoid the flooding of Lake Pedder.

Mr. Whitlam's approach to Mr. Reece is certain to gain strong support from conservationists who have mounted a long, but so far unsuccessful campaign to save the lake.

It is the new Government's first major move in the conservation field.

Mr. Whitlam is understood to have written to Mr. Reece earlier this week after consultations in Canberra with the Government's leading spokesman on conservation, the new Minister for Urban and Regional Development (Mr. Uren).

Mr. Whitlam is understood to have told Mr. Reece that members of the Federal Government were concerned at the environmental consequences for Australia if Lake Pedder is flooded.

The Prime Minister pointed out that the Federal Government had some responsibility in the matter because it had underwritten the cost of the Gordon River power project, for which the lake is being flooded.

Mr. Whitlam said the Commonwealth would pay the costs of such an investigation.

He suggested that the committee should seek advice from other consultants and complete its report within three months to save the lake from further inundation.

It is believed that if Mr. Reece agrees, the Federal Government will nominate the Professor of Natural Resources at the University of New England, NSW (Professor J. Burton), to head the committee of inquiry.

The fight for Lake Pedder

In 1967 the Tasmanian Labor government, along with the Hydro-Electric Commission, made plans to build three dams to generate cheap, clean electricity. This would involve flooding Lake Pedder, which had received National Park status in 1955.

Environmental activists, including Lithuanian-born photographer Olegas Truchanas, objected to the plan, recognising that it would have catastrophic consequences for the lake and its surroundings. They collected 10 000 signatures from around Tasmania for a petition to stop construction of the dams and compiled photographs that highlighted the natural beauty of the lake. As they came to recognise the lake's environmental significance, people from around Australia marched in support of the conservationists.

Their efforts were in vain. Lake Pedder was flooded in 1972. The loss to Australia's environmental and cultural heritage was summed up by environment movement analyst Dr Peter Hay, who said, 'Had it still existed, it would have the same sort of status in Australian mythology as other landscape icons like Uluru and Kakadu and the Great Barrier Reef.'

The country may have lost one of its greatest natural assets, but it had gained something very powerful. The campaign to save Lake Pedder had been spearheaded by the United Tasmania Group, the world's first Green party.

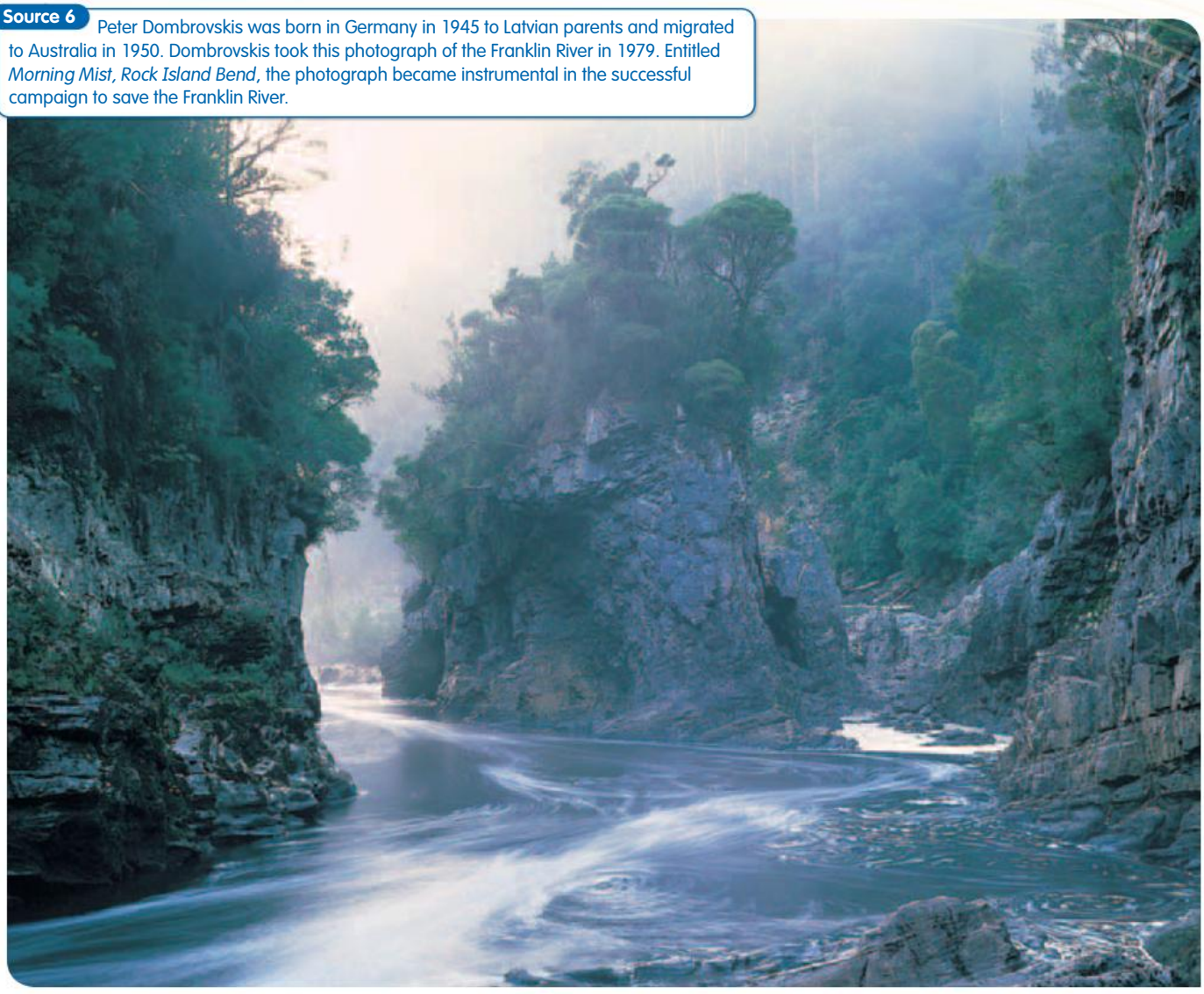
The fight for the Franklin River

Another major challenge came for Australian environmentalists in 1983, when the federal government nominated Western Tasmania Wilderness National Parks for inclusion on the World Heritage List. However, before this could be finalised the Tasmanian government passed the *Gordon River Hydro-Electric Power Development Act 1982*. This meant that a dam would be constructed on the Franklin River — the state's last 'wild river' — within this heritage area.

In 1983, thousands of protesters from around Australia took part in the Wilderness Society's blockade of the construction site, designed to protect the Franklin River and the wilderness environment of south-west Tasmania. As the campaign gained momentum through public awareness activities such as slide nights, information stalls and media interviews, more and more concerned Australians added their voices to the protest. The federal government moved to prevent the project by passing the *World Heritage Properties Conservation Act 1983*. The issue ended up in the High Court, with the Tasmanian government arguing that the matter was outside the powers of the Commonwealth. The High Court did not agree. It decided that the international treaty the federal government had signed in 1974 gave it the right to protect this pristine wilderness area for future generations. The dam was not built. Franklin River was saved. In 1990, Bob Brown won the prestigious Goldman Award for his work in leading the campaign to save the Franklin River. He would go on to lead the Australian Greens from 1992.

genocidal widespread, planned extermination of a group or race of people
manifesto a public declaration of principles, policies or intentions
radical a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
technocrat a scientific or technical expert with a high position

Source 6 Peter Dombrovskis was born in Germany in 1945 to Latvian parents and migrated to Australia in 1950. Dombrovskis took this photograph of the Franklin River in 1979. Entitled *Morning Mist, Rock Island Bend*, the photograph became instrumental in the successful campaign to save the Franklin River.



Activities

Student workbook 6.3

EXPLANATION AND COMMUNICATION

1 Who did Greenpeace set out to challenge in 1971? What was their first 'mission'? Was it successful?
2 Why were green bans so successful? Would they work today? Why or why not?
3 Why was the outcome so different in the cases of Lake Pedder and the Franklin River?

ANALYSIS AND USE OF SOURCES

4 Summarise the views of Greenpeace as described by Ben Metcalf in his manifesto (see Source 2) of 1971. In what ways were these views similar to, and different from, those expressed in the Declaration of Interdependence (see Source 3) of 1976?
5 Based on Source 5, outline what you have learned about each of the following:
   a The relationship between the new prime minister and the Tasmanian premier
   b The federal government's views on the environment
   c Who Prime Minister Whitlam thought was responsible for the proposed flooding of Lake Pedder.

   Use quotes or examples to support your conclusions.
6 Write a short article to accompany Peter Dombrovskis' photograph of the Franklin River (see Source 6). Like his photograph, it should function to raise awareness of the river's natural beauty.

PERSPECTIVES AND INTERPRETATIONS

7 The year is 1977, and seven crop-dusters have narrowly escaped being blown up in a botched arson attempt. As a reporter for an environmental magazine, you have been set the task of infiltrating ELF, the major suspects in the attempted bombing, and writing an article based on what you discover. In 400 words, detail your experiences with ELF, including outlining the views of the people you've met.

6.6 Fallout from the Atomic Age

With the explosion of the first atomic bomb in 1945, the world entered a new era that would become known as the Atomic Age. America's sole possession of nuclear weapons seemed to guarantee the world's security, while atomic energy promised to become the clean, cheap power source of the future. After the Soviet Union tested its first nuclear weapon in 1949, however, the two superpowers entered a nuclear 'arms race', in which each tried to develop the largest nuclear stockpile. Many people worried that a nuclear war could break out. Around the same time, environmentalists raised concerns about the safety of nuclear power plants and the toxic waste this supposedly 'clean' power source generated.

The Chernobyl disaster

The Chernobyl Power Complex was a nuclear power plant located in the Ukrainian SSR (now the Ukraine), on the border of Belarus and the USSR. The plant consisted of four reactors, which were completed between 1970 and 1983. On 26 April 1986, Reactor 4 exploded, discharging approximately 5 per cent of its nuclear reactor core into the atmosphere and downwind. The disaster would lead to the death of hundreds of people, the ongoing illness of thousands and widespread contamination. No event symbolised the potential danger of nuclear power, or was more important to anti-uranium campaigners, than the Chernobyl disaster.

Source 1 An artist's impression of the chaotic scenes during the Chernobyl disaster



A On 26 April 1986, a reactor at the Chernobyl Power Complex experienced a sudden power surge. Official records attribute about 64 deaths as a direct result of the accident. However, the spreading radiation would claim the lives of an estimated 200 000 people in the decades to come, as well as cause cancers and genetic abnormalities in future generations of children.

B An army of liquidators consisting of firemen, nuclear power professionals, soldiers and civilians was sent in to clean up the site. They sealed the reactor inside a concrete sarcophagus (tomb). Most would later develop cancer and other life-threatening conditions as a result of the radiation.

C The government initially downplayed the extent of the disaster. It was only because of mounting international pressure that, days later, people within a 30-kilometre exclusion zone were evacuated. This exclusion zone is still enforced today.

D The radioactive fallout spread far across Europe. Some animals as far away as the United Kingdom have been discovered to contain unusually high levels of radiation attributed to the Chernobyl disaster.

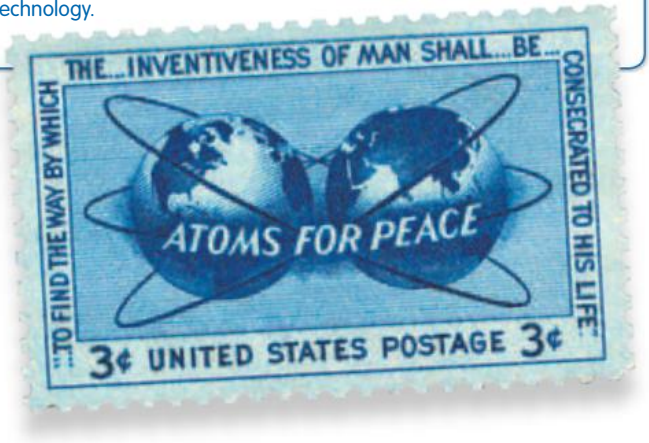


E Local media were allowed to film the event. Many of them did not know the dangers and wore minimal or no protective equipment.

Did you know?

Calder Hall, the world's first commercial nuclear electric power plant, was opened at Sellafield in England in 1952. Although it was seen by many as the beginning of an exciting new 'atomic age', the plant supplied more than cheap electricity. It produced plutonium to feed Britain's nuclear weapons program.

Source 2 The 'Atoms for Peace' stamp was released on the eve of the International Conference on Atomic Energy in 1955 and represents the positive attitude many people of the time had towards nuclear technology.



Nuclear testing on Australian soil

One year before the potential danger of nuclear power was demonstrated so dramatically at Chernobyl, Australia had held a royal commission into British nuclear tests in Australia during the 1950s and 1960s. The commission had revealed that, as they tried to develop their nuclear weapons, the British had unwittingly exposed Australian and English troops, as well as Indigenous communities, to nuclear **fallout**. Scientists testified that they had found high levels of nuclear contamination at Maralinga, one of two test sites used by the British, but acknowledged that the human cost of the tests would be impossible to prove. This was partly because, at the time of the tests, few records were kept of the Indigenous people living on the land, and partly because of Indigenous taboos involving naming the dead. In 1985, the South Australian government returned ownership of the land to its traditional owners under the Maralinga Tjarutja Land Rights Act; however, it would take another ten years to clean up the contamination.

Source 3 Two years before the more well known nuclear tests at Maralinga, a bomb was detonated at Emu Junction, South Australia. Many of the local Indigenous people were not warned of the impending blast.

EILEEN KAMPAKUTA BROWN (translated): We noticed a very red, red colour in the sky in the west there, and we thought, hey. And it was that boom, that blast, and then that mushroom that we could see. That next morning when we all woke up, that was when we noticed sickness happening then.

Yami got up that morning and we saw, you know, red eyes, sore red eyes, real phlegmy in the nose, coughs, bad coughs as well, and so we were starting to think maybe it was to do with that bomb.

That morning when we woke up was when we found out about Kelly's father who passed away. Day Two we lost Kelly's sister then. So Day Three was when we lost Kelly's mother.

Nuclear testing and New Zealand — death of a warrior

At the height of the anti-nuclear demonstrations of the 1980s, the French government was intent upon enhancing its nuclear defence capacity. In order to do this, it conducted a series of nuclear tests at Mururoa Atoll, a small island that formed part of the Tuamotu Archipelago in French Polynesia. The environmental organisation Greenpeace was a vocal critic of the tests, and regularly sent their boats — including their flagship, the Rainbow Warrior — to disrupt them.

On 20 July 1985, the Rainbow Warrior's crew was celebrating their captain's birthday aboard the ship, which was moored in Auckland Harbour. While this happened, divers planted two bombs beneath the ship. At 11.38 pm, the Rainbow Warrior was rocked by a small explosion. Most of the crew fled the ship, but photographer Fernando Pereira went back for his camera. The second explosion knocked Pereira unconscious, and he drowned as the ship sank.

As the investigation unfolded, it was revealed that the attack had been ordered by the French government. Many people viewed this as an act of State-sponsored terrorism. Partly in response to this attack, New Zealand established the New Zealand Nuclear Free Zone, Disarmament, and Arms Control Act 1987. Ten years later, Greenpeace sent their ships once again to protest a new round of French nuclear testing at Mururoa. After being arrested by French soldiers, every Greenpeace member gave their name as Fernando Pereira.

Protests at Jabiluka

In 1996, with the cleanup of Maralinga finished and the traditional owners returning to their land, a new controversy was brewing over Jabiluka, a proposed **uranium** mine in the middle of the Northern Territory's Kakadu National Park. On 8 October 1997, the Australian government had approved the Jabiluka uranium mining project. Following a plea by representatives of the Mirarr people, who believed that mining at the site would destroy their land and culture, activists from around Australia **blockaded** Jabiluka. In addition to the concerns raised by the Mirarr people about the immediate danger that the mine posed to their community, many environmentalists feared the long-term cost of mining uranium for power generation: nuclear waste.

Challenging the mine owners and the government, protesters blocked access to the proposed mining site. Around 500 protesters were arrested, but the blockade succeeded in promoting the claims of the Mirarr people, and raising awareness of the human and environmental cost of uranium mining within the broader Australian community.

Source 4 This press release by the Greens Party outlines why party leader Bob Brown viewed Jabiluka as one of the major issues of 1998.

Media Release/
Spokesperson Bob Brown
Monday, 1 June 1998, 12:00 am
Greens Senator Bob Brown arrives in Darwin today to travel to the Jabiluka protest blockade.

On Tuesday morning Senator Brown will breakfast at the blockade with grandmother and anti-Jabiluka uranium mine protester Ethel Reynolds. Ethel, 85, from Melbourne, has travelled to Kakadu to be part of the blockade. Ethel is staying at the blockade camp with her granddaughter.

'I am going to show total support for the Mirrar people and to the blockaders,' said Senator Brown.

'The combined issues of the Mirrar people's right to determine the future of their country and the issue of Australia exporting uranium to be part of the nuclear fuel cycle, make this the pre-eminent environmental issue for 1998.

'It will be a major issue in the upcoming federal election,' said Senator Brown.

In 1998, the United Nations World Heritage Committee assessed the plans to mine uranium within Kakadu National Park (particularly at Jabiluka) and expressed 'grave concern' at the potential dangers to the National Park if the plans were to go ahead. This assertion was confirmed by the Australian Senate committee set up to investigate the potential impact of mining. Despite these criticisms, the Australian government did not order Energy Resources of Australia Ltd (ERA) to stop its plans to mine at Jabiluka.

It would take almost ten years before the protesters and the Mirarr people would get the outcome they had fought for. On 25 February 2005, Rio Tinto, which now owned the mining site, signed the Jabiluka Long-term Care and Maintenance Agreement, in which they agreed to secure the permission of the Mirarr people before beginning any future mining at Jabiluka.

Despite this victory, in 2006, with uranium prices soaring, the Howard government attempted to pressure the traditional owners to allow further development of the mine. The Mirarr people refused and, as of 2011, continue to urge the government to protect Jabiluka.

Activities

Student workbook 6.4

EXPLANATION AND COMMUNICATION

1 Explain the response of the following people in the Chernobyl disaster:
- locals
- liquidators
- government officials
- local media.

CHRONOLOGY, TERMS AND CONCEPTS

2 Draw a timeline of the events described in this spread. Begin with the development of the atom bomb and end with the signing of the Jabiluka Long-term Care and Maintenance Agreement.

ANALYSIS AND USE OF SOURCES

3 What does the imagery and text of the 'Atoms for Peace' stamp (see Source 2) suggest about the world's attitude towards nuclear technology in 1955? Using similar words, colours and imagery, design a stamp that demonstrates the threats posed by nuclear technology.

4 Sources 1 and 3 are based upon major nuclear incidents. Pretending that you are a member of the government, choose one of these events and write a short (200 word) note to another member of the government in which you express your views about the amount of responsibility you believe your government should take for the incident.

5 According to Source 4, why does Bob Brown consider it important to meet with protesters at Jabiluka? In what way might his presence assist in their demonstration?

PERSPECTIVES AND INTERPRETATIONS

6 Why might the Russian government have been reluctant to admit that the Chernobyl disaster had taken place?

7 Outline the similarities and differences between the treatment of Indigenous people at Maralinga and Jabiluka, then explain what these similarities and differences suggest about white Australia's attitude towards Indigenous peoples from 1950 to the present.

8 Is nuclear power the answer to a low-emissions future? Use the information in this spread, as well as additional research if necessary, to prepare your response. Share your answer with a classmate. Did you manage to convince him/her with your argument? Why or why not?

HISTORICAL QUESTIONS AND RESEARCH

9 Use the internet or your local library to research the Fukishima nuclear disaster of 2011 through news stories and audio/video of the incident, then research one person who was directly affected by the disaster. In what way was he/she directly affected by the disaster? How has her/his life changed since then? Do you think that she/he would be in favour of atomic power today? Explain your view. Your final presentation should be made to the class, in the form of a PowerPoint or other digital presentation, including visuals and sound where appropriate.

blockade blocking the movement of something
fallout the fall of radioactive particles after a nuclear explosion
uranium a radioactive element used in the construction of nuclear fuels and weapons

6.7 Big business versus local communities

The idea of exploiting weaker communities to make a profit is not new. In the early days of industrialisation, colonised nations such as the Congo were exploited for raw materials that could be sold directly or manufactured to form a more valuable product (see spread 6.3). In the latter half of the twentieth century, however, some local communities began exercising their rights, fighting back against large corporations. In some cases, this fight back led to an aggressive and even violent backlash against community members; in others, it led to major victories on behalf of the local people.

'Big business' destroys Bhopal

Around midnight on 2 December 1984 a cloud of poisonous gas escaped from the Union Carbide Corporation's pesticide plant, washing over Bhopal, the capital city of Madhya Pradesh in central India. According to some estimates, the immediate death toll was between 7000 and 10 000, while another 15 000 victims would die over the next 20 years. Thousands more would face a lifetime of poor health, and would require dedicated medical care and compensation.

Today, it is very difficult to know exactly how much responsibility Union Carbide, or its present owners Dow Chemical Company, have taken for the health and wellbeing of Bhopal's citizens. The company insists that it 'provided immediate and continuing aid to the victims and set up a process to resolve their claims'. In contrast, Amnesty International asserts that 'many survivors still await just remedies, and no action has been taken by either the Indian government or Dow Chemical Company'. Regardless of the amount of support provided to the victims, this incident highlighted the need for **corporate accountability**. There is no doubt that large companies can benefit communities by offering employment opportunities; however, it is equally important that these companies act in a responsible manner that respects the basic human rights of the local people.

Source 1 This photograph was taken in 2010 outside an Indian court, twenty-six years after the Union Carbide tragedy. Protesters were seeking a harsher punishment for those responsible, including then-chairman Warren Anderson.



Source 2 This photograph, taken 27 June 1983, shows residents of Love Canal helping a family evacuate their home. The family had lived in this home for 25 years.



Love Canal turns toxic

In the 1920s, an advertising jingle for Love Canal in New York's Niagara Falls district said, 'If you get there before I do / Tell 'em I'm a comin' too / To see the things so wondrous true / At Love's new Model City'.

The housing development was the idea of William T. Love, who bought a piece of land in the late nineteenth century in order to build a community complete with its own power source. To achieve this, he aimed to dig a canal between the upper and lower Niagara Rivers, and use the water to power a generator, but the plan never came to fruition. Instead, the 'canal' remained little more than a ditch, which sat unused until it was turned into a chemical dumpsite in 1920.

In 1953, the Hooker Chemical Company covered the dumpsite with earth and sold it to the council for $1. Soon after, this former toxic waste dump became the site of 100 homes and a school, a working-class neighbourhood known as Love Canal. What the residents didn't know was that the toxic waste that had been buried long ago was now bubbling up towards the surface. All it took was a deluge of rain in August 1978 to expose the leaking drums. Suddenly the residents of Love Canal had an explanation for the illnesses, miscarriages and birth defects suffered by the townspeople over recent years. The US federal government acted quickly, purchasing the residents' homes, offering them emergency financial aid, and establishing the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA) in 1980 to address the clean up of hazardous material. But the danger lurking beneath many Americans' feet — the legacy of a less environmentally conscious era — had been exposed.

Source 3 The film *Erin Brockovich* (2000) tells the true story of Brockovich, a legal clerk who, despite a lack of formal legal education, fights on behalf of a community whose health had deteriorated after they were exposed to harmful chemicals produced by the Pacific Gas and Electric Company (PG & E). In this script excerpt, Erin and Ed, the lawyer she works for, face Baum, one of PG&E's lawyers.

BAUM
I understand they've had a bad run of luck, health-wise, and they have my sympathies. But that's not PG&E's fault.

ED
You're kidding, right?
[Baum doesn't answer.]
Look at these readings for Christ's sake. PG&E's own technicians documented toxic levels of hexavalent chromium in those test wells, on numerous occasions.

[Ed shoves them across the table. Baum doesn't look at them.]

ED
Everything the Irvings have had is a proven reaction to exposure to hexavalent chromium. They've had . . .

[He stalls a moment. Erin jumps in.]

ERIN
. . . breast cysts, uterine cancer, Hodgkin's disease, immune deficiencies, asthma, chronic nosebleeds.

[Despite their persuasiveness, Baum parrots what is obviously the party line.]

BAUM
A million things could have caused those problems. Poor diet, bad genes, irresponsible lifestyle. Our offer is final and more than fair.

The 'Seedkeeper of India'

Since humans began farming they have stockpiled the seeds that grow most successfully in their local area, swapping these with other farmers and promoting biodiversity. In 1999 Monsanto, at the time the world's third largest seed corporation, bought the **patent** to a new type of seed: one that had been **genetically modified** so it could not reproduce. Now farmers would be forced to buy a new batch of seeds each year, effectively making them dependent on the Monsanto Corporation.

Nowhere was this move more staunchly opposed than in India, where Dr Vandana Shiva led a campaign to encourage farmers to 'bank' their seeds in order to protect biodiversity. Navdanya was founded by Dr Shiva with the aim of connecting seedkeepers and organic food producers across India. Since its inception it has established 54 seed banks and educated more than half a million farmers in **food sovereignty**, seed sovereignty and sustainable agriculture, in the belief that people should have 'the right and freedom to grow diverse and nutritious food and the right to have access to safe, healthy, adequate and affordable food'. In 2010, Dr Shiva received the 2010 Sydney Peace Prize in recognition of her work.

Source 4

Dr Vandana Shiva, winner of the 2010 Sydney Peace Prize, is shown releasing a dove at a Sydney secondary school. The prize recognised her contributions to social justice, including advocacy of human rights in farming communities and her work in environmental sustainability.



Should access to fresh drinking water be a human right?

In many parts of the world, getting a drink of water is not simply a matter of turning on a tap; it can be a life-and-death struggle. One-third of the world's population now face water scarcity, and a child dies of water-borne disease every eight seconds. With much above-ground water now too polluted to drink, countries such as Mexico, Pakistan, India and China have begun mining groundwater, a practice that depletes the water table faster than it can be replaced by rain. Some people believe that access to clean drinking water is a human right, while others believe that water should be considered a commodity like any other, and marketed as such. They are part of a $425 billion a year industry that often takes water from the world's poorest people to sell it to the world's wealthiest.

