CAMBRIDGE

HISTORY TRANSFORMED

STAGE 5

Jonathan **Dallimore** | Ashley **America** | Luke **Bartolo** |
Melissa **Bright** | Kay **Carroll** | Tom **Dunwoodie** |
Andrew **Finlay** | Robert **Loeffel** | Nicole **Matthews** |
Michael **Molkentin** | Ebony **Toth**

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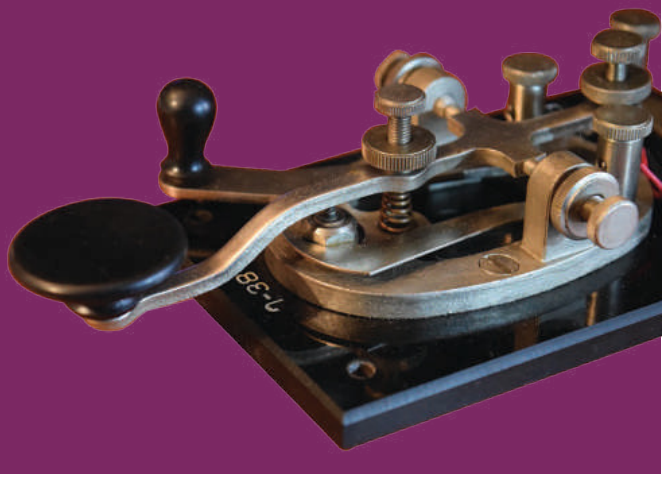
Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander people now deceased. Several variations of Aboriginal and Torres Strait Islander terms and spellings may also appear; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal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

Cambridge University Press acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which our company is located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. Cambridge University Press is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

About the cover

The illustration on the front cover of this book is a modern artist's re-creation of a photograph from within the Australian War Memorial collection. It is dated October 1942, and shows Private H.E. Newman of the 2/33rd Australian Infantry Battalion as he stops for a drink during a patrol between Nauro and Menari in Papua New Guinea.

Contents



Depth study 2: Australia and Asia 97

ISBN 978-1-108-89300-8 Dallimore et al.

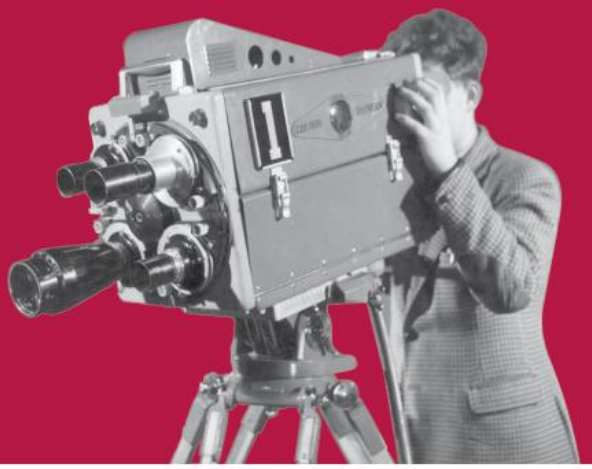
Depth study 3: Australians at War 147

THE MODERN WORLD AND AUSTRALIA 246

Depth study 4: Rights and Freedoms 251

ISBN 978-1-108-89300-8 Dallimore et al.

Depth study 5: The Globalising World 301



Depth study 6: School developed topics drawn from either of the overviews 400

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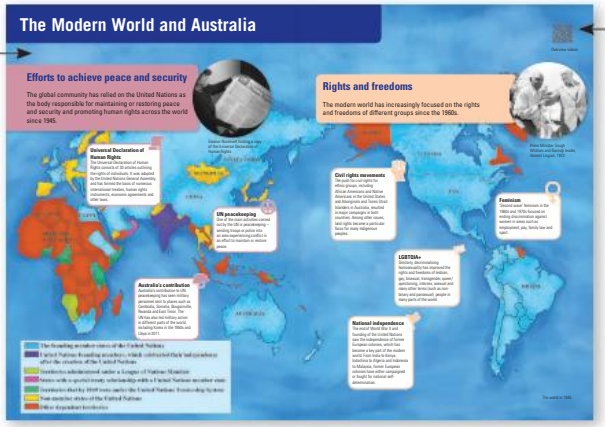
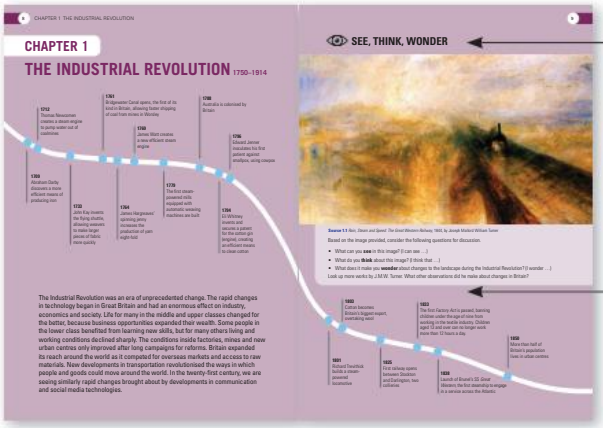
How to use this resource

Each part of the book begins with a four page **Overview**, with a map on the first two pages, and a timeline on the second.



The **QR code** gives you instant access, via your phone, to videos addressing the overview content in more detail.



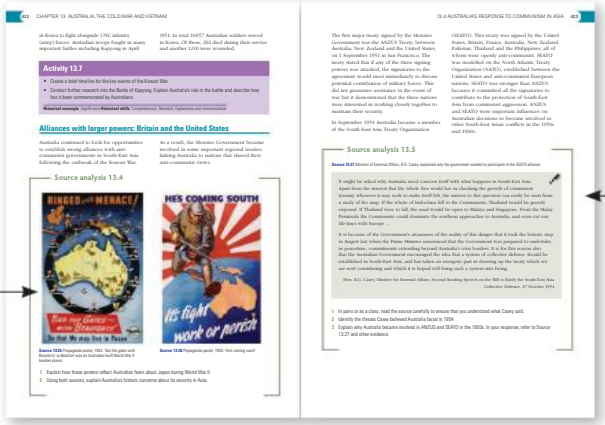
Chapters open with a **Visible Thinking activity** to get you thinking about the topic, and a **timeline** charting key events.

The third page of the chapter opener contains **key questions** and a **map** to give you a geographical context for your historical studies.

Icons in the margin show the location of additional resources in the Interactive Textbook. (See opposite for list of icons.)

Glossary terms are bolded in the text, defined on the page and collated at the end of the textbook for easy reference.

A variety of **activities** explore key historical concepts, and enable you to develop historical skills, while engaging with the topic.



Source analyses guide you in working with written, visual and audiovisual sources, a key aspect in the study of history.

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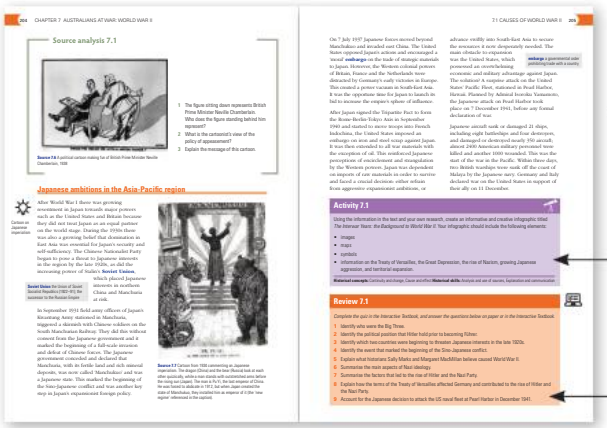
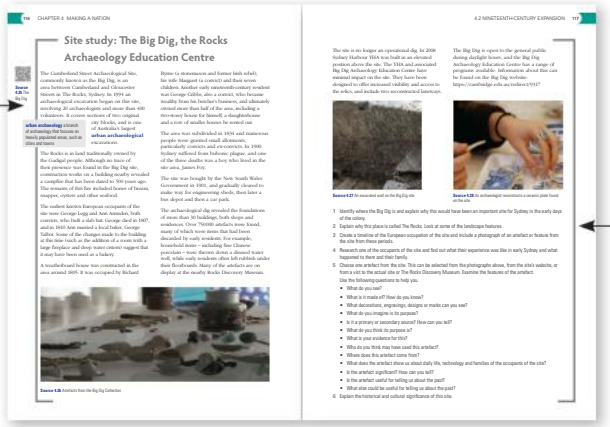


Activities with a **telescope** icon encourage you to consider the chapter content in the broader context of the Overview.

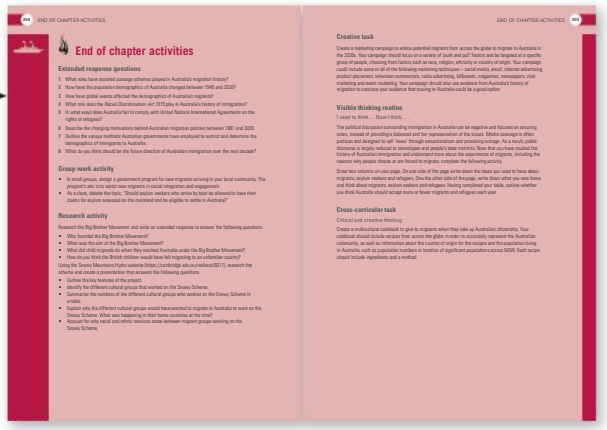
Each chapter section ends with a set of **review questions**, to check your recall of the material, as well as interpreting it and creating arguments.

Every topic has a **site study**, which can form the basis for the site study required by the syllabus, or used as a standalone activity.



Relevant videos can also be viewed on your phone by accessing the **QR code** in the margin.

The **end of chapter activities** contain a variety of concluding tasks to consolidate and extend your learning.



The Interactive Textbook is an online version of the print text, with many additional features:

- Audio and videos
- Extension tasks
- Galleries
- Quiz at the end of each section
- Interactive widgets
- Scorcher challenge at the end of each chapter

Review questions can be answered in the Interactive Textbook platform, and tracked using reporting tools.

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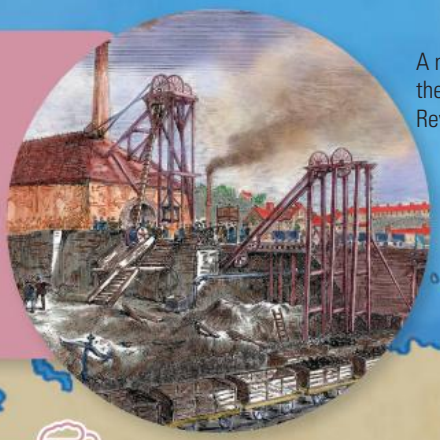
The Making of the Modern World

The Industrial Revolution

From the eighteenth century, the Industrial Revolution transformed the way people lived, worked, ate and travelled, as well as the goods they bought and used.



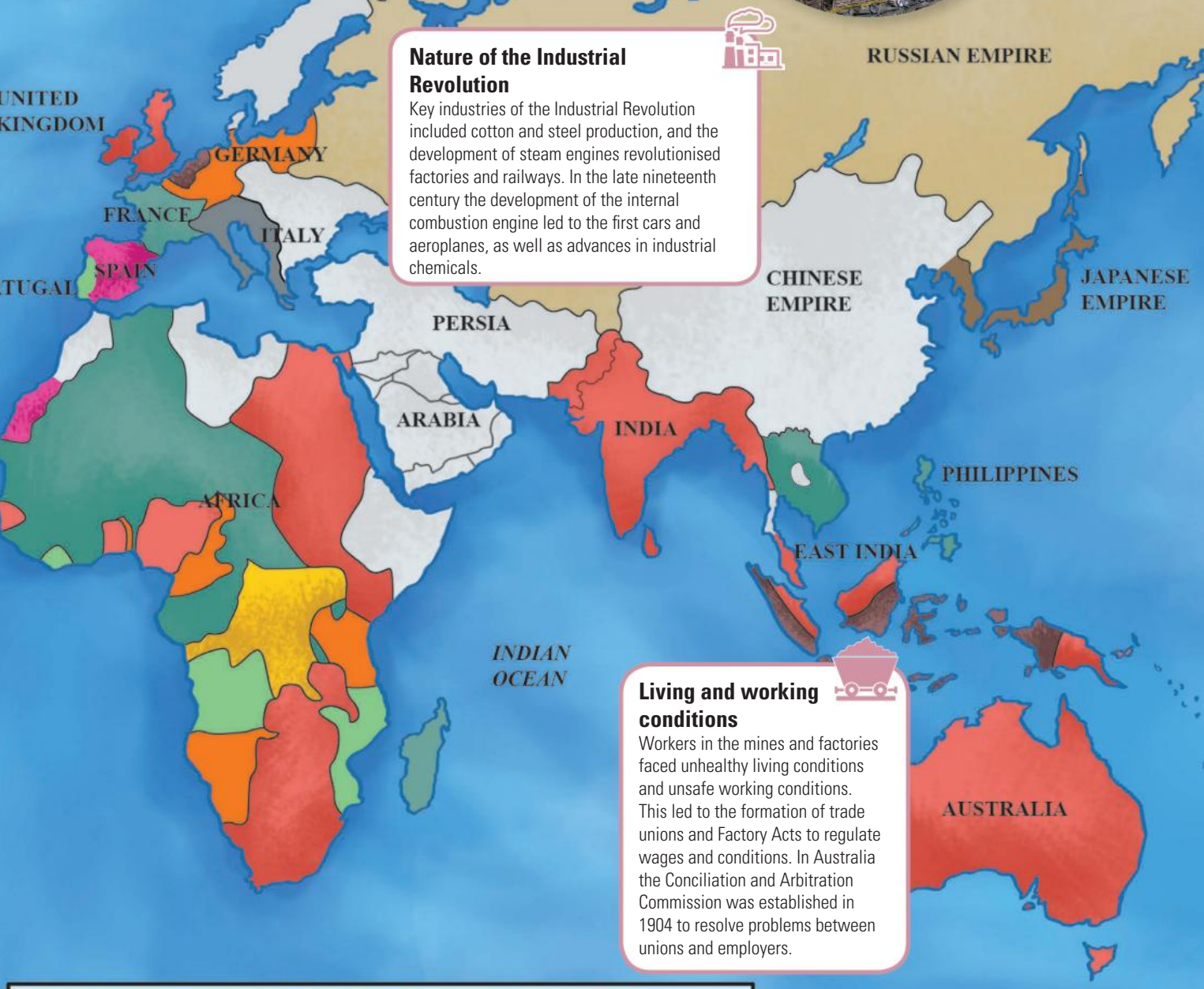
A mine during the Industrial Revolution

Nature of the Industrial Revolution

Key industries of the Industrial Revolution included cotton and steel production, and the development of steam engines revolutionised factories and railways. In the late nineteenth century the development of the internal combustion engine led to the first cars and aeroplanes, as well as advances in industrial chemicals.

Living and working conditions

Workers in the mines and factories faced unhealthy living conditions and unsafe working conditions. This led to the formation of trade unions and Factory Acts to regulate wages and conditions. In Australia the Conciliation and Arbitration Commission was established in 1904 to resolve problems between unions and employers.



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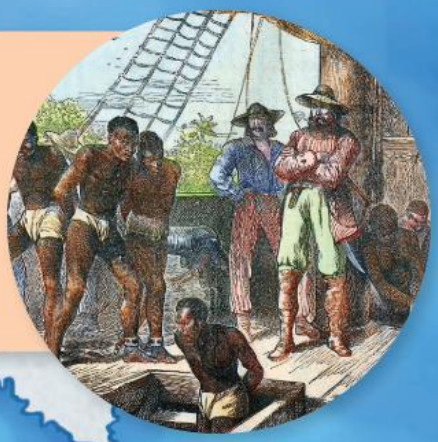
Overview videos

Movement of peoples

Between the eighteenth and twentieth centuries, millions of people moved from Europe, Asia and Africa to North and South America, Australia, New Zealand and South Africa.



A transatlantic slave ship

Convicts
Convicts were transported to penal colonies, such as the British colonies in eastern and western Australia.

Slavery
The trade in slaves from Africa brought wealth to the countries controlling slavery. Over 12 million slaves were transported between the fifteenth and nineteenth centuries. Abolition movements in saw the end of slavery throughout the nineteenth century.

Settlers
Other people chose to emigrate to escape poverty or religious persecution in many European countries.

Population
The United States' population increased by 28 million between 1850 and 1930, while Australia's population grew from approximately 400 000 in 1850 to over 3.5 million in 1901.

NORTH AMERICA

WEST INDIES

ATLANTIC OCEAN

PACIFIC OCEAN

European imperialism

Portugal, Spain, the Netherlands, Belgium, France, Britain and Germany established empires which carved up Asia, the Americas, Africa and the Pacific between the fifteenth and nineteenth centuries. The Ottoman (Turkish), Austro-Hungarian and Russian Empires dominated central and eastern Europe and much of the Middle East.

The Anglo–Zulu war of 1879

Social Darwinism
In the late nineteenth century changing ideas about race, brought about by Social Darwinism, led most imperial powers to believe they had a duty to educate and 'civilise' races they believed to be inferior.

Modernisation
Japan modernised rapidly during this period and pushed for a greater role as an imperial power.

Independence
Leaders such as Gandhi in India and Ho Chi Minh in Indochina challenged the assumption of European superiority and the colonial system as part of their independence struggles in the first half of the twentieth century.

Division of the world into colonies and colonisers in 1910

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New ideas

This period saw new ideas develop about human society which challenged traditional beliefs.

English suffragette poster, 1913

Liberalism
Liberalism encouraged business owners and intellectuals to demand a greater say in their government and the laws of their respective countries. Demands from women for the right to vote reflected a widespread belief in liberal ideas.

1765
Invention of the 'spinning jenny', Lancashire, England

1778
British government begins the transportation of convicts to Botany Bay, NSW

1807
Slave trade outlawed in Britain

1825
First steam engine railroad built

1844
First messages sent by Morse Code

1848
Publication of *The Communist Manifesto*, London, UK

1858
Queen Victoria of the United Kingdom proclaimed 'Empress of India'

1863
End of slavery in the USA

Socialism
From the mid-nineteenth century the desire of ordinary working people for improved conditions and greater involvement in industry and government reflected the socialist ideas that inspired the Communist movement.

Nationalism
Finally, a desire for national self-determination threatened the imperialism that was the central feature of the world at the start of the twentieth century.

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The inter-war years

War and the struggle to rebuild lives and countries in peacetime had a significant influence on the twentieth century, culminating in the creation of the United Nations and the beginning of the Cold War in 1945.

A flapper in the 1920s

World War I
Over 20 million people died in World War I, several empires collapsed, and a communist party, the Bolsheviks, seized power in Russia in 1917.

Treaty of Versailles
The Treaty of Versailles formally ended the war between Germany and the Allied powers. Germany was required to disarm and pay significant reparations to other European countries.

Roaring Twenties
The world experienced prosperity in the 1920s. Distinct cultural features emerged, such as 'flapper' fashions, the development of jazz music, and the Art Deco style.

Influenza pandemic
Following World War I the Spanish Influenza pandemic killed between 20 and 30 million people.

Activity – Overview 1

1 Identify two continents where Britain gained colonies during this period.
2 Outline the changes to people's daily lives brought about by the Industrial Revolution.
3 Explain the positive and negative impacts of imperial expansion.
4 Why might the two World Wars be considered the two most significant events in shaping the modern world?

1880
Population of USA reaches 50 million

1901
Federation of Australian colonies as one country

1902
Australia gives women the right to vote and to stand for election

1914–18
World War I

1919
Treaty of Versailles

1929
Wall Street Crash

1933
Adolf Hitler appointed Chancellor of Germany

1939–45
World War II

Great Depression
The Wall Street Crash plunged most of the world into the Great Depression. At its height in 1932, unemployment in Australia reached 32%. The uncertainty and unrest saw the rise of militaristic dictatorships in Italy, Germany and Japan.

World War II
World War II began in Europe but spread across the globe, resulting in the deaths of over 70 million people, including six million Jews as part of the Holocaust, an act of genocide by the Nazi government in Germany.

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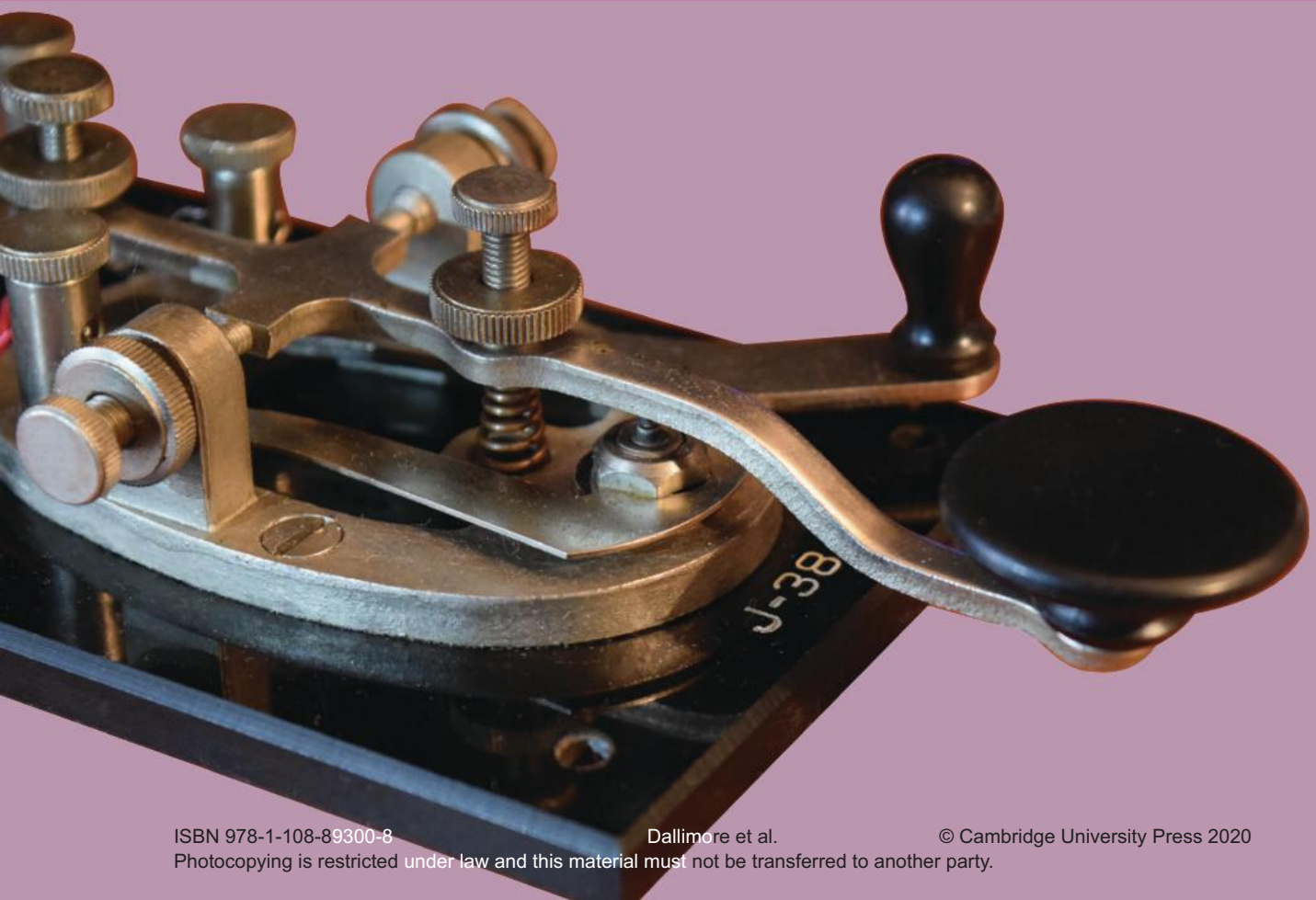
Depth Study 1

Making a Better World?