In 2004, Uruguay made history when it became the first nation to vote for the human right to water. Two-thirds of the country's population voted in favour of changing the constitution to guarantee all members of the community access to clean water, putting human need over economic gain. They also voted to ensure that 'public service of water supply for human consumption will be served exclusively and directly by state legal persons', meaning that multinational corporations could no longer exploit the people's need for water.

Source 5

Canadian activist Maude Barlow, founder of the Blue Planet Project, which works internationally to fight for people's right to water, was present the night that Uruguay's voters made history.

> The night before I left I spoke to hundreds of people at a big public forum, assuring them that their work had been worth it and that we would take their constitutional amendment and use it as the basis of an international campaign. But the standing ovation and tears came when I ended my speech with the words affirming that on October 31 'Todos somos uruguayos' — we are all Uruguayans.

The Gulf oil spill — a reminder of previous disasters

Despite improvements to international environmental laws and harsher penalties for the companies that break them, environmental

disasters seem to be inevitable when so much profit can be made. On 20 April 2010, BP's Macondo oil well exploded, killing 11 workers and injuring 17 others. For 87 days oil poured into the Gulf of Mexico, polluting more than 100 kilometres of US coastline, destroying some of the country's richest fishing areas, and killing thousands of birds and other wildlife.

In May 2010, BP executives were hauled before the US Congress and ordered to explain what the Senate energy committee chairman referred to as a 'cascade of errors'. The clean up effort would cost more than $1 billion, and the company's shares would drop more than $20 billion in value. Despite this 'temporary setback', BP would go on to make only a small loss for the year, since another exploratory oil well had located a larger-than-expected deposit off the coast of Western Australia.

Source 6 As pressure increases for companies to demonstrate they are environmentally responsible, some have attempted to continue doing what they have always done while selling themselves as more environmentally responsible than they actually are. This is colloquially known as a 'greenwash'.



corporate accountability the idea that companies are responsible for the results of their actions
food sovereignty the right of people to control their own food and agriculture without being subjected to international, external forces
genetic modification the use of biotechnology to change genes of an organism, such as a plant or animal
patent the exclusive rights that prevent others from making, using, selling or profiting from the object of the patent

Activities

Student workbook 6.5

EXPLANATION AND COMMUNICATION

1 You have read an advertising jingle for Love Canal before its contamination. Rework the jingle to make it appropriate for Love Canal in 1978.
2 Why did Vandana Shiva object to Monsanto's genetically modified seeds?
3 Explain what Maude Barlow meant in terms of rights to water when she said 'we are all Uruguayans'.

CHRONOLOGY, TERMS AND CONCEPTS

4 Define the term *corporate accountability* in your own words.
5 Place the examples of big business versus local communities mentioned in this spread on a timeline.

ANALYSIS AND USE OF SOURCES

6 What do the people depicted in **Sources 1 and 2** have in common, both in terms of their treatment at the time of the accident they were exposed to and in its aftermath?
7 In the excerpt from the screenplay of *Erin Brockovich* (see **Source 3**), what reasons does PG&E's lawyer, Baum, give for not offering a larger payout? How might these reasons influence other people who are deciding whether or not to launch legal action against a major company?
8 After looking at **Source 6**, decide:
   a who the cartoon is aimed at
   b what points the cartoonist is attempting to raise through the written text and images.

   Once you have completed your analysis, discuss the cartoon with a classmate and see if, together, you can expand your conclusions.
9 How difficult has it been for ordinary people to combat the power of big corporations on environmental issues? Use evidence from the sources in this spread to support your argument.

PERSPECTIVES AND INTERPRETATIONS

10 Many of those poisoned by the gas leak at the Union Carbide pesticide factory were poor. If they had been wealthy, do you think the response by the company and the international community would have been different? Explain your view.
11 Do you believe that access to water is a human right? Why or why not?
12 Design a print ad for any of the companies mentioned in this spread that could effectively help them in 'greenwashing' their environmentally unfriendly activities.

6.8 Government response to climate change

By the end of the twenty-first century the Earth's average temperature might be up to 5.8°C warmer than today, if greenhouse gas concentration continues to increase. But it is not just the temperature that might change — storms might be more extreme, sea levels might rise, and floods and drought might also become more frequent. Already governments are planning for below average rainfall levels to become more commonplace. Around Australia, all states are building desalination plants to help meet the future water needs of growing populations. It has also been predicted that the extreme weather that led to the Victorian bushfires on Black Saturday in February 2009 will be exceeded in coming bushfire seasons. The Australian government's response to climate change has altered to reflect the public's growing awareness of the potential impact of this global environmental threat and the dangers to be faced if political leaders do nothing to stop it.

The globe is warming

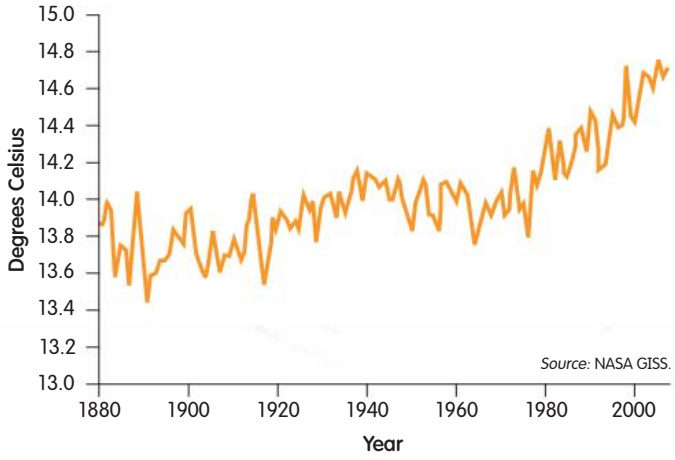
Ten of the hottest years since climate records began in the 1850s were between 1990 and 2008, with 1998 the hottest year on record. Sea levels have risen 10 to 20 centimetres over the past century; this is affecting many low-lying regions such as Papua New Guinea's Carteret Islands, which are slowly being covered by the sea. They and other low-lying island groups, such as the Marshall Islands and Kiribati in the Pacific, and the Maldives in the Indian Ocean, may eventually be entirely submerged.

Kyoto and beyond

In 1997, representatives of 160 countries met in Japan to consider ways of reducing greenhouse gas emissions. Targets were to be set. Some demands were for a 15 per cent reduction by 2012, while some scientists argued for a 60 per cent reduction over the next century. Some countries, including China, claimed exemption from any targets because of their growing industrial development. Eventually a modest goal was set of a 5 per cent reduction from 1990 levels in six key greenhouse gases by 2012.

Initially, the Australian government was reluctant to accept these targets, arguing that they would have a negative impact on the Australian economy because of our high dependence on fossil fuels to produce the energy needed to power our industries.

Source 2 Average global temperatures, 1880–2007



Source 1 The Central Queensland city of Rockhampton was one of many cities to experience widespread flooding in January 2011.



Did you know?

As governments seek to keep temperature rises to less than 2 degrees above year 2000 levels, they have begun funding alternatives to using fossil fuels to create power. The US company First Solar and China's Guangdong Nuclear Solar Energy Development Company are working together to build the world's largest photovoltaic solar farm in Ordos, Mongolia. When complete, the 30-megawatt plant will be capable of powering 3 million Chinese homes.

The Kyoto Protocol was finally ratified (approved) by the Australian government in December 2007 and came into effect in March 2008. In ratifying the agreement, Australia committed to reducing greenhouse gas emissions by 60 per cent of year 2000 levels by 2050.

In 2007 more than 10 000 participants, including government representatives, non-governmental organisations and members of the press representing 180 nations, gathered at the Bali Climate Conference to develop the 'Bali Road Map', a document intended as a guide to reducing carbon emissions beyond 2012. When the US delegates suggested developing nations should take more responsibility for carbon emissions, frustration with the US boiled over, with a delegate from Papua New Guinea saying, 'If you cannot lead, leave it to the rest of us. Please get out of the way.'

Following the Bali conference, many people hoped for a stronger plan for cutting carbon emissions. At the United Nations Climate Change Conference in Copenhagen (2009), world leaders officially recognised the need to keep the global temperature rise to less than 2 degrees Celsius. However, the agreement did not contain specific commitments for reaching that goal. While UN Secretary General Ban Ki-moon called the agreement an 'essential beginning', US President Barack Obama acknowledged, 'This progress is not enough.'

At the yearly meeting of the United Nations Framework Convention on Climate Change (UNFCCC) in 2010, in Cancun, Mexico, the Executive Secretary, Christiana Figueres, expressed the need for countries to stop thinking only of themselves and finally accept the need to develop a substantial plan for reducing carbon emissions.
She expressed both hope and frustration when she said,

Did you know?

In 2009 Australians overtook residents of the United States as the world's biggest carbon dioxide emitters per person, with the average Australian producing 20.58 tonnes of greenhouse gases per year, while the average American produced 19.81 tonnes. By contrast, the average Chinese person produced 4.5 tonnes, while the average Indian produced a little over one tonne.

Source 3 The Intergovernmental Panel on Climate Change (IPCC) has estimated that the sea could rise between 50 and 100 centimetres by 2100. This map shows the effects of a one metre sea rise on our region if we do not work to repair the damage caused by industrialisation.



Source 4 Protesters take part in the Walk Against Warming march in Melbourne, November 2007.



'The question is: has the world woken up and can the world respond to this? The answer, my friends, is in your hands . . .'

Changing responses to environmental issues

Australian governments have been dealing with environmental issues with varying degrees of success since the 1960s. Sometimes governments have put economic interests ahead of the environment, as was the case with the flooding of Lake Pedder to provide hydroelectricity (see spread 6.5) and the granting of a licence to mine for uranium in Jabiluka in 1997 (see spread 6.6). At other times, often following non-violent protests by large numbers of Australians, the government has moved to protect the environment. One historic example was the Hawke government's High Court battle with the state government of Tasmania in defence of the Franklin River, which led Tasmania to scrap plans for a dam in 1983 (see spread 6.5). However, no environmental issue has divided the views of the federal government and the Opposition as climate change has.

The official response to climate change

In the lead-up to the 2007 Australian election, Labor leader Kevin Rudd declared that 'climate change is the great moral challenge of our generation', acknowledging that this challenge was both environmental and economic. In November that year, Rudd was voted in as Australia's prime minister, and he made signing the Kyoto Protocol his first official act, a historical reversal of the Howard government's decision not to sign this international agreement to curb greenhouse gas emissions. To better understand the potential impact of climate change on the Australian economy, the Labor government commissioned economist Ross Garnaut to prepare a comprehensive report on the subject. The Garnaut report argued that the country should act quickly and strongly to cut greenhouse gas emissions.

After receiving the Garnaut report, the Rudd government set about building a plan to curb carbon emissions. They proposed to do this through an **emissions trading scheme (ETS)**. For some in the business sector, the 5 per cent carbon reduction target (based on year 2000 levels) proposed by the government was too high; for others, including the government's climate change adviser Ross Garnaut, it was too low. On 11 February 2010, the government's ETS legislation was passed by the House of Representatives, as former Coalition leader Malcolm Turnbull 'crossed the floor' to support it. However, it was later challenged and defeated in the Senate.

Facing pressure from the Liberal party and members of his own cabinet, the prime minister agreed to put the ETS on hold for three years, but his failure to act on his pre-election promise to deal with pollution destroyed his credibility with many voters. As his popularity plunged, the Labor Party dropped Kevin Rudd as its leader and replaced him with Julia Gillard in June 2010.

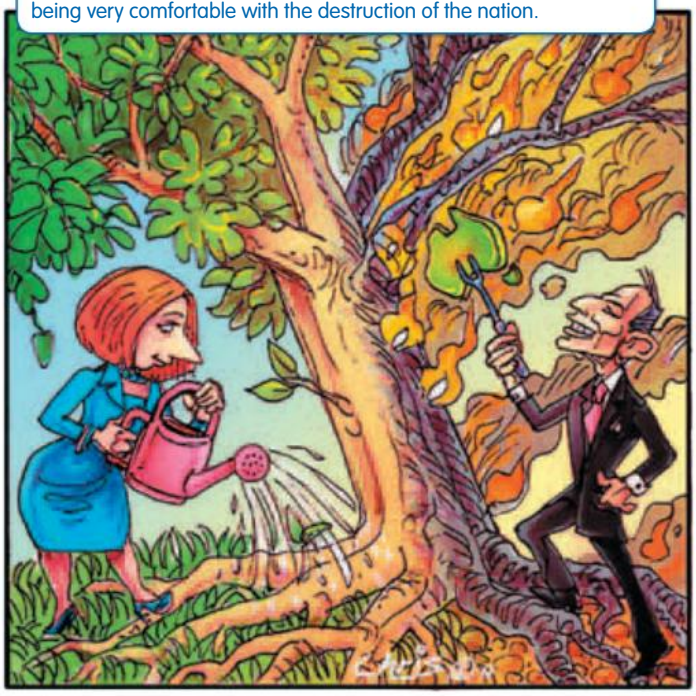
The rise of the Greens

At the 2010 elections, reflecting the Australian public's increasing interest in environmental protection and social justice, the Australian Greens picked up six seats in the Senate, bringing their total number of senators to nine — enough to gain the balance of power. They also won a

Source 5 The Garnaut Climate Change Review outlines some of the potential economic advantages to Australia if the world were to move to a low-carbon economy. This is a summary of part of the report, which was updated in 2011.

> Although Australia has previously benefitted economically by supplying and using fossil fuels without considering climate change, the country is well-placed to deal with low-emissions energy sources in the future. Australia can supply uranium oxide for nuclear power; has strong insolation (exposure to sunlight) for solar power; can access some of the world's richest hydro-electric power resources in the Torres Strait; has opportunities to develop algae as a low-cost source of biofuels; has high quality wind resources, and exceptional ocean waves and tides; possesses the world's richest deep rock geothermal resources (associated with nuclear power); and has access to sites for effective carbon capture and storage. During the transition from coal dependence to low-emission sources, Australia is also able to access natural gas and coal-bed gas.

Source 6 In this political cartoon from left-wing website *Eureka Street*, Prime Minister Gillard is shown as the saviour of the environment, while Tony Abbot, a climate change sceptic, is seen as being very comfortable with the destruction of the nation.



seat in the House of Representatives for the first time. With neither of the major parties having gained enough votes to govern outright, the Coalition and Labor had to scramble to find support. After a nail-biting wait, Julia Gillard finally gained the support of the only Greens member of Parliament, Adam Bandt, and the majority of the Independents. She emerged triumphant.

In February 2011 Prime Minister Gillard, flanked by Independents and Greens, announced that Australia would introduce a price on carbon from 1 July 2012, making it increasingly expensive for big business to conduct business as usual. In response, Opposition Leader Tony Abbott called for a 'people's revolt', encouraging supporters to take to the streets to protest the proposed carbon tax. The 'revolt' was backed by some radio personalities and right-wing journalists. The Independent MPs who supported the tax received death threats.

emissions trading scheme (ETS) a system providing economic incentives for achieving pollution reductions

Activities

Student workbook 6.6

EXPLANATION AND COMMUNICATION

1 List five problems associated with global warming. Which threats are likely to affect you most directly? Why?
2 What was the average temperature in the year you were born? How does this differ from the temperature in the years your parents were born?
3 What role did the climate change debate play in the downfall of Kevin Rudd as Australian prime minister?

CHRONOLOGY, TERMS AND CONCEPTS

4 Define the following terms in your own words: *emissions trading scheme*, *sustainability* and *balance of power*.
5 Create a timeline of events mentioned in 'Changing responses to environmental issues'. Along with each environmental issue, include a brief description of the government's response to it.

ANALYSIS AND USE OF SOURCES

6 Source 1 depicts the devastating Queensland floods of 2010. Why is an event like this often a driving force for change at the highest (governmental) level?
7 Based on the temperatures illustrated in Source 2, what should the average temperature look like in 2025?
8 With a partner, analyse Source 3 and discuss parts of our region that might be threatened if the sea levels were to rise by one metre over the next 100 years. Then suggest what economic, political and social effects this sea level rise could have.
9 Source 4 depicts the Walk Against Warming march in 2007. Based upon this image, who seems to have taken part in this protest and why? Who does not seem to be represented in this image?
10 According to the update to the Garnaut Review (see Source 5), what are the biggest advantages for Australia in embracing a low-carbon future?
11 Examine Source 6 and answer the following questions:
   a Describe the scene in detail.
   b According to the artist, how does the response of Prime Minister Gillard and Tony Abbott differ in relation to climate change?
   c Do you see any suggestion of bias in this image?
   d What other sources would you need to locate to either confirm or refute the message of this political cartoon?

PERSPECTIVES AND INTERPRETATIONS

12 a Based on the examples referred to in 'Changing responses to environmental issues', how do you believe the Australian government's response to environmental issues has changed since the 1960s?
   b Do you believe that the Australian government has handled the issue of climate change more or less successfully than these other issues? Explain your position.
13 With a partner, decide whether you agree with the following statement, and justify your opinion using information from this spread and other sources: Industrialised countries such as Australia have a responsibility to cut carbon emissions, even if it means becoming less competitive with developing nations such as India and China.

6.9 Think global, act local

As the environment movement continues to inspire large-scale action worldwide, many people direct their efforts to making a difference in their local area. Growing community awareness of environmental issues, including the importance of permaculture, is reflected in the rise of online and print publications that celebrate sustainability, going green and local activism. Countless small yet effective local projects focus on things that regular people can do to assist the environment every day, including buying products that are farmed organically, and participating in food swaps and community gardens.

Source 1 In densely populated city areas, community gardens can provide residents with fresh produce, creating a sense of community and a practical service.



Sustainable neighbourhoods

In 2009, Melbourne's Yarra Council held its first Yarra Sustainability Awards, awarding prizes in the categories of 'Sustainable Business', 'Innovation in Sustainable Design', 'Community Action', 'Environment Group', 'Sustainable Garden' and 'Sustainable Household'. The Dame Nellie Melba Early Learning and Vision for Environmental Sustainability (ELVES) program won first place in the 'Community Action' category. Each term the kindergarten runs a 'no waste lunch week', during which they encourage parents and children to create as little waste as possible at lunchtime by reducing packaging and composting food scraps. The compost is used on the kindie's gardens, or bottled and sent home with the children, where it can be used on domestic gardens. Not only is the ELVES program successful in making the kindergarten's children and their families aware of being less wasteful, it also acts as a model for other communities wanting to develop a more environmentally sustainable lifestyle.

Grassroots organisations take the lead

Government departments and local councils have an important role to play in protecting the environment, but they cannot win the fight for the environment alone. Many non-government organisations (NGOs) represent the interests of those who want to protect the environment, working with local communities to run campaigns on issues such as the anti-nuclear movement, sustainability, healthy rivers and oceans, Indigenous land rights and climate change. In many cases, these **grassroots** movements give a voice to those who would otherwise go unheard. Popular grassroots environmental organisations include Friends of the Earth (FOE) Australia, which runs numerous campaigns on a range of issues; the Australian Network of Environmental Defenders' Offices (ANEDO), which represents independent community environmental law centres around Australia; and Watermark Australia, which encourages citizens to discuss water use and management and other water issues facing Australia.

Making a difference: the Australian Youth Climate Coalition

While many environmental NGOs welcome participation by young people, the Australian Youth Climate Coalition (AYCC) was specifically designed to give Australian environmentalists aged 30 and under a real voice in the climate change debate. This youth-run and youth-led organisation grew from 5000 members at the beginning of 2009 to more than 50 000 members by the end of the year. In 2009, the organisation focused on three major

Source 2 Radical cheerleading began in the United States in the mid 1990s and has since spread around the world. Friends of the Earth Adelaide Radical Cheerleaders made their debut at the 2008 Fringe Festival. Here, they encourage passers-by to eat locally as part of their 'Reclaim the Food Chain' campaign.



projects, which involved running the first Australian youth climate summit; working with World Vision to hold the world's first national youth vote on climate change; and establishing AYCC International to send a **delegation** to the United Nations Climate Conference. They have also sent delegates into schools to talk about climate change and to mentor students, and have established the Youth Climate Leadership Program. In 2010, the AYCC was one of 20 NGOs chosen to represent the community's interests in the Non-Government Organisation Roundtable on Climate Change.

Source 3 As it seeks to target youth, the AYCC employs social networking strategies and creates videos that are posted to popular video sharing sites. Following the conclusion of the 2009 UN Climate Change Conference, during which no globally accepted commitments could be agreed upon, the AYCC released this video, addressed to world leaders. The video ends with, 'You're not done yet. And neither are we.'



Activities

Student workbook 6.6

EXPLANATION AND COMMUNICATION

1 What behaviour/values are the Yarra Sustainability Awards designed to celebrate?

ANALYSIS AND USE OF SOURCES

2 In what ways could the programs illustrated in **Sources 1 and 2** be seen as a model of sustainability? What similarities and differences can you see between the programs?

3 How do you imagine social media, like that shown in **Source 3**, might affect the environment movement in the future?

PERSPECTIVES AND INTERPRETATIONS

4 What do you imagine are the advantages and disadvantages, for an environmental action group, of being a non-government organisation?

5 Suggest three reasons why radical cheerleading may have become popular with activists and their audiences around the world.

6 Is it appropriate to have age restrictions on membership of a group such as the Australian Youth Climate Coalition? Why or why not?

HISTORICAL QUESTIONS AND RESEARCH

7 Use the internet to find out more about one of the NGOs mentioned in this spread, and answer the following questions:
- **a** When was the organisation established?
- **b** What is its 'mission statement' or primary purpose?
- **c** Identify one or two environmental campaigns it has run and outline the results.

Jacaranda World History Atlas
Green politics
pp. 244–5

delegation a person or group appointed to represent others
grassroots involving ordinary people in a community or organisation

6.10 SkillBuilder

Becoming a historical investigator

Why is inquiry important?

One of the most valuable skills we can develop as historians is the ability and willingness to *inquire* about important events, people and organisations. Engaging in historical inquiry involves asking rich questions; locating and evaluating primary and secondary sources of evidence; and drawing conclusions based on your findings. In this case, you will evaluate the actions of an environmental protest group known for its unorthodox and sometimes dangerous tactics, the Sea Shepherd Conservation Society.

How to become a historical investigator — a step-by-step approach

First you have to formulate the questions you want to answer. These should require more than a simple 'yes' or 'no' answer or a single date. A rich question is puzzling at first but sparks the imagination. As a historian, it is your task to decide, 'Are members of the Sea Shepherd Conservation Society eco-defenders or eco-terrorists?'

To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event *directly* or *indirectly*, whether their information was *complete* or *incomplete*, and their *role* in the event. Some accounts may also suggest *bias*. To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other. Once you have located a number of sources, choose those that seem most relevant.

Examine each in turn, asking the following questions:

a What 'answers' does the source offer to your major question?
b Who created this source and why?
c Are the views expressed reliable or unreliable?
d Do you see any evidence of bias?
e Whose views/experiences are *not* represented?

The final stage of investigation involves drawing conclusions based on the evidence you have collected. The conclusions you draw are always open to challenge, and should be revised if you find compelling evidence to the contrary.

Source 1 reflects one view of the actions of the Sea Shepherd Conservation Society. It has been used as the basis for answering questions **a**–**e**.

a *What 'answers' does the source offer to your major question?*

Captain Paul Watson defends the society's anti-whaling actions by arguing that they are far less violent than those committed by Japanese whalers. Watson also directly addresses the question of whether he is a terrorist, calling the claim 'bizarre'.

Source 1 In this interview excerpt from *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed at young males, Sea Shepherd captain and founder Paul Watson explains his views on the illegal destruction of marine life, including whales, and what should be done about it.

Huck: What do you say to people who reason that human welfare should be considered before animal welfare?

PW: I think what people should realise is that what we're doing in the areas of conservation and biodiversity is probably more important to humanity than anything else, whether it's cancer research or helping the poor. If the oceans die, we die. We're interdependent, as is a lot of ecology, on other species . . . We need the fish, they don't need us. We need the bees, they don't need us . . . And if we don't conserve and preserve all this biodiversity in our world we're doomed. I think one of the most important things to be involved in is the conservation of biodiversity on planet Earth.

Huck: The Japanese authorities have labelled you a terrorist. Are you worried what effect that might have on your work?

PW: In a world where the Dalai Lama is officially a terrorist, it doesn't bother me too much. A while back, I was coming into the US and Homeland Security . . . said 'Japan have made an accusation that you're an eco-terrorist.' I asked 'Am I off to Guantánamo?' and they were like 'no it's just a lot of paperwork'. They seem to understand the politics of the situation. Japan have taken out an arrest warrant on me but nobody seems to take it seriously . . . I find it absurd that Japan are breaking all these laws . . . they sank one of our ships and the Captain responsible wasn't even questioned by authorities . . . and they have the audacity to call me a terrorist. We're not killing anybody, we're not injuring anybody, we haven't even been convicted of any crime and the Japanese have shot at us, thrown flash grenades at us, destroyed a £2m ship of ours. It's a very bizarre world where people who inflict terrible violence have the audacity to label people who are non-violent, terrorists.

b *Who created this source and why?*
This interview was conducted by *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed mainly at young males. Clearly, Paul Watson is the sort of person the editors thought the magazine's readers would be interested in.

c *Are the views expressed reliable or unreliable?*
The views are those of society founder Paul Watson. None of his claims are questioned by the interviewer, indicating that they are a clear statement of Watson's position but do not necessarily reflect a balanced account of the incidents he describes.

d *Do you see any evidence of bias?*
Watson has a very one-sided view of the issues he describes, which is to be expected because he is an activist. He appears to view himself as the victim, at one point comparing himself to persecuted spiritual leader the Dalai Lama.

e *Whose views/experiences are not represented here?*
The experiences not represented in this article include those of the Japanese whalers, other environment groups such as Greenpeace and those officially charged with protecting the oceans.

Developing my skills

1 Analyse **Sources 2 and 3** using questions **a**–**e**.
2 Having analysed the evidence, offer a possible answer to the question, 'Are members of the Sea Shepherd Conservation Society eco-defenders or eco-terrorists?' Then suggest other evidence that would need to be found and examined before you could come to a definitive conclusion.

Source 3 On 18 February 2011 Japan's foreign minister, Seiji Maehara, announced that the country had decided to bring its harpoon ships home a month early because of fears for the safety of the ships' crews due to the actions of the Sea Shepherd society.