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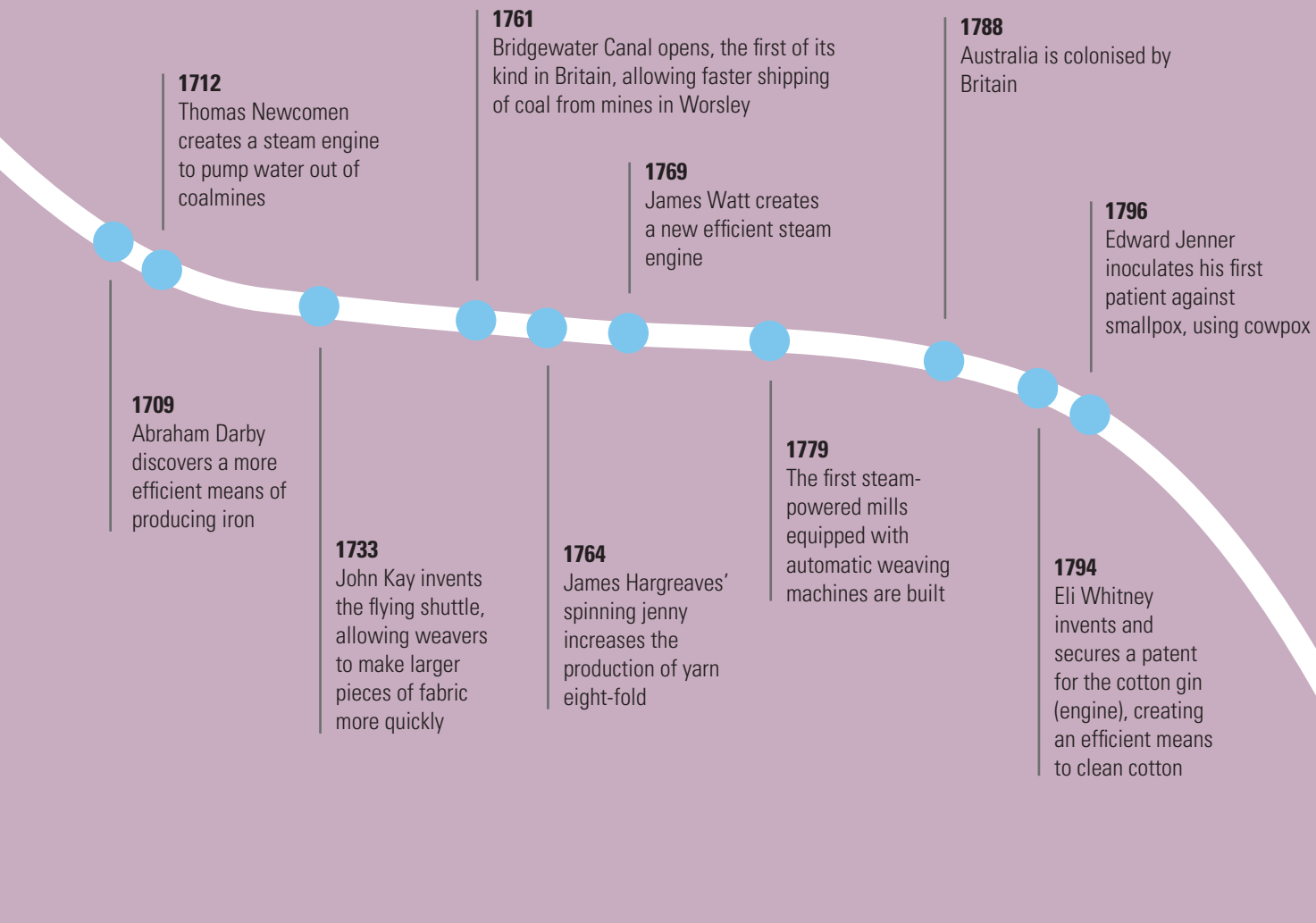
CHAPTER 1

THE INDUSTRIAL REVOLUTION 1750–1914



The Industrial Revolution was an era of unprecedented change. The rapid changes in technology began in Great Britain and had an enormous effect on industry, economics and society. Life for many in the middle and upper classes changed for the better, because business opportunities expanded their wealth. Some people in the lower class benefited from learning new skills, but for many others living and working conditions declined sharply. The conditions inside factories, mines and new urban centres only improved after long campaigns for reforms. Britain expanded its reach around the world as it competed for overseas markets and access to raw materials. New developments in transportation revolutionised the ways in which people and goods could move around the world. In the twenty-first century, we are seeing similarly rapid changes brought about by developments in communication and social media technologies.

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SEE, THINK, WONDER

Source 1.1 *Rain, Steam and Speed: The Great Western Railway*, 1844, by Joseph Mallord William Turner

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think that …)
- What does it make you **wonder** about changes to the landscape during the Industrial Revolution? (I wonder …)

Look up more works by J.M.W. Turner. What other observations did he make about changes in Britain?

1801
Richard Trevithick builds a steam-powered locomotive

1803
Cotton becomes Britain's biggest export, overtaking wool

1825
First railway opens between Stockton and Darlington, two collieries

1833
The first *Factory Act* is passed, banning children under the age of nine from working in the textile industry. Children aged 13 and over can no longer work more than 12 hours a day.

1838
Launch of Brunel's SS *Great Western*, the first steamship to engage in a service across the Atlantic

1850
More than half of Britain's population lives in urban centres

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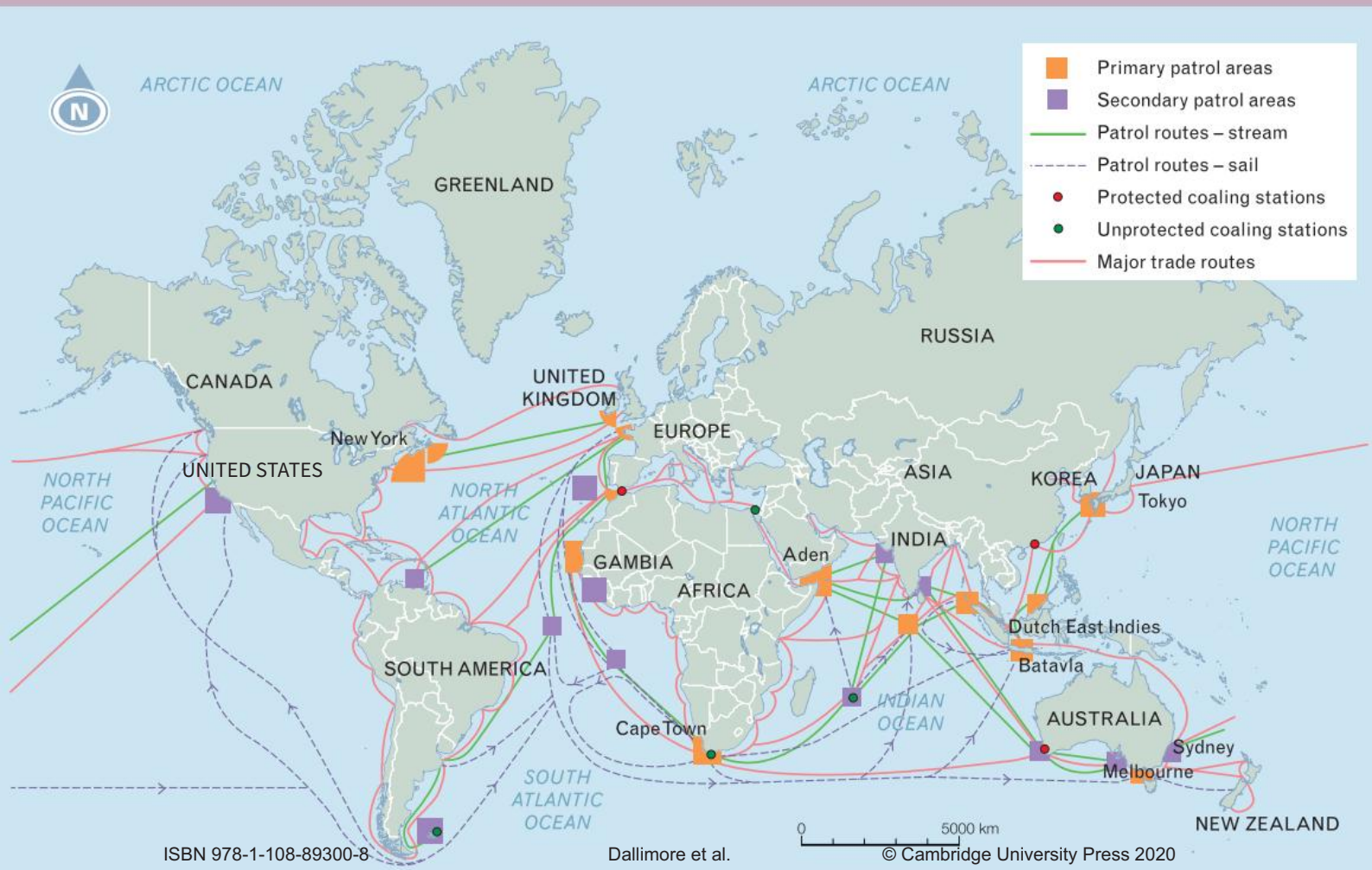
Key questions

- What were the causes of the Industrial Revolution in Britain?
- What were the significant developments (inventions) and changes brought about by the Industrial Revolution?
- How did empire affect the Industrial Revolution?
- How were the lives of people transformed by the Industrial Revolution?
- How did the Industrial Revolution affect the wider world?
- How did the Industrial Revolution affect Australia?

Source 1.2 British trade routes, c. 1885. This highlights the global nature of Britain's trade, its empire and the vital importance of its navy and mercantile fleet.



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1.1 Causes of the Industrial Revolution

Great Britain had many social, political and economic factors in its favour that encouraged the conditions for the Industrial Revolution. Its political and social stability, the availability of resources such as coal, iron ore and wool for textile manufacturing, and access to trade routes, created the basis for the Industrial Revolution.

It is now evident that many key factors that helped create the Industrial Revolution were decades in the making. Steady population growth, agricultural boom, financial and political stability were all in place before the Industrial Revolution occurred.

Source 1.3 An industrial landscape from the early Industrial Revolution

Population increase

Like the rest of Europe, Great Britain enjoyed a huge population explosion after 1750. Even today, the reasons for this rise in population are difficult to define but it is clear that the process began before the Industrial Revolution. Since 1500 the British population increased by over 20% every 50 years. In 1700 it was estimated that the population of Great Britain stood at 5.2 million people. By 1801, when the first official census took place, the population was 10.9 million people. Similar increases also appeared in other parts of Europe. Overall, between 1750 and 1900 Europe's population nearly tripled from 144 million to 423 million.

In Great Britain there were no major wars or fighting on home soil, and fewer outbreaks of major diseases that would have quickly reduced the population. From about 1750 onwards medical practitioners realised that breastfeeding had positive health benefits for children, and actively encouraged it. Information from China and the Ottoman Empire (modern-day Turkey) about smallpox inoculation reached Europe by the early eighteenth century and the introduction of successful vaccination against smallpox ensured that there were fewer deaths from the disease in the general population. There were still some outbreaks of diseases, such as **cholera**, but the mortality rate was lower than it had been in the past.

cholera an infectious and often fatal bacterial disease that causes severe vomiting and diarrhoea, usually spread by contaminated water

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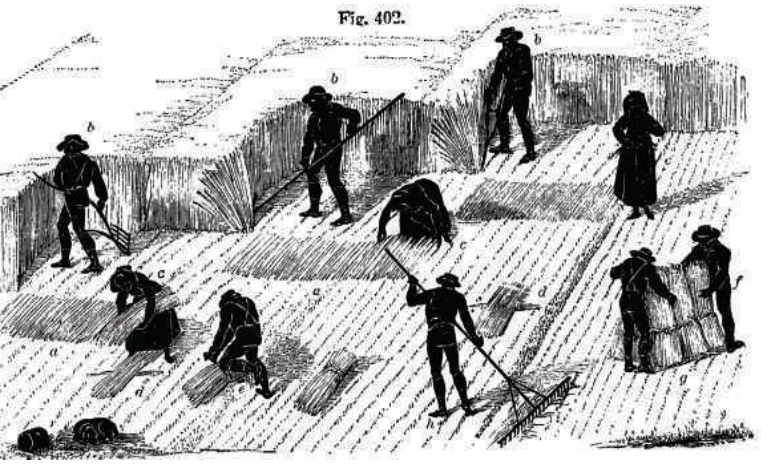
Agricultural Revolution

enclosure system system under which land that had previously been available for common usage became incorporated into a larger farm, and could only be used by the owner – improving the agricultural output, but causing suffering for people who had relied on the land for feeding their families

The transformation of agriculture in the British countryside, known as the Agricultural Revolution, was another important factor in the start of the Industrial Revolution. Agricultural changes starting during the seventeenth century were mainly improvements to traditional farming practices, rather than completely new technology. More farmland was created by clearing forests and draining marshlands. The **enclosure system** also meant that small farming plots were combined into larger farms. During the 100 years preceding the Industrial Revolution, Britain increased its farmland by 30%. In 1700 about 70% of land was enclosed, but by 1830 this figure had jumped to 90%.



Source 1.4 A page from an 1855 manual describing the suggested method for harvesting wheat. Such texts improved farming by sharing better techniques with other farmers and were a symptom of the industrial age.

In the early eighteenth century farmers across England had also begun to use **crop rotation**. In the old system, crops were grown for two seasons then the field was left fallow (unused) for the third year, meaning no crops were grown at all. Crops such as wheat used a lot of nutrients from the ground that then needed to be regenerated. Beginning in the seventeenth century, farmers grew crops that took less nutrients from the soil, such as turnips or clover, rather than leave their fields unused. By the 1840s the benefits of fertilisers were also becoming well-known.

crop rotation growing different crops in different years, so that the soil in the field can regain its nutrients

Source analysis 1.1

Source 1.5 This article from 1767 gives advice on rotation of crops in Scotland

Having observed that many, without any natural advantages of soil or climate for the crops hereafter mentioned, taking the start of us in summoning reason to the aid of industry, now enjoying the profit and satisfaction of having forsaken the old irrational practise of running out land [fallow] by repeated robbing of crops … With this view, the following rotation of crops is recommended, whether open or enclosed.

- First year: Vetch, Hay and Turnips
- Second year: Flax
- Third Year: Wheat or Barley

The Scots Magazine, 1 March 1767, p. 14

1 What does the author suggest is the better way for farmers to manage their crops?
2 What is the advantage of using this crop rotation system?
3 Besides word of mouth, what does this source suggest were the other means by which farmers were now spreading the news about crop rotation?

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The invention of farming machinery also increased Great Britain's agricultural productivity. In 1701 Jethro Tull invented a seed drill to place seeds in the ground, rather than scattering them by hand, and by the 1730s lighter and easier ploughs were produced. In 1786 Andrew Meikle invented a mechanical thresher which improved grain harvesting.

Improvements were also made with livestock. From the late eighteenth century Robert Blackwell began to selectively breed livestock on his farm. He developed breeds of sheep that were quicker to fatten, had tastier meat and finer wool. Blackwell also developed better techniques for raising beef cattle.

These changes to farming contributed to the conditions that led to the Industrial Revolution. The new systems improved food production so much so, that by 1800, farmers were producing one-third more food and at lower prices. The extra food they produced helped to feed the growing population. Importantly, it now took fewer people to produce the extra food, which meant that fewer workers were needed on farms. Therefore, people began to move into towns and cities to work in new industrial jobs in workshops or factories. Farming also became an important business. Rather than farming merely to eat, farmers grew more food to sell on a larger scale. Landowners invested more money into farming to make a profit. As profits increased, landowners became wealthier and this enabled them to invest in better transportation systems, such as roads and canals.

Source analysis 1.2

Source 1.6 Farming family returning from labour. Engraving from the *Illustrated London News*, August 5, 1871 (based on a painting by William Fyfe).

Source 1.7 Farmers reaping wheat in France, using mechanical harvesters. Illustration from *L'Illustration, Journal Universel*, 1859.

1 Using Source 1.6, answer the following questions.
   - a Who appears to make up the farming workforce in this picture?
   - b Who do you think is in charge of the work?
   - c With this many workers, how efficient might the farming be?

2 Using Source 1.7, answer the following questions.
   - a Who appears to be working on the farm in this picture?
   - b Who do you think is in charge?
   - c With this many workers, how efficient would the farm be?
   - d What evidence of mechanisation can you see in this image? What effects would these have on farming?

3 Using the sources and other evidence, describe the changes to agriculture in Great Britain in the lead-up to the Industrial Revolution.

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Political stability

Great Britain enjoyed political and social stability during this period which also aided the development of the Industrial Revolution. The British were politically advanced compared with other European nations of the time. They had a semi-representative parliament and a constitution which limited the power of the monarchy. While the vast majority of citizens could not vote, there was generally good government. Uprisings and revolts were kept to a minimum, although the effects of the Industrial Revolution changed that. Political stability allowed for the construction of huge infrastructure projects, such as the vast **canal system**, without fear that conflict might destroy the completed works.

canal system system of artificial waterways large enough for boats to travel on

Source 1.8 Lord Liverpool was British Prime Minister between 1812 and 1827. Liverpool encouraged trade and lower tariffs. He also implemented harsh measures to suppress workers' rights movements.

Financial stability

In the lead-up to the Industrial Revolution, Britain developed strong commercial and legal systems. The central Bank of England was founded in 1694. This created ready access to money and financial backing for many industrial projects, some of which were supported by parliament, such as canal construction. This system also helped create a focus on commerce and development, as people could see a safe environment in which to invest.

Source 1.9 *A View of the Bank of England Building, Threadneedle Street, London,* 1797

Before the Industrial Revolution, the Bank of England had mainly invested in the development of Britain's overseas empire and this proved to be very successful. As a strong seafaring power, Britain was able to create an international trading empire.

Paper money and commercial bills existed in England before 1750, but people preferred gold and silver for major transactions and copper for small purchases. There were three tiers of banks in existence. The first was the central Bank of England. The second was a group of less than 30 private banks. These banks mainly served wealthier merchants and industrialists. By 1800 there were about 70 private banks. The third tier were country banks set up in smaller towns. By 1810 there were 800 country banks in Britain.

Many British banks failed in the early 1800s, but over time they were managed more effectively and became a more stable resource for investors. This banking system also provided conditions that expanded the Industrial Revolution in Britain.

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Source 1.10 *Political Ravishment, or the Old Lady of Threadneedle-Street in Danger!*, 1797; showing an old woman dressed in one-pound notes, throwing up her arms in terror as the then Prime Minister William Pitt (1783–1801 and 1804–06) embraces her with his right hand and takes guineas from her pocket with his left. The satire was a protest against the introduction of paper money.

Activity 1.1

Research the British prime ministers over the period 1750 to 1850. Select one and assess their contribution to the period.

Historical concepts: Continuity and change, Significance **Historical skills**: Research

Inventors

Alongside the key factors of political and financial stability, a growing population and a focus on commerce, the Industrial Revolution in Britain benefited greatly from the achievements of a number of significant inventors and engineers. These men, usually self-taught and trained, were able to utilise key developments in the production of steel and iron to create what have been described as the wonders of the industrial age. The invention of the steam engine, water wheel, train and the production of iron and steel were all developed in Britain. Some of these inventors are discussed in more detail in section 1.4.

Review 1.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. How did Britain's population change between 1700 and 1800?
2. Outline the reasons for Britain's population increase over this period.
3. Identify where most of this new population went to live.
4. How did the Agricultural Revolution in Britain help to create the conditions for the Industrial Revolution?
5. Explain why banking and investment were so important to Britain's Industrial Revolution.
6. Explain why Britain enjoyed a stable political system in the lead-up to the Industrial Revolution.
7. Discuss the view that Britain's Industrial Revolution owed more to the groundwork of farming and growing population than anything else.

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1.2 Industrialisation and development

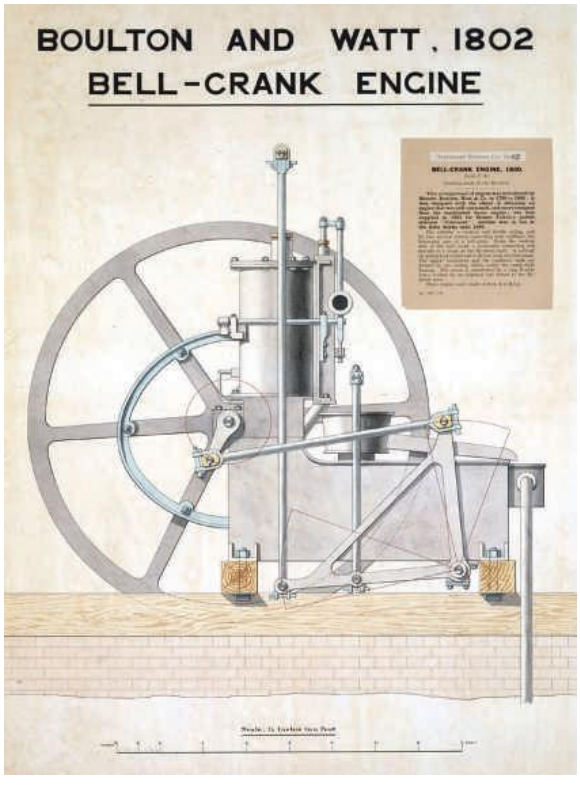
Technology

Developments during the Industrial Revolution were due to many inventions rather than one single discovery. Many of the most important developments were in the production of cotton, coal, wool and iron.

Steam engines

The development of steam engines drove the Industrial Revolution. Before the invention of steam engines, power could only be obtained via human, animal, wind or water energy. Wind was unreliable, while water could only be used in very particular circumstances.

The first steam engines were created to meet a specific need. Coal and tin miners found that when they sank shafts into the ground, the shafts often filled with water. Mine owners needed an effective means of pumping out large volumes of water. In 1712 Thomas Newcomen built what was known as an 'atmospheric' steam engine. This worked on the principle of steam creating a vacuum to drive the engine.



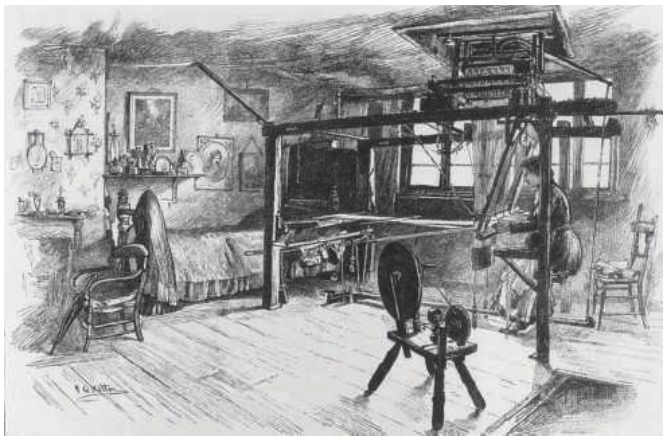
Source 1.11 Scale drawing of an engine built by James Watt (1736–1819) and Matthew Boulton (1728–1809)

Newcomen's engine was simple but used a lot of coal, because the cylinder had to be cooled on every stroke to condense the steam. It also had no potential for adaptation for transport or other applications. Nevertheless in 1750 there were at least 100 Newcomen engines operating around the country, and by 1800 there were 550.

Two breakthroughs in the development of steam engines were made when Scottish engineer James Watt was asked to repair a working model of a Newcomen engine. He realised that it was inefficient and came up with the idea of a separate condenser; this would draw steam away from the cylinder, keeping it hot. The second innovation was when Watt developed a system of gear wheels, known as 'sun and planet motion'. It was now possible to drive textile machinery with steam power for the first time. Watt's engines used less than a third of the coal of a Newcomen engine and were much cheaper to run. By 1800 about 450 of these steam engines were working across Britain.

Cotton mills

The factory system that defined the period only emerged after many smaller developments in industry. Before the Industrial Revolution, manufacturing occurred on a small scale. Workers, such as weavers, blacksmiths, potters or millers, all worked on an individual basis making their products.



Source 1.12 The pre-Industrial system: a weaver working at a loom. As seen here, weavers had their workplace inside their home and usually worked at their own pace.

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Source 1.13 The technology of the spinning jenny (left) and the water frame (right) were combined by Samuel Crompton to make Crompton's mule, which enabled a single power source to spin multiple machines

The factory system changed this working situation forever. Factories brought together many workers who did not need special skills because new machines did much of the work. These workers mostly did smaller repetitive tasks, completing one section of the manufacturing process instead of the whole job as previous artisans had done.

Cotton mills were the first factories of the Industrial Revolution. The flying shuttle was invented by John Kay in 1733, introducing a more efficient way to weave on hand-looms, because a single weaver could move the yarn from one side to the other. This vastly improved production with wide looms and increased the production of cloth.

Spinning cotton improved with the development of the spinning jenny by James Hargreaves in 1764. Traditional spinning wheels could only spin one thread at a time, but the spinning jenny allowed operators to spin eight threads at once. By 1784 larger jennies were spinning 80 spindles at once.

Larger jennies were possible because of Richard Arkwright's invention of the water frame in 1769, which was essentially a larger spinning jenny powered by a water wheel. By 1788 there were 143 of these water frame mills operating across Britain, and some were already driven by steam engines.

Source 1.14 Technology improvements in cotton mills

In 1779 Samuel Crompton invented Compton's mule. This machine combined the spinning jenny's carriage and the rollers from the water frames to enable a single power source to spin multiple machines. It initially required a skilled weaver to operate it, but after further improvements it could be operated by an unskilled worker. It also created a very fine and smooth weave, meaning that for the first time, the British produced a better-quality weave than textiles from India.

Britain became a centre for cotton production, importing raw cotton from the United States and India. Over time these cotton factories went from being powered by water, to steam and eventually electricity.

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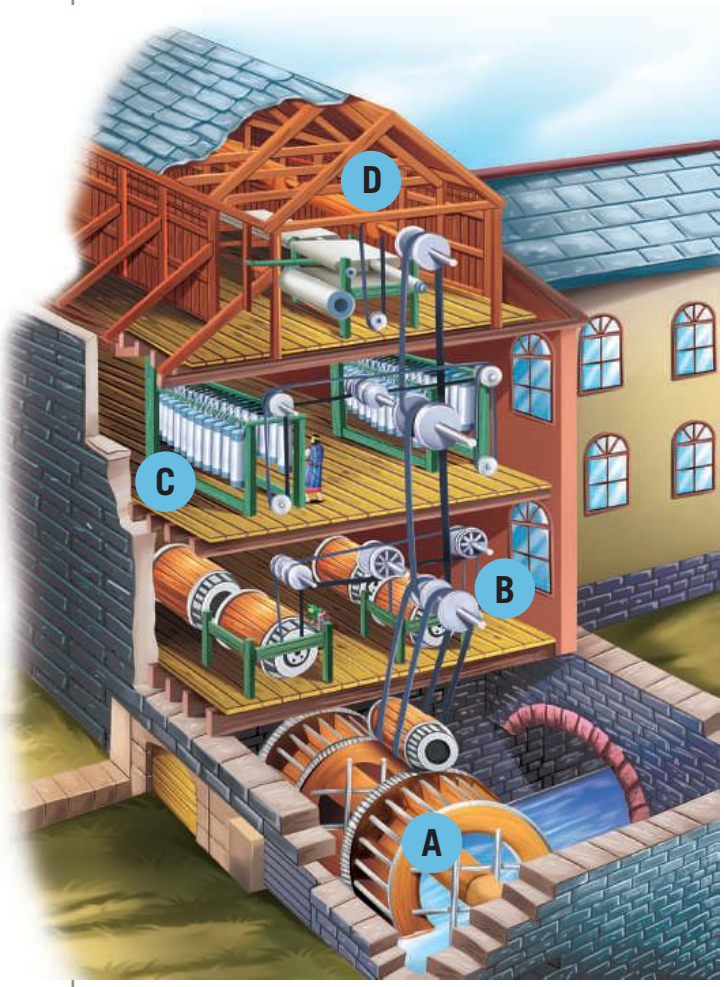
Source analysis 1.3



A The large wheel is turned by running water from a river or stream. A system of belts and shafts are turned by the wheel, providing power to the machines.

B Carding and drawing machines. The raw cotton fibres are fed into these machines, which straighten and loosely twist them.

C Spinning machines. These turn the fibres into thread.

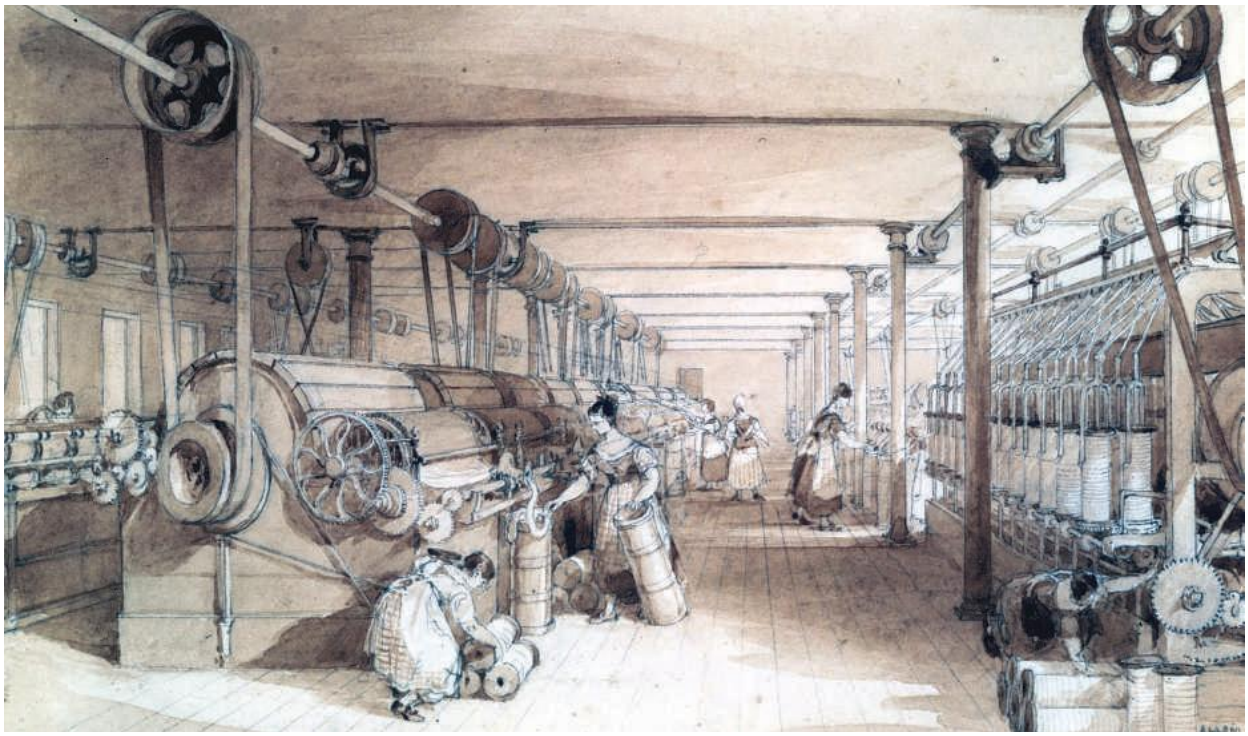
D Power looms. These weave the individual threads into pieces of cloth.

Source 1.15 A water-powered mill. Note the method by which the power is transferred from the river to the machines.

1 What would the working conditions be like on such crowded floors?

2 Who is operating the machinery?

3 What skills were required to operate the machinery?



Source 1.16 The Industrial system: a cotton mill in Lancashire, 1834. This view of the mill shows women carding, drawing and roving the cotton. Note the power supply connected along the ceiling powering the mills.

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Iron and steel production

Over the course of the eighteenth century several innovations greatly improved the quality and quantity of iron produced in Britain. In 1709 Abraham Darby was able to create coke (a very pure, efficient fuel substance) from coal, which facilitated the improved production of iron, being smoke-less and much hotter than the traditionally used charcoal. In 1784 Henry Cort combined two processes: 'puddling' and 'rolling'. Puddling purified pig iron by removing carbon, improving British iron so that it was equal to that produced in Sweden, the world leaders at that stage. 'Rolling' enabled wrought iron to be produced in long rectangular bars, which could be used to make rails for railways and girders for construction. These two improvements dramatically increased pig iron production in Britain.

Further progress came with the invention of the process to convert iron into the much stronger and reliable steel. In 1856 Henry Bessemer created steel using a small amount of carbon. This process enabled cheaper steel to be produced, which was far more practical for building machinery and engine parts. Due to Bessemer's work, Britain remained the world's largest steel producer until 1902.

Source 1.17 British pig iron production per year

1728	25 000 tonnes
1788	60 000 tonnes
1796	125 000 tonnes

Source analysis 1.4

Source 1.18 *March of Intellect*, a coloured satirical print by Paul Pry from 1829, about the fad for steam transport. The world of invention goes mad: here are fantastic balloons, flying machines, castles in the air, a Grand Vacuum Tube travelling system and other strange ideas.

1 What has Pry included in this image? List all the unusual things you can see.
2 Describe the perspective of this source.
3 How useful would this source be to a historian studying the beginning of the Industrial Revolution in Britain?

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Transportation

Improvements in transportation were both a cause and an effect of the Industrial Revolution. Poor transport constrained economic development. Food for markets could not travel long distances because transportation was slow, and without any means of refrigeration, food would quickly spoil. People and manufactured materials were also restricted by poor transportation. Goods could be transported by sea but this could be risky and time-consuming. While improvement in Britain's transport networks provided a foundation for the Industrial Revolution, the new technology that was developed during the Industrial Revolution was what made even further improvements possible.

Roads

The best way to transport goods was by road. While Britain did have a network of roads in the 1500s they were in a poor state, turning to muddy lanes in winter and to dusty tracks full of pot-holes and ruts in summer.

From the mid-sixteenth century local businesses began to create turnpike trusts. These bodies were created by an Act of Parliament and were responsible for repairing and maintaining stretches of road in exchange for charging tolls. In 1760 the number of turnpike roads was 250, but by 1830 this had risen to 1116. Although not all turnpike trusts made a profit, they nonetheless improved the road network significantly and eventually created innovations we still use today. For example, the engineer John Loudon McAdam began to build roads using crushed stone to cover larger rocks which made travel smoother.

Improved roads had a significant effect on transportation around Britain, and the use of stagecoaches became popular. The journey from Manchester to London (a distance of over 330 km) took four days in 1754. Thirty years later this was halved to two days, and in 1836 was reduced further still to just 29 hours. In the 1830s there were 3300 stagecoaches operating across Britain.

Source 1.19 Tyburn Turnpike, London, 1813. Turnpike roads charged tolls for users; the better the road, the more traffic would use it and the greater the profit.

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Canals

At the same time, another form of transport was developed: the British canal system. Canals had been used successfully in Europe for centuries but had not appeared in Britain.

In 1757 the Duke of Bridgewater commissioned a canal to be built to run from his mine in Worsley to Manchester, 16 km away. This canal was a raging success. While it cost £200 000 to build, it soon brought in £80 000 a year in tolls from those who used it. In addition, the price of coal in Manchester dropped by half. These developments meant that coal became cheaper to access for many people.

This began a period known as 'canal mania', where the construction of canals became the major focus of investors and businesses. In 1760 there were 2250 km of canals in England, but by 1830 this had grown to 6236 km. Canals meant that materials could be transported more quickly and easily. Canals proved useful for moving coal and wool, but were of less value for transporting perishables, such as food.

Railways

Even before the Industrial Revolution railway lines existed, because animal-drawn carts were used to pull coal out of mines. The inventor Richard Trevithick realised that it would be possible to use steam technology to make the wheels of a vehicle turn, and in 1804 he developed a steam-powered locomotive that could pull carts along a track. Other inventors, such as William Hedley and George Stephenson, developed these ideas further. The first railroad train began hauling coal to the northern English town of Stockton in 1825, and the first passenger train began service between Liverpool and Manchester in the north of England in 1830, a 50-km journey that took two hours.

In Britain investment in the railways became popular with the middle class, with a strong 10% return. By the mid-nineteenth century railway investment achieved better returns than other large businesses such as the East India Company. The popularity of this investment in turn led to a dramatic increase in Britain's railway network.

- In 1830 there were 600 km of rail lines in Britain; in 1852 there were over 10 000 km of track.
- Between 1844 and 1850 the number of railroad companies doubled.
- In 1846 railway construction already employed over 200 000 people, and by 1900 this had increased to well over 600 000 people (including 30 000 women).

Embankments, tunnels and bridges slowly transformed the English countryside, while railway stations became centres of town life.

Source 1.20 A canal system at Paddington Basin, London, 1828. Canals offered a cheap and viable method to transport goods relatively quickly before the development of steam engines.

Source 1.21 Oil painting of the first railway journey, 27 September 1825. Large crowds watched Robert Stephenson at the controls of 'Locomotion' as it pulled 36 wagons to the Stockton terminus.

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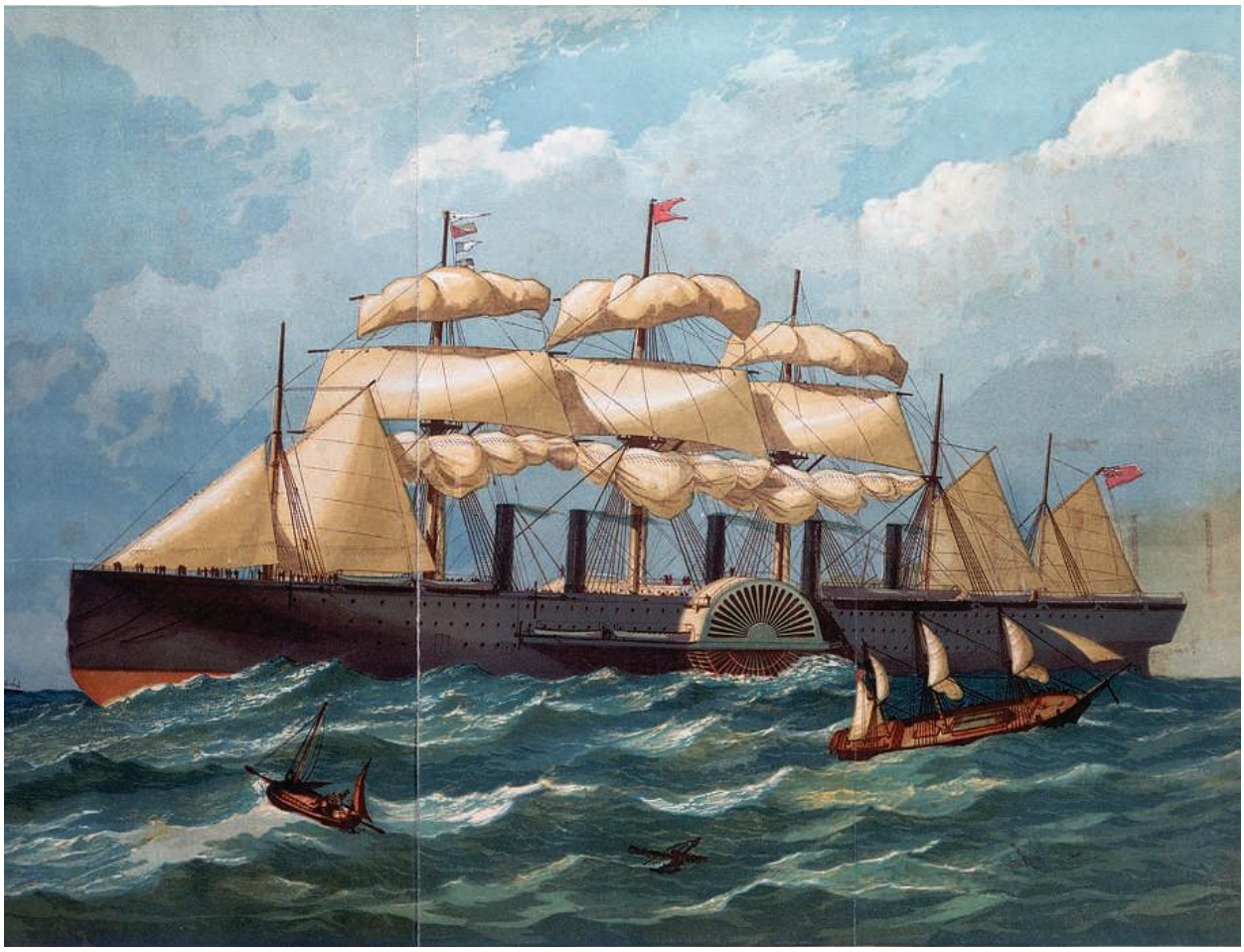
Ships

In 1803 Charles Symington fitted a steam engine to a boat, the *Charlotte Dundas*, and towed two boats for 31 km along a canal near Glasgow. Strangely no orders were placed for Symington's boat, but it had proven the viability of steam on water. Nearly 10 years later another inventor, Henry Bell, built the PS *Comet*, a steamer fitted with paddle wheels on either side of the hull. In 1812 this vessel established the first commercial steam passenger service between Glasgow and Greenock in Scotland. In 1815 steamships were sailing from Glasgow to London, while the first crossing of the Atlantic was made under steam power in 1838.



Source 1.22 When the SS *Great Eastern* was launched in 1858 this steamship was the largest vessel afloat. She was fitted with paddle wheels and a screw propeller, as well as sails.

Activity 1.2

Create a mind map, flow chart or infographic that explains how the following were connected to the Industrial Revolution in Britain:

- roads
- canals
- railways
- trade
- technology.

Historical concepts: Cause and effect **Historical skills**: Comprehension, Explanation and communication

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Impact on Australia

Developments in technology and transportation were carried over to the British settlements in Australia. The first railway line in Australia was established in 1831 in Newcastle, and steam trains were introduced in 1853, with the first operating system in Melbourne. Railways were initially used for freight transport, and passenger services came later. Each of the three major colonies (New South Wales, Victoria and Queensland) used different gauge (width) tracks: this caused problems from 1883, when train services between colonies began to connect. A train designed for one gauge could not run on different tracks, so goods and passengers needed to change trains at locations such as Albury. The problem continued into the twentieth century; it was not until 1962 that an unbroken Sydney-Melbourne line was available.

Importing manufactured goods from Britain to Australia was time-consuming and expensive. It was more efficient to import new technologies and use them in local manufacturing industries. The first steam engine arrived in Sydney in 1815. However, many such machines needed to be adapted for the new conditions. For example, the different climate meant that some machines generated too much heat, the merino wool was finer than the wool that the British spinning machines had been designed for, and the mining industry had to adapt furnaces to deal with impurities in the local ore.

Source 1.23 A steam engine from the 1830s, imported to Australia and used in a brewery and flower mill in Goulburn.

Most of the manufacturing took place in the capital cities and Newcastle. In Australia most new immigrants gravitated towards working and living in cities rather than heading into the bush.

The other effects the Industrial Revolution had on Australia were a demand for raw materials, which the new colony was able to supply, and an increase in population movement from Britain to Australia. These are discussed in more detail later in this chapter.

Review 1.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the industries that steam engines were developed for.
2. In what industry were the first factories of the Industrial Revolution?
3. Identify examples of how the British transport system improved during this period.
4. Explain why Australia developed a manufacturing industry.
5. Outline the impact of new technology and transportation methods on Australia.
6. Explain how improvements to British transport helped push the Industrial Revolution forward.