> [Today] Japan had no choice but to call off the research whaling mission for the current period from the viewpoint of ensuring the safety of the research vessels and the lives and property of the crew members. While this is due to obstructive acts by the Sea Shepherd, such obstructive acts are dangerous illegal acts that threaten the lives and property of the crew members of our country and the safe navigation of our ships that have been conducting lawful research activities on the open sea, and as such, they cannot be tolerated. Although the Ministry of Foreign Affairs, for its part, has continuously called on the Netherlands, Australia, and New Zealand, which are the flag states of Sea Shepherd's boats, or where the boats make port calls, to take effective measures to prevent acts of violence by Sea Shepherd, it is extremely regrettable that Sea Shepherd still has not been stopped from its obstructive acts . . . Although we made the heartrending decision to return home this time for the sake of the crew's safety, we will work on the diplomatic front and since we must not allow ourselves to be prevented from doing what is allowed by law . . .



Source 2 This photo, taken 15 February 2012, was released by the Institute of Cetacean Research of Japan. It shows Sea Shepherd activists on an inflatable boat preparing to throw a bottle allegedly containing acid toward a Japanese whaling vessel during an encounter in the Antarctic Sea.

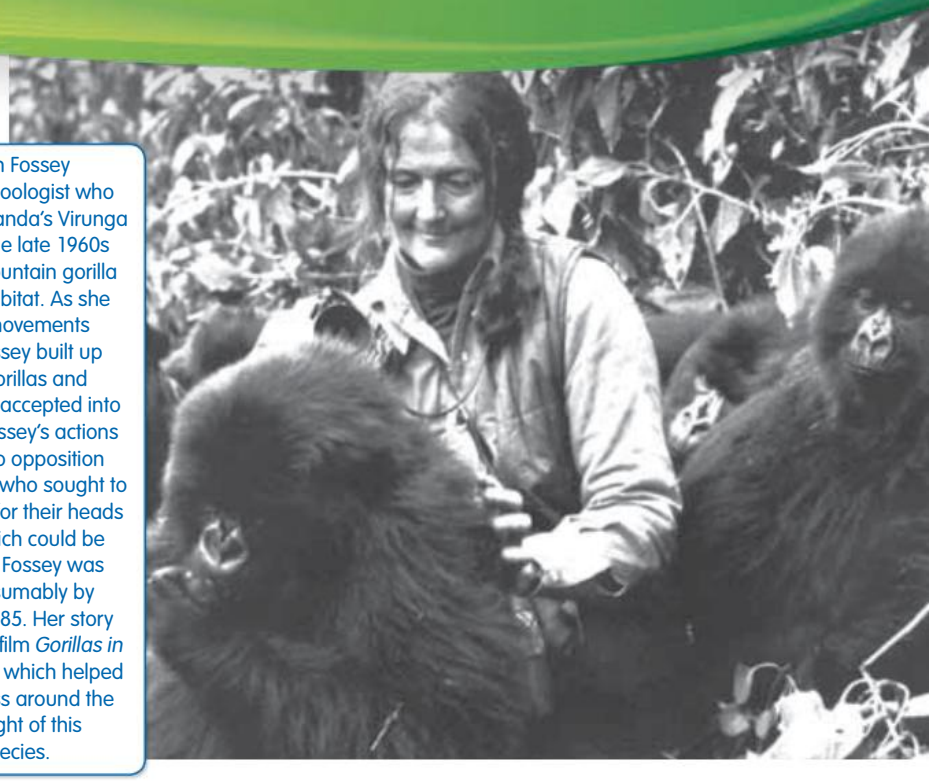
6.11 Review and reflect

In this chapter we have analysed the rise of the environment movement, particularly since 1960. We have considered the roles played by governments, conservation organisations and ordinary people in the movement, and the ways in which it is relevant today.

Review

Quick quiz

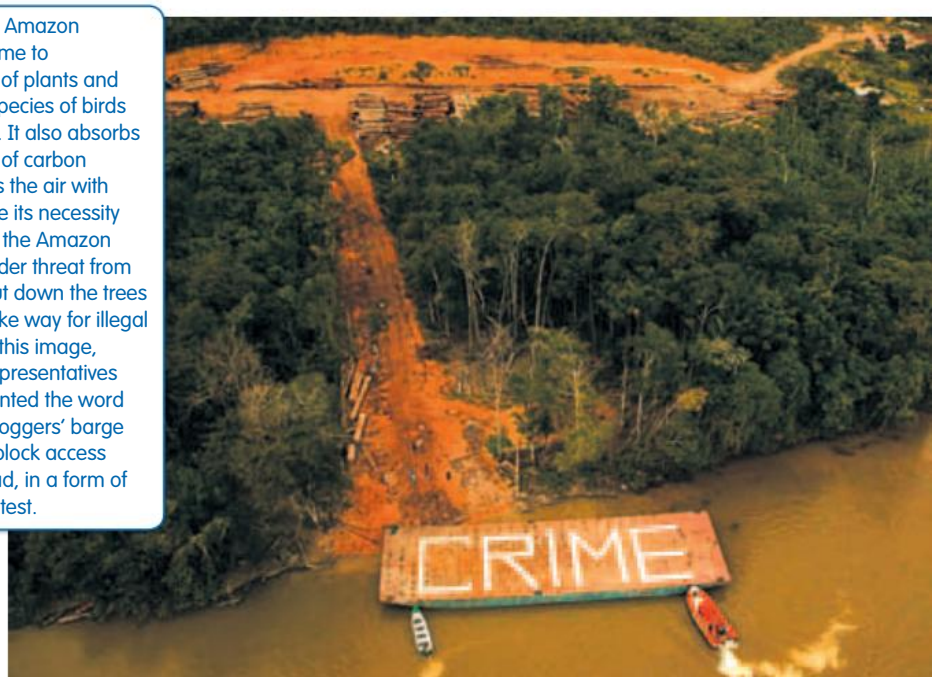
1. When and where did Australia establish its first national park?
2. Name three books essential to the development of the environment movement.
3. What photograph, taken in 1969, would come to symbolise humanity's relationship with planet Earth more than any other?
4. What environment movement was invented by David Holmgren and Bill Mollison?
5. Name one environmental organisation.
6. Chernobyl and Bhopal are both locations associated with what kind of event?
7. Name one positive and one negative outcome of ecotourism.
8. What was the purpose of the 'green bans' and where were they held?
9. Why is Vandana Shiva referred to as the 'seedkeeper of India'?
10. If governments stick to the Kyoto Protocol, how many degrees Celsius should we expect the temperature to rise over this century?
11. Name one environmental challenge facing the world today.



Source 1 Dian Fossey was a trained zoologist who travelled to Rwanda's Virunga Mountains in the late 1960s to study the mountain gorilla in its natural habitat. As she imitated their movements and noises, Fossey built up trust with the gorillas and was eventually accepted into their society. Fossey's actions brought her into opposition with poachers, who sought to kill the gorillas for their heads and hands, which could be sold to tourists. Fossey was murdered, presumably by poachers, in 1985. Her story was told in the film *Gorillas in the Mist* (1988), which helped raise awareness around the world of the plight of this endangered species.

Analysis and use of sources

1. **Source 1** depicts Dian Fossey, who worked tirelessly to understand and defend the endangered mountain gorilla. During this battle she lost her life. Does this source show the environment movement as being positive or negative? Explain.
2. Since the 1960s there has been great tension between those who seek to profit from the wilderness and those who seek to protect it. How is this reflected in **Sources 1 and 2**?
3. **Source 3** depicts a child sitting in a recycling yard surrounded by e-waste. What message do you think that this image holds for people in the developed world?
4. Who is responsible for the plight of the gorillas depicted in **Source 1**, the forest depicted in **Source 2** and the situation of the child depicted in **Source 3**? Explain.



Source 2 The Amazon rainforest is home to 50 000 species of plants and thousands of species of birds and mammals. It also absorbs large amounts of carbon dioxide and fills the air with oxygen. Despite its necessity to life on Earth, the Amazon rainforest is under threat from loggers who cut down the trees to sell or to make way for illegal gold mines. In this image, Greenpeace representatives have spray-painted the word 'Crime' on the loggers' barge and used it to block access to the main road, in a form of non-violent protest.



Source 3 As the world's demand for cheap electronic gadgets increases, so does the amount of e-waste that we throw away. Despite some recycling programs in developed nations, the US Environmental Protection Agency (EPA) estimates that it is 10 times cheaper to export e-waste to developing nations such as India, Africa and China than to dispose of it at home. Once it has found its way into developing nations, the waste is sifted through by men, women and children in order to salvage valuable components such as gold, silver and copper. Since many of the elements in e-waste are hazardous to humans, this is a dangerous job, for which workers are paid between $2 and $4 per day.

Student workbook
6.8, 6.9, 6.10

Historical questions and research

1. Using your library and the internet, work in pairs to research more about the crisis currently facing the Amazon rainforest. Once you have completed your research, you and your partner must decide: is environmental conservation a luxury of the wealthy, or should it be expected of all countries and people around the world? Present your perspective to your classmates, using specific examples where possible.
2. Having heard the presentations of your classmates, reflect individually on the question. Do you still believe that your argument was correct? Why or why not?

Back to the big questions

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1. In what ways has government policy changed to reflect a growing awareness of the human impact on the environment since the early 1900s?
2. Which individuals and non-government organisations have been the most influential in shaping the environment movement since the 1960s?
3. How have emerging ideas about the links between people and the world we inhabit affected the world we live in today?
4. What major social and political challenges face the environment movement today?

Reflect

Think about your learning over this topic. For each of these statements, tick the box that you think is correct for you and briefly state your reasons.

Statements about my learning in this chapter	Agree	Disagree	Reasons why I agree or disagree
I have viewed sources that demonstrate a range of beliefs about the environment.			
I can understand how art, such as photography and prose writing, have the power to change the public's perception about important issues.			
I was able to recognise different people's perspectives about the environment movement.			
I was surprised by some things I learned.			
Viewing and reading primary sources brought the past to life.			
I learned about Australia's role in the environment movement.			
This chapter has showed me the value of historical inquiry.			
I understand what it means to be a good global citizen.			

eBookplus

Using ICT

projectsplus

Nuclear testing at Maralinga

SEARCHLIGHT ID: PRO-0041

Scenario

After the defeat of Germany and Japan in 1945, two superpowers now dominated world politics: the USA and the USSR. In 1948–49 the two nearly went to war over the future of Berlin. They soon developed a bitter and long lasting mistrust of each other. Their competition for power and influence in post-war Europe saw that continent divided between pro-American, democratic Western Europe and Soviet Union-controlled communist countries of Eastern Europe. As Winston Churchill put it, an 'iron curtain' was drawn between east and west on that continent. There was no open military conflict between the two sides, but there was much tension that soon spread throughout the world and lasted until 1989. This period of time is known as the Cold War.

After 1949, both superpowers had nuclear weapons. It seemed that if war did break out the destruction would be on a massive scale. America's closest ally, Britain, was now no longer as powerful as the USA and USSR, but was still head of the British Commonwealth; and wanted to become a nuclear power to reinforce its status as an important world power and a strong ally of the USA and Western Europe. It had developed an atomic bomb but needed to do more testing before it could build up its nuclear arsenal. Where could it do this testing?



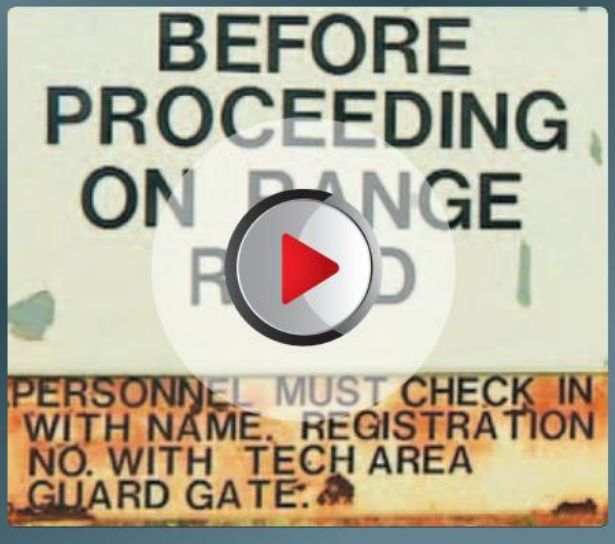
Australia — as a willing and loyal member of the Commonwealth, a strong supporter of the USA, fiercely anti-communist, and a country blessed with huge 'empty spaces,' — seemed to Britain to be the perfect solution.



Your task

It is 1954. You are an ambitious Australian civil servant. You have been asked to produce a government report for the prime minister on the issue of whether he should agree to an official British government request to set up a permanent nuclear testing station at Maralinga in South Australia. Your report should include:

- an introduction outlining the British request including information on previous nuclear testing in Australia, why Britain needs to test in Australia and the suitability of Maralinga
- background information on the situation in Europe and why this affects Australia's security and Australia's interests
- background information on the situation in East Asia and why this has serious implications for Australia
- information on the domestic situation in Australia including comments on links to the USA and Britain, and the political advantages and disadvantages of allowing the tests. Would a strong show of friendship with Britain be good for the prime minister's popularity at this time?
- a final section where you put your recommendation — should Australia allow a British nuclear testing base on home soil and permit further tests? If opposing the request you must give clear reasons — what are the risks? Which groups in Australia might oppose the tests?



Your video introduction includes footage from sites across Australia that have played a part in Australia's nuclear history.

Process

- Open your ProjectsPLUS application for this chapter, located in your eBookPLUS. Watch the introductory video on Maralinga then click the 'Start Project' button and set up your project group. You can complete this project individually or invite other members of the class to form a group. Save your settings and the project will be launched.
- Navigate to your Research Forum. A selection of research topics have been loaded to provide you with a framework for your research. You will also find documents in your Media Centre containing key questions to answer for each of the research topics, and a glossary of key Cold War terms.
- To discover extra information about the Cold War and nuclear testing in Australia find at least two sources other than the textbook. The weblinks in your Media Centre will help you get started. Enter key information, interesting facts and your own ideas as articles in your Research Forum. You can view and comment on other group members' articles and rate the information they have entered.
- Decide whether you will recommend that the prime minister accepts or rejects the British request before preparing a draft report as a Word document. Remember you may include maps, diagrams and photos to support your findings and recommendations.
- Remember to write your report using very formal language as it is to be read by the prime minister.
- This issue was very sensitive at the time and you may decide to make one or more sections of your report 'Top Secret' so that other government officials and the public do not see it. These sections should be placed in a sealed section labelled 'For the prime minister's eyes only'. You might like to use an appropriate software application to give your final draft an authentic old look. Some samples are provided for you in your Media Centre.
- Print your research report from ProjectsPLUS and hand it in with your final report.



projectsplus

Your ProjectsPLUS application is available in this chapter's Student Resources tab inside your eBookPLUS. Visit **www.jacplus.com.au** to locate your digital resources.

Suggested software

- ProjectsPLUS
- Microsoft Word

Media Centre

Your Media Centre contains:

- a glossary of Cold War terms
- a 'top secret' document template
- weblinks to research sites on the Cold War and nuclear testing in Australia
- an assessment rubric.

DIGITAL resources for this chapter



ENVIRONMENT MOVEMENT TIMELINE

Use this fun interactivity to create a visual timeline of key events in the environment movement since the 1960s.

SEARCHLIGHT ID: INT-2974



GLOBAL WARMING AND AUSTRALIA

Investigate the phenomenon of global warming. Learn about greenhouse gases and why scientists believe the Earth is getting hotter. Discover some of the potentially catastrophic effects that this could have on the Earth and learn how governments and individuals can address this global problem.

SEARCHLIGHT ID: ELES-0057

CHAPTER

DEPTH STUDY 3: THE GLOBALISING WORLD

7 Migration experiences (1945–present)



Links with our times

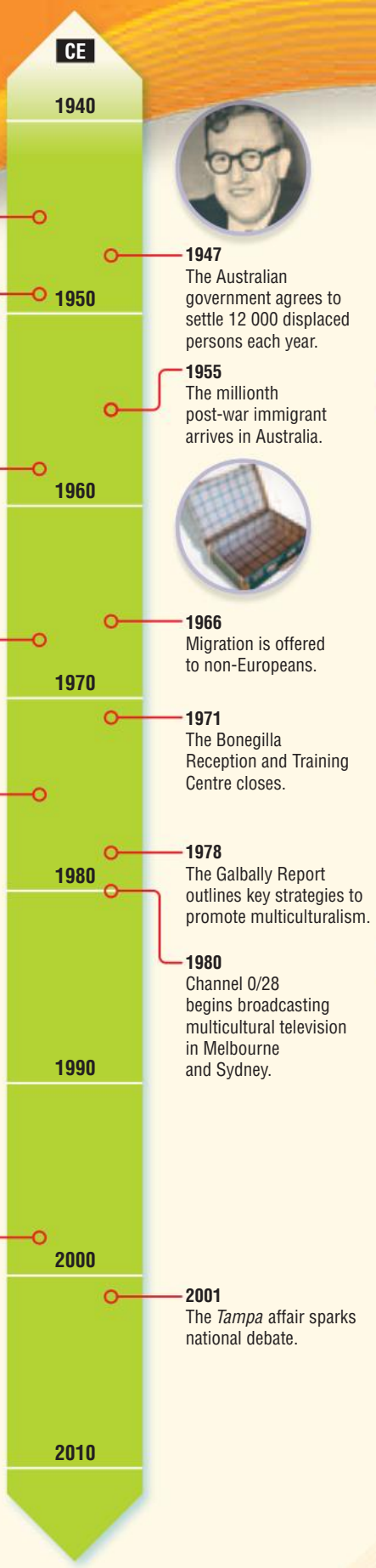
Today half of the people in Australia either were born overseas or have a parent who was born overseas. Immigrants contribute to every facet of the Australian way of life. However, some still struggle to gain acceptance by wider Australian society. This was highlighted in 2009, when thousands of Indian students took to the streets of Melbourne to protest a series of what appeared to be racially motivated bashings. The ensuing debate provided a reminder of the importance of tolerance in a multicultural society.

Following World War II, the Australian government established the Department of Immigration and Citizenship, under the leadership of Arthur Calwell, in an attempt to boost Australia's population. Since then the department has managed the immigration into Australia of around 7 million people, and the Australian population has grown from around 7 million in 1945 to more than 22 million today.

The birthplace of immigrants tells an interesting story about Australia's perception of itself as a nation, with our post-war preference for immigrants with white skin finally giving way to an

Thousands of Indian students gather outside Flinders Street Station to protest racially motivated attacks on Indians in Melbourne in 2009.

A timeline of significant events in the history of migration to Australia since World War II



eBookplus Create a visual timeline of key events in migration since 1945 with the interactive timeline application in your eBookPLUS.

SEARCHLIGHT ID: INT-2975

appreciation for multiculturalism from the mid 1970s. In the period 1999–2009 the percentage of Australians born in the United Kingdom fell, while the number of immigrants from New Zealand, Africa and Asia increased substantially.

Big questions

As you work through this chapter, look for information that will help you to answer these questions:

1. How have Australian immigration policies changed since 1945?
2. How have these policies reflected Australia's changing place in the world?
3. How has the experience of migration changed over time, for both immigrants and Australian residents?
4. Do new immigrants have the same opportunities for success as established Australians?
5. What issues continue to cause controversy in relation to immigrants?

Starter questions

1. Were you, or any members of your family, born overseas? If so, where?
2. Why do you think people from the same country often choose to live in the same areas as one another?
3. Think about your (nearest) city. Are particular parts of the city populated by particular ethnic groups? If so, what makes these areas distinctive?
4. Some industries, from cleaning to taxi driving to hospitality and information technology, seem to be more popular with people of certain ethnicities. Think of three reasons why this might be the case.
5. Have you ever witnessed or heard about mistreatment of immigrants in your neighbourhood? If so, what were the circumstances? How did the rest of the community, including the authorities, respond?

HOW DO WE KNOW ABOUT . . .?

7.1 Migration experiences

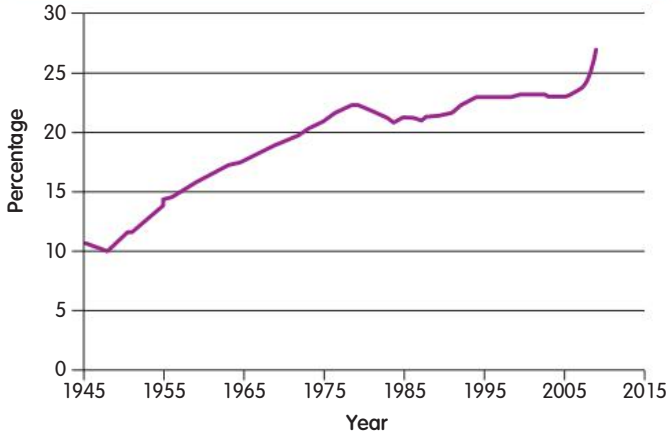
People have been migrating to Australia for thousands of years. However, since European settlement began in 1788, distinctive waves of migrants have changed the make-up of the Australian population more dramatically than ever before. This has led to changes in the way people have interacted with each other and the land. In the second half of the twentieth century, immigration policies gradually became more inclusive, and Australia's cities have now become truly **cosmopolitan**. Since the end of World War II, these changes to immigration policies, as well as changing cultural and social factors, have improved the lives and opportunities of those entering Australia as immigrants. However, some prejudice towards those of different ethnicities remains.

Facts and figures

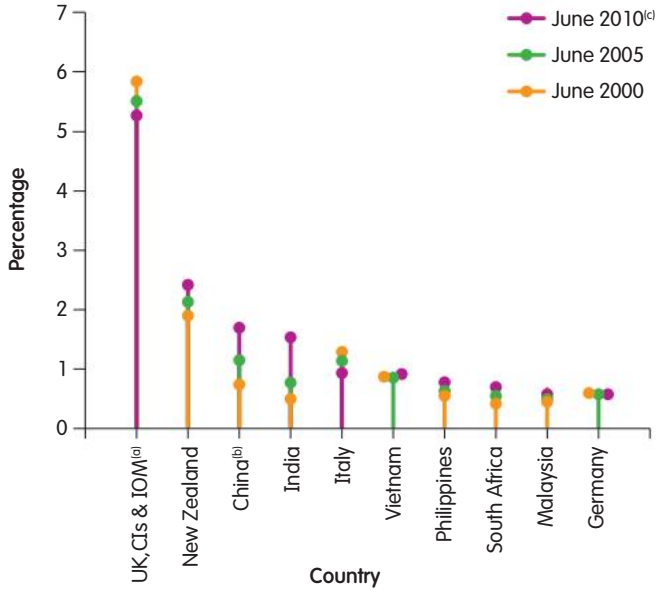
One way to view history is through the lens of a **statistician**, whose job it is to look at trends in the facts and figures that explain how society changes over time. In order to make judgements based on this data, it is essential to make sure that it is reliable by getting it from an official source.

Throughout the twentieth century the Australian Bureau of Statistics collected data on migration to, from and within Australia. This data shows clear trends, including rises and falls in the numbers of immigrants, and changes in the country of origin of immigrants and the types of work immigrants do once they have made Australia their home.

Source 1 This graph shows the proportion of Australia's population born overseas in the years 1945–2009. From a low of 10 per cent in 1947, the percentage of people born overseas has steadily increased, reaching 27 per cent in June 2009.



Source 2 This graph shows the top 10 countries of origin for Australians born overseas. As of 2009–10, the highest number of overseas-born residents were from the United Kingdom. They were followed by residents from New Zealand, China, India and Italy.



(a) United Kingdom, Channel Islands and Isle of Man
(b) China (excludes SARs and Taiwan).
(c) Estimates for 2009–10 are preliminary.

Migrants' stories

As migration to Australia increased following World War II, social workers and policy-makers became increasingly interested in hearing migrants' stories. Some of these stories were collected in official documents and underpinned the government's decisions on how to promote better housing, working conditions, health and education among migrants. Today, the migrant experience is depicted in exhibitions held at locations around the country, including the National Maritime Museum (Sydney), and the Immigration Museum (Melbourne). The Albury Library Museum contains a permanent exhibition space, 'The Bonegilla Story', which focuses on the experiences of migrants who passed through the Bonegilla Reception and Training Centre (see spread 7.4). Migrants' stories have also formed the basis for recent autobiographies, including *The Happiest Refugee* by Anh Do and *Growing Up Asian in Australia* by Alice Pung. With about one-quarter of Australia's current population having been born overseas,

Source 3 Jia Feng Xu, aged 75, has struggled to find a sense of community and inclusion since migrating to Melbourne in 1997.

. . . Because we cannot speak English, all that elderly Chinese can do is body exercise in the Derby Street gardens in Kew. A lot of people gather there. I met an elderly Chinese woman from Taiwan and another from Hong Kong in the garden. They had some ideas to carry out activities to try and have contact with the local people.

I suggested we form a group named 'Home of Chinese', and we set up Chinese cooking classes at the Kew Neighbourhood Learning Centre. We call it 'home' because Kew is in Boroondara, which is the City of Harmony. In Chinese culture, food plays an important role and although we cannot speak English, we can do something through body language.

We meet the local people and we teach them, side by side, how to make the cold food and how to make the hot food. You don't need to say something to teach this: you just do something to communicate.

The Kew Neighbourhood House gave us a lot of help. They gave us a room and sometimes money for other activities. We set up a Kew singing group. We sing in Chinese and English because we want to learn English. The group has Chinese people and some local people as members. Singing the lyrics in English helps us with sentence patterns. I also joined the Many Moons Group choir in Fitzroy.

Now I am feeling better and better. We always sing songs and enjoy life. I also attend English classes here and in the Neighbourhood Learning Centre in Kew. I was fortunate that accessing the medical system and opening a bank account were not the problems they are for other elderly Chinese because my daughter managed all that for me . . .

migrant stories are very much Australian stories.