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1.3 The British Empire

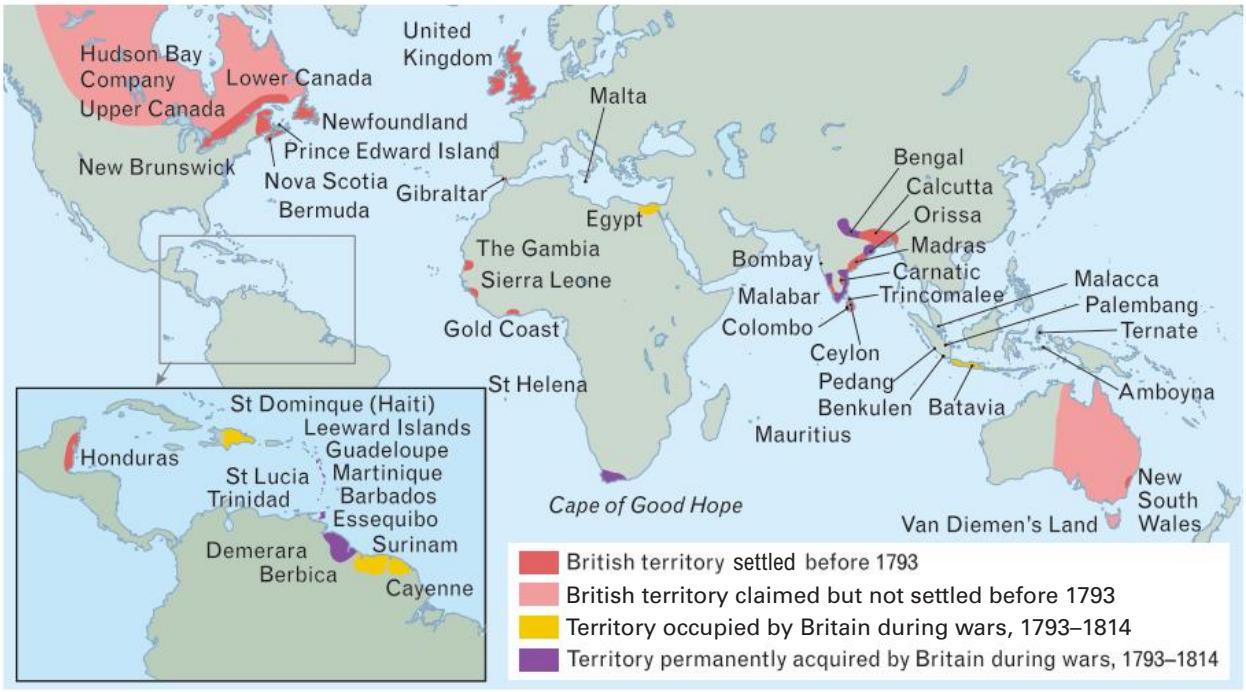
Growth and extent

The British Empire was established in the late 1500s when Britain began sending expeditions to North America. The British influence then spread to the Caribbean, Africa and India. In 1600 the British East India Company (EIC) was founded and began to command international trade.

The second phase of British Empire-building occurred in the eighteenth century. Because it was an island nation, Britain always had a strong navy, and by the eighteenth century it had become the world's greatest naval power. Success in the Seven Years War (1756–63) significantly expanded the British Empire. It allowed the British access to raw materials at cheap prices and gave them access to international markets to sell their goods. All of this contributed to its success in the Industrial Revolution.

The empire expanded again with Captain Cook's voyages to the Pacific. New Zealand and Australia were claimed as British land in 1769 and 1770. The loss of North American colonies in the American War of Independence (1776-1783) made the establishment of Pacific colonies a priority.

Source 1.24 British empire-building



Source 1.24 The British Empire in 1815

Trade within the empire

The British used what was known as a **triangular trade** system. They shipped manufactured goods, textiles and rum to Africa. Slaves were shipped from Africa to North America, while raw materials such as cotton, tobacco and sugar were returned to Europe. Colonial agents, called the West Indian Interest, were created in the early 1740s to promote the interests of West Indian sugar planters and British merchants. With the support of the British parliament, the success of these plantation operations saw Jamaica and Saint-Domingue (now Haiti) become the world's largest sugar producers. Trading companies, like all companies in Britain, had to be created by a royal charter. This guaranteed people investing in trade and empire. Investors were found from all walks of life in Britain, because significant profits could be made.

triangular trade trade between three regions

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Raw materials

Many of Britain's colonies provided raw materials, slaves and ready markets to drive the Industrial Revolution. Through their empire, by the mid-nineteenth century Britain had access to supplies of sugar from areas as diverse as Australia and the West Indies. The British Empire also supplied wool from New Zealand and Australia, tea, spices and cotton from India, rubber from its Malayan colony and wood for ship building from Canada. More readily available after the advent of steam ships was coffee from Jamaica and Africa, and wheat from Australia and Canada. The British were also supplied with gold from Australia (mainly thanks to the 1851 gold rush) and later on from South Africa as well.

Source analysis 1.5

Source 1.25 Raw materials supplied to Britain from other parts of the world, 1750–1900

Supply region	Raw materials
Africa (including South Africa)	Cotton, corn, diamonds, gold, vegetable oil and rubber
Asia	Spices, tin, silk and tea
Australia	Copper, gold, meat and wool
Canada	Corn, dairy products, fish, gold and wood
Europe	Dairy produce, fish, fruit, metal ores, manufactured goods, wool and wood
India	Coffee, cotton, dyes, jute, spices, tea and wood
United States of America	Corn, cotton and tobacco
South America (and Caribbean)	Coffee, copper, cotton, wool, nitrates, rubber, sugar, tobacco and wood

Source 1.26 British economic trade over the first half of the 1800s

Years	Raw material imported (£)	Raw material re-exported (£)	Retained raw material (£)
1804–06	27 809 000	2 129 000	25 680 000
1854–56	89 432 000	13 378 000	76 054 000

1 Using Source 1.25, identify the raw materials that came to Britain from its empire.
2 Identify two raw materials from Source 1.25 that would have been useful for the industrialisation of Britain. Give reasons for your choices.
3 What do the statistics in Source 1.26 suggest about the importance of raw materials and the growth of British industry?

Trips across the Atlantic Ocean, which had taken 30 to 45 days, were sped up with the invention of the steam-powered ships. By 1900 a steam ship made the crossing in a little over five days. This had enormous implications for transporting food, which became cheaper and more plentiful. In Liverpool in the 1890s, imported wheat from Canada, the USA, South America or Russia was cheaper than it had been two centuries earlier.

By the beginning of the twentieth century, the mechanisation of textile production created a surplus in textiles, threatening to swamp the European market. However, by the same time the British Empire had expanded to cover over 25% of the world's population and land area, and Britain commanded a large fleet of ships. This allowed easier transportation of the textiles to places far from Europe, such as India or other colonies, and an opportunity for Britain to sell to different markets.

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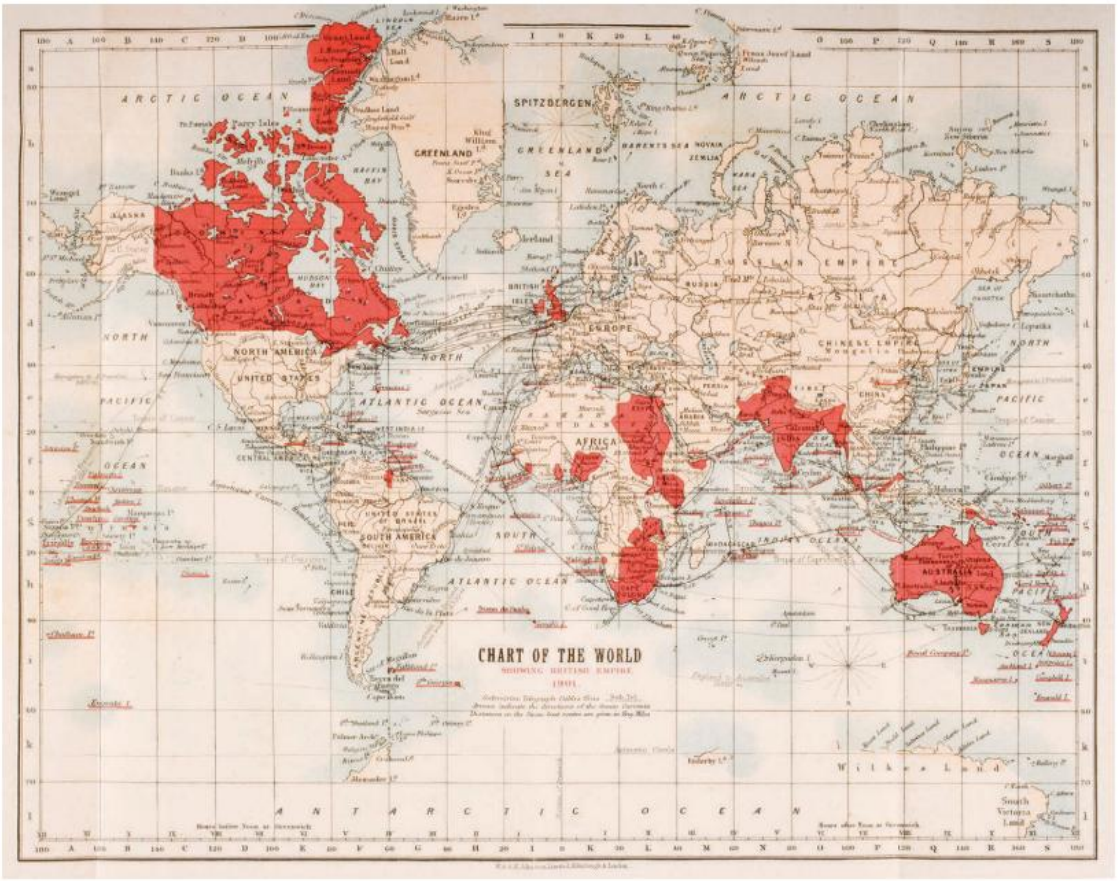
Source analysis 1.6



Source 1.27 The extent of the British Empire in 1901

1 Using Source 1.27, list all the continents on which Britain had settled colonies in 1901.
2 Using Source 1.27 and other evidence, explain how the British Empire contributed to the Industrial Revolution.

Source 1.28 The Opium Wars in China

Activity 1.3

Watch the video (Source 1.28) and then conduct further research into the Opium Wars in China in 1839–42 and 1856–60. What were the British selling in China and how did they react when the Chinese tried to ban this trade? Was the British behaviour ethical?

Historical concepts: Empathetic understanding, Contestability **Historical skills**: Empathetic understanding, Research

Review 1.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 How and why did the British Empire grow from the 1600s?
2 Identify which raw materials were brought into Britain from Australia.
3 Why would Britain's empire have been important to its industrial development?
4 'Without the British Empire the Industrial Revolution would not have developed so easily in Britain.' Evaluate the accuracy of this statement, using specific examples in an extended response.

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1.4 Key inventors and their inventions

Some of the most significant inventors of the Industrial Revolution period were British, something that contributed to Britain's place at the forefront of the modernising world during that time. James Watt, inventor of the steam engine, was Scottish by birth. And the great engineer, Isambard Kingdom Brunel, builder of the *Great Western* and *Great Eastern* ships, the Clifton Suspension Bridge and Thames Tunnel, among many other things, was British-born.

Sir Richard Arkwright (1732–92)

Source 1.29 Portrait of Sir Richard Arkwright (1732–92), c. 1790, by Joseph Wright of Derby (1734–97)

The son of a tailor, Richard Arkwright was born in Preston in 1732. His family was too poor to afford an education for him, so he began to work as an apprentice barber. While working as a barber he developed a method for dyeing hair and travelled across the country to purchase human hair to make wigs. During his travels he met weavers and spinners. As wigs fell out of fashion, Arkwright began to think about ways to mechanise weaving and spinning.

By 1767 a machine had already been invented to process cotton (carding) and was being used in England. With the help of John Kay, Arkwright improved the design so that a stronger yarn could be produced that required less human intervention in the process. Patenting his machine in 1775, Arkwright then moved on to build a horse-driven spinning mill in Preston. Arkwright's contribution was that his mills produced yarn based around one machine. They also divided the labour required, meaning that they were more efficient and could have labourers that specialised in only one part of the process. Later Arkwright improved the power system available by adapting one of Watt's steam engines to power the machinery. This enabled the development of more efficient machinery, such as the power loom. Although accused of stealing the work of others, Arkwright was knighted in 1786. By the time of his death on 3 August 1792, Arkwright was a wealthy man with factories established across Britain in Derbyshire, Staffordshire, Lancashire and Scotland.

James Watt (1736–1819)

James Watt's father was a wealthy shipbuilder. Watt's first job was making mathematical instruments, but he soon developed an interest in the new technology of steam engines. At this time Newcomen steam engines were being used across the country to pump water from coal mines. After being asked to repair one, Watt realised that Newcomen's steam engine was very inefficient, so he began to work on a new design that would increase the power and potential. Watt's idea was to build a separate condensing chamber for the steam engine. This prevented an enormous amount of

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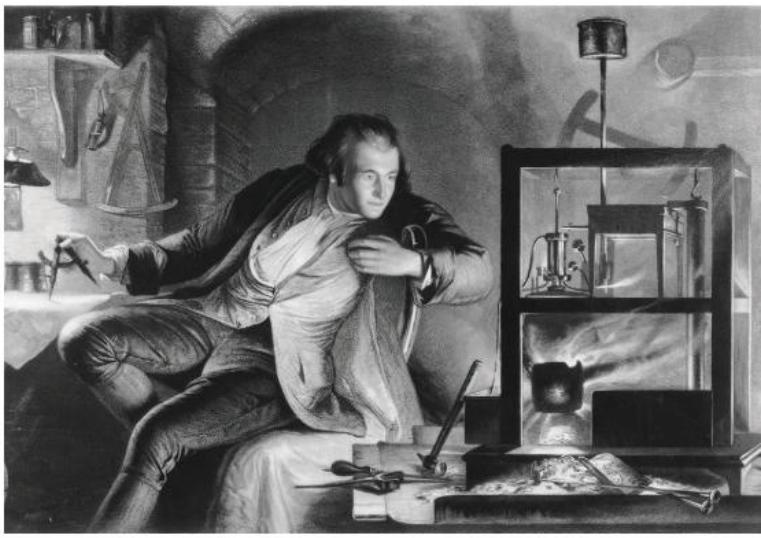
energy loss, something that the Newcomen engines suffered from. Watt patented this design in 1769 and began to try to manufacture his steam engines. Initially he was unable to do so because the engineering capabilities to produce cylinder shafts and pistons of such close tolerance were beyond the average engineering works. In 1775 Watt met Matthew Boulton, an engineer who had the required skill to produce the materials needed for Watt's engines.



Source 1.30 James Watt (1736–1819), Scottish inventor and mechanical engineer. Watt is pictured repairing a model of a Newcomen engine at the moment when he discovered that he could dramatically improve its performance.

Source 1.31 James Watt's workshop

Boulton & Watt, based in Birmingham, soon became the most important engineering firm in Britain. Their engines initially powered mines, but soon they were producing engines for paper, flour and iron mills. Watt retired in 1800 and devoted the rest of his life to research work. He invented several more important devices, including a rotary engine, a double-action engine and a steam gauge that could monitor the steam pressure inside the engine. A unit of measurement of electrical and mechanical power was named in his honour. Watt died on 19 August 1819.

James Watt

Isambard Kingdom Brunel (1806–59)

Source 1.32 The Thames Tunnel

Born in Portsmouth to French im migrant parents who had fled the French Revolution, Isambard Kingdom Brunel became one of the most influential engineers of the Industrial Revolution. He created ground-breaking designs for ships, railways, bridges, viaducts and tunnels, many of which that are still in use today. Brunel's first major achievement was to connect the almost 200 km between London to Bristol by rail. This required building a railway line, and the construction of viaducts and tunnels.

As well as bridges, tunnels and railways, Brunel redesigned and constructed many of Britain's major docks, including Bristol and Cardiff. In 1837 Brunel also designed the SS *Great Western*, the first steamship to engage in the transatlantic service, sailing between Bristol and New York. Brunel next built the revolutionary SS *Great Britain* in 1843. This was the world's first iron-hulled, steam-powered, screw propeller passenger liner. Brunel challenged the very limits of commercial ship design. In 1859 he built the SS *Great Eastern*, a steam ship designed for the Britain to Australia run. By far the biggest ship ever built up to that time,

Source 1.33 Isambard Kingdom Brunel (1806–59), English inventor and civil engineer. He is pictured here in front of the anchor chains designed for his SS *Great Eastern* ship. Brunel would walk about the shipyard, scribbling various notes and stuffing them under his hat for later review.

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it was 211 m long and designed to carry 4000 passengers. These statistics were not surpassed by another vessel before 1900.

It has recently been discovered that Brunel was concerned with pollution and the environment. Letters written by him show that he was concerned with the environmental damage being done by polluting the water supplies in Bristol. Brunel expressed concern as early as 1842 that the 'abuses of using [Bristol's harbour] as a common receptacle for rubbish have immensely increased' and berated the 'general abandonment of care'. Brunel died of a stroke on 15 September 1859, shortly after the SS *Great Eastern's* maiden voyage.

Activity 1.4

1 Watch the video (Source 1.32) on the Thames Tunnel, and then write either:
   - **a** a letter to a friend, written after the flood by someone who attended the banquet
   - **b** a diary entry by one of the workers on the tunnel
2 Research information about Brunel's concerns for the environment. What were they and what took precedence over them in his mind?

Historical concepts: Perspectives, Empathetic understanding **Historical skills**: Perspectives and interpretations, Empathetic understanding, Research

Activity 1.5

Write a brief biography on one of the following significant individuals in the Industrial Revolution.

- Henry Bessemer
- Henry Ford
- Lady Mary Wortley Montagu
- Alexander Graham Bell
- George Stephenson
- Joseph Bazalgette
- Michael Faraday
- Karl Benz

Note their contribution to the industrial age and how they contributed to improving production and/or society.

Historical concepts: Continuity and change, Cause and effect, Significance **Historical skills**: Comprehension, Research

The Great Exhibition

In 1851 London hosted the first Great Exhibition, organised by Prince Albert (Queen Victoria's husband) and Henry Cole. It was intended to showcase the rapid technological developments that were taking place in Britain, parts of Europe and further across the world. The building that housed the exhibition was itself a marvel of engineering for the time. Called the 'Crystal Palace', the building was constructed from iron and glass on the south side of Hyde Park in central London. It was made of interchangeable parts that would have been impossible to manufacture 50 years before. Remarkably, it had only taken nine months to position the 3900 tonnes of ironwork, the 2300 girders and the 80 000 m^2 of glass. Inside the 563-m long and 124-m wide building were exhibitors from around the world. Britain and the Empire had one half of the space allocated. France and Germany occupied the next largest spaces. At the time, the United States did not even fill their allocated area; all they brought was a colt pistol, a new reaping machine and several sowing machines.

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Source 1.34 Illustration from 1854 showing the Great Exhibilition. By the Indian stand a crystal glass fountain is visible, and in the foreground visitors sit or parade among the tropical plants, elm trees, greenery and exhibits.

Over 6 million people visited the Great Exhibition during the five months it was open. Of these, more than half went on the 'cheap' days (Monday to Thursdays) that only cost five shillings. They came from across Britain, many able to travel there using the new invention of railway.

Source analysis 1.7

Source 1.35 The British journalist, Henry Mayhew, described the Great Exhibition in an 1851 story, illustrated by the caricaturist George Cruikshank.

Round the electro-plating and the model diving-bell are crowds jostling one another for a foremost place. At the steam brewery, crowds of men and women are continually ascending and descending the stairs; youths are watching the model carriages moving along the new pneumatic railway; young girls are waiting to see the hemispherical lamp-shades made out of a flat sheet of paper; indeed, whether it be the noisy flax-crushing machine, or the splashing centrifugal pump, or the clatter of the Jacquard lace machine, or the bewildering whirling of the cylindrical steam-press—round each and all these are anxious, intelligent, and simple-minded artisans, and farmers, and servants, and youths, and children clustered, endeavouring to solve the mystery of the complex operations.

Mayhew, H., *1851: Or, The Adventures of Mr and Mrs Sandboys and Family Who Came Up to London to Enjoy Themselves and to See the Great Exhibition*

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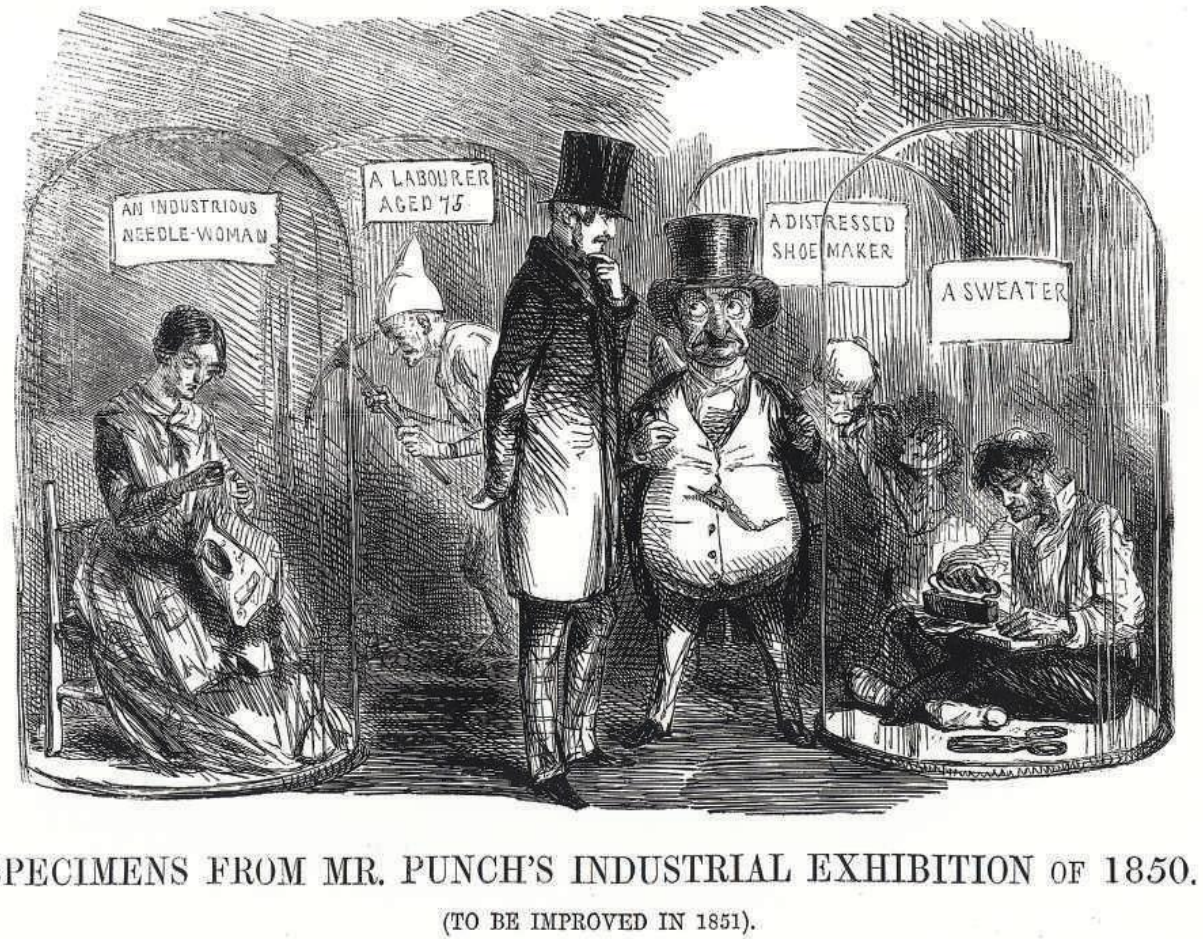
Source analysis 1.7 continued



Source 1.36 Mr Punch showing Prince Albert the forthcoming Great Exhibition of 1850. Cartoon from *Punch* magazine, London, 13 April 1850.