The arts

With so many people migrating to Australia each year, issues of identity and belonging are bound to be important to many Australians. This has led to Australians embracing artworks produced by and for people of diverse cultural backgrounds. These artworks can take many forms, including photography, painting and sculpture; film and theatre; music and dance; and jewellery and textile design. As art expresses the migrant experience of Australia, it

Source 4 This photograph, taken in 1952, shows Italian immigrants without work. They are pictured at Bonegilla, a migrant reception and training centre (see spread 7.4).

cosmopolitan influenced by many countries and cultures
statistician a compiler of statistical data



Activities

ANALYSIS AND USE OF SOURCES

1 According to **Source 1**, what percentage of Australia's population in the year 1965 was born overseas?
2 Which decade experienced the largest increase in the proportion of the population born overseas?
3 Using **Source 2** as a basis for your answer, complete this sentence:
During the period 2000–2010, the number of Australians born in the _____ and _____ decreased, while those from _____, _____ and _____ increased.
4 In **Source 3**, Jia Feng Xu describes some of the difficulties she has faced since moving to Australia. List as many as you can, from most difficult to least difficult. Why have you chosen this order?
5 Based on what Jia Feng Xu has described, what differences are there in the experiences of first-, second- and third-generation Chinese immigrants?
6 Look at **Source 4**) What evidence does this photograph give about the living conditions of people in Bonegilla, a centre where some immigrants were required to live when first arriving in Australia?
7 Do you think art has the ability to change a person's perception of an issue as complex as migration? Why or why not?
8 If you wanted to answer questions about the migrant experience, which type of source would you be most likely to consult: facts and figures, migrants' stories or artworks? Explain your answer.

7.2 Waves of migration

At the end of World War II, Australia's 7 million people came from a predominantly **Anglo-Celtic** background and the majority of people — including politicians — wanted to keep it that way. However, the world was changing. In the decades that followed, Australia would be forced to open its borders to waves of immigrants, first from Europe, then from Asia. The different beliefs and attitudes that these immigrants brought with them would both cause conflict and enrich Australian culture.

Events that have influenced migration to Australia

Australia emerged from World War II as a small, insular and mostly white population, living mainly at the coastal edges of a vast landmass. Fearing that such a small population would be vulnerable to attack from overseas, Arthur Calwell (then immigration minister) attempted to recruit immigrants from Europe. Once here, these immigrants were put to work as part of the post-war reconstruction effort. During this period, a high level of economic growth, combined with a low level of unemployment, led to the post-war boom. Despite the range of benefits that a larger population offered the country, the immigration minister's welcome initially extended only to those of white European descent.

Following the defeat of Ben Chifley's Labor government in 1949, the new minister for immigration, Harold Holt, allowed 800 non-European refugees to remain in Australia and permitted Japanese war brides (war-time marriages between soldiers and foreigners) to be admitted, in a striking reversal of the decisions made by his predecessor.

In 1957, during the country's economic 'long boom', non-Europeans who had resided in Australia for at least 15 years were allowed to apply for citizenship.

Australia entered the Vietnam War in 1962 and would remain involved until 1972, with 60 000 armed-services personnel involved in the conflict. Many Australians felt a duty to

Source 1 This letter to the editor, from April 1949, reflects much of the public opinion about Arthur Calwell's treatment of refugees-turned-war brides, whom the immigration minister worked hard to deport.

Sir.-
There can be no doubt that the attacks being made upon the White Australia Policy at present are not in our interest and I consider that, instead of having the man protecting it held up to public ridicule, we should be with him . . . That is Mr. Calwell.

No precedent should be created no matter what sentimental grounds there are to allow any of these coloured refugees to remain here. To do so would not be credited by posterity [future generations] as sentiment but as a factual deed open for use by skilful lawyers as the means of defending other cases. As Australian citizens we must keep our feet on the ground.

The Philippine people were very glad of Australian help in New Guinea and the islands, the steps which gave them their freedom from Nippon [Japan]. Should a foe come out of the North in the future these people and their Government would quickly change from being resentful about the White Australia Policy.

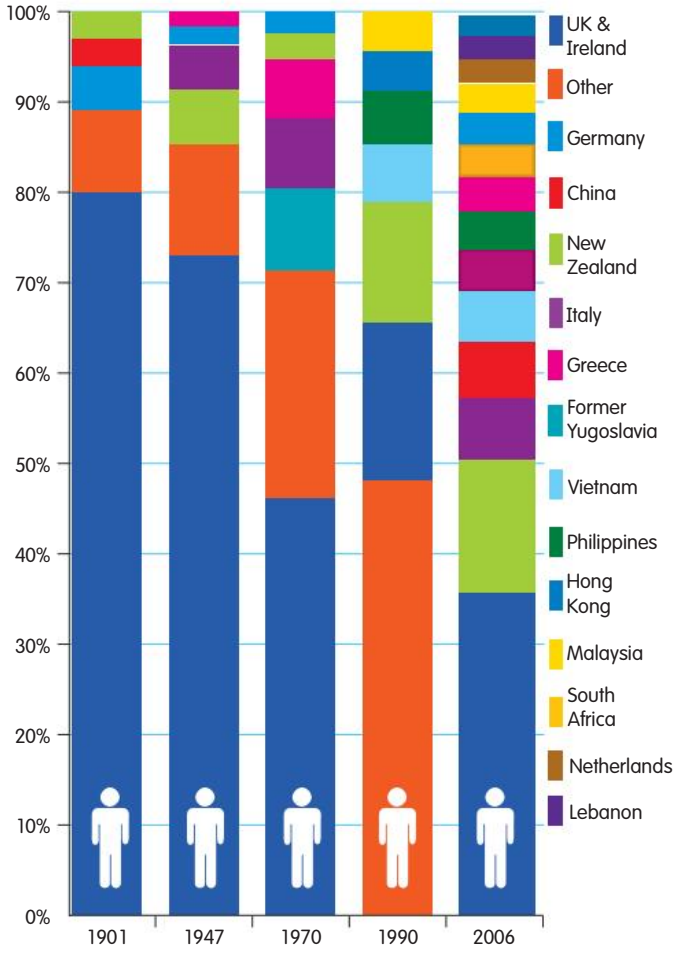
Today Australia stands as the bulwark [defender] of civilisation in the Pacific against the background of a quickly changing orient [Asia]. Therefore I, as one citizen and in keeping with . . . constitutional policy, believe in the preservation completely of the White Australia Policy.

Source 2 The different periods of migration to Australia between 1947 and 1986. Times of economic growth are signified by terms like 'reconstruction', 'boom' and 'expansion', while times of economic slow-down are known as a 'recession' or 'decline'. Within each era, the table shows the annual average net migration figure.

Years	Economic situation	Settlement policy	Annual average net immigration
1947 to 1954	Post-war rebuilding	**Assimilation** — absorption into the new country's culture while giving up your own	91 289
1954 to 1961	Growth		83 536
1961 to 1966	Decline and growth		79 097
1966 to 1971	Industrial consolidation	**Integration** — publicly adopting the new country's culture while still being able to celebrate your own culture privately	104 228
1971 to 1976	Growth and decline	**Multiculturalism** — recognising the right to celebrate any culture you choose so long as you are not breaking the law	40 376
1976 to 1981	Decline		83 752
1981 to 1986	Decline and industrial rebuilding		78 240

Source: Data adapted from Australian Bureau of Statistics 1986, Price 1984.

Source 3 Country of birth for immigrants who arrived in Australia between 1901 and 2006



protect the Vietnamese and their neighbours, particularly the 2 million who had become refugees due to the war. Within this climate of greater acceptance, the White Australia policy was finally abolished by the Whitlam Labor government in 1973. Over the next decade, the nation accepted many refugees from Indochina (see spread 7.6). Before 1979, many came by boat; after 1979, many were sent to Australia as part of the United Nations' Orderly Departure Program.

In the decades after the White Australia policy was abolished, Australia focused on attracting skilled migrants. Since the 1990s, when the Keating Labor government forged a closer trading relationship with the nation's Asian neighbours, the number of Asian immigrants has increased significantly. According to the Australian census, in June 2009 Chinese immigrants made up the third largest group of Australians born overseas, followed closely by Indians.

Jacaranda World History Atlas
Post-war migration to Australia
pp. 246–7

Activities

Student workbook 7.1

EXPLANATION AND COMMUNICATION

1 Before World War II, what was the most common background of Australian residents?
2 Name three events since 1947 that have caused an increase in the number of refugees seeking to land in Australia.

ANALYSIS AND USE OF SOURCES

3 Explain what you think the author of **Source 1** meant in the following quote, and how this may have reflected other Australians' views at the time: 'Today Australia stands as the bulwark of civilisation in the Pacific against the background of a quickly changing orient'.
4 **Source 2** describes migration to Australia in terms of time periods. Which of these periods lasted the longest? Which were the shortest? What possible connections can you see between the country's economic strength and the number of immigrants it accepted over the period 1947–86?
5 Look at **Source 3**.
   a Where did most Australian immigrants come from in the first half of the twentieth century?
   b Did this trend continue in the second half of the twentieth century?
   c What other trends can you see in the data?
   d Based on this source, would you say Australia's immigration population is becoming more diverse or less diverse? Explain.
6 Using **Sources 2 and 3**, choose three time periods since 1945. Then attempt to draw some conclusions about the immigrants who entered Australia during this time, including:
   a who they were
   b what settlement policy they entered the country under
   c how they got here
   d how they may have been treated.

   Note any gaps in your knowledge. You may come back to these points as you read through the rest of the chapter and gain a clearer perspective of the migrant experience from 1945 to the present.

PERSPECTIVES AND INTERPRETATIONS

7 Why were some Australians afraid of allowing migrants, such as war brides, to stay in Australia after World War II?
8 Can you imagine a letter to the editor in a newspaper today that expresses an opinion like that expressed by the author of **Source 1**? Why or why not?

Anglo-Celtic an inhabitant of Australia who was or whose ancestors were born in the British Isles, including England, Ireland, Scotland and Wales
assimilation policy requiring immigrants to adopt the new country's culture completely while giving up their own
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish so long as they do not break the law

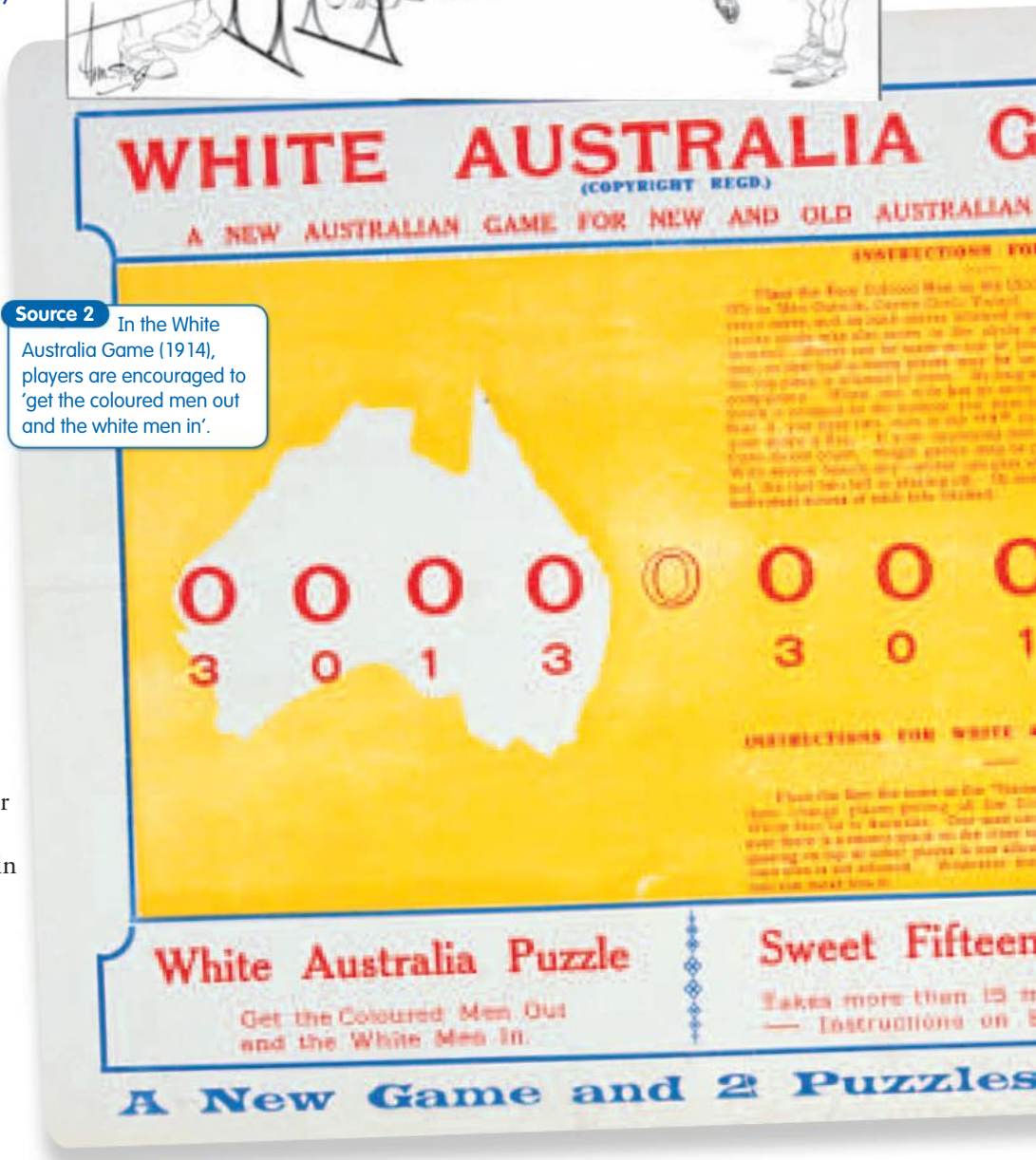
7.3 Changing immigration policy

Government policy has always been the major factor in determining who was allowed to settle in Australia. In the first half of the twentieth century, the White Australia policy — a discriminatory set of laws designed to keep non-whites out of Australia — was in full force and enjoyed widespread support. As World War II ended and the attitudes of the Australian people began to change, Australia's immigration policies would become increasingly inclusive. It would still take decades, however, before non-Europeans would be welcomed by the majority of Australians.

Source 1 In this satirical cartoon from the mid 1930s, politicians attempt to pass a dictation test. The school master is Richard Casey, federal treasurer 1935–39, who had urged the government to reform the White Australia policy.



Source 2 In the White Australia Game (1914), players are encouraged to 'get the coloured men out and the white men in'.



The White Australia policy

In the mid nineteenth century, immigrants from Asia and the Pacific Islands had been expelled from Australia in response to white Australians' fear that industrious immigrants would take their jobs by accepting a lower standard of living and working for less money. These actions were reinforced by the *Immigration Restriction Act 1901*, which gave immigration officers greater discretion when deciding whether or not to allow a person entry into the country. One means by which this was done was the dictation test. The dictation test was designed to test that a potential immigrant was literate. The examiner could ensure that the candidate would fail by testing the immigrant in a language with which he or she was unfamiliar.

War changes everything

Just before 10 am on 19 February 1942, the Japanese bombed Darwin. Within two hours, the attack had

Source 3 Oil tanks burn following the first Japanese attack on Darwin.





killed 243 people and wounded between 300 and 400 more. With Singapore having fallen only days earlier, this seemed to many people to be the beginning of a large-scale invasion of Australia. While Australia was never invaded, attacks on the mainland left a lasting impression upon the Australian people, who now saw themselves as vulnerable to attack by countries with larger populations.

Australia begins to rebuild

Immediately after the war, there was much to be done. Labor Prime Minister Ben Chifley wanted to expand Australia's industrial capacity, and needed workers with specialist skills to complete major construction works, such as the ambitious Snowy Mountains Hydro-electric Scheme, and usher Australia into a new age. More workers would also mean that the country could become more competitive as an exporter, offering primary goods, manufactured goods and elaborately transformed manufactured goods within the global market. This would be particularly important as Australia shifted its focus away from its traditional trade partners of the United Kingdom and Europe towards the Asia–Pacific.

Populate or perish

Even though the war was over, there was a strong fear of the rise of **communism** in Asia, and many people were concerned that Australia's population of 7 million was not large enough to resist this threat. These people believed that the way to protect Australia from invasion was to increase the population, a view that had originally been raised by former Prime Minister Billy Hughes in the mid 1930s. Hughes's slogan was 'populate or perish'. One of the greatest supporters of this view was Arthur Calwell, who became the first minister of immigration in 1945.

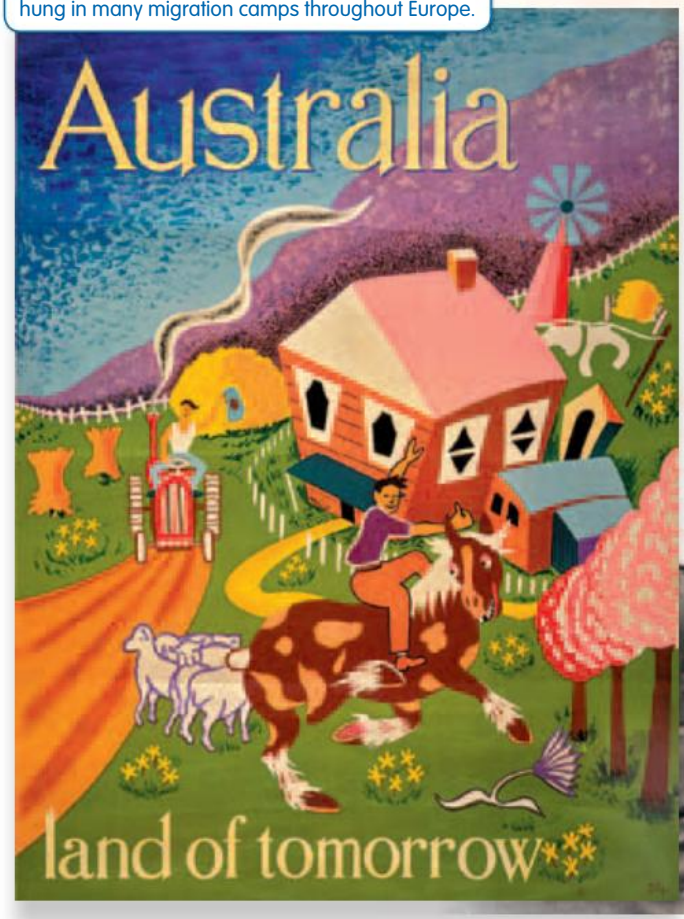
As immigration minister, it was Arthur Calwell's job to sell a message of hope to potential migrants in Europe. In 1945, he announced to Parliament that he would 'embark on an adequate publicity campaign in Britain and in other centres of potential immigration on the European continent'. Calwell ran a

Source 4 This extract from one of Calwell's speeches reflects the concerns of many people at the time about Australia's low population.

If Australians have learned one lesson from the Pacific War … it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers … Our first requirement is additional population. We need it for reasons of defence and for the fullest expansion of our economy. We can increase our seven million by an increased birth rate and by a policy of planned immigration with the limits of our existing legislation. Immigration is, at best, only the counterpart of the most important phase of population building, natural increase.

publicity campaign using publications, newsreels and radio to paint a picture of Australia's natural beauty and economic wealth to potential migrants abroad. Despite seeking to increase migration to Australia immediately following the war, the government was still reluctant to open the borders to people who were not of Anglo-Celtic or European descent. They claimed that it would be more difficult for non-white immigrants to adapt to the Australian way of life and they would be less easily accepted by the Australian people. To support this argument, they pointed to the examples of the United States, South Africa and England, where racial tension, as well as poverty and prejudice, were causing escalating conflict.

Source 5 This poster, designed in 1948, was hung in many migration camps throughout Europe.



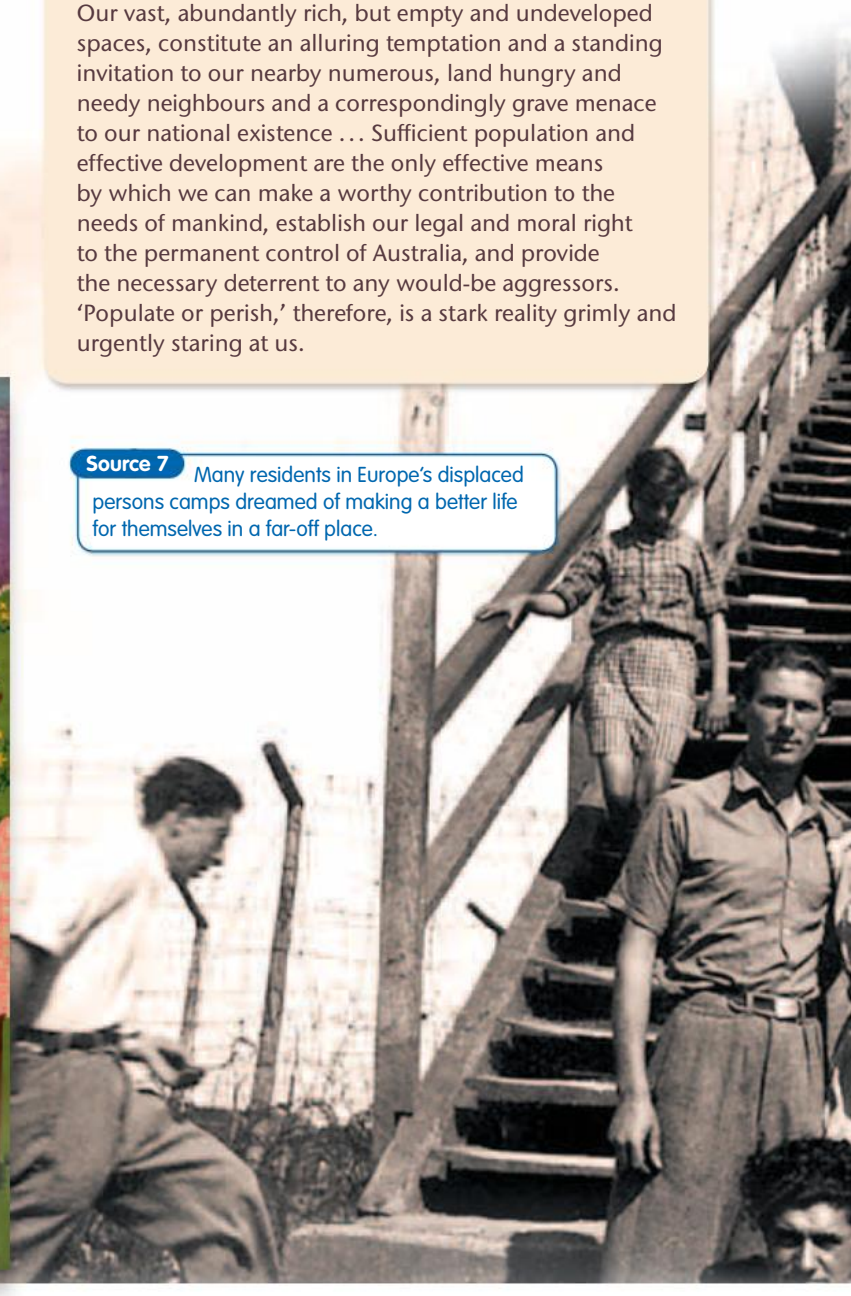
Australia's response to 'populate or perish'

Public opinion was divided when it came to the merits of the 'populate or perish' strategy. Most people agreed that

Source 6 In this article from the *Cairns Post* (14 August 1950), the author expresses his support for the government's proposed immigration program.

Our vast, abundantly rich, but empty and undeveloped spaces, constitute an alluring temptation and a standing invitation to our nearby numerous, land hungry and needy neighbours and a correspondingly grave menace to our national existence … Sufficient population and effective development are the only effective means by which we can make a worthy contribution to the needs of mankind, establish our legal and moral right to the permanent control of Australia, and provide the necessary deterrent to any would-be aggressors. 'Populate or perish,' therefore, is a stark reality grimly and urgently staring at us.

Source 7 Many residents in Europe's displaced persons camps dreamed of making a better life for themselves in a far-off place.



Australia needed a larger population in order to protect itself in case of war. However, there was strong anti-migrant sentiment within much of the community. Some feared that a large migrant intake would put Australian jobs at risk. Others worried that migrants would not be able to accept the Australian way of life and would distort or spoil Australian cultural values. Despite these concerns, immigration was set to rise, but it would be done in such a way that — at least for a while — Australia's population could increase at unprecedented levels while accepting only those people deemed most acceptable.

Refugees

Some of the first people to benefit from Australia's loosening of its immigration laws were European refugees. When the war ended, more than 20 million Europeans had been displaced. Many could not return home for fear of persecution due to race, religion, membership of a social group or political belief. In the late 1940s, the Australian government accepted many Baltic refugees from Latvia, Estonia and Lithuania. After signing the United Nations' Convention Relating to the Status of Refugees in 1951, Australia accepted many more migrants on humanitarian grounds, resettling 170 000 refugees by 1954. Between 1956 and 1968, refugees from Hungary and Czechoslovakia were resettled in Australia as they fled from communism. This meant a large supply of immigrants as Australia sought to repopulate.



Activities

Student workbook 7.2

EXPLANATION AND COMMUNICATION

1. How many Australians were killed or injured during the attack on Darwin?
2. Arthur Calwell gave two reasons why Australia needed a larger population after the war. What were they?

ANALYSIS AND USE OF SOURCES

3. What general point is the cartoonist making about the dictation test in Source 1? How are the politicians taking the test depicted and what does this suggest about them? How is this depiction similar, and different, from his depiction of the 'school master', Richard Casey? Using a dictionary as a reference, suggest why he might have chosen to include the words that Casey is reading.
4. Who was the White Australia Game (see Source 2) designed for? How can you tell? What statement does it make regarding Australia's immigration policy in the early to mid twentieth century?
5. Source 4 was an attempt to persuade Australians to support the plan to increase Australia's population by playing upon the listener's fear and logic. What do the arguments made by Calwell suggest about the Australian public at this time?
6. What impression do you think the 'Land of Tomorrow' poster (see Source 5) was designed to give Europeans of life in Australia? What makes you say this? Refer to colour, characters and setting in your answer.
7. Why does the author of Source 6 support the notion of 'populate or perish'? Give as many reasons as possible.
8. Based upon Source 7, what was life like for residents of displaced persons camps? How can you tell?

PERSPECTIVES AND INTERPRETATIONS

9. In pairs, discuss the topic, 'The White Australia Game is just a bit of fun. It couldn't hurt anyone.'
10. Do you think the government's claim that Australia must 'populate or perish' was realistic? Why or why not?
11. Imagine you are a European person who was displaced by war and you have just seen the 'Land of Tomorrow' poster in your camp. Write a short speech to convince your family to make the long journey to Australia.

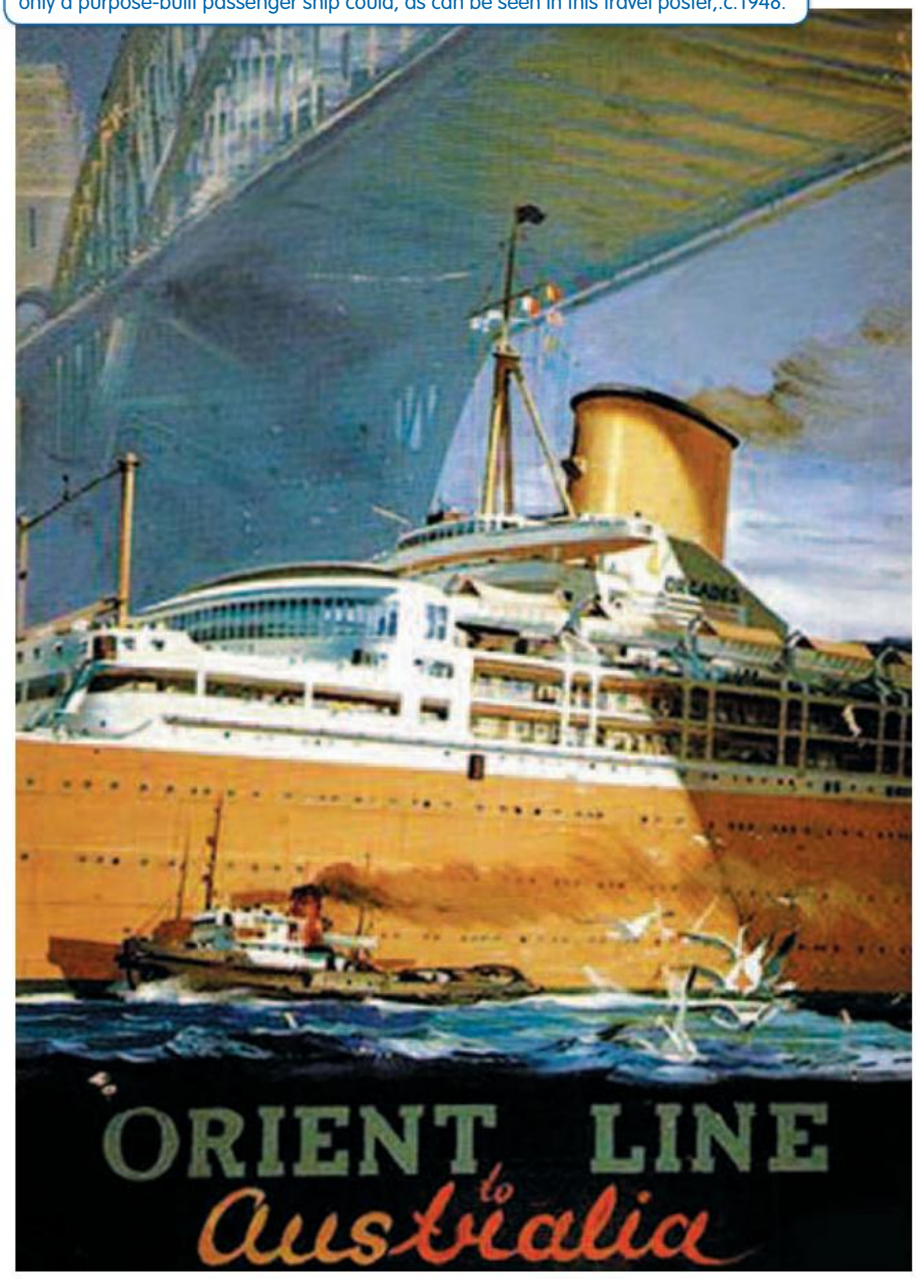
Jacaranda World History Atlas
Post-war migration to Australia
pp. 246–7

communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people

7.4 New Australians

In the post-war period the government aimed to increase the population by attracting 70 000 migrants per year. They launched an assisted migration scheme to attract the most desirable migrants. Under this scheme, subjects of Great Britain, including England, Ireland, Scotland and Wales, and British territories such as Malta and Cyprus, were given the chance to travel to Australia on a cheap one-way ticket, while their children travelled free. Because they paid just £10 for their ticket, these migrants were known as 'ten pound Poms'.

Source 1 The *Orcades* offered passengers travelling to Australia a level of luxury that only a purpose-built passenger ship could, as can be seen in this travel poster, c.1948.



Assisted migration

Those who chose to make the journey to Australia faced an ocean voyage that would take around one month. For some this meant travelling in a ship such as the *Fairsea*, which had been converted from a troop carrier. It was an uncomfortable journey, with cramped bunk spaces and a constant 'reek' of disinfectant. For others, on purpose-built passenger ships like the *Orcades*, the voyage was much more comfortable, with a range of cabin choices, on-board shops, a swimming pool and even a hair salon.

Welcome to Bonegilla

When Australia began accepting large numbers of immigrants after the war, the lack of housing meant that immigrants had to be provided temporary accommodation. Unless they could stay with family who were already in Australia, they would be taken to a transit camp, holding centre, workers' hostel, or reception and training centre, where they would be housed for around six weeks.

The longest running post-war migrant reception centre was at Bonegilla in northern Victoria. Established by the Department of Immigration in 1947 in a former military barracks, Bonegilla Reception and Training Centre had its own hospital, three churches, a primary school and the capacity to house more than 7000 people at any one time. Between 1947 and 1951 around half of the 170 000 displaced persons who migrated to Australia came through the centre. After 1951 Bonegilla received a large proportion of assisted migrants.

Did you know?

Possibly the most famous 'ten pound Pom' is Prime Minister Julia Gillard, who arrived in Australia from Britain as a child in 1966.

Source 2 Immigrants serve a meal at Bonegilla.



On arriving at Bonegilla, men were sent to the men's barracks, and women and children to the women's barracks. These were simple huts that were scorching in summer and freezing in winter. Showers and meals were communal, and the residents had to use pit toilets. Each resident was given their own blankets, cutlery and crockery. Soon after arrival, their English skills were tested and they were enrolled in a language class. To find work, they undertook a job interview. In the morning residents were woken by the sound of a bugle; during the day they attended English-language classes and lessons on Australian culture, and a 'lights-out' policy was enforced each night.

Immigrants who were not British citizens had to apply for an alien registration certificate. Their 'alien' status limited their political rights and access to social security, and permitted them to apply for specific jobs only. Immigrants remained 'aliens' until they gained Australian citizenship.

The centre's functional but basic living conditions, and longer-than-expected waits for employment, led to a feeling of disenchantment among some of the residents. After three migrants committed suicide at the facility in 1952, a riot broke out. This was the first of two riots at the centre, the second of which broke out in 1961.

Source 3 Marie Ashley was a language instructor at Bonegilla in 1949 and observed the residents' differing perceptions of the centre.

The Bonegilla Centre meant different things to different people — a curate's egg [partly good, partly bad] sort of place. To some it was a place of peace and plenty after years as conscripts in German factories on starvation rations, a place where one could roam at will, where one was close to the sky and Nature. To others it was an isolated place in the middle of nowhere from which they couldn't get away fast enough.

Source 4 These perspectives from Italian immigrants who arrived in Western Australia during the post-war years reflect the tension between white Australians and new arrivals.

Giovanni arrived in Fremantle in March 1952, when he was 25. He remembers the discrimination he faced because of his heritage:

> In that period, Italians were not well-regarded because of the war. People believed or thought that Italians were fierce … cruel.

Egidio faced many challenges as he attempted to fit into a small country town. He believed that his blond hair and blue eyes helped him to avoid outright discrimination:

> They reckoned all Italians are all black or dark. When we came they couldn't believe it!

Maria travelled to Australia in 1955, when she was 14. While her father fixed the railway line in Calingiri, Maria and her younger sister attended the local primary school. Sometimes, Maria would accompany her mother to the supermarket, where she experienced discrimination first-hand:

> We used to go to the supermarket with my Mum and … [people] would say, 'Talk in English, don't talk in Italian, go back to your own country'.

Source 5 A female German immigrant, working in the textiles industry, sews an Australian flag for Expo 1970.



Jacaranda World History Atlas
Post-war migration to Australia
pp. 246–7

Source 6 This cartoon was published in *The Age* in 1968. It comments on the poor conditions in migrant reception centres.



'They're spending more money on migrant hostels — has the price of barbed wire gone up?'

Hardships faced by New Australians

Immigration Minister Arthur Calwell had assured the Australian people, 'aliens are and will continue to be admitted only in such numbers and of such classes that they can readily be assimilated'. Assimilation is the process by which a minority group gives up its own customs and attitudes and adopts those of the prevailing culture. In this period, the concept of assimilation not only applied to immigrants, but to Indigenous Australians.

Part of the role of a reception centre was to prepare new Australians for the world outside the camp. That meant familiarising them not only with formal written and spoken English, but with the food, culture, customs and attitudes of the Australian people they would encounter. Many Australians were wary of the high intake of migrants during the post-war years. They were afraid that migrants would take their job and would be unable to accept the Australian way of life. Because of this, they were sometimes racist towards new Australians, or attempted to exclude them from everyday life.

Resisting assimilation

As a result of the discrimination and lack of understanding shown to them, many immigrants settled in suburbs alongside their country folk. Here, they could practise their religion, speak their language, practise the trades for which they had originally been trained, play and support the sports that interested them, and socialise with members of their community. These neighbourhoods were pockets of resistance against the policy of assimilation.

Finding work

An important aspect of the scheme was that immigrants would be placed into work shortly after arrival. After arriving in Australia, non-British immigrants' professional qualifications

were generally not recognised, and most immigrants were placed in the rapidly expanding areas of manufacturing and construction, where conditions were often difficult. Many faced prejudice from Australian co-workers and employers. This experience was very different from the rosy picture that had been painted by those employed to attract new migrants to Australia.

The majority of non-English speaking (NES) women who migrated to Australia in the years after 1947 found work in factories, with newer immigrants getting work in 'dirtier' industries such as meat and boot industries, some food processing, and cold storage; while women who had been in the country longer were able to move on to clothing, food and electrical industries. Difficulties understanding the language, limited job prospects and a lack of familiarity with their rights meant that many migrant women had to accept discriminatory treatment by their bosses, and difficult or even dangerous working conditions.

During this era, some of the trades and occupations that the government needed immigrants to fill included:

- mechanical and electrical engineers
- boilermakers, welders, sheet metal and foundry workers (skilled and unskilled)
- textile and clothing operatives
- brick and pottery workers
- machinists in the clothing, textile, printing, canvas and leather trades
- boot factory operatives (skilled and unskilled)
- building and civil engineers
- general construction workers (skilled and unskilled, required for river, dam and quarrying jobs)
- sawmill and timber workers
- architects, surveyors, pharmaceutical chemists, doctors, dentists, nurses and household servants.

Life was more promising for those who gained work on large-scale projects such as the Snowy Mountains Hydro-electric Scheme, which paid relatively high wages and allowed workers' families to live nearby (see spread 7.5). Because they were so heavily reliant upon immigrant labour, these projects often allowed immigrants from different nationalities to maintain a semblance of their culture.

New Australians boost the economy

For Australia, this was a time of great economic growth. There were clear economic benefits in having a larger population — a greater number of workers meant more people to pay tax and to buy products such as houses, cars and washing machines. A larger workforce also allowed the country to become a greater exporter of merchandise, including primary goods (such as meat, wood and cereal grains) and manufactured foods (such as mineral ores, coal and crude petroleum).

Activities

Student workbook 7.3

EXPLANATION AND COMMUNICATION

1 What was the assisted migration scheme?
2 Which migrants did the Australian government consider the most desirable?
3 What was the purpose of Bonegilla and other reception and training centres?

CHRONOLOGY, TERMS AND CONCEPTS

4 Create a Bonegilla timeline, charting the major events to take place there during its life as a reception and training centre.

ANALYSIS AND USE OF SOURCES

5 Referring to visual and written elements, what does Source 1 suggest about:
   a Australia as a nation
   b the journey from England to Australia?
6 Source 2 depicts a meal at Bonegilla. Examine it and answer the following questions:
   a Who do you think is taking the picture?
   b Who do you think the intended audience for the photo was?
   c Do you think the picture is natural or staged? What makes you say this?
7 In Source 3, a former language instructor at Bonegilla describes the differing experience of residents and offers a couple of reasons for this difference. What other information from this and previous spreads might help to explain residents' different perceptions of a reception centre?
8 Based upon what you have learned about NES migrant women's experiences in the workforce, explain how you think the woman pictured in Source 5 may have felt about sewing an Australian flag for Expo 1970.
9 Using evidence from Sources 3–5, explain why it was so hard for many newly arrived immigrants to adjust to life in Australia.
10 Examine Source 6. What message is this cartoon giving about the treatment of immigrants in reception centres?

PERSPECTIVES AND INTERPRETATIONS

11 Draw a table with two columns, one labelled 'pro', the other 'con'. Then list as many pros and cons of assimilation as you can think of.
12 Imagine that you have been asked to meet with teenagers who are new to Australia and may have only a limited grasp of English. Write 100 words describing Australia today. Then list five to ten hints and tips that would help them survive, and thrive, if they were going to hang out with you and your friends.
13 In a small group, discuss your description of modern-day Australia, and the hints and tips you came up with. Try to refine both to develop the best description and list of hints and tips you can (no more than 10). Then present it to the class.

7.5 Migrant workers and the Snowy Mountains Scheme

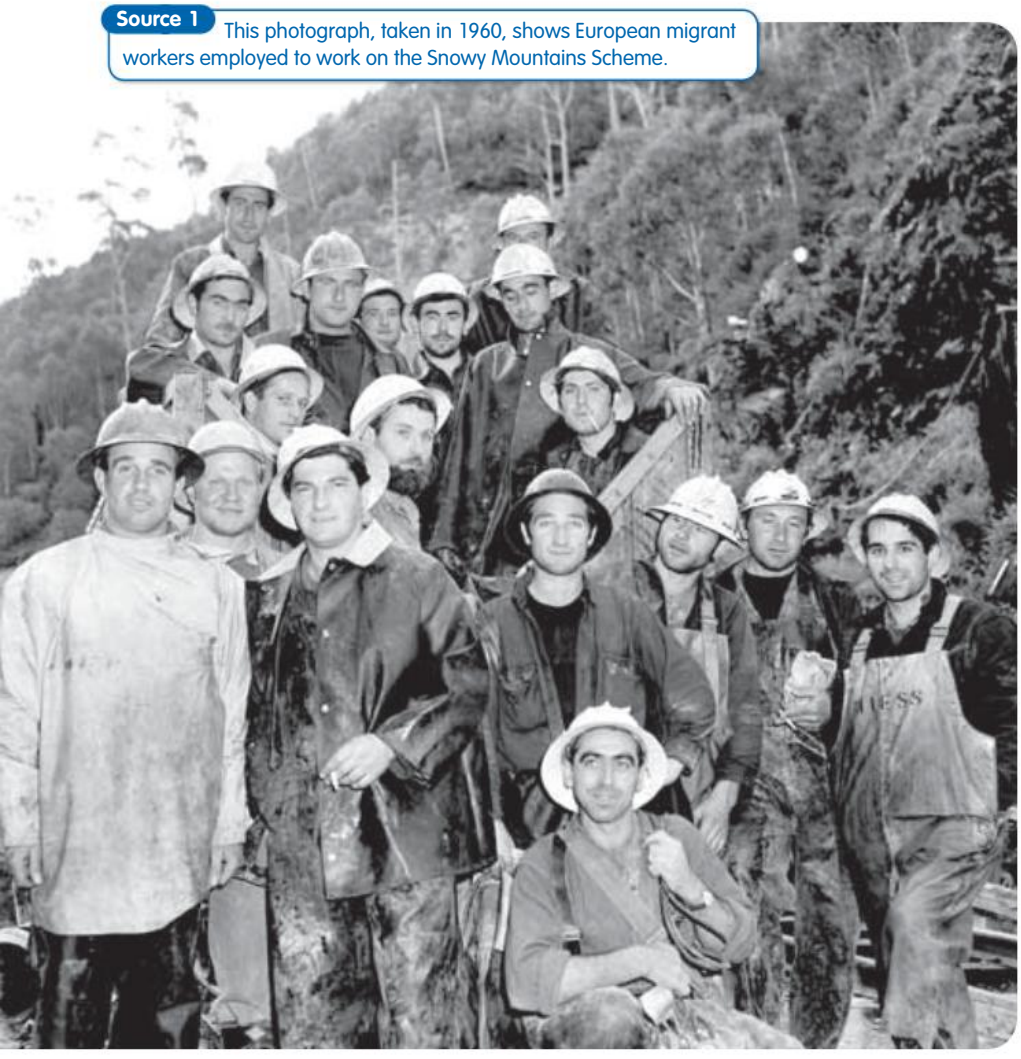
Between 1947 and 1973 the Australian workforce increased from 2.6 million people to almost 5.8 million. Half of these jobs were held by immigrants. As cities expanded to accommodate the growing population, they required more power. In 1949, the Snowy Mountains Hydro-electric Power Act established a new authority to build and operate the country's biggest hydro-electric power station — one capable of powering a significant part of the country in peacetime and wartime. The scheme was described as 'a milestone towards full national development'.

The Snowy Mountains Scheme

The Snowy Mountains Scheme was designed to capture run-off from the Snowy Mountains that would be diverted into a series of dams before falling 800 metres to drive turbines, thereby generating electricity. With so much power-generating capacity, the scheme could eventually supply the Australian Capital Territory, New South Wales and Victoria with up to 10 per cent of their electricity, while water redirected into the Murray and Murrumbidgee rivers could be used to irrigate usually arid inland areas, making them suitable for farming. Once complete, this mammoth construction would take up an area of more than 5000 km^2 mostly within the Kosciuszko National Park.

With the press of a button in 1949, the first explosion was heard throughout the Snowy Mountains and work began on what was to become the largest engineering project ever undertaken in Australia. Over the next 25 years, the project would require the construction of 16 dams, one pumping station, seven power stations, 145 kilometres of tunnels and 80 kilometres of aqueducts. This feat was accomplished by 100 000 workers, 60 000 of whom were immigrants from more than 30 countries. For some people, this rich mix of workers symbolised racial diversity and harmony; for others, it illustrated the ongoing influence of the White Australia policy, as so many of the men hired to complete the dam were European.

Source 1 This photograph, taken in 1960, shows European migrant workers employed to work on the Snowy Mountains Scheme.



Did you know?

The largest dam constructed for the Snowy Mountains Scheme, on Lake Eucumbene, can hold nine times as much water as Sydney Harbour.

Jacaranda World History Atlas
Post-war migration to Australia
pp. 246–7

Source 2 An artist's impression of life for the men, women and children involved in the Snowy Mountains Scheme



Did you know?

Despite the mammoth size of the Snowy Mountains Scheme, only 2 per cent is visible above ground.

Activities

EXPLANATION AND COMMUNICATION

1 In what ways was the Snowy Mountains Scheme a milestone in Australia's development'?
2 What were the greatest challenges faced by those who worked on the project?

ANALYSIS AND USE OF SOURCES

3 **Source 1** shows migrant workers, many of whom had faced hardships in Europe before coming to Australia. Does this source portray their new life in Australia in a positive or negative way? Use specific examples from the photograph in your response.
4 **Source 2** depicts life for the many different groups of people involved in the Snowy Mountains Scheme. Based on this source, do you believe the scheme was an example of racial harmony, a continuation of the White Australia policy or something else? Explain your view.
5 Examine **Source 2**.
   a What evidence can you see that the building of the Snowy Mountain Scheme was an important nation-building project?
   b What conclusions can you draw about the living and working conditions of the migrant workers and their families?

PERSPECTIVES AND INTERPRETATIONS

6 The Snowy Mountains Scheme began in 1949, only four years after the end of World War II. In what ways could this scheme be viewed as a response to the war?
7 Imagine you are a child whose father is working on the Snowy Mountains Scheme. Write a letter to a friend you made on the ship to Australia, telling him or her about daily life for you and your family.

HISTORICAL QUESTIONS AND RESEARCH

8 Use the **Snowy Mountains Scheme** weblink in your eBookPLUS to watch the three video clips.
   a Is this a favourable or unfavourable depiction of the scheme? How can you tell?
   b Whose stories are told and what are their perspectives on the scheme?
   c Whose stories are not told? How could you obtain their perspective on the scheme?
   d Conduct your own research to discover the story of the person(s) you identified in part c.

7.6 Immigration from Asia

The Vietnam War began as a conflict between communist North Vietnam and South Vietnam. America feared that, if South Vietnam was allowed to fall to communism, it could lead neighbouring countries such as Laos, Cambodia and Thailand to do the same, creating what was known as the domino effect. After America sent troops to support South Vietnam, Australia followed suit, sending 60 000 personnel between 1962 and 1972. Of these personnel, 3129 would be injured and another 500 would be killed. During this time, many Australians joined the anti-war movement. When Australia and America withdrew from the conflict, many Australians felt a new-found sense of duty to protect the Vietnamese people.

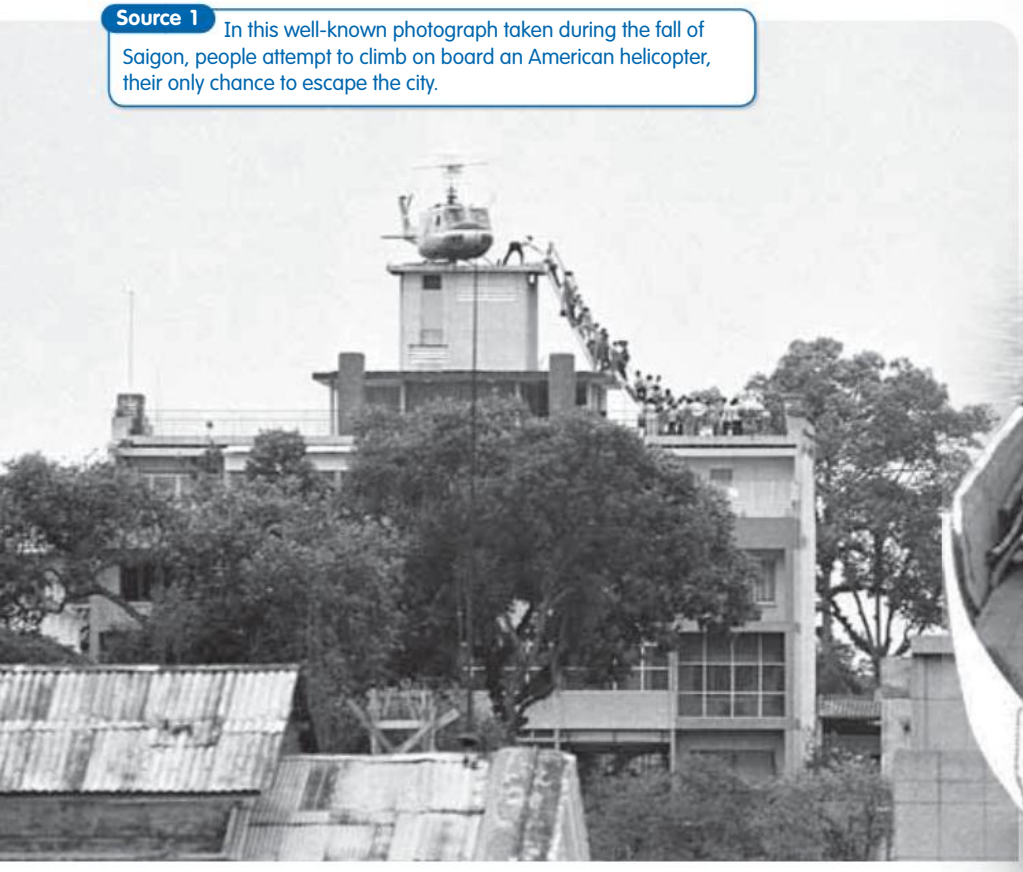
The Fall of Saigon

On 29 April 1975, after months of heavy American casualties and mass protests around the world, US President Gerald Ford ordered all American personnel out of South Vietnam, effectively declaring defeat. On 30 April the North Vietnamese Army, led by General Vo Nguyen Giap, entered Saigon in tanks and trucks. Earlier that day US helicopters had removed the last of the embassy's staff, but Vietnamese citizens who had supported America's battle against the general's communist forces waited in vain for the choppers to carry them to safety. After more than two decades of war, Vietnam, Cambodia and Laos 'fell' to the communists. This would lead an unprecedented number of Vietnamese to seek refuge in friendly nations around the world, including Australia.

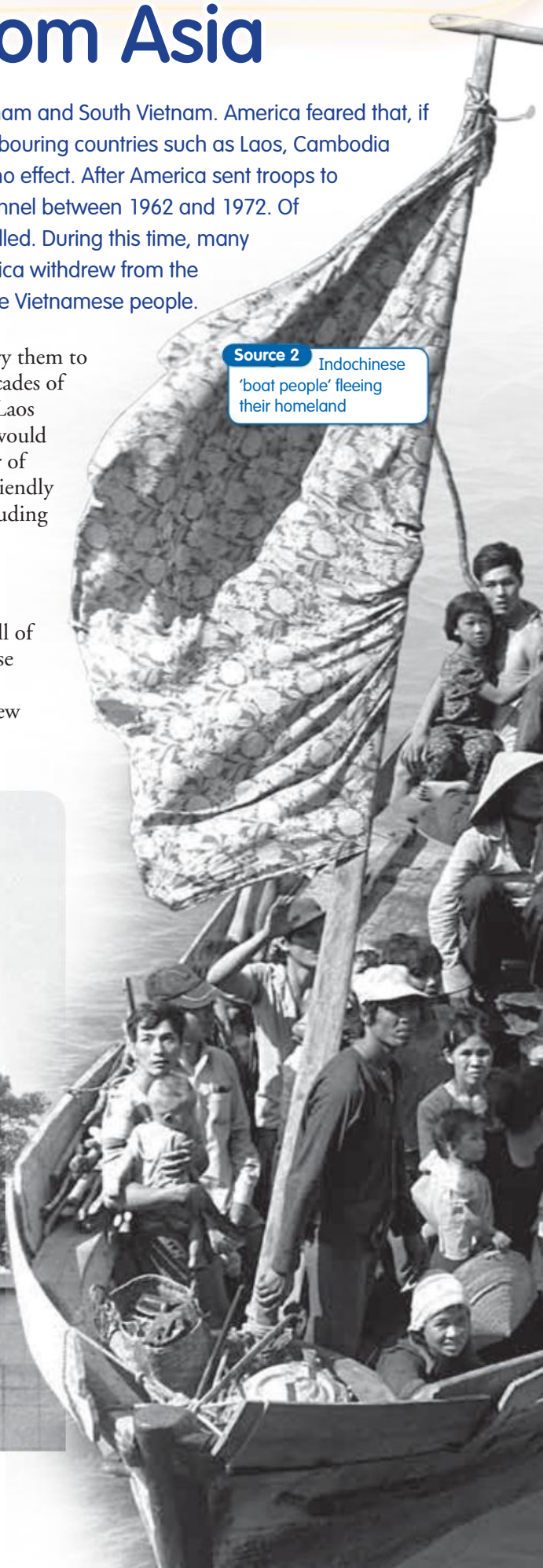
The first 'boat people'

In the months following the fall of Saigon, many South Vietnamese people fled their homelands, fearing persecution from the new communist government.