The Great Exhibition

1 What impression of the sights at the Great Exhibition does Source 1.35 give?
2 Who does Source 1.35 make clear were the audience for all this industrial innovation?
3 What impression does Source 1.35 give of the public's reaction to these sights?
4 Who is being shown in the glass cases in Source 1.36? Why are they inside glass cases?
5 What is Punch saying about how 'A labourer (aged 75)' and 'A distressed shoemaker' are faring in the new industrial age? Are they winners or victims?
6 Compare the perspectives of the Great Exhibition (and the industrial age) demonstrated by the two sources.

Activity 1.6

Conduct research to explain why the Netherlands, France and China did not industrialise at the same time or at the same rate as Britain.

Historical concepts: Cause and effect, Contestability **Historical skills**: Research, Explanation and communication

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Site study: Museum of Applied Arts and Sciences

The Museum of Applied Arts and Sciences (MAAS) is a Sydney museum with a focus on history, science, technology, design, industry, decorative arts, music, transport and space exploration. It has three separate locations: the Powerhouse Museum, the Sydney Observatory and the Museums Discovery Centre.

The museum's origins date back to 1879, when the Sydney International Exhibition was held. The purpose of this exhibition was to promote commerce and industry, and it was modelled on the Great Exhibition. Many of the participants then took their displays to the Melbourne International Exhibition, but after that many of the exhibits returned to Sydney to be included in the Technological, Industrial and Sanitary Museum.

Source 1.37 The Garden Palace in the Royal Botanic Gardens was built to house the Sydney International Exhibition. It burned down in 1882.

This museum was first based in a shed in the Domain (which it shared with the Sydney Hospital morgue) and then in a location near Sydney Technical College, during which time it was renamed the Museum of Applied Arts and Sciences, and branches were established in other industrial centres in NSW.

In 1982 the Sydney Observatory became a museum under the MAAS banner, and in 1988 the main museum moved to a venue in Ultimo and was renamed the Powerhouse Museum. The museum's collection is so vast that the majority of it could not be displayed in the Ultimo venue and was maintained in storage.

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In 2004 the Museums Discovery Centre was created in Castle Hill to enable greater access to the whole collection. This consists of seven enormous sheds, which can hold 60% of the collection, and in 2006 it was made open to the public (although only pre-booked groups are allowed).

In 2015 the government announced that the Powerhouse Museum would be relocated to Parramatta, but in 2021 it was decided to retain the Ultimo venue, and build an additional venue in Parramatta.

The Powerhouse Museum regularly runs specialised exhibitions drawn from the collection, such as Transport: The Past in the Present, held during 2019.

MAAS is undergoing a digitisation program to make digital images from the collection available online. The museum also has an 'Inside the Collection' section on its website (https://cambridge.edu.au/redirect/9210) where you can view short, illustrated articles on aspects of the collection.

Source 1.38 The 2019 Transport: The Past in the Present exhibition at the Powerhouse Museum

1 Explain why it is important to have a museum that showcases technology.
2 Deduce reasons for the various locations selected for the Powerhouse Museum, bearing in mind its focus on technology, design and inventions.
3 Visit one of the MAAS venues or explore the website, and select one artefact that dates back to the Industrial Revolution. Create a poster that describes the purpose of the artefact and explains why it is held in the museum.
4 In the twentieth century many Australian inventions have spread throughout the world. Using the museum website, or the broader internet, write a paragraph on one of these inventions. Possibilities include the cochlear ear implant, the black box flight recorder, and the dual-flush toilet.

Review 1.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook

1 Identify which industry Arkwright was involved in.
2 Identify the person whose invention Watt improved upon.
3 Identify the name of Brunel's steamship that engaged in the transatlantic service.
4 Identify which of the inventors listed in this section expressed concern about the environment.
5 Describe the purpose of the Great Exhibition.
6 'Nowadays, scientific advances lead to practical applications, but it was people who made things with their hands who drove the Industrial Revolution.' Discuss this statement in relation to Arkwright, Watt and Brunel. Were they driven by science or by practical needs?

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1.5 Population movements

Movement from countryside to cities

In the pre-industrial age, most people worked in rural areas. The development of urban centres was not centrally planned, as workers flocked to the places that had better paid jobs. The development of infrastructure for a clean-living environment, sewerage systems and supplies of clean water were not yet developed. The government did not yet take responsibility for providing such things, and the technology to build successful systems on a large scale had not yet been invented.

Development of urban centres

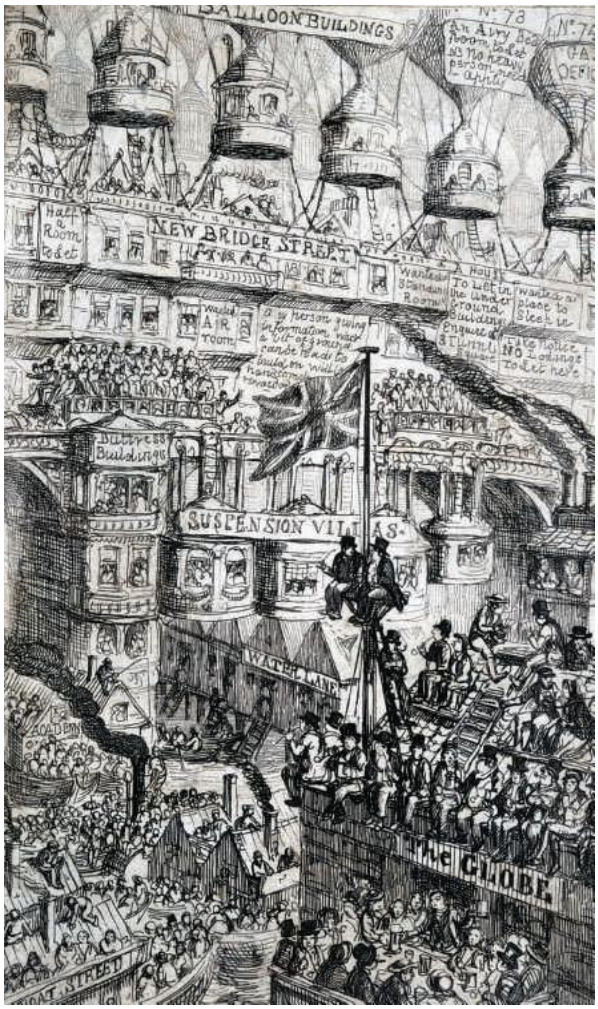
The rapid development of urban centres was one of the most important outcomes of the Industrial Revolution. By 1850 half the British population lived in cities. By contrast this did not happen in Germany until 1900 and in France until 1930. Despite this new urban population in Britain there was no public transport system and workers were required to work long hours, so most employees tried to live as close as possible to their place of work. Factory and mining towns across England grew at a rapid rate. In particular, London grew substantially in a very short time. In 1801 London's population stood at 1.1 million, but by 1851 this had ballooned to more than 2.6 million people. While London was already a large city by world standards, other places that became manufacturing or mining hubs expanded relatively quickly from small townships to major centres.

Source analysis 1.8

Source 1.40 Urban population growth between 1801 and 1851

Town	1801	1851
Glasgow	77 000	345 000
Manchester	75 000	338 000
Birmingham	71 000	265 000

1 Which British city listed in Source 1.40 grew by the largest amount during the period 1801–51?



Source 1.39 Etching from 1851 satirising the effects of potential overpopulation. It shows people having to go to extraordinary lengths to manage their overcrowded living conditions.

Almost all of this rapid population growth was due to migration, because poor agricultural workers from the countryside flocked to the new industrial towns for jobs. Several towns transformed during the Industrial Revolution. Glasgow in Scotland initially grew because of the expansion of the cotton, textiles, chemicals, glass, paper and soap industries. However by the mid-1800s, it had diversified into heavy industries such as shipbuilding and locomotive construction.

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Urbanisation created slums where poorer citizens lived in overcrowded areas. Houses were built cheaply and poorly, and they lacked proper ventilation because they were often constructed back-to-back. Sewerage systems and garbage collection did not exist at this stage. To make matters worse, no public transport meant that rents were high in the city because people wanted to be as close to work as possible. It was not unusual for more than one family to share a living space.

urbanisation the growth of cities

Such conditions were very unsanitary, and this led to new outbreaks of disease. Between 1832 and 1866 there were multiple outbreaks of cholera in Britain. In 1853–54 alone, more than 10 000 Londoners died from cholera. In London the 'Great Stink' of 1858, where the sheer amount of waste being dumped into the River Thames caused an unbearable smell, finally forced the government to take action.

Source analysis 1.9

Source 1.41 Hippolyte Taine, a French writer, described a visit to London in the 1860s

What dreary streets. Through half-open windows we could see the wretched rooms at ground level, or often below the earth's damp surface. Masses of … children, dirty and flabby of flesh, crowd each threshold and breath the vile air of the street, less vile than that within.

Taine, H., 1872, Notes on England cited in Mason, J., 1993, *Expansion, Trade and Industry Britain 1750–1900*, Longman, London, p. 18

Source 1.42 The Swansea Medical Officer of Health gave this report in 1853

No cleanliness within, and no drainage without: stagnant water soaking through the walls, with no space to discharge itself … the floors in many cases … unbricked and in wet weather becoming a mass of mud … the garden … heaped with ashes, and in many cases stored with pig dung.

Quoted in Mason, J. 1993, *Expansion, Trade and Industry Britain 1750–1900*, Longman, London, p. 18

1 What picture do these sources paint of life in urban centres during the Industrial Revolution?
2 What aspects in particular made these conditions so bad?
3 Is one of these sources more reliable than the other? Justify your answer.

Improvements in urban living

Urban life did improve slowly. In 1807 coal gas street lamps were installed at Pall Mall in central London. In 1829 the modern police force was created by Robert Peel, then Home Secretary (hence, their nickname of 'bobbies'). This greatly improved public safety. By 1866 most of London was connected to a sewerage network. When Europe was struck with subsequent cholera outbreaks, London did not suffer another major epidemic. In 1878 London also had the first version of electric street lighting installed.

It was during this era that education for children became a mass phenomenon. In 1816 it was found that of 1.5 million children of school age in England, 875 000 attended school 'of some description'. It must be stated that school 'of some description' only lasted one year. In 1833 the government allocated funding to create

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schools for the poor and in 1851 the definition of school was expanded to include at least two years of schooling. By 1861, of a school-age population of 2.75 million children, 2.5 million were registered as attending school. In 1880 the government legislated that school was compulsory for all 5 to 10-year-olds.

Changes in living conditions

Activity 1.7

Imagine you are the Mayor of Manchester in 1851. Your city has quadrupled in size within 50 years. Write a summary of what you see are the advantages and disadvantages of expansion.

Historical concepts: Perspectives, Empathetic understanding **Historical skills**: Research

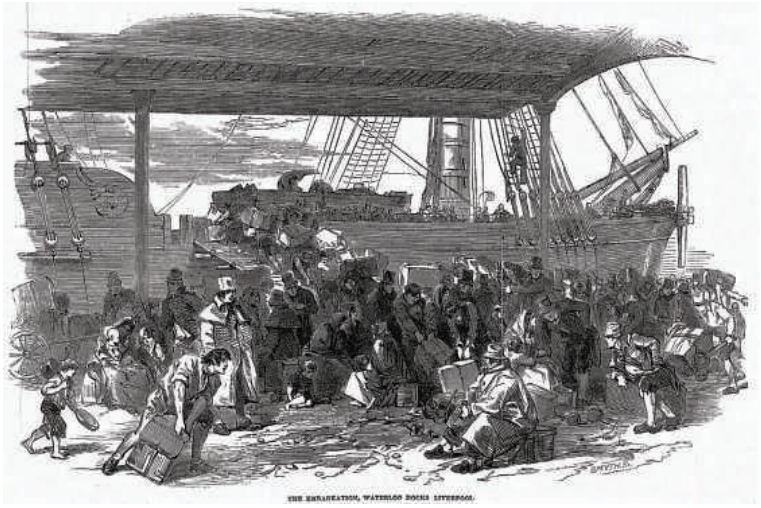
Emigration to other countries

The Industrial Revolution had huge implications for the world generally because, over the course of a century, more than 45 million people from all over the continent left Europe and migrated to the United States, Canada, Australia and elsewhere seeking a better life.

The enormous increase in urban populations drove migration during this period. Britain's population doubled between 1800 and 1850. In Europe in the same period, the total population increased from 187 million to over 266 million people. The increase in birth rates and survival of people to adulthood, combined with the overcrowding in urban centres of the early industrial world, meant that many people took the newly created migration opportunities offered by the British Empire. Recently established colonial outposts such as Canada, South Africa and Australia offered new business prospects and a chance to seek a better life. While improved food production had been established across Britain, there were still cyclical occasions when shortages and starvation occurred. In the 1840s the Irish potato famine took the lives of between 750 000 and one million people. Such situations promoted migration as many felt the risks of moving to the other side of the world were better than having no future at all.

Australia

Most of the first European migrants to Australia were involuntary. Like the American colonies prior to the American War of Independence, Australia was used as a penal colony for convicts transported from Britain and Ireland. Altogether about 80 000 convicts arrived in New South Wales between



Source 1.43 Irish emigrants embarking for America at Waterloo Docks, Liverpool. From *The Illustrated London News,* July 1850.

Source 1.44 Scene between decks on an emigrant ship carrying poor needlewomen to Australia. At this date skilled workers were given sponsored passages to emigrate to the colonies. From *The Illustrated London News,* 17 August 1850.

ISBN 978-1-108-89300-8 Dallimore et al.

1788 and 1840. However, with the growing potential of the colony in terms of material resources, the convicts were joined gradually by small numbers of voluntary British and Irish migrants. Some used their own wealth to migrate while others arrived through the assistance from one of the public or private schemes available. By 1850, Australia's non-Indigenous population was about 400 000.

The gold rush, which began in 1851, changed the nature of migration to Australia significantly. People arrived from more varied backgrounds in an effort to seek their fortune on the gold fields. Between 1851 and 1861 over 600 000 people arrived on Australian shores. Of this number, 60 000 came from continental Europe and over 40 000 from China. Within 10 years Australia's population had jumped to more than 1 million.

Australia's viability as a destination was improved by a reduction in travel time. The First Fleet took over three months to arrive, but by 1852 the steamship *Chusan* could make the voyage from Britain in 80 days and in 1888 the SS *Australasian* took only 50 days. The early steamships could not travel all the way to Australia under steam, so they used a combination of steam and sail.

In 1872 Australia's communications were connected to the rest of the world with the installation of a telegraphic line to Britain.

Canada

Canada had been colonised by the French in 1534 as 'New France', but after the Seven Years War, Britain took possession of France's holding. The population of Canada in 1771 stood at about 102 000, and from this point on it increased by 3.9% per year. In 1815 the period known as the Great Migration began, and saw over 800 000 mainly British migrants settle in Canada. This was encouraged by the discovery of gold in Quebec in 1823. By 1831 the Canadian population surpassed one million people.

Source 1.45 Roll call of boys about to emigrate to Canada, Saint Nicholas Industrial School in Essex, 1908. Boys stand ready with their luggage labelled as their names are called by a man in a bowler hat.

India

The East India Company became the main British trading presence in India. Dominance over trade was fierce and the EIC fought the Dutch first and then the French for control over India. The EIC ruled India with little government interference and brutal attitudes towards the locals. This resulted in a bloody uprising in 1857 known as the Indian Mutiny. As a result the British Crown stripped the EIC of its power in India and took over India itself, with Queen Victoria proclaimed Empress of India in 1867. The company ceased to exist in 1874.

South Africa

The first British migration to South Africa was in the 1820s. From the initial Cape Town colony, settlers were sent to what is known today as Port Elizabeth. The British government encouraged immigrants to settle in the frontier area of what is now known as Eastern Cape. Some of these rural settlements were not successful because many of the settlers were urban tradespeople, who had no interest or skills in rural life. In addition, hostile indigenous peoples, tough conditions such as drought, and a lack of transport made life extremely difficult. The discovery in 1867 of the Eureka Diamond, found near Hopetown on the Orange River, led to mass migration and a minerals boom that lasted into the twentieth century.

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Source analysis 1.10

Source 1.46 This article was published in 1796, in a small regional newspaper in England

REFLECTIONS ON THE SUPERIORITY OF THE TRADE OF *GREAT BRITAIN*

Nature seems to have taken a particular care to disseminate her blessings among the different regions of the world, with an eye to the mutual intercourse and traffic among mankind, that the natives of the several parts of the globe might have a kind of dependence upon one another, and be united together by their common interest. But how wonderfully favourable has she been to this little island of Great Britain? ... Our food often grows in one country and the source in another. – The fruits of Portugal are corrected by the products of our West-India islands, and the infusion of a Chinese plant is sweetened with the pith of an American cane.

The dress of a single woman of quality, is often the production of the most opposite climates.

If we consider our own country in its natural state, without any of the benefits and advantages of our trade, what a barren spot of earth falls to our share! … Nor has commerce more enriched our vegetable world, than it has improved the whole face of nature among us. Our ships are laden with the harvest of every climate; our tables exhibit spices, oils, and wines. Our rooms are stored with pyramids from China, adorned with the workmanship of Japan … and we repair our bodies by the drugs of America … our trade gives us a great variety of what is useful, and at the same time supplies us with every thing that is convenient and ornamental. ...

Our English merchant, at present, converts the tin of his own country into gold. ...

How many private men, who in former times would have been the vassals of some powerful Baron, are now negotiating like Princes, for greater sums of money than was formerly to be met with in the royal treasury! Our trade has given us a kind of additional empire. It has multiplied the number of the rich, made our landed estates infinitely more valuable than they were formerly … What a contrast between this and the unfortunate country of France, where, by revolutionary manoeuvres, trade and commerce are almost totally annihilated!

This flourishing condition we owe to our present Constitution.

Chester Courant, 15 March 1796, p. 1

1. What does the source identify as the benefits of trade to the British?
2. Explain in your own words what the article means when it says, 'the natives of several parts of the globe might have a kind of dependence upon one another, and be united together by their common interest'.
3. What examples does it give of what the British were trading and where do they say these products come from?
4. Explain in your own words what the article means when it says 'How many private men, who in former times would have been the vassals of some powerful Baron, are now negotiating like Princes'?
5. How does the article contrast the situation in Britain and France at that time?
6. Using the source as evidence, how important was trade to the British economy?
7. Note the date of this article. With the improvements in technology and steamships, how much more would trade have benefited the British?

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Experiences of those who migrated in the Industrial Revolution period

With the large increase in population across Britain and coupled with the opportunities presented by migration, many people of various social classes decided to leave Britain to set up a new life overseas. For some this decision was dictated by reasons such as a lack of religious or political freedoms, while for others it was the chance to potentially make their fortune. Some people had no choice because the colonies were the destination for many people convicted of crimes, including those who were found guilty of various political crimes against the British government.

Source analysis 1.11

Source 1.47 In 1832 George Sullington, a labourer, emigrated from Sussex with his wife to Canada. He wrote this letter back to his parents.

I like the country here very much, but my wife don't [sic] seem quite so well contented yet. I got work the first day I was here, and have had plenty of work ever since … Farmers and labourers all sit at one table here. I don't wish to persuade anyone to come over, for they must expect to see a good many hardships; but I know that a poor man can do a great deal better here than he can at home; he is sure to get plenty of work if he is steady, and can live cheaper … Dear Father and Mother, we left you almost broken hearted, but you must be satisfied that we have bettered our condition by coming here.

Cited in Rev T Sockett, 1832, *Letters from Sussex Emigrants*

1. What does George suggest is the main benefit of emigrating?
2. What does he imply when he says, 'Farmers and labourers all sit at one table here'?
3. Who in particular does George suggest could do well in Canada? What does he suggest are the benefits of emigrating for these types of people?
4. Suggest reasons why George's wife did not find Canada so appealing.

Review 1.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. How did the British colony in Australia change over time?
2. Explain how the discovery of gold in 1851 changed migration to Australia.
3. Compare the main developments of migration to Australia and Canada. What similarities and differences can you identify?
4. Explain the role of the EIC in trade in India.
5. Identify which event in 1867 transformed British migration to South Africa.
6. Explain why workers moved into urban centres during the Industrial Revolution.
7. How did living conditions improve in Britain throughout the 1800s, in terms of public safety, health and education?

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1.6 Experiences of men, women and children

entrepreneur someone undertaking a new enterprise with a chance of profit or loss

The term 'Victorian' was first used in 1851; it referred to a sense of pride and confidence that the British middle class enjoyed during the long reign (63 years) of Queen Victoria. The Victorian consensus was formed around the **entrepreneurial** ethic, emphasising self-reliance, faith in progress and respectability. Respectability meant different things to different families. For a comfortable middle-class family it might mean having three servants; for a lower middle-class family, it might mean having an area next to the kitchen where the family could eat and for a working-class family it might be to avoid a pauper's funeral (these were funerals paid for by the government which often used a communal grave and no service or headstone).

An 1851 government survey on a Sunday discovered that, out of a population of 18 million, less than half had actually attended church that day. Nevertheless, religion played a large part in Victorian life. Between 1841 and 1876, the Anglican Church built 1727 new churches and restored more than 7000 old ones. During the Industrial Revolution religious tolerance grew. Parliamentary decrees in 1854 and 1856 allowed non-Anglicans to attend Cambridge and Oxford Universities, where they had previously been denied entry.

Source 1.48 Victorian London Street with children in Covent Garden, Seven Dials, Dudley Street, 1872

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Working conditions

The effects of the Industrial Revolution on the working population were not fully appreciated at the time. The tremendous disruption, hardships and downright dangerous working conditions that workers were exposed to were not something that the government had anticipated needing to monitor. Governments had never before needed to regulate working conditions for workers, and it created a new set of responsibilities for the people's representatives.

Workers were expected to work harder to ensure profits as enterprises became larger and investments were made on a greater scale. This was a significant change compared to the recent past, where cotton spinners or tradesmen generally worked for themselves. The bulk of the population now worked in factories, mills or mines as employees, often with no rights or protections at all. Lack of worker protections allowed the owners of factories, mines and mills to exploit their workers.