Source 1 In this well-known photograph taken during the fall of Saigon, people attempt to climb on board an American helicopter, their only chance to escape the city.



Source 2 Indochinese 'boat people' fleeing their homeland



Escaping Vietnam was a difficult and dangerous experience for refugees. Many were afraid that they would be caught by the army as they attempted to leave and be sent back. There, they faced internment in a 're-education camp', where they might be tortured or killed. Most refugees escaped by buying passage on a large boat (some of which could hold up to 400 people). Others used small fishing boats that were never designed for sailing in open sea. Some were picked up by large trawlers from countries like China, while many were lost at sea for months at a time. Because of the expense of escape, many families became separated during the process.



Estimates of the number of people who died attempting to flee Indochina in this period vary widely from 30 000 to 250 000. While many boats landed in neighbouring Asian nations such as Malaysia, Japan, Hong Kong and Thailand, others made it much further.

On 26 April 1976, a worn-out fishing boat named the *Kein Giang* limped along the coast of Darwin. After a two-month journey navigated by means of a page torn from a school atlas, 25-year-old Lam Binh and his four crewmates had reached their destination. The following day their boat was boarded by

Source 3 South Australia's lieutenant governor, Hieu Van Le, was a Vietnamese refugee. At 21, he set off, along with 50 other people, on a small fishing boat headed for anywhere that would accept them. This is an extract from an article appearing in a university magazine in 2008.

"The skipper, a local fisherman, summoned us together and said he didn't know which way to go or what else to do," said Mr Le.

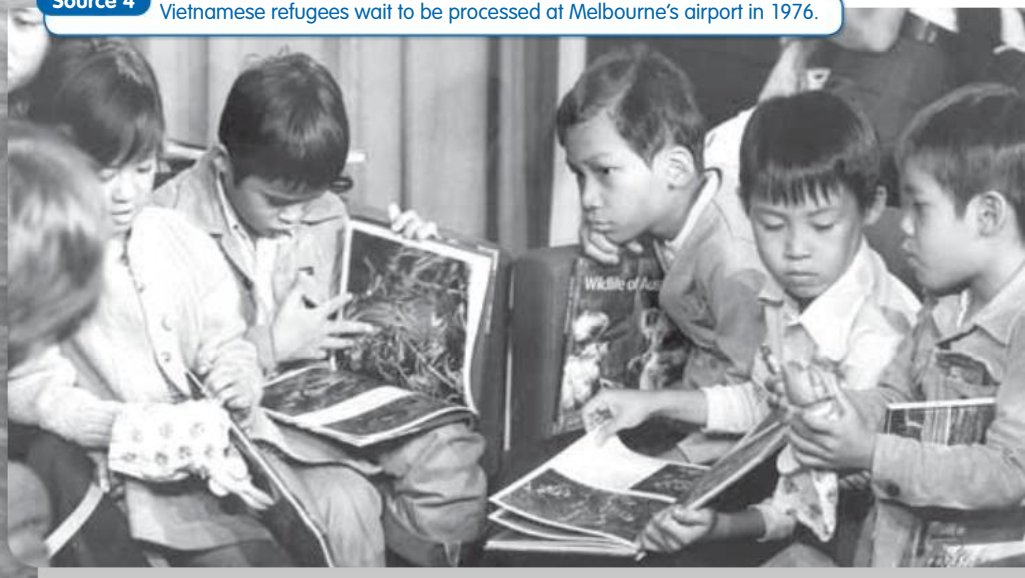
"We were mostly people from cities, many of us had never even been in a boat before. I waited for someone to come up with a solution. Nobody had any practical suggestions, neither the older people we deferred to or the professional people — everyone was arguing. Eventually, with youthful exuberance, frustration and some recklessness under the circumstances, I grabbed some paper and drew a map of Vietnam and the region as best I could remember."

With roughly sketched map in hand, Mr Le announced that the only way to go was west which should bring them to Malaysia or Thailand. Two days later they saw fishing boats with Malaysian flags and Hieu Van Le was their acknowledged leader.

One major hurdle overcome, the next few days were nightmare material with coastguards turning them away, sometimes at gunpoint, every time they tried to land.

"When you escape from one country to another in a fragile boat with very limited supplies, water and fuel, the first thing you want to do is to land at the nearest place you can. But it turned out to be quite impossible," said Mr Le. "Mentally we weren't prepared for that. Before we left we were told by the so-called skippers and people in the know that once we'd successfully escaped the Vietnamese shore and made it into international waters there would be plenty of ships — a kind of highway of ships — that would pick us up and bring us to shore. It wasn't happening. Nobody wanted us."

Source 4 Vietnamese refugees wait to be processed at Melbourne's airport in 1976.



immigration officials. 'Welcome on my boat,' the captain said. 'My name is Lam Binh and these are my friends from South Vietnam and we would like permission to stay in Australia!' The arrival of this tiny fishing boat and its crew signalled the beginning of an influx of Indochinese 'boat people'.

A moral and legal obligation

As a participant in the Vietnam War and signatory to the United Nations 1951 Convention Relating to the Status of Refugees, Australia had both a moral and legal obligation to accept refugees from Indochina. In 1977, in response to the growing number of refugees throughout Indochina, Australia developed its own refugee policy in which it formally acknowledged its responsibility to resettle a fair proportion of the world's refugees. In 1979, during Vietnam's war with the People's Republic of China, the Vietnamese government targeted ethnic Chinese who had been living in Vietnam. Many fled the country, adding to the flood of Vietnamese refugees who arrived at their neighbouring countries by any means necessary. By 1984, Australia had accepted around 90 000 Indochinese refugees out of a total of 2 million. Two thousand of these had arrived as boat people, while the others had been processed in camps set up by the United Nations, either in Vietnam or in its neighbouring countries, and arrived by air.

The Blainey debate

In 1984 Professor Geoffrey Blainey, a well-known historian and history author from the University of Melbourne, ignited a debate within the community and media. In a speech to a Rotary club in Warnambool, he suggested that the pace of Asian migration to Australia was too fast, that Asian immigrants were taking 'Australian' jobs, and that higher immigration rates would lead to racial conflict. The response from Professor Blainey's contemporaries from the University of Melbourne was swift, with 24 academics publicly distancing themselves from what they believed were inflammatory and divisive statements. Students **picketed** his lectures, and he was forced to hire personal security after he and his family received death threats. Despite this negative response within the academic community, Professor Blainey's views on Asian migration struck a chord with some Australians who feared that Vietnamese refugees represented an 'Asian invasion', a sentiment that would make One Nation leader Pauline Hanson so popular 15 years later.

Source 5 Some of the 1984 newspaper headlines regarding the Blainey debate



The challenge of 'fitting in'

With the policy of assimilation (see spread 7.4) having begun to give way to one of integration in the mid 1970s, the country was better prepared to assist refugees to resettle successfully. However, it was still very difficult for people to adapt to their new country and know how they could contribute to Australia while still holding on to the beliefs and practices that were important to them. Common problems experienced by Indochinese refugees included:

- little knowledge of English and, in many cases, little formal education
- few job prospects upon arrival
- being separated from family and friends
- the ongoing effects of physical and mental trauma and torture.

One strategy adopted by Indochinese refugees (which had been adopted by European immigrants 25 years earlier) was to form neighbourhoods where they could speak their own language, buy and sell their own food, and worship at their own temples. Suburbs with large Vietnamese populations included Richmond in Victoria and Cabramatta in New South Wales. Despite the positive attributes of these neighbourhoods, they often had a higher incidence of unemployment, crime and drug use than surrounding neighbourhoods. Because of this, some members of the Australian community and the media referred to Vietnamese neighbourhoods as 'ghettos'. As these refugees fought to

make a life for themselves in Australia, they were often subject to racism and social exclusion.

Being Asian-Australian today

Despite the attempts of Blainey and others to undermine the value of multiculturalism, Australia's Asian communities have continued to grow and thrive. Today, like immigrants from other nations, Asian-Australians have made major contributions to all facets of Australian life. However, the lives of second- or third-generation Asian-Australians are very different from those of their parents and grandparents.

Source 6 Language is one of the things that makes us who we are. Not understanding English has been very difficult for previous generations of immigrants, while some third-generation immigrants know English but have abandoned the language of their family. This is the situation that Amy Choi wrestles with in this excerpt from her autobiographical story *The Relative Advantages of Learning My Language*.

... My grandfather wrote poetry on great rolls of thin white paper with a paintbrush. He offered to read and explain his poems to me several times over the years, but I only let him do it once. I'd let my Chinese go by then, which made listening to him too much of an effort.

Though I was raised speaking Chinese, it wasn't long before I lost my language skills. I spoke English all day at school, listened to English all night on TV. I didn't see the point of speaking Chinese. We lived in Australia ...

... At [his] funeral, my sadness was overshadowed by a sense of regret. I'd denied my grandfather the commonest of kindnesses. I was sixteen years old.

I am now twenty-six. A few weeks ago, during a family dinner at a Chinese restaurant, the waiter complimented my mum on the fact that I was speaking to her in Chinese. The waiter told Mum with a sigh that his own kids could barely string a sentence together in Chinese. Mum told the waiter I had stopped speaking Chinese a few years into primary school, but that I had suddenly started up again in my late teens.

I have often wondered how aware my mum is of the connection between Grandad's death and my ever improving Chinese. Whenever I am stuck for a word, I ask her. Whenever I am with her, or relatives, or a waiter at a Chinese restaurant, or a sales assistant at a Chinese department store, I practise. I am constantly adding new words to my Chinese vocabulary, and memorising phrases I can throw into a conversation at will.

It is an organic way of relearning a language. Textbooks and teachers are not necessary, since I am only interested in mastering the spoken word. I am not interested in the written word or in the many elements of Chinese culture of which I am ignorant. I am not trying to 'discover my roots'. I am simply trying to ensure that the next time an elderly relative wants me to listen to them, I am not only willing, I am able.

Activities

Student workbook 7.4, 7.5

EXPLANATION AND COMMUNICATION

1 Why did so many South Vietnamese and ethnic Chinese people flee Indochina after 1975?
2 Why did many Australians feel a 'moral obligation' to accept Indochinese refugees?
3 What other obligations does a country have to refugees once they have been accepted?

ANALYSIS AND USE OF SOURCES

4 Why do you think Hugh Van Es's photograph (see Source 1) has become such a well-known image of the Vietnam War?
5 Source 2 depicts a boatload of Vietnamese who had fled their homeland. What similarities and differences can you find between this image and Hieu Van Le's description of his own sea voyage in Source 3?
6 Source 4 shows Vietnamese refugees who arrived in Melbourne in the late 1970s. Based on their age, appearance and body language, what conclusions can you draw about these refugees?
7 Source 5 depicts a number of newspaper headings regarding the comments of Professor Blainey. Based upon these headings, what do you think the general view towards Asian immigration was in 1984? What makes you say this?
8 In Source 6, Amy Choi reflects on growing up as a third-generation Asian-Australian. In what ways did language represent her identity as an Australian? Why might she have not listened to her grandfather's stories? Why might she have recently begun learning Chinese and what does this suggest about how she views her identity today?

PERSPECTIVES AND INTERPRETATIONS

9 'Understanding the language is a crucial part of being Australian.' Discuss.
10 In what ways were the experiences of Indochinese refugees similar, and different, to the new arrivals during the post-war migration era (see spread 7.4)? Draw up a table to summarise your findings.

HISTORICAL QUESTIONS AND RESEARCH

11 Using the information you have read in this spread, and books and the internet as necessary, write an article to accompany *one* of the headings in Source 5. When writing, make sure that you are both factually accurate and writing in an acceptable journalistic style, including writing to the appropriate length (250 words), and using appropriate language, quotes, and structure.

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike

7.7 From 'White Australia' to multiculturalism

Until 1966, immigrants coming to Australia were expected to assimilate — that is, to behave like the Australians already living here. From 1966 to 1973, the government encouraged immigrants to integrate, meaning that they would have to live like Anglo Australians in public, but could follow their own cultural practices at home. From the mid 1970s on, policy towards immigrants shifted towards multiculturalism — respect and equality for everybody regardless of their cultural background. However, even as the majority of Australians began to support a shift towards a new, more inclusive Australia, others within the community, the media and politics would oppose it.

Within multicultural Australian society, immigrants were still required to respect Australia's laws and become part of the Australian community, while being encouraged to value and maintain the traditions and customs of their countries of origin. Laws such as the *Racial Discrimination Act 1975* made it illegal to discriminate against others on the basis of their race, colour, descent, or national or ethnic origin. In 1977, the Fraser government commissioned a report by Frank Galbally, a Melbourne QC who had defended Bonegilla 'rioters' in the mid 1960s. In his report, Galbally made a number of recommendations to give immigrants a 'fair go'. These included ensuring that:

- immigrants had equal access to services as did other members of society.
- everyone was entitled to maintain their own culture while understanding others'
- while immigrants' needs should eventually be met by mainstream programs and services, in the short term they would require more targeted service provision
- services should assist immigrants to become self-reliant as quickly as possible.

This report led to a number of improvements in migrant services, including creating more ethnic schools, English language tuition and translation services, and migrant resource centres. In 1980 the Australian Institute of Multicultural Affairs (AIMA) was established to conduct research and provide the government with ongoing policy advice. To give the migrant community a 'voice', ethnic radio was extended and the government established an ethnic television review panel.

Multiculturalism and the media: Channel 0/28

Frank Galbally had submitted his report, but still felt there was more he could do for immigrants. In 1975, the government had supported the creation of two multilingual radio stations, 2EA Sydney and 3EA Melbourne, which had achieved real success in giving immigrants access to news and entertainment. Based on their success, Galbally set about trying to introduce a television service that would 'open up Australia' to immigrants.

He found a willing ally in Prime Minister Malcolm Fraser, who appointed one of his senior advisers, Petro Georgiou, as Secretary of the Ethnic Television Review Panel. It was this committee, and its supporters, that developed Channel 0/28, the first multicultural television service in the world. Bruce Gyngell, who had famously welcomed Australian audiences to the first Australian television broadcast in 1956, officially launched the station on 24 October 1980 with the words, 'Ladies and gentlemen, good evening, and welcome to multicultural television.'

From the start, Channel 0/28 promised 'a world of entertainment'. Its first program, the documentary *Who are we*?, explored the history of immigration to

Source 1 In a speech to the Institute of Multicultural Affairs on 30 November 1981, Prime Minister Malcolm Fraser outlines the importance of Channel 0/28 in representing the interests and reflecting the identity of Australia's migrant community.

> . . . It is very deliberately entitled 'multicultural' not 'ethnic television', because its intended audience is all Australians, whatever languages they speak, whatever their particular ethnic and cultural identity. Multicultural television has screened an impressive range of high-quality international programs and presented aspects of Australian life which other channels have tended to ignore.
>
> Many of the achievements of the first twelve months have been encouraging. The news program, for example, has been widely praised in media circles for the scope of its international coverage. Channel o/28 has established a viewing audience not just from ethnic communities but from the community at large. Even the sceptics have been impressed. Indeed it was an unusual, but not unpleasant experience to have the *Age* reversing its initial editorial stance by admitting that 'Channel o/28 is making its critics (ourselves included) eat their words'.

Source 2 On its opening night, the Channel 0/28 broadcast was designed to offer a broad range of programming that would appeal to people whose interests weren't adequately covered by the other networks.

	ABV2	HSV7	GTV9	ATV10	SBS0/28
6PM	6pm Countrywide 6:40 Living tomorrow 6:55 Today's Sport	6pm Get Smart 6:30 Seven National News Mal Walden	6pm The Young Doctors 6:30 National Nine News Brian Naylor	6pm Eyewitness News David Johnston, Jana Wendt	6:30pm Opening Preview Bruce Gyngell introduces some of the programs to be seen on Channel 0/28
7PM	7pm ABC News 7:30 Dave Allen at large	7pm Willesee at Seven 7:30 Special: Miss Australia 1981	7pm Sale of the Century 7:30 Happy Days	7pm MASH 7:30 Movie. Kid Galahad. 1962	7pm Who Are We? Documentary with Peter Luck
8PM	8:15 Nationwide 8:45 Sow what	8:30 Tennis: Melbourne Indoor Championship	8:30 Movie. Lassie: The New Beginning. 1979		8pm Chromakey Follies (Italy)
9PM	9pm ABC News 9:10 Sportsnight			9:30 The Ted Hamilton Show	9pm Movie. Three Sea Wolves. (Australia)
10PM			10:30 Movie. Sweet, Sweet Rachel. 1971		10:30 Movie. Don't Lean Out. (Yugoslavia)
11PM	11:40 Close	11:30 Nightmoves		11pm Movie. Dark Passage. 1947 (B&W)	
12AM			12am Movie. The Chairman. 1969	12.45am Movie. Nobody Lives Forever. 1946 (B&W)	12am Close
1AM		1:30am Close			

Australia. The network changed its name to the Special Broadcasting Service (SBS) in 1985.

After more than a decade of recognising and valuing cultural diversity in the name of multiculturalism, in 1989 Australia adopted the National Agenda for a Multicultural Australia. The agenda built on the recommendations of the Galbally Report, outlining the rights and responsibilities of all Australians, whether of Indigenous, Anglo-Celtic or non-English-speaking background, and whether born in Australia or overseas.

The One Nation Party ignites debate

Prime Minister Malcolm Fraser had once called multiculturalism 'the most intelligent and appropriate response to the diversity which characterises our society'. However, even as multiculturalism began to take hold within mainstream Australian society, there were those who would seek to undermine it.

Pauline Hanson, a former fish-and-chip shop proprietor and self-proclaimed 'Aussie battler', gained her first major political victory in 1996, when she ran for the House of Representatives as a Liberal candidate in the seat of Oxley. Just before the election, however, she was disendorsed by the Liberal Party after making comments regarding benefits given to Indigenous Australians. With no other Liberal candidate in the running, and her name already on the ballot paper, she was voted in anyway, but was forced to sit as an Independent. Because of her controversial views on multiculturalism and what she percieved as an 'unfair advantage' being given to Indigenous Australians, she quickly captured the attention of the 'far right' of politics. In 1997 Hanson, David Oldfield and David Ettridge founded the One Nation Party, a nationalist party (a party that promotes the interest of its own country ahead of others) that would gain 22 per cent of the vote in Queensland's 1998 state election and 9 per cent of the vote in the federal election.

'Please explain'

Hanson's success in politics was eclipsed only by her success as a media personality. In a *60 Minutes* episode titled 'The Hanson Phenomenon', the interviewer

Source 3 In her maiden speech to Parliament in 1996, Pauline Hanson makes her views on the rights of Australia's multicultural population very clear.

> Immigration and multiculturalism are issues that this government is trying to address, but for far too long ordinary Australians have been kept out of any debate by the major parties. I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettos and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country. A truly multicultural country can never be strong or united.

commented, 'Whether you think she's dead right or dead wrong, Pauline Hanson's views on Aborigines and immigration have had an unprecedented impact.' Hanson expressed her views on subjects ranging from payments for single mothers to how to deal with sex offenders to compulsory **national service** for young people. When the interviewer challenged her view that Australia was being 'swamped' by Asians by giving her the actual immigration figures, Hanson said she didn't believe figures produced by the Department of Immigration. When asked whether she was **xenophobic**, Hanson — clearly not understanding the question — gave an answer that would become famous: 'Please explain'.

As Hanson's fame grew, a satirical performer named Pauline Pantsdown entered the charts with a song compiled from audio recordings of Pauline Hanson. Called 'I don't like it', the song reached number 20 on the Australian charts. Hanson's **notoriety** was not limited to Australia. *The Sydney Morning Herald* (21 July 1997) reported that nearly one-quarter of 200 Asian business leaders surveyed had heard of Pauline Hanson, while only 5 per cent had heard of Prime Minister John Howard. The surveyors also claimed that some of these heads of business would no longer do business with Australia because of Hanson's negative comments about Asia. This was a clear example of the interest shown by those within the region in Australia's official and unofficial attitude to immigration.

The legacy of One Nation

The success of the One Nation Party went beyond the votes it gained or the publicity it received. It has been argued that, in response to Hanson's policies, the major parties began to veer to the right on issues such as asylum seekers and mandatory detention, in an effort to capture 'swing voters'.

In 2003 Pauline Hanson and One Nation co-founder David Ettridge were convicted of fraud; both served three months in prison before their sentences were overturned. After an unsuccessful bid to enter the Queensland Senate in 2004, Hanson has appeared in television shows including *Dancing With the Stars* and *Celebrity Apprentice*, and has been called on occasionally for her views on immigration. In 2006 she was listed by *The Bulletin* as one of the 100 most influential Australians of all time.

Source 4 Pauline Hanson quickly became a 'media darling'. The more controversial her comments, the more, it seemed, people wanted to hear.



Source 5 In this satirical photographic portrait, photographer Emma Phillips portrays Pauline Hanson as an 'Aussie battler' cleaning up the mess made of Australia.



national service compulsory service in the military during peacetime
notoriety being known for some unfavourable act or quality
xenophobic abnormal fear or hatred of the strange or foreign

Activities

EXPLANATION AND COMMUNICATION

1 Use a graphic organiser such as a T-chart to record arguments for and against multiculturalism.
2 Pauline Hanson was described as a 'media darling'. What does this term mean?

CHRONOLOGY, TERMS AND CONCEPTS

3 Describe in your own words, to a partner, what multiculturalism means. Together, decide on the best definition.

ANALYSIS AND USE OF SOURCES

4 In **Source 1**, Malcolm Fraser explains that Channel 0/28 is 'multicultural' rather than 'ethnic'. What do you think is the difference in meaning?
5 Look at **Source 2**. Compare the programs offered by the five major networks on the opening evening of Channel 0/28. Which parts of the population does each station seem to be appealing to? Give evidence to support your answer.
6 How do **Sources 1, 2 and 3** provide evidence for changing attitudes to immigrants over the period 1966–98?
7 Consider the following questions in relation to **Source 5**:
   a What statement is the artist trying to make by depicting Pauline Hanson as an old-fashioned 'Aussie battler'?
   b Why is she scrubbing the Australian flag?
   c Why has the artist included the shed, the Hills Hoist washing line and the storm clouds overhead?
   d What do you think 'Aussie battler' means?

PERSPECTIVES AND INTERPRETATIONS

8 a How did the launch of Channel 0/28 support multiculturalism?
   b Why do you think the community at large may have been interested in the sort of programming offered by Channel 0/28?
9 Laws are often used to discourage racial discrimination. Think of three other effective ways of discouraging this behaviour.
10 Discuss in small groups, and from your own point of view, evidence of how well multiculturalism is working in Australia today.

7.8 Seeking asylum in Australia: *Tampa* and beyond

A refugee is somebody who has fled their country because they fear they will be persecuted for their race, religion, nationality or beliefs. As of 2010, the United Nations (UN) estimates there are over 15 million refugees worldwide, with almost one million of these considered asylum seekers — that is, those seeking protection in a foreign country under international law. As a member of the UN and a signatory to the UN Convention Relating to the Status of Refugees, Australia is obliged to offer protection to refugees against their forced return and to consider their requests for asylum (protection). It is also obliged to accept a reasonable number of refugees each year. In 2001, the *Tampa* incident highlighted the fear that many people had of the rising number of people seeking refuge in Australia. This immigration issue would decide an election.

The *Tampa* incident

Australia recognises two types of refugees. The first type, who resettle under official humanitarian programs are selected overseas and enter Australia with a **visa**. This entitles them to **permanent residency** and the right to apply for citizenship. The second type arrive unofficially, many of them by boat, after typically paying people smugglers thousands of dollars for passage to Australia.

In August 2001 a Norwegian cargo vessel, the MV *Tampa*, rescued 438 men, women and children from an overcrowded, sinking fishing vessel 140 kilometres north-west of Christmas Island. Those on board (from Afghanistan, Pakistan and Sri Lanka) had fled an Indonesian refugee camp and were seeking sanctuary in Australia. When the ship's captain radioed to ask Australia for medical assistance for the asylum seekers, the government sent in Australia's Special Air Service (SAS) instead. Opposition Leader Kim Beazley expressed his support for the government's response.

Prime Minister Howard claimed that, as a **sovereign nation**, Australia had a right to protect its borders. He argued that by not going through the formal refugee process, these people were 'queue jumping', and insisted, 'We will decide who comes to this country and the circumstances in which they come.' The Australian government refused to allow the *Tampa* to enter Australian

Source 1 According to statements made by the *Tampa*'s captain, by the time he picked up the asylum seekers many were in poor health. Some were unconscious, while others were suffering from dysentery.



Jacaranda World History Atlas
Refugees
pp. 222–3

Source 2 Asylum seekers from the MV *Tampa* arrive in Nauru.



waters. Many Australians opposed the government's position, claiming it was inhumane and against international law.

The government's actions were successfully challenged in the federal court, but the government won a subsequent appeal. Some asylum seekers were transferred to New Zealand, but others were sent to Nauru and Papua New Guinea as part of the government's 'Pacific solution', where their applications for asylum often took months or even years to process. Subsequently, the government changed the law to remove its outer islands, including Christmas Island, from Australia's migration zone, meaning that those who sought to enter Australia without following the proper refugee process had to set foot on the Australian mainland before they would be processed. Due, in part, to this hard-line stance on asylum seekers, the Coalition won a decisive victory in the federal election of 2001.