In the pre-industrial age, skilled workers (or artisans) such as locksmiths or weavers, were members of **guilds**, which gave them limited protections. In 1799 guilds were formally abolished in Britain. This meant that in new industrial factories, cotton mills and mines, workers had no protection to regulate their hours, pay rates or working conditions. Early factories were largely unsafe and deaths and injuries occurred regularly. Often factories lacked heating in winter, were extremely noisy, and exposed workers to hazardous equipment or materials. These conditions were endured because there was no avenue for the workers to request improvements. Equally as troubling were the extended work hours, because factory owners expected their employees to work for 14 hours a day. The employment of women and children was also considered acceptable at the time because women and children had previously worked in the fields and on farms. The rules for safe factory operation had not yet been written. Outside the factories, workers on low wages lived in terrible conditions, cramped into tiny bedsits and whole families often slept in a single bed.

guild an association of people in a particular trade or business, which sets standards for that particular industry

Activity 1.8

A lot of difficult jobs evolved during the Industrial Revolution. Choose one job from the list below and research what it involved and the people who were most likely to do this job.

- legger
- soap boiler
- knocker upper
- bone cleaner
- presser
- matchmaker
- tosher or mudlark
- chimney sweep.

Historical concepts: Empathetic understanding **Historical skills**: Research

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Child labour

Child labour was not new in Britain: for centuries the children of working-class families were expected to work from an early age. The biggest change in the Industrial Revolution was the nature of that employment. In the past, children had helped spin wool or worked in the field at harvest time. During the Industrial Revolution, children found themselves doing things such as working down a mineshaft for a shift of 12 hours or longer. Child labour in factories was a more visible exploitation of young people, and complaints about the use of child labour led to parliamentary action.

Robert Peel, a member of parliament and a factory owner who was concerned about the health and welfare of children working in factories, was instrumental in getting the first Factory Acts passed through parliament. In 1831 the Ten Hours Movement was formed to lobby for a ten-hour day for all workers – men, women and children. Many believed it was wrong for the government to interfere with working conditions, and factory owners argued that if hours were lowered, factories would not be profitable and would close. Eventually the government decided that it was not their place to interfere in the working hours of adults, but that children were a different matter. In 1842 the publication of the *First Report of the Children's Employment Commissioners: Mines and Collieries* had been prepared by Lord Shaftesbury.

Key events relating to child labour

- **1802** *Health and Morals of Apprentices Act*. This applied to orphan apprentices in the textile industry. No children under the age of nine were to be apprenticed and the working day was limited to 12 hours with no night work. There was no system for enforcement.
- **1819** *Cotton Mills and Factories Act*. This applied only to the cotton mills and restricted the working week for those aged 9–16 to 72 hours. No children under the age of nine were to be apprenticed. No system of enforcement was devised.
- **1831** *Labour in Cotton Mills Act*. This act applied only to cotton mills and restricted the working hours for those under 18 years old to 12 hours a day. Working at night was forbidden for any workers under 21 years old. Once again there was no enforcement system.
- **1833** *Factory Act 1833* (3 & 4 Will. IV) c103. No children under nine years old were to be employed except in silk mills. Those aged nine to 13 were restricted to nine hours a day and 48 hours a week with two hours of school a day. Children and young persons were not to work outside the period 5.30 a.m. to 8.30 p.m. For the first time, factory inspectors were appointed.
- **1842** *Mines and Collieries Act*. This stopped children under nine years old and women from working underground.
- **1844** *Factory Act (Textiles)*. This Act applied only to the textile industry and limited the work of children aged 8 to 13 to 6.5 hours a day, which was considered to be 'half-time'.
- **1847** *Factories Act 1847*. Women and young persons in textile factories were limited to 10 hours a day or 10.5 hours if Saturday was a half holiday. This is sometimes known as the *Ten Hour Act*.
- **1850** *Factories Act 1850*. This act related to mills and required that the work of women and young persons be between the hours of 6 a.m. to 6 p.m. in summer and 7 a.m. to 7 p.m. in winter.
- **1867** *Factories Act Extension Act 1867*. This brought any workplace employing more than 50 persons in manufacture under the Factory Acts.
- **1874** *Factories (Health of Women, etc.) Act* (1874). This forbade employment of children in mills under the age of nine. In 1876 the age limit was raised to 10. Children aged eight could still be employed in workshops and non-textile factories.
- **1891** *Factory Act 1891*. Mothers were not to return to work within four weeks of giving birth. From 1893 the limit was raised to 11 weeks.

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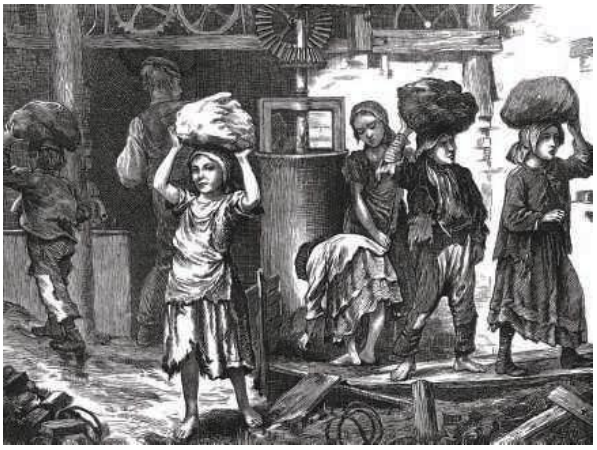
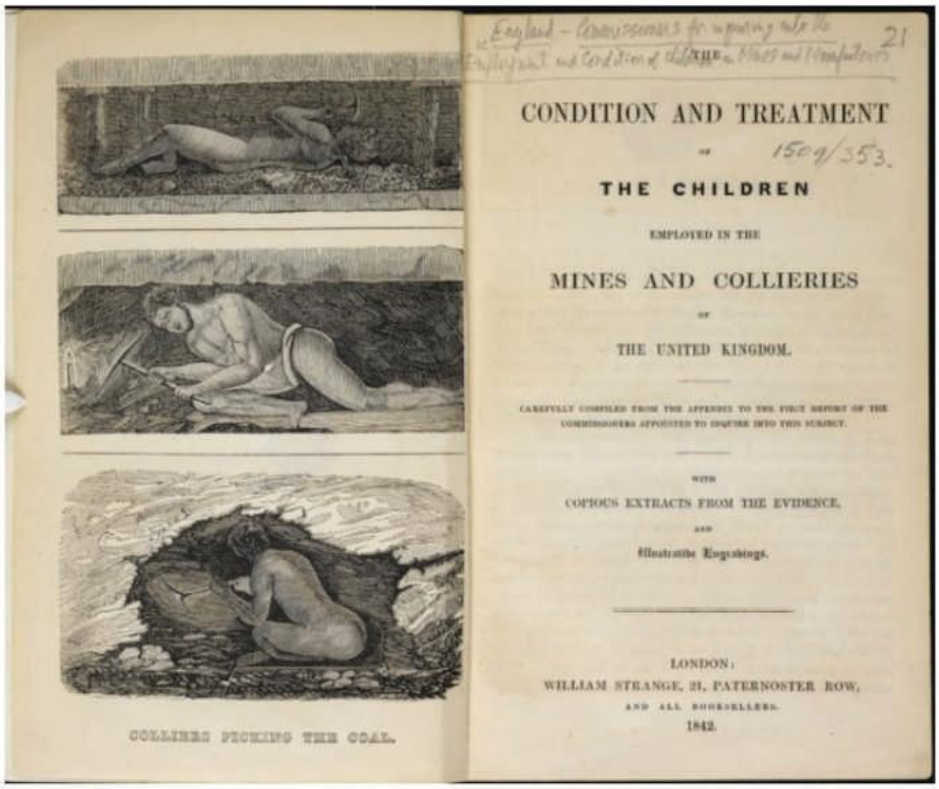
Source analysis 1.12

Source 1.49 A man and young boy work in cotton manufacturing in London in 1845. They are cleaning the cotton by removing seeds to make it ready for use in textile mills. The baskets at the front are full of cleaned cotton.



Source 1.50 British children carrying clay in a brickworks in 1871. Some estimates suggest that between 20 000 and 30 000 children between the ages of five and 16 worked in similar brickworks at the time.



Source 1.51 Opening spread of the parliamentary report on children working in mines and collieries, 1842

Source 1.52 In 1818 the *Manchester Mercury* reported on a court case about child labour

> This is not the only Factory noticed in the Minutes of Evidence, where Children are detained five days in the week during the dinner time, to clean the Machinery. It is further on evidence, that at one Mill the people are detained during the dinner hour every day; that they are employed 14 hours a day without intermission, the Steam Engine never stopping during that time; consequently whatever refreshment they get, is taken as the works go on.
>
> *Manchester Mercury*, 26 May 1818

continued...

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Source analysis 1.12 continued

Source 1.53 An 1843 article in the *Bristol Mercury* expressed concern about child and female labour

One of the great evils of our present social condition … is the excess of child labour. Another great evil is the excess and intensity of female labour. Men are starving for want of employment, and women and children are, by thousands; crushed out of existence in consequence of their strength not being equal to their tasks. In the child labour department, too, there is no distinction of sex. In the mine, the factory, and the workshop, boys and girls work together from the ages of five to 15 and upward. It is not desirable to more than hint at the consequences which arise from the promiscuous intercourse of beings whose moral faculties are in a great degree in abeyance, and in whom perceptions of delicacy and decency have been either obliterated, or have never been developed. It is sufficient to know that the females, in a vast majority of instances, become totally unfitted to discharge the duties of wives and mothers. They are never trained to domestic management; consequently, the poor man's 'home' is too often some fetid den, where squalid vice has taken up her abode, and where himself and partner, and their children, are huddled together in one common misery; the children only exchanging the garret and the cellar for the mine and the workshop, where enduring noxious influences prepare them to run the same career as their wretched parents.

'Child and female labour', *Bristol Mercury*, 11 March 1843

1 Examine the images in Sources 1.49, 1.50 and 1.51. What kinds of work do they show children doing?
2 Using the first four sources and other evidence, describe the conditions in which the children are working.
3 Source 1.51 is a report conducted by the British government. What does this tell us about the different attitudes to child labour during this period?
4 In Source 1.52, what unfair practices were factory owners accused of expecting their workers to do?
5 Read Source 1.53.
   a Who could be employed instead of women and children?
   b According to the source, what 'knock-on effect' does the employment of women have on family life?
6 What does Source 1.53 see as the great evils of the time?
7 Why does the author of Source 1.53 think boys and girls working together from a young age is a bad thing?
8 Do you think the arguments made in Source 1.53 are valid? Justify your response.

Review 1.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify the kinds of ideas that were associated with the Victorian age.
2 Why were workers so vulnerable to suffering poor conditions at the beginning of the Industrial Revolution?
3 Outline the evidence that governments tried to improve the lives of the British working class during this period.
4 How successful were attempts to improve the lives of the working class in Britain during the Industrial Revolution?

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1.7 Effects of the Industrial Revolution

The growth and development of cities had both positive and negative effects on the general population. In the short term the rapid growth of cities created squalid conditions and increased the incidence of diseases and plagues. More people living in constricted environments allowed diseases such as cholera (spread by drinking contaminated water) and viruses, such as smallpox, typhus and yellow fever, to spread quickly. There was an initial rush to get workers living close to their factory or mine, and this resulted in urban centres constructed with little to no planning, so that streets and dwellings were too small and too close together. There was also minimal consideration of sewerage and the supply of fresh water. This led to climbing disease and mortality rates. In several new industrial towns, such as Manchester and Liverpool, the average age of death was staggeringly low at 20 years old.

Conversely, the longer-term positive of the Industrial Revolution was the establishment of cleaner living conditions and improved food security in cities. Improvements in farming techniques and the creation of better transport systems meant that food supplies to cities were rarely cut off. This improved people's diets and food intake, which led to better general health. Once governments began to take responsibility for improvements to water quality and supply, people began to enjoy far better living conditions than they had in the past. Citizens later benefited from the construction of hospitals and schools. It should be noted, however, that many of these improvements were only brought about when workers began to exercise a political voice, and the power of the factory and mine owners were challenged.

Workers' rights and government policy

It is no coincidence that major political upheavals in Britain occurred in the 1820s and 1830s, the same time that living and working conditions were at their worst.

Calls for reform and change outside of Britain, such as the American War of Independence (1776–81) and the French Revolution (1789), encouraged British workers to improve their rights and conditions. The same events also encouraged the British authorities to be vigilant against revolts and upheaval. Many business owners viewed workers as naturally unruly and requiring stern measures of control to be cooperative at work, and factory owners were often suspicious of attempts by workers to protest their conditions. Management skills were an unknown quality and often the terrible working conditions were completely unknown to those who invested money in creating a factory or business enterprise. It was in response to terrible living conditions and the lack of workers' rights that many people became politically active at the start of the Industrial Revolution.

In Britain some textiles workers, realising that their livelihoods were under threat, decided to organise themselves and smash new machinery in a hopeless attempt to postpone the future. Called **Luddites**, this movement became widespread. The response of the authorities was swift and brutal. In 1788 the *Protection of Stocking Frames Act* was passed that made the smashing of machinery a capital offence. A number of Luddites were captured and some were put on trial and executed, all for smashing equipment. This may have contributed to the unsympathetic view authorities took when other workers tried to get changes to their living and working conditions.

Luddites groups who tried to block industrialisation by smashing machinery

In this climate of suspicion and spurred on by fears of revolution in France, the government passed the *Combination Act* in 1799.

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This made any sort of strike action illegal. The act also prohibited workers from creating trade unions and engaging in collective bargaining (negotiating better conditions as a group with their employer). This drove unionism underground and saw the government hunt down union leaders. As working conditions deteriorated, however, people became more vocal in their demands for political changes.

In 1819 a gathering was organised that attracted between 60 000–80 000 people at St Peter's Fields, Manchester. Although a peaceful protest, soldiers charged the crowd, killing 18 protestors in what became known as the Peterloo Massacre. This led to a public outcry but the government implemented more repressive measures, including what was known as the Six Acts. The Six Acts forbade any sort of meeting, increased magistrates' powers to search, sped up court processes, and toughened laws for those who wrote against the government.

Chartists a movement that campaigned for political rights and equality for the working classes; their six main aims were published in the *People's Charter* in 1838

The *Combinations Act* was repealed in 1824, but a wave of strikes followed. The following year, a new *Combinations of Workmen Act* was signed, which limited the activities of trade unions, prohibiting collective bargaining and strikes. These tough measures against workers were possible because they could not vote. This began to change when in 1832 parliament passed the *Reform Act*. The *Reform Act* targeted 'Rotten Boroughs', where old seats in parliament that had only a handful of 'voters' were abolished, while other places which had grown significantly, such as Manchester, had no seats in parliament at all. The *Reform Act* got rid of 168 parliamentary seats and created 98 new ones. The number of eligible voters increased from 500 000 to about 800 000, or by about 50%. This still only meant that one in five Britons could now vote.

Trade unions were decriminalised in 1867, and became legally protected under the *Trade Union Act* of 1971. Although trade unions continued to grow, they were overtaken by political movements such as the **Chartists**. Nevertheless, trade unions became established and membership rose to around one million by 1874.

Source 1.54 A political cartoon criticising the reaction of the authorities during the Peterloo Massacre. This resulted in 18 deaths and harsh government legislation called the Six Acts.

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Activity 1.9

1 Research 'friendly societies' online. What were they designed to do? How popular were they in Britain during the Industrial Revolution? What do they tell us about British working-class people?

2 Research Chartism. Who were the Chartists, what were they demanding and how successful were they as a movement?

Historical concepts: Empathetic understanding **Historical skills**: Research

Political and social reform

Transport and communications

Before the invention of steam-powered ships, journeys across the Atlantic had taken more than a month. As technology progressed, the journey was reduced to 19 days, and by 1900 a transatlantic crossing took a little over five days to complete. This enabled a greater supply of food from outside the country, and increased demand resulted in cheaper prices. Wheat from Canada, the USA, South America or Russia was cheaper in Liverpool in the 1890s than it had been under the reign of Charles II, two centuries earlier. Transport of food was aided by the invention of refrigeration, which meant that meat could be frozen for sea transport. In 1882, the *Dunedin* became the first ship to successfully carry frozen meat from New Zealand to London.

The invention of telegraphic communication had a similar effect. The first transatlantic line was laid in 1858 and brought the New World much closer to the Old World. Even Australia was connected to the rest of the world via telegraph in 1872.

Infrastructure and technology

Source 1.55 A The HMS *Agamemnon* and USS *Niagara* taking aboard cable to be laid for the transatlantic telegraph, 1858

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The natural environment

Humans have effected changes on the natural environment from the earliest civilisations. The Industrial Revolution caused an exponential increase in the amount and rate of change.

Many of the environmental issues we are facing today, such as pollution, climate change, waste management and the importance of sustainability, can be linked to the Industrial Revolution.

Source analysis 1.13

Source 1.56 *Coalbrookdale by Night*, 1801, Philippe Jacques de Loutherbourg

Source 1.57 A selection of photographs by Edward Burtynsky, whose works focus on industrialised landscapes

1. Richard Warner, a writer and priest, described Coalbrookdale in 1801 as 'a scene in which the beauties of nature and processes of art are blended together in curious combination'. Looking at this Source 1.56, do you agree with his statement today?
2. Choose one of the photographs in Source 1.57 and describe what it is depicting.
3. Write a paragraph responding to the statement, 'The works of de Loutherbourg and Burtynsky identify both the beauty and the destructive effects of industrialisation.'

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Source analysis 1.14

Source 1.58 Sir David Attenborough, in a 2019 speech about climate change, was critical of the effects of the Industrial Revolution.

Who started the problem? This country. It was the Industrial Revolution which started here, and what was the Industrial Revolution, it was based on burning coal. As it was us who started the problems, and if we are now taking a lead in solving the problem that is only the right and responsible thing to do. I'm OK for the next decade, all of us are OK, we won't face the problems that are coming. The problems of the next 20 to 30 years are great problems that are going to cause great social unrest and cause great changes in what we eat and how we live.

Sir David Attenbourgh, July 2019, speech to the British Parliament's Business, Energy and Industrial Strategy Committee

1 What link to current climate issues does Sir David Attenborough make with the Industrial Revolution?
2 Do you think this link and criticism is justified?

Different perspectives on the Industrial Revolution

There has been ongoing debate about whether the positives of the Industrial Revolution outweighed the negatives.

Source analysis 1.15

Source 1.59 In their 1848 work *Manifesto of the Communist Party,* Karl Marx and Frederick Engels analysed the class struggle and were critical of the Industrial Revolution

Owing to the extensive use of machinery and to division of labour, the work of proletarians [working class] has lost all individual character, and, consequently, all charm for the workman. He becomes an appendage of the machine, and it is only the most simple, most monotonous, and most easily acquired knack that is required of him. Modern industry has converted the little workshop of the patriarchal [male-controlled] master into the great factory of the industrial capitalist. Masses of labourers, crowded into the factory, are organised like soldiers. They are daily and hourly enslaved by the machine, by the overseer, and, above all, by the individual bourgeois manufacturer himself. The unceasing improvement of machinery, ever more rapidly developing, makes their livelihood more and more precarious [endangered].

Marx, K. and Engels, F., 1848, *Manifesto of the Communist Party*

1 What do Marx and Engels mean when they say 'work of proletarians has lost all individual character'?
2 According to Marx and Engels, what have the industrial workers become slaves to?

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Source analysis 1.16

Source 1.60 In 1981, American economist Douglass North wrote an analysis of the economic history of the world, in which he argued that the Industrial Revolution caused great misery

For the great majority of the labouring class the results of … [Industrial Revolution] were inadequate wages, long hours of work under sordid conditions, and the large-scale employment of women and children for tasks which destroy body and soul. Reports from investigating committees on coal mines found male and female children ten or even five years of age harnessed to heavy coal-sledges which they dragged crawling on their hands and knees.

North, D., 1982, *Structure and Change in Economic History*

Source 1.61 In 1986, John Majewski, professor of history at the University of California, Santa Barbara, offered this view, supporting the Industrial Revolution

Far from being a cause of misery and despair… [the Industrial Revolution]… in the early nineteenth century improved the standard of living and set the stage for the modern comforts that we enjoy today. It is fair to say that …the Industrial Revolution … [led] a slight increase in the material standard of living occurred. Although money wages remained stable, the prices of manufactured and agricultural goods plummeted.

The increase in real wages resulted in significant improvements in the standard of living. An excellent example is the changes in diet that occurred. Per capita consumption of meat, sugar, tea, beer, and eggs all increased. An even better indication of the rising affluence was the great increase of imported foods. Per capita consumption of foreign cocoa, cheese, coffee, rice, sugar, and tobacco increased. Meanwhile, meat, vegetables, and fruits, long considered luxuries, were by 1850 eaten regularly. In fact, the average weekly English diet of 1850—five ounces of butter, thirty ounces of meat, fifty-six ounces of potatoes, and sixteen ounces of fruits and vegetables—is quite similar to the English diet of today.

Although such improvements obviously are important, they take on added significance when considering the large population increase that took place during the industrial revolution. Because of a fall in the death rate, the population of England and Wales rose 1.25 percent per year between 1780 and 1860, an annual expansion that translates into an unprecedented threefold increase. The real benefits of the industrial revolution are enjoyed by those living in today's world of comparative luxury and splendour. It has led us into an age without the famines, epidemics, and other disasters that continually plagued preindustrial societies.

Majewski, J., 1986, 'How the industrial revolution raised the quality of life for workers and their families', *Foundation for Economic Education*, 1 July 1986

1. What aspects of working life does North consider as the greatest evils of the Industrial Revolution?
2. Do you think these criticisms are fair?
3. What is Majewski's view of the impact of the Industrial Revolution?
4. What factors does he identify were improved (economically, socially) as a result of the Industrial Revolution? Identify each factor he argues and note down the supporting evidence he gives.
5. Write a statement in support of Majewski's argument, or to oppose it.

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Activity 1.10

Create a picture-essay. Collect five or six images that highlight the most important effects of the Industrial Revolution. Each image should be accompanied by 50–100 words explaining what the image reveals or suggests about the effects of the Industrial Revolution.

Historical concepts: Cause and effect, Significance, Contestability **Historical skills**: Analysis and use of sources, Research, Explanation and communication

Source 1.62 The Industrial Revolution was the basis of many aspects of modern life.

Review 1.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify who the Luddites were.
2. Explain the effect that faster transportation had on food availability and prices.
3. Summarise the main drawbacks of the Industrial Revolution in the cities.
4. Summarise the advantages that the Industrial Revolution brought to the cities.
5. Explain the importance of the *Reform Act 1832* in Britain.
6. 'The drawbacks of the Industrial Revolution were only short-term.' Do you agree or disagree with this statement? Draw on material from across the chapter to illustrate your answer.

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End of chapter activities

Extended response questions

1 How influential were inventors on the Industrial Revolution?

2 How successful were attempts to improve the lives of the British working class during the Industrial Revolution?

3 'The Industrial Revolution mostly led to positive outcomes for humanity.' To what extent do you agree with this statement? Provide evidence to support your response.

Group work activity

In small groups, research one major centre of the Industrial Revolution in Britain. In a presentation to your class, assess the effect of the Industrial Revolution on that specific location. In your presentation you should:

- provide a map to identify the location of your chosen town/city
- describe the town/city *before* the Industrial Revolution
- explain how the Industrial Revolution changed the town/city
- make an overall judgement or assessment about how much life in that town/city changed as a result of the Industrial Revolution
- include three or four primary sources as evidence of your most important ideas.

Research activity

Create an exhibit on the causes of the Industrial Revolution. In small groups, research one main cause of the Industrial Revolution and design a small exhibit that explains its role. Display your exhibits in the classroom or school library.

Creative task

In pairs or small groups, design an Industrial Revolution board game. On your squares, outline important inventions (such as spinning machines, the steam engine, the railway) and conditions (such as peace, access to coal, empire, stable economy, rapidly growing population) that you need for industrialisation to happen. As players move around the board, note when some factors come into play and when others that are missed affect 'industrialisation'. Create 'chance' cards that explain outside factors, such as newer technologies making older ones obsolete, Luddites destroying equipment, disease spreading through a new factory town or workers rising up and demanding some rights. The aim of the game is to 'industrialise' but also to develop urban centres that are liveable and have workers who have some rights and protections.

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Visible thinking routine

Compass points

Think about the legacy of the Industrial Revolution and how important it was for the world as a whole, not just for Britain, and consider the following statement.

> Overtaken by power, by possessions and great new freedoms, and unable to make any civilised use of them at all.
>
> HG Wells, 1911, *The New Machiavelli*, p. 30

Critically discuss HG Wells' suggestion. Did the Industrial Revolution give birth to increased power, wealth and freedoms that were largely lost as the world moved into the early twentieth century?

On a large piece of paper or cardboard, or using a digital application, draw a compass with N, E, S and W around the edges. On each compass point respond to the questions below by considering:

Need to know – What else do you need to know or access to help you answer the question?

Excited – What do you find exciting or interesting about investigating this idea?

Stance – What is your current stance (position) on this question? How might you move forward to evaluate how accurate your position is?

Worrisome – What are you worried about when thinking about how to research this question?

Using the information you have recorded in groups, write an individual answer to the question. Once you have read them, swap with a partner and read each other's paragraph. Write down one thing you liked about their response and one thing you think could be different to improve it.

Cross-curricular task

Work and enterprise

Watch either the Wal-Mart movie (*Wal-Mart: The High Cost of Low Price*) or play the Amazon Race (see: https://cambridge.edu.au/redirect/9211) and answer the following questions.

1 Identify the methods used by Wal-Mart or Amazon to drive down their prices and undermine their competition.
   - **a** Discuss as a class how these practices link to events in the Industrial Revolution (consider issues such as workers' rights, competition, new means of production, access to raw materials).
   - **b** Individually, write a response outlining these issues and how they are reflective of business practices developed during the Industrial Revolution.

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CHAPTER 2

MOVEMENT OF PEOPLES 1750–1901

1502
The transatlantic slave trade begins with the arrival of the first African slaves on the island of Hispaniola

1700s
Britain and Portugal begin mass transportation of slaves to the Americas/Caribbean

1760
The Industrial Revolution starts in Britain

1775
The American War of Independence stops convict transportation

1788
The First Fleet of convicts arrives in Australia from Britain. The Second Fleet arrived in 1790, and the Third Fleet in 1791.

1793
The first free settlers arrive in Australia

1833
Britain abolishes slavery

1845
The Great Famine begins in Ireland, leading to mass migration

People have moved around the world for thousands of years, but in the eighteenth and nineteenth centuries migrations increased in scale. Some migrations were forced rather than voluntary. The British, Spanish, French, Dutch and Portuguese transferred 12.5 million people as slaves to the Americas. Britain transported convicts to Australia, followed soon after by a steady migration of settlers to the newly founded colonies. People from Britain, Ireland, China and other parts of the world settled in Australia between 1788 and 1901.

Some historians regard the use of the word 'slave' as dehumanising, and recommend that 'enslaved person' should be used. In this chapter, we use 'slave' to match the NSW History Syllabus.

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

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CLAIM, SUPPORT, QUESTION

Source 2.1 *The Slave Trade*, c. 1833 August Francois Biard

Based on the image provided, consider the following questions for discussion.

- Make a **claim** about this painting. (What does it show?)
- Identify **support** for your claim. (Things you see and know that support your claim.)
- Ask a **question** related to your claim that you would need to research.

1848
The Gold Rush causes migration to the United States. The Australian Gold Rush began in 1851.

1865
The United States abolishes slavery

1867
The final transatlantic slave voyage occurs

1868
The last convict ship arrives in Australia

1882
Migration between China and the United States stops

1901
Australian Federation. The *Immigration Restriction Act* prevents non-white migration.

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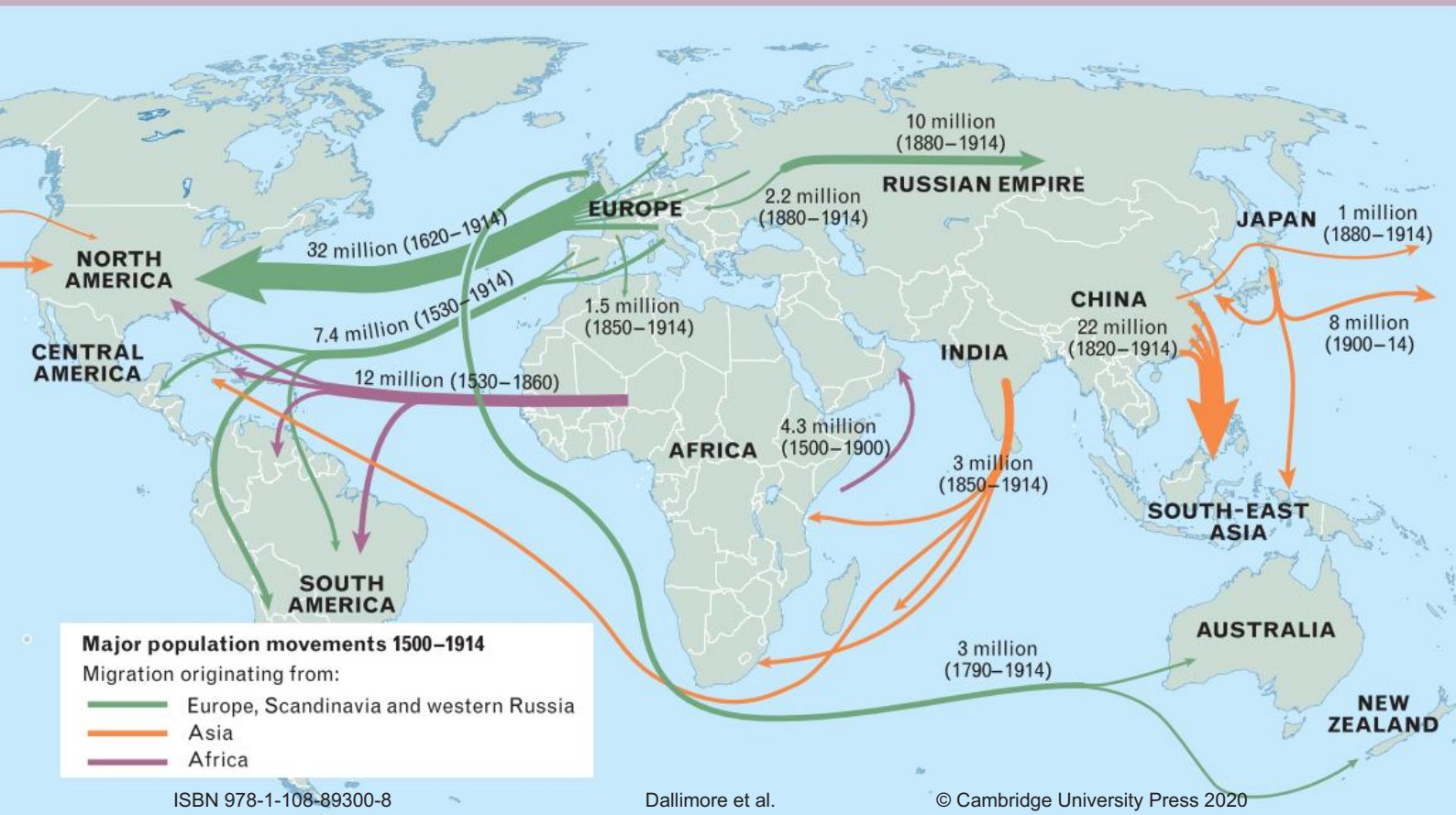
Key questions

- What was life like during the Industrial Revolution?
- What were the causes of mass migration during this period?
- What were the experiences of the convicts and slaves forced to migrate?
- How did the experiences of free settlers differ from those forced to migrate?
- What were the differing perspectives for those involved in the movement of peoples?
- How did cultures interact during the movement of peoples?
- How did the movement of peoples affect our world today?

Source 2.2 European migration over the period 1500–1914



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2.1 Influence of the Industrial Revolution

Growth of new ideas and new technologies

The Industrial Revolution was a time of profound change for Britain and its people. Britain underwent massive growth in its industrial sector, largely driven by new technologies that enabled faster production. Exploration of new territories opened up a wealth of different resources and trade markets, such as the discovery of safe routes to India, China and the Americas. As an island nation, Britain had developed a strong navy throughout the seventeenth and eighteenth centuries, and this allowed it to establish colonies in a range of countries across the world. The British East India Company was set up by merchants to trade with India, China and South-East Asia in 1600, and it became increasingly powerful with the growth of trade. British colonies became permanent settlements, allowing for the import and export of products. Britain imported raw materials such as cotton, wool, wheat, sugar, tea, silk, **flax**, rice and **guano**, and exported textiles, clothing and metals used in machinery, industry or railway construction.

flax a plant grown for its stems or seeds. Linen cloth is woven from thread made from this plant

guano sea bird or bat droppings, accumulations are often used as a fertiliser

Many new technologies were invented during the Industrial Revolution. Previously, machines such as flour mills were powered by water or wind, which meant factories had to be located with access to these resources. The development of a steam engine by Thomas Newcomen allowed coal mines to be drained efficiently, which increased coal production. James Watt and Thomas Boulton refined Newcomen's engine, and in 1776 constructed a version which could be adapted to an individual factory. This allowed businesses to construct factories anywhere, rather than only near rivers

Source analysis 2.1

Source 2.3 This colour lithograph of HMS *Victory* from 1872 illustrates the type of ships Great Britain commanded in the eighteenth and nineteenth centuries.

1 How important do you believe shipping was to the British Empire's supremacy? Justify your answer by referring to Source 2.3.

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or high-wind areas. Steam power prompted the invention of trains and steamships, leading to rapid transportation of more goods and people. Steam power also contributed to developments in the iron industry, as it meant that metal goods could be mass-produced, and so were cheaper to buy.

carding the process of using wire brushes to separate the threads of some materials such as cotton or wool before they can be used

cotton gin a machine used for separating the fibres of the cotton plant from the seeds

Textiles were one of Great Britain's most important industries, but production was slow and monotonous work. Wool and cotton were individually **carded**, hand-spun and woven, to create a piece of fabric. The invention of mechanised spinning and the power loom increased the production of a worker by 40 times. Similarly, the invention of the **cotton gin** made production around 50 times more efficient due to its faster spin rate. Because of these technological advances, Great Britain became the largest textiles producer in the world with easy access to European markets for sales. Great Britain swiftly established itself as an importer of raw materials, and exporter of finished products. This brought great wealth to some people in England.

Changes to agriculture

Traditionally, agriculture had formed the centre of the British economy. During the medieval period, villages had used a three-field **crop rotation** system to maintain their crop production. One field was fallow, or bare, while the other two had different crops, one being legumes that fixed nitrogen in the soil, whilst the other was a grain crop such as wheat. The fallow field could be used to graze animals. Each year the fields were rotated to keep the soil fertile.

crop rotation growing different crops in different years, so that the soil in the field can regain its nutrients

From the 1500s, wealthier landowners realised that there was more money in raising sheep for wool than planting crops. They began to enclose fields with fences, creating one large field instead of many small strips. In 1604 the government began passing a series of Enclosure Acts, which were laws stopping the use of common land by peasants. There were positive effects, such as less land wastage, fewer labour requirements, and the prevention of disease from spreading across one contained area. However, there were also negative impacts. Farmers whose families had worked the land for generations were evicted, while poorer farmers struggled to compete with large landowners. Many lost their businesses and their lands and were forced to migrate to cities to find employment. Here they often endured poor living and working conditions and low wages.

Developments in agriculture led to a significant increase in the quality and quantity of goods. The seed drill more efficiently planted seeds, threshing and reaping machines harvested crops using less human labour, while steam-powered ploughs replaced rows once hand-dug by peasants. Crop rotation was improved by the Norfolk four-course system, where the crops of wheat, turnips, barley and clover or undergrass were rotated. Selective breeding increased the size and qualities of animals. For example, the average size of a cow going to market in 1710 was around 160 kg, but by 1795 it had more than doubled to 362 kg. The same applied to sheep, which averaged 17 kg in 1710 but 36 kg in 1795.

Activity 2.1

1 Discuss the main reasons people moved to the cities. Your answer should be approximately a paragraph in length.

2 Imagine you are a journalist living in a major European city at the end of the 1700s. Compose a newspaper article for a major European city newspaper describing the effects of the Industrial Revolution on daily life.

Historical concepts: Continuity and change, Cause and effect, Perspectives, Empathetic understanding **Historical skills**: Empathetic understanding, Research, Explanation and communication

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Effect of changes

Movement to cities: urbanisation

Housing shortages in the cities were common. Often multiple families would live in a single, poorly-maintained house, with no plumbing and only candles as a source of light. Public sanitation did not exist, so sewage flowed down the streets and into the rivers or sea, which contaminated the drinking water.

Competition for jobs allowed employers to pay very low wages, particularly to women and children. Children as young as four worked in factories or mines. Because of their smaller size children were often used to squeeze between heavy machinery to clean tight spaces, risking injury and death. In the mines children held lanterns for the miners or opened doors for the coal wagons. There were no laws concerning the employment of children. By the late 1700s people realised there needed to be changes in the workplace. Starting in 1819, a series of Factory Acts were passed: laws determining who could work and for how long. The government raised the working age to nine, then 12, and limited the number of hours an employee could work, and over what time periods.

Cities continued to grow despite overcrowding. Between 1750 and 1900 London's population grew by over 2 million people. Country towns also experienced population explosions, quickly becoming industrial centres for surrounding areas. The cities of Liverpool, Manchester and Newcastle all experienced rapid growth during the eighteenth and nineteenth centuries, benefitting from ports next to large rivers. Ports allowed easy transportation of goods, which encouraged the development of factories and warehouses and, in turn, attracted workers to the cities.

Source analysis 2.2

Source 2.4 Aerial view of London as it industrialised, 1850

1 Describe what evidence of industrialisation you can see in this image.

2 Use the internet to research what London looks like today. Using Source 2.4 and your research, describe the differences between London in 1850 and the present day.

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Rise in crime

During the Industrial Revolution poverty caused by low wages turned many to crime in order to feed themselves and their families. The government made increasingly harsh laws to manage the crime rate but they had little effect. Crime continued to rise because many British people were stealing to survive. From 1800 to 1840 the crime rate increased by approximately 15 000 offences each year. The government introduced the 'Bloody Code', so-called because many of the offences it contained were punishable by death. In today's world countries using the death penalty generally apply it only to severe crimes, such as murder. In the nineteenth century, however, the death penalty could be applied for crimes such as cutting down trees, stealing or even being out at night with a blackened face (the government thought this was a sign of mischief even though many workers could not avoid this because of their dirty jobs).

prison hulk an old ship stripped of fittings and permanently fixed on a river for use as a prison

Until the nineteenth century many prisons were privately owned and run for profit. If you were unfortunate enough to be imprisoned you paid the gaoler for visitors and food. Prison was not seen as a long-term punishment, but a place someone waited until a judge passed sentence. The exception to this was if that person were in debt, then they stayed in prison until their debts were paid, or their family paid them because they couldn't work. The rapid rise in crime rate during the Industrial Revolution created a backlog in sentencing which overcrowded prisons. The government resorted to using **prison hulks** which were moored on rivers. Disease was rife in the hulks due to the crowded and unsanitary conditions. Each prisoner had an area 1.8 m long and 60 cm wide in which to lie. In 1788 the weekly bread ration was approximately 3.5 kg with one piece of beef cheek per week, and occasional supplies of green vegetables.

The movement of convicts, settlers and slaves

Transportation of convicts

The practice of transporting people who did not fit into society was not new. Exile from a city was a common punishment for those who broke the law in ancient Greece. Spain sent criminals to North Africa, Portugal sent criminals to Brazil, and France sent them to South America and New Caledonia. Britain had transported over 50 000 **convicts** to its colonies in America until the War of Independence began in 1775. After the loss of the American colonies, Britain needed a new location to transport convicts. An experiment in 1781 transporting convicts to the west coast of Africa failed, ending this plan. During this time Britain also wanted to secure its trade and territorial interests in South-East Asia against possible French, Dutch or even Russian competition. As a result the British saw Australia as an ideal penal settlement. Described by Captain Cook as an

convict a person found guilty of a crime and serving a sentence of imprisonment

Source 2.5 Convicts being transported from Britain to Australia are farewelled by friends and relatives (colourised version of a black and white print by Henry Adlard, c.1820)

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'uninhabited' landmass with abundant sailing resources at Norfolk Island, such as tall pine trees for masts and flax for sails, the new land was perfect for a convict settlement.

Free settlers to Australia

The first free settlers arrived in Australia in 1793 after several fleets of convicts had already been sent. Four families were given free passage by the British government as well as tools, land, and convict labourers. The government wanted to develop the colony in Sydney and offered attractive conditions for those who were willing to make the journey. It feared a colony solely made up of convicts would lead to a rebellion. At this point New South Wales was a six-month journey into the unknown, and it was hard to convince people to move there. However, by the 1820s settlers began to arrive in larger numbers, establishing themselves not only in the Sydney area, but also in Van Diemen's Land (Tasmania), Perth, Melbourne and Adelaide. Free settlers from other countries migrated as well, such as the Germans who migrated to Camden in New South Wales. The Gold Rush of the 1850s triggered mass migration to Australia. In Ireland the **Great Famine** led to approximately 25% of the population either dying or migrating, a large number of whom came to Australia.

Slavery

Slavery has existed since ancient times and in many different societies. The period between 1750 and 1900 was different, however, due to the size and nature of the slave trade. In the middle of the fifteenth century, the Portuguese began the mass transportation of African slaves to Portugal for labour. New colonies and the trade of crops such as sugar, cotton and tobacco required a large, cheap labour force. Slavery increased as labour requirements increased. Europeans living in the American colonies believed that Native Americans were vulnerable to disease, so they looked to other parts of the world to find workers. By 1518 Spain began transporting African captives 5000 km away to colonies in the Americas. Most of the slaves came from what is now Senegal, Angola, Benin, Nigeria and Cameroon. Historians debate the number of enslaved Africans, but estimates place this figure around 12.5 million. Arab countries took another 10–20 million slaves. The loss of such a large number of its population devastated the continent of Africa, and left it open to increased exploitation by European countries due to its inability to defend itself.

Great Famine a period of mass starvation and disease in Ireland from 1845 to 1849

Review 2.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify three crimes for which the death penalty could be applied in the nineteenth century.
2. Identify one of Britain's most important industries.
3. Why did employers pay low wages during the Industrial Revolution period?
4. How many slaves are estimated to have been transported to the Americas?
5. Describe the countries that experienced the largest movement of peoples in the period from 1500 to 1914.
6. Describe some of the challenges people faced when moving from rural areas to cities.
7. In your own words, explain whether you believe the process of urbanisation was more positive than negative, or vice versa.

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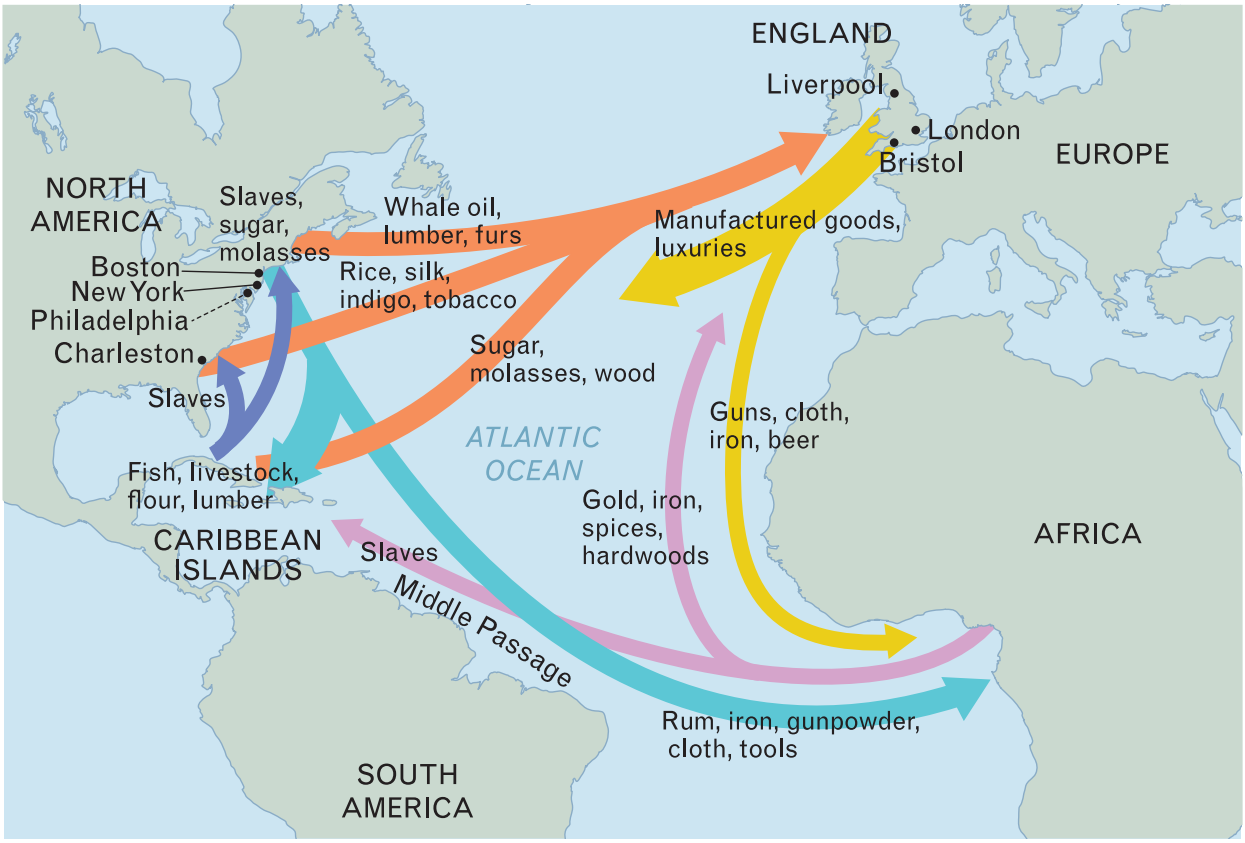
2.2 Experiences of slaves taken to the Americas

The transatlantic slave trade

Before European intervention, Africa's social and economic development was on the same level as Europe's. The nation of Mali covered a larger area than all of Europe combined. When Mali's leader, Mansa Musa, went to Egypt in the 1300s oral histories describe how he took so much gold it became almost worthless. The varied cultures of Africa had different political structures; some were kingdoms and others city-states. Education, universities and artistic trades were growing, evidence of which can still be seen today when looking at the quality of terracotta, bronze, ivory and gold pieces from this time.