The role of the media

Throughout the *Tampa* incident, the Australian media played a crucial role in swaying public opinion. Prime Minister Howard and Opposition Leader Kim Beazley attended numerous radio and television interviews in which they argued their positions, while Defence Minister Peter Reith required all members of his department to run all official statements past his office before their release.

During and after the *Tampa* incident, many people from across the political spectrum questioned the media's objectivity. Those on the left asked why journalists were ignoring the convenient timing of the incident with the election only months away. Those on the right made criticisms of their own, pointing to what they felt were biased stories, and questioning the high proportion of letters to the editor that opposed the prime minister's actions at a time when he enjoyed overwhelming public support.

Mandatory detention

Since the *Tampa* affair of 2001, asylum seekers have continued to play an important role in Australian politics. Discussions tend to focus on the refugees' right to be here and their treatment while in detention. According to Australia's *Migration Act 1958*, people who do not have a valid visa, and are therefore in Australia unlawfully, must be detained. They are not held prisoner, but are under 'administrative detention'. Once placed in detention, occupants are given the opportunity to apply for citizenship. If citizenship is granted, they can stay in Australia without restrictions; if not, they will be deported from the country as soon as possible. Australian detention facilities have included centres at Baxter, Curtin, Villawood and Woomera.

Source 3 The international media were scathing in their criticism of the Australian government's response to the *Tampa* incident, as can be seen in this article excerpt from left-wing online magazine *International View*, written in October 2001.

Tampa crisis sparks furore

John Tully

... Inevitably, comparisons have been drawn between the *Tampa* affair and the case of the *St Louis* in 1939. The *St Louis*, which sailed from Hamburg in 1939, was refused permission to land its cargo of German Jewish refugees in Cuba or the United States and all other countries in the Americas. The refugees returned to Hamburg and many were subsequently deported to the Nazi death camps. The *Tampa* case has highlighted the lengths to which a xenophobic government is prepared to go to maintain racial 'purity' ...

... One reliable poll indicated that perhaps as many as 77 per cent of the population supported the Government's actions, with only 20 per cent opposed and three per cent undecided. The Prime Minister's personal standing has also been enhanced and it is even possible that his hard-line stance will win him the election. Howard is an astute politician and it is an open secret that he seized hold of the opportunity presented by the *Tampa* to wage a racist crusade to claw back support.

Source 4 In this political cartoon, unauthorised immigrants arrive at Woomera Detention Centre while their visa applications are processed.



Standards have been developed to ensure that people detained in Australia are treated humanely and in a way that respects their gender, culture, health and age. According to the Department of Immigration, services available at each detention facility include:

- health services
- educational programs, including English-language instruction
- cultural, recreational and sporting activities
- religious services
- availability of telephones, newspapers and television
- culturally appropriate meals and snacks and unlimited access to chilled water, tea, coffee, milk and sugar.

Criticisms of mandatory detention

The major criticisms of mandatory detention include the time taken to process visa applicants, the isolation that many occupants experience while detained and the large number of children held in detention (about 2000 between 1999 and 2003). One of the most controversial sites was the Woomera Immigration Reception and Processing Centre in South Australia. Originally designed in 1997 for 400 occupants, at its peak Woomera held more than twice that number, putting a strain on the centre's facilities. In the summer of 2002, some occupants lit fires in some of the centre's smaller buildings and sewed their own lips shut in protest at what they perceived as inhumane treatment, while around 300 detainees conducted a hunger strike. Thousands of Australians marched in support of the detainees' rights to be heard. In response to the turmoil at Woomera, the United Nations launched an investigation into the conditions at two of Australia's detention centres and concluded that conditions could 'in many ways be considered inhumane and degrading'.

Community response to asylum seekers

As the number of asylum seekers entering Australia increases and existing detention centres such as Christmas Island reach their capacity, it has become necessary for the government to identify other sites where asylum seekers can be detained. This has become a contentious issue. While many people in the wider community have marched in support of asylum seekers, residents of towns identified as potential detention centre sites have appealed to the government and the media in an attempt to block development plans. The town of Northam, 80 kilometres from Perth, was chosen as the future site for a mandatory detention centre which would house 1500 male asylum seekers. In November 2010, a meeting to discuss the plans was held at the Northam town hall; it was attended by members of the Labor government, the local council and the Department of Immigration, as well as around 700 Northam residents who wanted to protest the proposal. As well as voicing their protests in person, many residents joined the Facebook page 'No Detention Centre in Northam'.

Did you know?

At the current rate of arrivals, it would take 20 years for asylum seekers to fill the MCG.

Source 5 In this article, published in the *Griffith Law Review*, the authors discuss some of the problems with the way the asylum seeker debate has been presented to the Australian public.

> The problem is that the issues underlying irregular and forced migration are very complex. In this '**sound bite**' age of instant communication . . . [there are challenges for] those wishing to offer [subtle] explanations of [the asylum seeker issue]. In contrast, the 'message' of those pushing for harsh responses is simple and electorally very powerful. Undocumented arrivals are characterised as 'illegal' invaders who pose a threat to society. The . . . division of migrants (forced or otherwise) into 'legal' and 'illegal' strips asylum seekers of their stories and of their vulnerabilities [weaknesses]. It also [makes] the compassionate response [seem foolish], which is aligned in turn with 'threats' to national security.

Student workbook
7.6

Source 6 Northam residents meet at the town hall to protest the proposed immigration detention centre.



Residents felt that they had not been adequately consulted about the plans before they were announced. They also feared that the detention centre would adversely affect the town, bringing down house prices, posing a risk if any of the detainees escaped and putting pressure on their town's hospital.

permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
sound bite a brief statement, as by a politician, taken from an audiotape or videotape and broadcast especially during a news report
sovereign nation a nation that has the right to determine its own laws and future
visa a government document allowing the holder to enter or exit a country

Activities

EXPLANATION AND COMMUNICATION

1 What are asylum seekers?
2 Why did Australia remove outer islands such as Christmas Island from its migration zone following the *Tampa* incident?
3 Under the government's mandatory detention policy, who was detained and for how long?
4 What objections did the residents of Northam raise to the proposed construction of a detention centre in their town?

ANALYSIS AND USE OF SOURCES

5 Based on **Sources 1 and 2**, how would you describe the living conditions aboard the *Tampa*, the appearance of the asylum seekers and their possessions? What other sources would you need in order to further investigate these aspects of the asylum seekers' voyage?
6 What is the main message of **Source 3**? What specific words, phrases and examples have been used to support this message?
7 In **Source 4**, a group of asylum seekers have just arrived at Woomera. Referring to specific visual elements, answer the following questions:
   a Where might the asylum seekers have come from and how can you tell?
   b What is the setting like?
   c How do the asylum seekers seem to feel about their arrival?
   d What does the detention centre's motto suggest about the government's attitude towards asylum seekers?
8 In **Source 5**, the authors suggest that 'the "message" of those pushing for harsh responses is simple and electorally very powerful'. How does this relate to what you have read about politicians' statements regarding the *Tampa* incident and the mandatory detention of asylum seekers in places such as Woomera?
9 Examine **Source 6** and describe the issue that has brought these people together. What seems to be the age and ethnicity of the protesters? How might this influence their feelings about this issue?

PERSPECTIVES AND INTERPRETATIONS

10 Why do you think some people use border protection as an argument for very strict handling and processing of asylum seekers?
11 Conduct a class debate on the topic, 'Australia should have done more to help the *Tampa* refugees'.
12 Do you believe that the arguments made by the residents of Northam against the proposed detention centre were reasonable? Why or why not?

HISTORICAL QUESTIONS AND RESEARCH

13 Use your library or the internet to research how asylum seekers are treated in the United Kingdom, Canada or the Netherlands, then answer the following:
   a How many asylum seekers does the country receive on a yearly basis?
   b What is their official policy on asylum seekers?
   c What are the best things about the way they treat asylum seekers?
   d How could the way they deal with asylum seekers be improved?
   e What (if anything) could Australia learn from this country's practices?

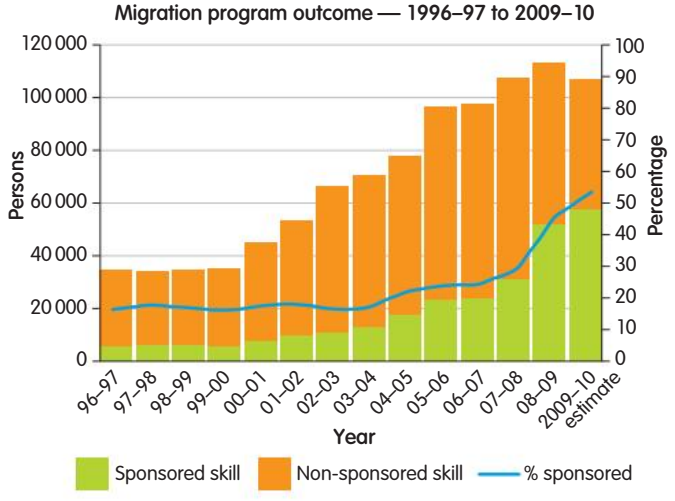
7.9 The migrant contribution

Today Australia has a population of around 22 million people, one-quarter of whom were born overseas. While English is the most commonly spoken language, more than 200 other languages are spoken by Australians, including 62 Indigenous languages. Immigration policies continue to change to reflect political and economic changes within Australia and the rest of the world. Immigrants have added to our cultural heritage by making Australia a more inclusive and cosmopolitan nation.

Addressing the 'skills shortage'

Immigration policy continues to be based on the government's need to fill shortfalls in Australia's skilled workforce. Entry is competitive and is based on a points system designed to 'deliver the best and brightest skilled migrants'. The number of points a potential applicant is 'worth' is based on factors such as age, qualifications, relevant work experience and English proficiency. In 2009, as the global financial crisis squeezed economies around the world, the Australian government gave priority to migrants who were sponsored by Australian businesses, meaning they already had guaranteed work with an employer. This was part of a strategy to increase demand- rather than supply-driven immigration.

Source 1 This graph shows the number of migrants entering Australia as part of the skilled migration program since 1996. The priority given to 'sponsored' workers has increased dramatically in recent years.



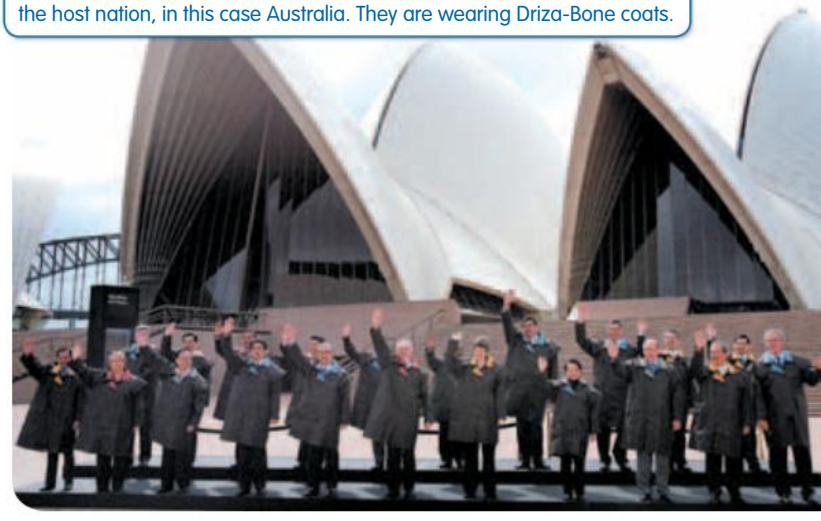
Australia's changing relations with its neighbours

Australia's changing approach to immigration has improved the economic and political ties between Australia and its neighbours. When the White Australia policy was in full force, the country saw the United Kingdom and Europe as its major partners in international matters. These links began to loosen as Australia welcomed its first wave of immigrants in the post-war years. However, it was in the 1970s and 1980s, as Australia opened its doors to 90 000 Indochinese refugees, that the country would become a more important player in the Asia–Pacific region. In 1974, Australia became the first 'dialogue partner' of the Association of South East Asian Nations (ASEAN), while Gareth Evans, the Labor government's foreign affairs minister, chaired the first meeting of the Asia Pacific Economic Cooperation (APEC) forum in 1989. Both organisations promote trade and cooperation among member nations and discuss economic, political, social and cultural issues at their annual meetings.

Today, the country's largest migrant intake comes from China and India, while China, Japan and the United States are Australia's largest trade partners. Australia has successfully redefined itself as a valuable member of this emerging region.

Throughout this period of change, immigrants' continuing connections with their countries of origin have deepened ties and understandings between Australia and other countries. Today, Australia's third biggest export (after coal and iron ore) is educational services. In some cases, this involves teachers and/or curriculum being sent around the world, while in others it involves international students studying Australian programs within Australia. International students are entitled to stay

Source 2 At the annual APEC summit 2007, political leaders, including Prime Minister John Howard, pose for photos in the 'traditional dress' of the host nation, in this case Australia. They are wearing Driza-Bone coats.





Source 3 In the years following World War II, Australia wanted immigrants to assimilate, essentially losing their own cultural identity in order to 'fit in'. Today, at festivals like the Gold Coast Greek Festival, Australians of all backgrounds are encouraged to come together to celebrate our multicultural society.

in Australia while studying a full-time course and may be accompanied by their spouse and dependent children. When the student returns to their country of origin, the student will convey what they have learned about Australia to family and friends, thereby promoting cross-cultural understanding.

The impact of migration on Australia's cultural heritage

To understand the impact that migration has had on Australian culture since 1945, you only need to look as far as some of our best-known businesspeople, sportspeople or artists.

Frank Lowy is a well-known Jewish-Australian businessman. Born in Czechoslovakia in 1930, he became a refugee during World War II, before travelling to Australia in 1953. Over the following decades, he would establish the Westfield shopping empire in Australia and the United States. To celebrate the fiftieth anniversary of his arrival in Australia in 2003, Lowy donated the funds to establish the Lowy Institute, an independent think tank which aims to 'generate new ideas and dialogue on international developments and Australia's role in the world'.

Australia has produced an incredible number of elite athletes in a wide range of sports, many of whom come from a migrant background. One example is the boxer Kostya Tszyu. Born in the former Soviet Union, Tszyu was a four-time world junior welterweight champion.

Did you know?

In 2010, *Business Review Weekly* estimated that Frank Lowy was worth over $5 billion, making him Australia's richest person at the time.

Holding dual Russian-Australian citizenship, Tszyu has been a champion in both countries. He was inducted into the International Boxing Hall of Fame in 2011.

Jenny Kee was born in Bondi in 1947 to a Cantonese father and a mother of Italian descent. A model in her youth, she moved to London, where she sold clothes to hippies. When Kee returned to Australia in 1972, she set up her own fashion boutique called Flamingo Park. But it was when she teamed up with designer Linda Jackson that Kee would become internationally recognised. Using Australian symbols, she created a series of knits that were worn by people all around the world, most notably by the former Lady Diana, who owned a knit featuring a koala. The Australian landscape is central to Kee's work.

Activities

EXPLANATION AND COMMUNICATION

1 Why is it important for Australia to attract the 'best and brightest' skilled migrants?
2 Explain, in your own words, the difference between demand- and supply-driven migration.
3 In what way have changes in trade policy made Australia a more valuable member of the Asia–Pacific?

ANALYSIS AND USE OF SOURCES

4 **Source 1** depicts the number of skilled migrants who have entered the country, including those who were sponsored and those who were not. For each year including and after 2006–07, answer the following:
   a What was the total number of skilled migrants who entered the country?
   b What percentage of these migrants were sponsored and what percentage were unsponsored?
   c What do these changes suggest about the effect the government's immigration policies are having on the type of skilled immigration we are seeing?
5 At the APEC meeting pictured in **Source 2**, world leaders wore Driza-Bone coats. Why might this have been chosen as a representation of Australian traditional dress?
6 Discuss the ways in which **Sources 2 and 3** differ in their depiction of what it means to be Australian. Then, with a small group, decide which image better reflects your view of Australia and why.

PERSPECTIVES AND INTERPRETATIONS

7 Looking back through this chapter, decide how official government policies about trade and immigration gradually made Australia less a distant partner of the United Kingdom and more a part of Asia.
8 In what ways have immigrants contributed to Australia's cultural heritage? In order to answer this question fully, you will need to look back through the chapter and identify the most important ways in which immigration has changed Australia. You may also like to use your library or the internet to research certain aspects more fully. Present your response in a written and visual presentation.

7.10 SkillBuilder

Becoming a historical investigator

Why is inquiry important?

As we delve into the past, one of the most valuable skills we can develop is the ability and willingness to inquire about the past. This involves recognising that what came before is important, not only because it affected the lives of the people involved but because it has a lasting effect on our lives today. Engaging in historical inquiry involves asking rich questions, locating and evaluating primary and secondary sources of evidence, and drawing conclusions based on your findings.

How to become a historical investigator — a step-by-step approach

First you have to formulate the questions you want to answer. These should require more than a simple 'yes' or 'no' answer or a single date. A rich question is puzzling at first but sparks the imagination. As a historian, it is your task to decide, 'In what ways have government policies shaped immigration since 1947?'

To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event *directly* or *indirectly*, whether their information was *complete* or *incomplete*, and their *role* in the event. Some accounts may also suggest *bias*. In order to decide which historical account is most accurate, we need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other. Once you have located a number of sources, choose those that seem most relevant. Examine each in turn, asking the following questions:

a What 'answers' does the source offer to your major question?
b Who created this source and why?
c Are the views expressed reliable or unreliable?
d Do you see any evidence of bias?
e Whose views/experiences are *not* represented?

The final stage of investigation involves drawing conclusions based on the evidence you have collected. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

Source 1 reflects an official view of changes to the immigration system. It has been used as the basis for answering questions **a**–**e**.

a *What 'answers' does the source offer to your major question?*
The statistics given in this graph show that between 1989 and 2003 the numbers of migrants entering Australia because of special eligibility have remained fairly constant, those entering through family connections declined and skilled migrants increased. This suggests the government is favouring skilled migration as a way to bolster the numbers of workers in various industries.

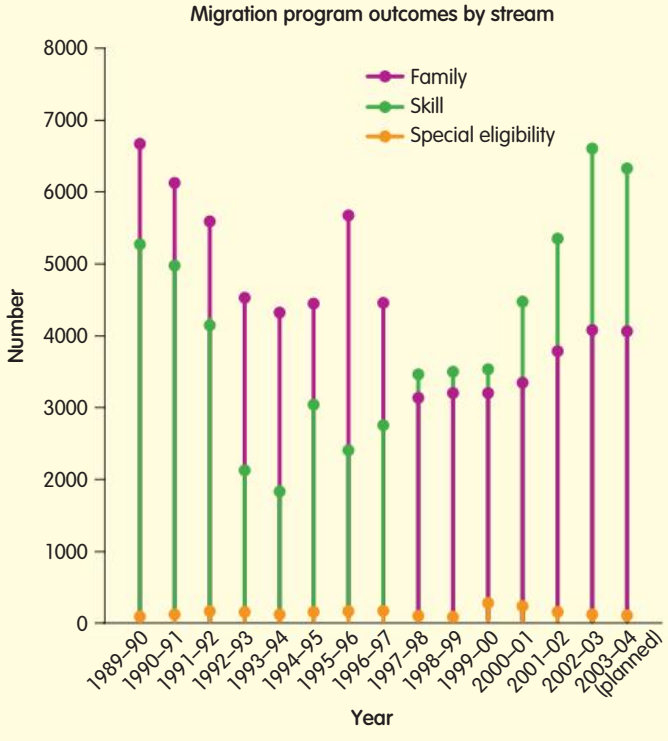
b *Who created this source and why?*
This data was collected by the Australian Bureau of Statistics in order to better inform government and community groups.

c *Are the views expressed reliable or unreliable?*
The ABS is responsible for providing the Australian government with official statistics. They are very reliable.

d *Do you see any evidence of bias?*
No.

e *Whose views/experiences are not represented here?*
Those of the migrants themselves.

Source 1 This graph shows the number of people who entered Australia in one of three migration categories in the years 1989–2004 (planned): Family, Skill and Special Eligibility.



Source: DIMIA Population Flows: Immigration Aspects, various issues and DIMIA 2003a.

Developing my skills

1 Analyse **Sources 2–4** using questions **a**–**e**.
2 Having analysed the evidence, offer a tentative answer to the question 'In what ways have government policies shaped immigration since 1947?' Suggest other evidence that would need to be examined before you could come to a final conclusion.

Source 2 In this excerpt from an interview published by the Department of Immigration, George describes the difficulties that led to his immigration to Australia in the mid 2000s. Since arriving in Australia, he has become a prominent member of the Liberian community of South Australia and is recognised as one of the Department of Immigration's success stories.

Born in Liberia in 1978, George had a childhood filled with challenges. His father, a sergeant in the military, was murdered by rebels in the civil war in 1990 and, soon after, the family fled to a refugee camp in Guinea. This placed a heavy burden on George, who, as the eldest son in a family of eight siblings, felt pressure to help his mother raise his brothers and sisters.

'Eventually, I left the refugee camp to work in a photography shop and I sent money to my family in the camp,' George said. 'I felt responsible to look after them.'

Tragedy struck in November 2004, a month before George's migration to Australia on a refugee visa, when George's mother died in a minibus crash. She was returning from a migration health screening in Conakry, the capital city of Guinea, to the refugee camp. The crash exacerbated the mixed emotions he already felt about saying goodbye to his brothers and sisters to start a new life in Australia with his wife, Veronica, and first child, Edna.

Source 3 This photograph, taken in 1948, shows migrant families waving goodbye at London airport as they leave for Australia. Using the assisted passage scheme, run by the Australian government, British migrants paid only £10 to travel to Australia. These families have paid extra to travel by air instead of sea.



Source 4 This photograph, taken in 2011, shows asylum seekers protesting on the roof of the Villawood Detention Centre in Sydney.



7.11 Review and reflect

In this chapter we have learned about changes to Australia's immigration policies since 1945 and how this has affected the numbers and types of immigrants accepted into Australia. We have learned the important role that Australia has played, and continues to play, in housing the world's refugees. We have seen that, although many immigrants have been accepted by the Australian community, there are ongoing controversies that make life difficult for many 'new Australians'. Finally, we have considered the way the migration experience is reflected in facts and figures, personal narratives, photographs and other cultural artefacts.



Quick quiz

1. When did the White Australia policy end?
2. Name one immigration policy.
3. Define *assimilation* in your own words.
4. In 1949, what percentage of Australia's population was born overseas?
5. Who was taken to Bonegilla, why and for how long?
6. Name three writers mentioned in this chapter whose work has represented the migrant experience.
7. How many immigrants worked on the Snowy Mountains Hydro-electric Scheme and how many countries did they represent?
8. Why did the number of refugees accepted into Australia increase dramatically in 1979?
9. What is Australia's third largest export industry?
10. Name three internationally recognised immigrants.
11. What event caused the residents of Northam to protest?
12. How have policies about people migrating to Australia changed since 1949?
13. What percentage of Australia's current population was born overseas?

Analysis and use of sources

1. Source 2 is a fictional tale depicting one man's migration to a strange land. Look carefully at the selected page and then consider the following:
   - a Why might Shaun Tan have chosen not to use words in his story?
   - b Why might he have chosen a sepia colour for the images?
   - c What is happening in this page? What does it suggest about the country the unnamed migrant has moved to?
   - d What do the migrant's dress, body language and facial expressions suggest about how he feels?
   - e Do these images remind you of any of the other images/stories you've seen or read in this chapter? If so, which ones?
   - f Create a document with 16 squares, one to represent each image on this page. In each, write down what sound effects can be heard, and what the unnamed migrant is thinking.
2. In what ways is this unnamed migrant's experience of arrival in a foreign country similar to, and different from, Antonio's arrival in Australia described in Source 1?
3. Read Source 3.
   - a What impression do you get of the Bonegilla Reception and Training Centre?
   - b What is meant in the lines, 'physicians nailing crates / attorneys cleaning trams'?
   - c What lines from the poem show the difficulties that immigrant children expect to face in the future?

Source 1 Antonio was born in Possagno, Italy. After an eventful journey he arrived in Australia in 1948.

I only had one change of clothes. I came on the first plane after the war in 1948. I had paid 100 000 lire deposit for the boat trip but something happened and I lost most of the money. I borrowed money from relations already in Australia and came by plane from Rome. It was an old bomber plane. There were 27 places but over 50 on the plane. I was lying down on the floor and I held onto the pilot's seat. We had engine trouble over India and we were there for about a week. We were put in old army barracks in India and we were bitten by something that was not fleas but they were so big it wasn't funny. When the plane had to take off everybody had to go to the front.

I arrived in 1948. My father had come to Australia in the 1920s but had returned to Italy. My brother Andrea was already in Australia and a couple of uncles were in Griffith. The reason why I didn't come with my brother and two uncles was because I was in the army. Nine months later my wife Antonia came with our daughter Elvia, aged 18 months, my brother Joe, sister Angela Cunial, future brother-in-law Isidoro Vardanega and Frank Bastianom. I came straight to Orange because Andrea was already there. I came by train. My impressions of Australia: open country, good people . . . but the flies were bad! I knew this was the land for me.

Source 2 Shaun Tan is an Australian illustrator and author whose father travelled to Australia from Malaysia to study. His father's migration experiences, as well as those of other Chinese-born migrants who travelled to Perth, are reflected in *The Arrival*, a wordless graphic novel that tells the story of a nameless man who must leave his family to seek a better life in a foreign country.



Back to the big questions

Student workbook
7.8, 7.9, 7.10

At the beginning of this chapter several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How have Australian immigration policies changed since 1945?
2. How have these policies reflected Australia's changing place in the world?
3. How has the experience of migration changed over time, for both immigrants and Australian residents?
4. Do new immigrants have the same opportunities for success as established Australians?
5. What issues continue to cause controversy in relation to immigrants?

Source 3 An extract from Les Murray's poem *Immigrant Voice* describing immigrants arriving at the Bonegilla Reception and Training Centre to begin their new life in Australia

Bonegilla, Nelson Bay
the dry-land barbed wire ships
from which some would never land.

In these, as their parents
learned the Fresh Start music:
physicians nailing crates,
attorneys cleaning trams,
the children had one last
ambiguous summer holiday.

Ahead of them lay
the Deep End of the schoolyard,
tribal testing, tribal soft-drinks,
and learning English fast,
the Wang-Wang language.

Ahead of them, refinements:
thumbs hooked down hard under belts
to repress gesticulation;

ahead of them, epithets:
wog, reffo, Commo, Nazi,
things which can be forgotten
but must first be told.

Reflect

Think about your learning over this topic. For each of these statements, tick the box that you think is correct for you and briefly state your reasons.

Statements about my learning in this chapter	Agree	Disagree	Reasons why I agree or disagree
I understand how and why immigration policy has changed since 1945.			
I recognise why immigrants from different countries may have had different experiences in Australia.			
I know why recent immigrants have sometimes faced prejudice.			
I would feel confident discussing important immigration issues such as mandatory detention with a friend.			
I understand how to analyse a range of data sources to find the 'truth'.			

Glossary

abo an abbreviation of the word 'aborigine' (today, this is considered an offensive term)

Abyssinia the only independent African state in 1935, now called Ethiopia

advocacy active support

alien a person born in another country who is not yet a citizen of the country in which they live

alienate to cause someone to feel isolated or separated

Allies Britain, France and the other states on the winning side in World War I

anarchists revolutionaries who want an equal society based on cooperation rather than government or coercive laws

Anglo-Celtic an inhabitant of Australia who was or whose ancestors were born in the British Isles, including England, Ireland, Scotland and Wales

apartheid an official policy of racial segregation involving political, legal and economic discrimination

Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers

armistice a ceasefire or truce that ends fighting in a conflict so terms for permanent peace can be discussed

Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples

ASIO Australian Security Intelligence Organisation; a body responsible for collecting information on terrorism and other dangers to Australia's security

assembly line mass production method in which each worker completes the same operation over and over

assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture

ballad a narrative poem, often intended to be sung

beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas

bias prejudice, leaning towards just one view of things

biosphere the part of the Earth and its atmosphere in which living organisms exist or that is capable of supporting life

bipartisan supported by the two major political parties

blockade blocking the movement of something

bunker fortified underground shelter, usually with openings from which to fire at enemies

Cabinet group of select government ministers that meets regularly to decide major issues of government

capitalist economic system based on private ownership of capital, free markets and competition

censorship government controls and restrictions on the free flow of information in the media

census an official, usually periodic count of a population

civil rights the rights belonging to an individual by virtue of citizenship

climate change significant long-term change in the climate and weather patterns of the planet, currently believed to be intensified by human activity

Cold War the state of political hostility and military tension between the Western (capitalist) and Eastern (communist) power blocs

colonial nation a nation that has foreign settlements, or colonies, under its control

communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people

concentration camps prison camps where people were beaten, tortured, starved and used as slave labour

conscription compulsory enlistment, especially in the armed forces; also called the draft

corporate accountability the idea that companies are responsible for the results of their actions

cosmopolitan influenced by many countries and cultures

coup d'état a change in government brought about by force

culpability state of guilt; being responsible or blameworthy

deforestation the removal of trees or forest

delegation a person or group appointed to represent others

disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

displaced person a person driven from their homeland by war or political upheaval

dissidents people who publicly disagree with government policy or actions

dole payments to the unemployed, usually in the form of coupons to exchange for food

dominions the British Empire's self-governing settler colonies

economic sanctions restrictions on a country's trade imposed by other countries to enforce political change

ecosystem the complex set of relationships among all living organisms of an area

ecotourism tourism to places having unspoiled natural resources

egalitarianism having the belief that all people are equal and deserve equal rights

embassy the residence or place of official business of an ambassador, who represents a foreign country

emissions trading scheme (ETS) a system providing economic incentives for achieving pollution reductions

eradicate wipe out, obliterate

escalated became much more serious and urgent

fallout the fall of radioactive particles after a nuclear explosion

folly foolishness; lack of good sense

foment encourage or foster rebellion

food sovereignty the right of people to control their own food and agriculture without being subjected to international, external forces

Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France

foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy

fundamentalist a person with strict and uncompromising religious beliefs

Gaia hypothesis the idea that all living organisms and inorganic matter are part of a dynamic system that regulates the biosphere

genetic modification the use of biotechnology to change genes of an organism, such as a plant or animal

genocidal widespread, planned extermination of a group or race of people

genocide the attempted systematic killing of an entire national or ethnic group

geyser a natural hot spring that intermittently ejects a column of water and steam into the air

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

grassroots involving ordinary people in a community or organisation

guerrilla a member of an irregular military force that avoids fighting pitched battles, adopting tactics such as harassing the enemy, sabotage, and cutting communications and supply lines

heritage cultural traditions

hire purchase buying and using a product while paying for it in instalments
house arrest confinement to your place of residence rather than prison
hyperinflation such an extreme rise in prices that a currency loses any real value
iconic important or enduring
ideologies sets of beliefs that provide the basis of political systems
ideology set of ideas or beliefs that guide an individual, group, society or nation
inalienable belonging to a thing by its nature; not able to be taken away
incarceration imprisonment
indoctrinate to teach or instruct in a way that is almost brainwashing
Industrial Revolution enormous social and economic changes brought about by the shift from hand manufacturing to large-scale factory production
inflation increase in the general level of prices for goods and services
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately
internment to be put in prison for political or military reasons, either real or perceived
isolationist foreign policy based on avoiding involvement in the affairs of other countries
Ku Klux Klan a racist American secret society that uses violence and intimidation to achieve its goal of white supremacy
land rights the rights of Indigenous peoples to possess land they traditionally owned and occupied
left wing of parties, ideologies and individuals, such as communists and socialists, that want greater political equality
Luftwaffe the German air force during World War II
lynching to execute a person without authority or process of law
mandate commission to act on behalf of the League of Nations to govern a people considered not ready to govern themselves
manifesto a public declaration of principles, policies or intentions
martial law a body of laws imposed by the military rather than civil authority
middle class the class between the working class and the upper class, usually including professionals, highly skilled labourers, and lower and middle management
militarism excessive influence of military values and pro-war ideas
militia a group of armed civilians who may be part-time or temporary soldiers
moral relating to right and wrong behaviour
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish so long as they do not break the law; respect for, and appreciation of, cultural diversity
munitions weapons and ammunition
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers
national service compulsory service in the military during peacetime
native title a 'bundle of rights' of Indigenous people to possess land they traditionally owned and continue to occupy
naval blockade naval action to close down or restrict access to an area or country by sea
Normandy a region of France on the Atlantic coast
notoriety being known for some unfavourable act or quality
ocker (slang) a boorish or uncultivated Australian
organism an individual form of life
paramilitary armed forces outside the official military
partisans irregular fighters using guerrilla tactics behind enemy lines
pastoralist a person who runs sheep or cattle on a property
patent the exclusive rights that prevent others from making, using, selling or profiting from the object of the patent
Pentecostal Christianity a form of Christianity that preaches direct contact with God and the Holy Spirit, which can include a belief in divine healing and speaking in tongues
permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike
plebiscite direct vote in which electors give their opinion on an issue
precedent an action or decision on which later actions or decisions might be based
prohibition 1920s nationwide ban in the US on the making, transporting or selling of alcoholic drinks
putsch an attempt to seize political power by force
radical a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
RAF Britain's Royal Air Force
rationing controlling the distribution of something when supplies are low
rearguard action direct engagement with the enemy by troops protecting a retreating force
referendum a ballot in which people decide on an important political issue
Reichstag the German Parliament
reparations payments as compensation for damage caused
reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people
rhetoric effective and persuasive language, sometimes used to mislead
right wing of parties, ideologies and individuals whose political beliefs range from conservative to fascist
rogue playfully mischievous
satellite state country dependent on and dominated by a more powerful country
'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy
self-determination the freedom for a people to determine their own course of action
seminal original and influential
socialists those who support an economic system based on public ownership of industry to create greater equality
sound bite a brief statement, as by a politician, taken from an audiotape or videotape and broadcast especially during a news report
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943
sovereign nation: a nation that has the right to determine its own laws and future
soviets councils, originally elected by workers or peasants
spearhead to lead an attack
statistician a compiler of statistical data
status quo the existing state of affairs
stockbroker someone whose job is to buy and sell shares on behalf of others
stock exchange a place where stocks (shares in companies) are bought and sold
substance abuse excessive use or misuse of drugs, alcohol or other addictive or mood-altering substances
tailings refuse left over after ore has been processed
technocrat a scientific or technical expert with a high position
tenure the right to hold land or property
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown
terrorism the use of violence, especially against civilians, to achieve political ends
terrorists people who resort to terrorism
Third Reich the Nazi name for their regime in Germany. Reich means empire.

treaty a formal agreement between states

tried in absentia tried even though the accused is not present in court

unconstitutional not in accord with the principles set forth in the Constitution

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

unfettered unrestricted

United Front policy of communist parties forming alliances with other parties to combat fascism

uranium a radioactive element used in the construction of nuclear fuels and weapons

USSR the Union of Soviet Socialist Republics, or Soviet Union, the name of the former Russian Empire from 1922

utopia an ideal, perfect place, especially in its social, political and moral aspects

Viet Cong a political and military organisation that fought against the South Vietnamese government and their US allies

visa a government document allowing the holder to enter or exit a country

war crimes crimes committed during war that violate the accepted rules of war, often performed against civilian non-combatants

war on terror international military campaign led by the US against terrorist groups and states alleged to support them

Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

welfare government system to provide help to members of society who need support

White Russians those who wanted to crush the revolution and restore the old Russian order

working class the class consisting of people who work for wages, especially low wages, including unskilled and semi-skilled labourers and their families

xenophobic abnormal fear or hatred of the strange or foreign

Index

A

Aboriginal Tent Embassy 134–5
Aborigines *see* Indigenous Australians
Abyssinia 40, 43
advertising 159
Afghanistan 99
agriculture
  conservational agriculture 202–3
  and genetic modification 218, 219
alienation 118, 119
aliens 58, 61
Allies 7
anarchists 12
Anglo-Celtic population 185, 186, 236
apartheid 127
appeasement 40, 41–3
Aquarian 175
armistice 6, 93, 95
arms race 88
artefacts, World War II 32
artworks, as sources 235
Aryans 35, 37
Asia–Pacific region 260
Asian immigration 250, 254
Asian-Australians 251
ASIO 92, 95
assembly lines 10
assimilation
  and immigration 236
  of Indigenous Australians 122–3, 133
asylum seekers
  community response to 258–9
  mandatory detention 257–8
  Tampa incident 256–7
atomic age, fallout from 212–15
Aung San Suu Kyi 107
Australian Greens Party 110, 206–7, 222–3
Australian Women's Army Service (AWAS) 63
Australian Women's Land Army (AWLA) 62–3
Australian Youth Climate Coalition 224–5

B

baby boom 161, 163
Battle of Britain 44
beat generation 174, 175
Beatles 171–2
Berlin Wall 88–90, 96
Bhopal disaster 216
bias 158, 159
big business versus local communities 216–19
biosphere 205, 207
bipartisan political support 99, 133
Black Power movement 126–7
Bolshevik Revolution 18
Bonegilla Reception and Training Centre 242–3
British Empire, Australian loyalty to 69
Brown, Bob 110
bunkers 54, 55
Burma 106–7

C

Cabinet 82–3
Calwell, Arthur 239–40
capitalism 18, 19, 88
carbon tax 222–3
censorship 82, 83
census 132, 133
Chernobyl disaster 212–13
children
  abuse in remote indigenous communities 116–17
  during World War II 60–1
  rights 141
China
  Japanese invasion 38–9
  'Rape of Nanjing' 39
  rise of 99
civil rights 105–6, 124–7, 174, 175
climate change 110, 111
  Australian Youth Climate Coalition 224–5
  emissions trading scheme (ETS) 222
  global warming 220
  government response to 220–3
  Kyoto Protocol 220–2
  official response 222
coastwatchers 58
Cold War
  and Australia 92–5
  end of 96–7
  and popular culture 162
  superpowers in conflict 88–91
  treaties 92
colonial nations 200, 203
colonies
  in 1945 104
  decolonisation 104–5
  independence movements 13, 68–9
communications technology 108–9
communism 18–19, 88, 92, 96, 239
concentration camps 36, 37, 71–2
conscription 60, 94, 95, 174, 175
conservational agriculture 202–3
Cooper, William 120
corporate accountability 216, 219
Cosgrove, Peter 102
cosmopolitan 234, 235
coup d'état 107
Cuban missile crisis 90–1
culpability 140, 143
cultural heritage 261
Curtin, John 64–5
Czechoslovakia 42–3

D

decolonisation 104–5
deforestation 201, 203
delegations 225
democracy 184–5
disc jockeys 170, 173
displaced persons 168, 169
dissidents 18, 19
Dolchstosslegende 34
dole payments 15
domino theory 92
Dunkirk 44

E

East Timor *see* Timor-Leste
deforestation 201, 203
ecological interdependence 208–9
economic sanctions 98, 99
economy, post-World War II 86–7, 160–1
ecosystems 110, 111
ecotourism 198, 199
egalitarianism 184, 186
El Alamein 48–9
embassies 134, 135
emissions trading scheme (ETS) 222
environment
  conservational agriculture 202–3
  cost of urbanisation 200
  exploitation of developing world for resources 200–1
  impact of industrialisation and urbanisation on Australia's forests 201–2
environment movement 109–10
  in Australia 206
  Gaia hypothesis 205
  grassroots organisations 224
  influential books 205
  key events since 1960s 195
  and popular culture 205–6
  sources 196–7
  start of contemporary movement 204–7
  think global, act local 224–5
environmental activism
  Greenpeace 208
  radical environmentalism 209
  to protect Australia's heritage 209–11
environmental disasters 216–19
Europe
  at the beginning of 1942 45
  during the 1920s 12–13
  at the end of World War II 66
Evatt, Herbert Vere 124–5
expert opinion 158
exports 260

F

fads and fashions, during the 1960s 162–5
fascism
  in Australia 21–2
  European allies 40–1
  in Germany 22
  in Italy 20
  in Japan 38–9
  rise of 20
  in Spain 22–3
fashion, and politics 164–5
Ferguson, William 120–1
film industry
  competition with television 182–3
  foreign influence 181–2
  future of 183
  post war 180–3
  rogues, larrikins and scoundrels 180–1
First Gulf War 98–9
food sovereignty 219
Fortress Europa 66, 69
Fortress Singapore 50
forward defence strategy 92
foxholes 54, 55
Franklin River 210–11
Fraser, Malcolm 252, 253
Freedom Ride 130–1
fundamentalists 99
fur trade 164–5

G

Gaia hypothesis 205
Galbally Report 252, 253
genetic modification 218, 219
Geneva Conventions 70
genocidal acts 209, 210
genocide 97, 99
Germany
  foreign policy 40
  invasion of Europe 44
  invasion of Russia 45
  Nazification 36–7
geysers 198, 199
Gillard, Julia 223
global warming 220
globalisation 109
grassroots organisations 224
Great Depression 2–3, 14–17, 34
green bans 209
Green parties 110, 206–7
Greenpeace 208–9
guerrillas 94, 95
Gulf of Mexico oil spill 218–19
Gurindji people 136–7

H

Hanson, Pauline 138, 253–5
heritage 118, 119
hippie movement 174–5
hire purchase 10
historians' perspectives 112–13
historical debates 144–5
historical investigation 188–9, 226–7, 262–3
Hitler, Adolf 21, 22, 33–7, 40
Holocaust 71–2
house arrest 107
household technology 108
Howard, John 139, 140, 256–7
hyperinflation 34, 37

I

ideologies 44, 47, 88, 91
immigration
  addressing skills shortage 260
  and assimilation 236
  assisted migration 242
  boost to the economy 245
  European refugees 241
  events that have influenced 236–7
  from Asia 248–51
  integration policy 236
  and multiculturalism 236, 252–5
  policies 236
  populate or perish strategy 239–41
  post-World War II 86, 160, 232–3, 239–45
  significant events 233
  White Australia policy 168, 186, 236, 237, 238, 260
inalienable rights 125, 127
incarceration 119
independence movements 13
India
  Bhopal disaster 216
  independence movement 104
  rise of 99
Indigenous Australians
  1967 referendum 132–3
  Aboriginal Tent Embassy 134–5
  assimilation 122–3, 133
  child sexual abuse 116–17
  Day of Mourning in 1938 120–1
  definition 148–9
  depiction in popular films 118
  discrimination against 107
  education 146–7
  fighting for equity 146–51
  Freedom Ride 130–1
  government policies 116–17, 119, 122–3
  Gurindji strike 136
  health and life span 146
  housing 147
  Indigenous Land Use Agreements 139
  integration policy 133
  land rights movement 134, 136–9
  Mabo decision 138
  national apology 141–3
  National Congress of Australia's First Peoples 151
  National Sorry Day 140
  native title 138
  population 148
  protection policy 122
  reconciliation 140–3
  Stolen Generations 122–3, 140–3
  struggle for rights and freedoms 118–19
  voting rights 132–3
  Wik case 138–9
  Yirrkala petition 134
Indigenous peoples' rights 150–1
indoctrination 20, 23
Indonesia, independence 68–9
Industrial Revolution 196, 197
industrialisation, impact on Australia's forests 201–2
inflation 86, 87
inter-war years, sources 4–5
INTERFET (International Force for East Timor) 103
international relations 260–1
International Security Assistance Force (ISAF) 98
international students 260–1
internet 83
internment camps 60, 61
intolerance 12
Iraq 98–9
isolationist foreign policy 40, 43
Italy
  foreign policy 40
  invasion of Abyssinia 40
  rise of fascism 20

J

Jabiluka uranium mine 214–15
Japan
  alliances 39
  bombing of Hiroshima and Nagasaki 67–8
  fascism 38–9
  imperialism 38
  invasion of Manchuria 38
  and Pacific War 46
  'Rape of Nanjing' 39
  war crimes 70

K

Kakadu National Park 214
Keating, Paul 140
King, Martin Luther (Jr) 105, 106, 126
Kokoda Campaign 52–3
Korean War 92–4
Ku Klux Klan 12, 106
Kyoto Protocol 220–2

L

Lake Pedder 210
land rights 135
land rights movement 134, 175
Lang, Jack 16
League of Nations 7–9, 68, 85
left-wing 34, 37
life expectancy 111
Lingiari, Vincent 136, 137

Love Canal 217
Luftwaffe 44, 47

M

Mabo decision 138
Mabo, Eddie 138
McArthur, Douglas 64–5
mandates 7
manifestoes 208, 210
Maralinga 214
martial law 107
mass consumption 10
mass media, during inter-war years 4–5
medical advances 111
middle-class 178, 179
migrant experiences, sources 234–5
migrants
  contribution 260–1
  country of birth 237
  European refugees 241
  finding work 244–5
  first 'boat people' 248–50
  hardships faced 244
  New Australians 242–5
  resistance to assimilation 244
  and Snowy Mountains Scheme 246–7
migrants' stories 234–5
militarism 38–9
militias 102, 103
Mirarr people 214–15
modern world
  1918–1939 2–3
  since World War II 80–1
  sources 82–3
Montgomery bus boycott 125
moral responsibility 140, 143
multiculturalism
  and immigration 236
  public debate over 253–5
  and television 177, 252–3
munitions 62, 63
music *see* protest music; rock 'n' roll
Mussolini, Benito 20, 21, 40

N

Namatjira, Albert 128–9
napalm 94, 95, 176, 179
National Congress of Australia's First Peoples 151
national identity, and soccer 168–9
national parks 198–9
national service 254, 255
native title 138
naval blockade 91
Nazi Germany
  and fascism 22
  rise to power 34–7
  war crimes 70–2
Nelson, Brendan 141, 142
New Australians 242–5
New Guard Movement 21–2
New Zealand, nuclear testing 215
non-government organisations (NGOs) 224
non-violent protest 126
Normandy 66, 69
nuclear accidents 212–13
nuclear bombs 67–8
nuclear fallout 214, 215
nuclear testing
  in Australia 214
  in New Zealand 215
  protests against 214–15
Nuremburg war crimes trials 72–3
nurses 63

O

ocker comedy 180, 183
official sources, inter-war years 4
official reports, and sources 197
oil spills 218–19
Olympic Games 167–8
One Nation Party 253–5
oral history, events since World War II 82
organisms 205, 207

P

paramilitary 34, 37
partisans 44, 47
pastoralists 138, 139
patents 218, 219
Patten, Jack 120–1
peacekeeping 100–3
Pentecostal Christianity 186
Perkins, Charles 130–1
permanent residency 256, 259
personal records, of inter-war years 5
photographs, as sources 196–7
plebiscites 7
political cartoons 24–5
politics, and fashion 164–5
popular culture
  and environmentalism 205–6
  events since 1954 157
  evolution of television 176–9
  fads and fashions 162–5
  film industry 180–3
  protest music 174–5
  rock 'n' roll revolution 170–3
  sources 158–9
  sport and society 166–9
popular films, depiction of Indigenous Australians 118
population of Australia
  Anglo-Celts 185, 186, 236
  country of birth of immigrants 237
  percentage born overseas 234
post-war Australia, economy and society 160–1
precedents 136, 139
prohibition 10
propaganda posters 74–5
protest music 174–5
putsches 22, 24

R

radical environmentalism 209
radicals 12, 209, 210
rationing 59, 61
rearguard actions 48, 49
referenda 133
refugees
  from Europe 241
  from Indochina 248–50
  obligation to accept 250
  resettlement 250–1
  see also asylum seekers
Reichstag 34, 37
religious tolerance 185–6
reparations 7
reservations 198, 199
right-wingers 34, 37
Rights of Nature 205
'Roaring Twenties' 2, 10–13
rock 'n' roll
  Australian rock goes worldwide 172–3
  first wave in Australia 170–1
  origins 170
  rise of the Beatles 171–2
Royal Australian Air Force (RAAF) 48, 54
Royal Australian Navy (RAN) 48, 55
Rudd, Kevin 141–3, 222
Russia, German invasion 45

S

Sandakan death march 56
satellite states 89, 91
satire 158
satirical cartoons 238
scorched earth policy 52
Second Australian Imperial Force (AIF) 48–9
self-determination 105, 150
Sino–Japanese war 39
Snowy Mountains Hydro-electric Scheme 239, 246–7
soccer, and national identity 168–9
socialism 18, 19
sound bites 258, 259
South-West Pacific Zone 60, 61
sovereign nations 256, 259
soviets 18, 19
space race 88
Spain, fascism 22–3
Spanish Civil War 22, 40
Spanish Republic 23, 40–1
Special Broadcasting Service (SBS) 253
sport and society 166–9
Stalin, Joseph 18
standard of living 110–11
statisticians 234, 235

statistics 234
status quo 158, 159
stock exchanges 14
stockbrokers 14
Stolen Generations 122–3, 140–3
substance abuse 146, 147
superpowers 88
surfing culture 166–7
sustainability 110
sustainable neighbourhoods 224

T

tailings 197
Tampa incident 256–7
technocrats 209, 210
technological development 108–9
television
  events since World War II 82
  and multiculturalism 177, 252–3
  arrival in Australia 176
  soap operas 177–8
  technology of 178–9
  and Vietnam War 176–7
tenure of land 134, 135
terra nullius 134, 135
terrorism 97–9
Theodore, E.G. 16
Third Reich 40, 43
timelines
  Australian peacekeeping operations 100
  environment movement since 1960s 195
  events after World War II 81
  immigration 233
  modern world 1918–1939 3
  popular culture since 1945 157
  struggle for rights and freedoms since 1945 117
  Vietnam War 94
  World War II 31
Timor-Leste 101–3
Tobruk 48–9
Torres Strait Islanders *see* Indigenous Australians
toxic waste 217
trade 109, 260
travel 109
Treaty of Versailles 7, 34
trial in absentia 73

U

unconstitutionality 125, 127
unemployment, during the Great Depression 15–17
UNESCO (United Nations Educational, Scientific and Cultural Organization) 110, 111
  Convention Concerning the Protection of the World Cultural and Natural Heritage 194
United Fronts 40, 43
United Nations
  Declaration on the Rights of Indigenous Peoples 150, 151
  and decolonisation 106
  formation 68, 85
  peacekeeping activities 100–3
  Universal Declaration of Human Rights 119, 124–5
United Nations Convention on the Rights of the Child 141
uranium mining 214–15
urbanisation
  impact on Australia's forests 201–2
  impact on environment 200
  world's 10 largest cities 200
US civil rights movement 106, 125–7
US–Australia relationship
  during Cold War 92
  during World War II 64–5, 69
  post-World War II 87
USSR 18
utopia 174, 175

V

values
  in the 1920s 10–11
  continuity and change 184–7
Viet Cong 159
Vietnam War 94–5, 174, 175, 176–7, 248
Vietnamese 'boat people' 248–50
visas 256, 259
visual sources, World War II 32–3
Volunteer Defence Corps 58

W

war casualties 13
war brides 63
war crimes 97, 99
war on terror 97, 99
water, human right to 218
water pollution 218
Weimar Republic 34, 37
welfare 15
White Australia Policy 159, 168, 186, 236, 237, 238, 260
White Russians 18, 19
Whitlam, Gough 137, 184–5
Wik case 138–9
women
  discrimination against 107
  during World War II 62–3
  role in post-war Australia 87, 160, 161
Women's Royal Australian Naval Service (WRANS) 63
working class 177, 179
World War I 2, 6
  casualties 30
  peace treaties 7
World War II
  Allied counter-offensives 47
  attacks on Australia 238–9
  Australia and US alliance 64–5
  Australian prisoners of war 56–7
  Australians in Pacific War 54–5
  casualties 30
  causes 34–43
  commencement 43
  consequences 31
  end of 66–9
  fall of Singapore 50–1
  Germany overruns Europe 44
  home front in Australia 58–61
  Japanese militarism 38–9
  Kokoda campaign 52–3
  Mediterranean theatres of war 48–9
  Nazis' rise to power 34–7
  Pacific War commencement 45–6
  road to war in Europe 40–3
  threat to Australia 50–1
  timeline 31
  turning points 47
  war crimes 70–3
written sources, World War II 32

X

xenophobia 159, 254, 255

Y

Yellowstone National Park 198
Yirrkala petition 134