Slavery was already present in Africa, but European demand for cheap labour, particularly in the Americas, brought a different form. Enslaved Africans had traditionally been either captured in battle, or were serving a punishment for their crimes, or paying off debt. Slaves taken this way could work to buy their freedom and, unlike what would happen in the Americas, their children were not usually born into slavery. But as the European interest grew, some African kingdoms began deliberately taking captives during war or capturing members of different ethnic groups and selling them to European slave traders for profit. However, some kings refused to have anything to do with the European slave trade.

Source analysis 2.3



Source 2.6 Map of trade imports and exports across the Atlantic Ocean

1 Using Source 2.6, create a table summarising the main imports and exports for Europe and North America.

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Transport to the Americas

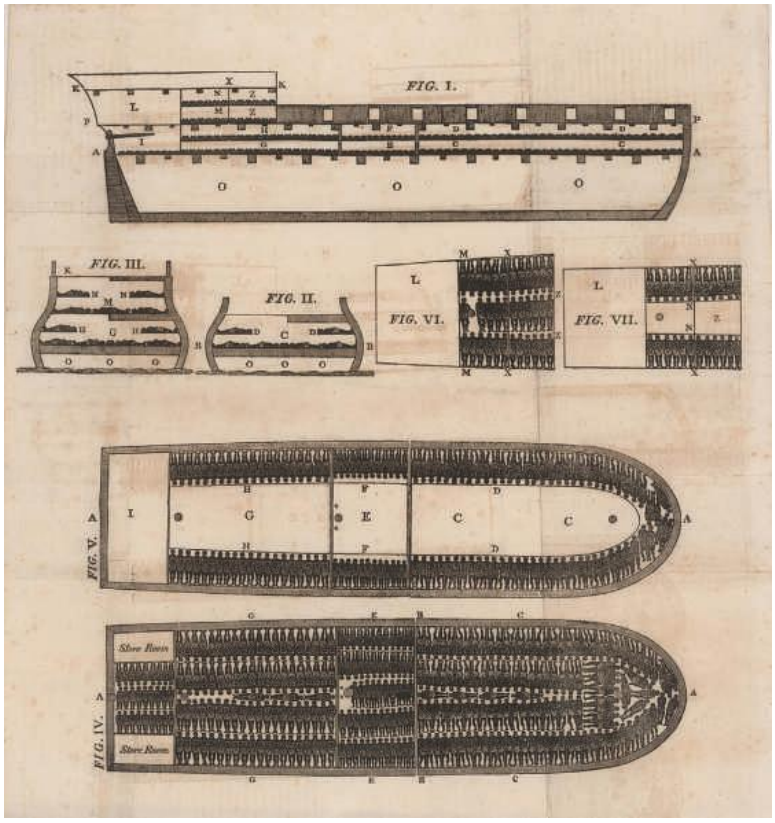
From the seventeenth century, the 'Slave Triangle' developed across the Atlantic Ocean. Slaves were transported from Africa to North America, where they worked on plantations producing sugar, wood, rice, cotton and tobacco. These products were shipped to Europe, while rum, iron and other goods were exported to Africa. Europe manufactured goods from the raw materials they obtained and traded to both Africa and the Americas for gold, spices and ivory.

Once African people were captured and enslaved, they were marched to the coast for sale and held in large forts or castles. Estimates by historians suggest around 4% of all slaves died in these forts due to poor conditions.

During the voyage through the **Middle Passage** another 12.5% of slaves died from inhumane treatment. Conditions on board ships were poor, with slaves crammed into small, unsanitary spaces. Women and children were often in separate quarters from men, but this made them vulnerable to sexual abuse by sailors. Slaves who protested by starving themselves were force-fed, while exercise could be enforced through 'dancing' above deck. The cramped and unsanitary conditions resulted in the spread of fatal diseases, while other fatalities included suicides by slaves jumping overboard. If supplies ran low, sometimes living slaves were thrown overboard.

Middle Passage the sea voyage taken by slave ships between the west coast of Africa and the West Indies

Source analysis 2.4



Source 2.7 An interior diagram of a slave ship from 1821

1 What does Source 2.7 suggest about conditions on a slave ship? Justify your answer.

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Source analysis 2.5

Source 2.8 An unknown artist from the nineteenth century depicted conditions on a ship travelling from Africa

Source 2.9 A description of life aboard a slave ship

The only food we had during the voyage was corn soaked and boiled. I cannot tell how long we were thus confined, but it seemed a very long while. We suffered very much for want of water, but was denied all we needed. A pint a day was all that was allowed, and no more; and a great many slaves died upon the passage. There was one poor fellow became so very desperate for want of water, that he attempted to snatch a knife from the white man who brought in the water, when he was taken up on deck and I never knew what became of him. I supposed he was thrown overboard.

Law, R, and Lovejoy, P.E., 2001, *The Biography of Mahommah Gardo Baquaqua: His Passage from Slavery to Freedom in Africa and America*, Markus Wiener Publishers, Princeton, New York

1 Summarise the key ideas of slavery that are visually demonstrated in Source 2.8.
2 How might a source like Source 2.8 be useful to a historian studying the experiences of African slaves in the nineteenth century?
3 In a detailed paragraph, explain why slaves were treated so poorly when transported to the Americas. Your response should make specific reference to Sources 2.8 and 2.9.

Source 2.10 Slaves' experiences while travelling

Activity 2.2

1 Create a mind map or write a short piece that describes the common experiences of slavery explored so far in the text.

Historical concepts: Empathetic understanding **Historical skills:** Comprehension, Explanation and communication

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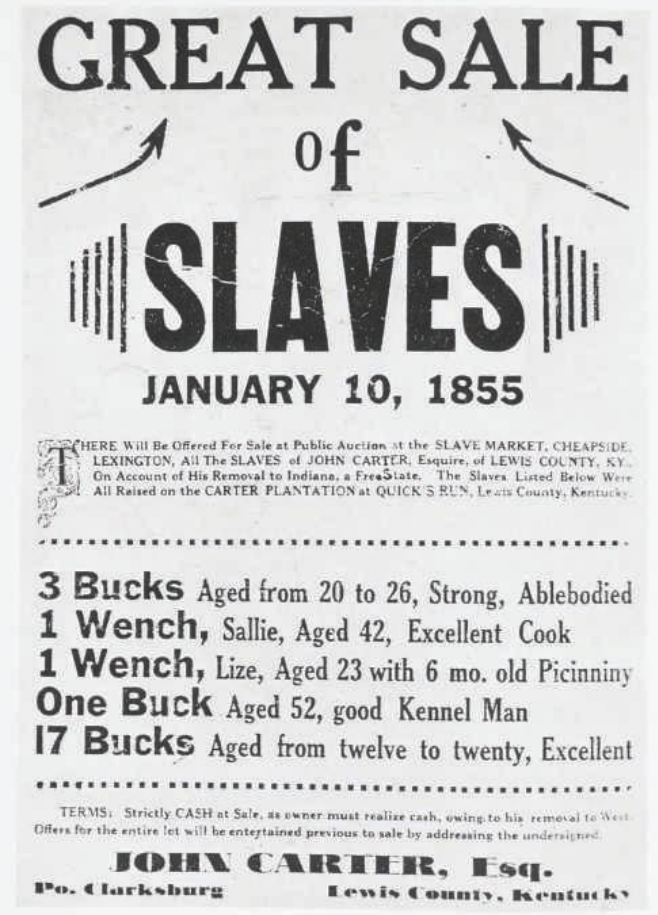
The life of a slave

At their destination in the Americas, life did not get easier for slaves. The crew of slave ships prepared the African captives for sale by displaying their best features. How strong a man or woman appeared was an indication of whether they would handle repetitive physical tasks. Slaves were stripped naked, shaved, washed, then rubbed with palm oil to hide any injuries, chain marks or the colour of sickness. Families were separated to maximise profits. The slaves were then put up for auction.

Once purchased, slaves were taken to their owners' **plantations**. They were branded, given new names and forbidden from speaking their native languages or practising their customs and traditions. The experiences of slaves in North America could be vastly different, depending upon their owner or which state they lived in. Each owner had the right to do with their slave whatever they pleased, which could lead to brutality. They were often mistreated, beaten and sexually assaulted. Many were also forced to practise Christianity.



GREAT SALE
of
SLAVES
JANUARY 10, 1855

THERE Will Be Offered For Sale at Public Auction at the SLAVE MARKET, CHEAPSIDE, LEXINGTON, All The SLAVES of JOHN CARTER, Esquire, of LEWIS COUNTY, KY., On Account of His Removal to Indiana, a Free State. The Slaves Listed Below Were All Raised on the CARTER PLANTATION at QUICK'S RUN, Lewis County, Kentucky.

3 Bucks Aged from 20 to 26, Strong, Ablebodied
1 Wench, Sallie, Aged 42, Excellent Cook
1 Wench, Lize, Aged 23 with 6 mo. old Picinniny
One Buck Aged 52, good Kennel Man
17 Bucks Aged from twelve to twenty, Excellent

TERMS: Strictly CASH at Sale, as owner must realize cash, owing to his removal to West. Offers for the entire lot will be entertained previous to sale by addressing the undersigned.

JOHN CARTER, Esq.
Po. Clarksburg Lewis County, Kentucky

Source 2.11 A poster advertising a slave sale in 1855

The effect of industrialisation on the cotton industry led to a surge in the number of slaves in that sector, but they also worked on coffee, sugar cane, tobacco or rice plantations. European growth created demand for these products and slaves were increasingly used to meet production requirements. Slaves could be employed within the household to perform servant duties such as washing, cooking, or mending. They may have been taught a trade such as carpentry or blacksmithing. They were given instructions by an **overseer**, who was usually a white man who treated them violently. Sometimes a plantation might use a **driver**, who was also a slave. Drivers became unpopular with other slaves if they were suspected of conspiring with the owner.

plantation estate where crops such as sugar, tobacco or cotton were grown

overseer a person who supervised others, especially workers

driver a slave given privileges in return for supervising other slaves

In the 1850s the southern states of the United States produced two-thirds of the world's supply of cotton. Crops were harvested and sent to Britain to be turned into manufactured goods traded across the British Empire. New cotton plantations were developed in the southern states, triggering a further desire for slaves. Census data from 1790 reveals that around 650 000 slaves worked cotton, rice, **indigo** and tobacco plantations – this number had grown to 3.2 million by 1850, with over half working cotton plantations. The plantation owners, manufacturers and slavers usually became rich as a result of the slave trade.

indigo a tropical plant that produces a blue dye

commodity an item that is bought and sold, especially a raw material or something that is manufactured, for which there is a commercial demand

Unlike other countries in the Americas, the slave population in the United States continued to grow through the nineteenth century. Slaves were a **commodity** – they had value to their owners. 'Breeding' more slaves, who became the property of the owner, could further increase the owners' wealth.

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Laws regarding slaves

In the early days of the American colonies, few laws existed relating to slavery. The growth in the number and economic importance of slaves saw many new laws passed regarding ownership and regulation of slaves. The laws differed from state to state, but the most common elements were:

- Restrictions on who a slave could marry. Owners did not want to risk losing their slaves to another plantation, so they forbade marriage from outside it. Marriage between races was not permitted.
- Restrictions on slave movements. Any slave away from their master was required to have a signed pass. Some cities required slaves to wear **slave tags**.
- Slave patrols were conducted by owners to ensure slaves did not travel at night and followed the laws
- Few laws dealt with the physical treatment of slaves. Accidentally killing a slave during punishment did not bring a penalty. In some districts, it was illegal to not punish a slave recaptured after running away.
- Education of slaves was restricted, and it could be llegal to teach slaves to read
- Large groups of slaves were not permitted to gather away from their plantations, including for religious purposes
- Slaves were not allowed to buy, sell, or produce goods.

States in the north sought to end slavery altogether. The **abolitionist** movement began in the 1770s and gained support in the north where the economy was less dependent on labour-intensive farming. In 1780 the state of Pennsylvania passed a law abolishing slavery, and by the early 1800s slavery was illegal in many of the northern states.

slave tag small copper identification badges slaves wore when moving about or operating a business for their owners

abolitionist someone who wanted to end slavery by emancipating slaves

Source 2.12 Slave tags from Charleston, South Carolina, 1860

Activity 2.3

1 Identify the rights and freedoms you have in Australia today.
2 Describe the most important differences between these rights and freedoms and those of slaves in the period explored in this chapter so far.

Historical concepts: Empathetic understanding, Significance **Historical skills:** Perspectives and interpretation, Empathetic understanding

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A daily routine

Each slave had a different experience depending on their location, duties and the nature of their owner. Historians can make some generalisations about what the daily routine was like for a slave working in the fields.

- A slave woke before dawn
- At sunrise they started work after receiving the call from the supervisor
- Slaves worked in the field throughout the day. They had short breaks and a brief lunch. During harvest slaves might work 18 hours each day.
- Any food eaten was taken from their rations, which were given out at the beginning of the week and managed by the slave. Eating rations too quickly meant starving.
- Slaves returned to their small hut-like houses when it was completely dark
- During the night they cooked food rations and completed small tasks such as mending clothing. Children were cared for and put to bed.
- Slaves slept until dawn before repeating the cycle. They may be given a Sunday off for rest.

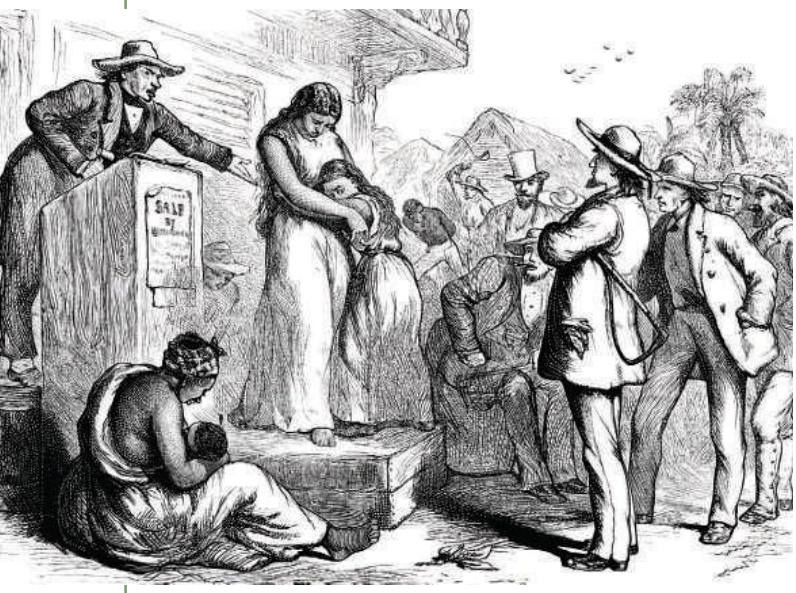
The life of a field slave was extremely difficult, as proven by the fact that the average life of an adult slave working the fields lasted seven to nine years after beginning work in the fields. Slaves who did not perform their duties to the owners' standards were often beaten or whipped. Slave owners also varied: some treated their slaves appallingly, while others were more considerate.

Marriage and families

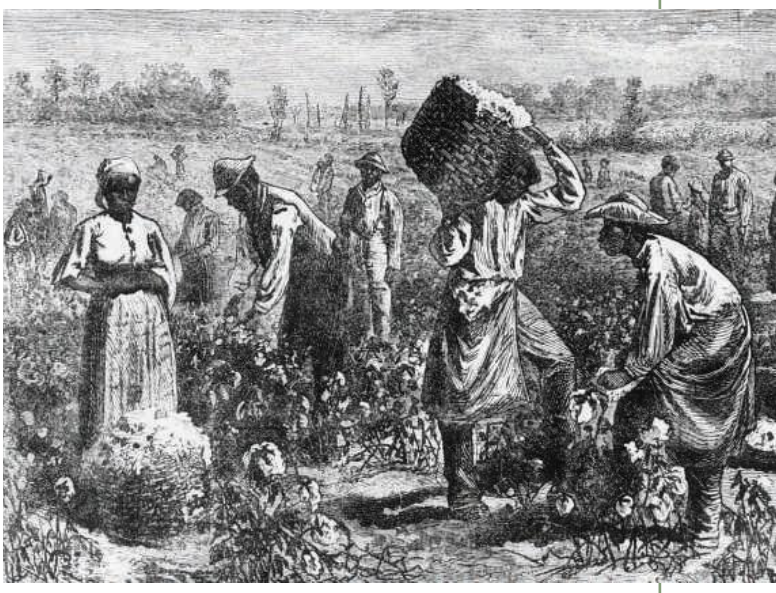
Despite being treated as less than human, slaves were no different in the way they felt when they fell in love and wanted to commit their lives to each other. They could marry, but this had no legal basis and was not recognised by the government or supported by the Christian churches. Deciding to marry often led to heartbreak for husband and wife. An owner could sell a married slave whenever they desired, and this also applied to any children who may have come from the marriage. Most laws stated that the status of the mother determined whether the children would be a slave or free. In other words, if the mother was a slave the children became slaves. It was common for slaves to experience five sales in their life, which had a devastating effect on their relationships, sense of belonging and emotional well-being.

Source 2.13 A landowner overseeing enslaved cotton pickers in the United States, 1875

Source analysis 2.6



Source 2.14 An 1850s drawing of a slave auction of a mother and child



Source 2.15 Slaves picking cotton on a plantation, 1800

Source 2.16 An account of the workday for a slave

An hour before day light the horn is blown. Then the slaves arouse, prepare their breakfast, fill a gourd with water, in another deposit their dinner of cold bacon and corn cake, and hurry to the field again. It is an offence invariably followed by flogging, to be found at the quarters after day-break. Then the fears and labours of another day begin; and until its close there is no such thing as rest … Such is a true, faithful, unexaggerated picture and description of the slave's daily life, during the time of cotton-picking, on the shores of Bayou Boeuf.

Northrup, S., *12 Years a Slave: A True Story*, 1853

Source 2.17 A letter from 1783 by a famous British abolitionist after the Zong incident

I think it my Duty to lay before your Lordships two Manuscript Accounts wherein are stated from unquestionable authority the circumstances of a most inhuman and barbarous murder committed by Luke Collingwood the Master, Colonel James Kelsall, the Mate, and other persons, the Mariners or Crew of the Ship Zong … a Liverpool Trader freighted with Slaves from the Coast of Africa; which Master, Mate, and Crew, on pretence of necessity lest there should be a want of water, wilfully and deliberately destroyed poor Negro Slaves, by casting them alive into the Sea with their hands bound or fetter'd, to deprive them of all possibility of escaping!

Granville Sharp, Letter to the Lord Commissions of the Admiralty, 1783

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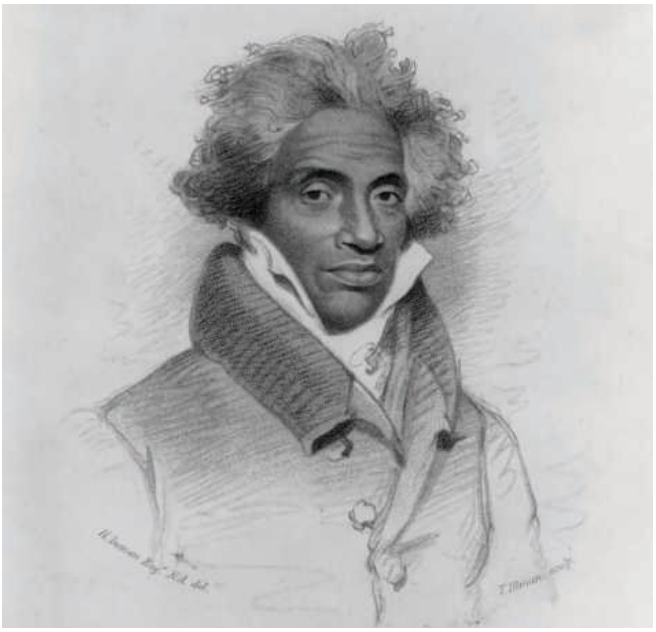
Source analysis 2.6 continued

1 How has the artist represented the following in Source 2.14:
   a the auctioned mother and child
   b the auctioneer
   c the potential buyers (to the right of the image)?
2 Do you believe the artist of Source 2.14 supported the slave trade, or was against it? Explain why.
3 Using all of the sources, summarise the duties slaves performed.
4 Describe how slaves were treated in each of the sources provided.
5 a How does Source 2.15 compare with the information provided in Source 2.16?
   b Discuss whether a historian would gain a different impression of slavery if they looked at each of the sources in isolation.
   c Explain the advantage to a historian of having multiple sources to study the past.
   d Explain the benefit of having different perspectives, such as the treatment of slaves on the *Zong* in Source 2.16.
6 Which of the above sources do you believe is the most useful to a historian studying the experiences of a slave? Justify your answer.

Abdulrahman Ibrahim Ibn Sori

The story of Abdulrahman Ibrahim Ibn Sori is a tragic one, like most stories of those taken from their homes in Africa. Born in 1762, Abdulrahman was set to inherit the throne of his country, situated around the capital city of Timbo in what is now Guinea. As the Prince of Fouta Djallon, Abdulrahman was an educated man, speaking at least six languages including Arabic and English. One defining experience of his life was when Abdulrahman met John Cox, an Irish surgeon left in Africa by his ship.



Source 2.18 Abdulrahman Ibrahim Ibn Sori

Source 2.19 Historian Terry Alford describes the meeting with Cox in his 1986 biography of Abdulrahman, *Prince Among Slaves*

'They brought Dr. Cox.' [Abdulrahman] stated, 'and my father asked him whither he was going. He said he knew not where to go, that the ship had left and that he had a bad sore leg. My father told him he had better go no farther, but stay with him and he would get a woman to cure the leg. My father told him to stay as long as he chose.'

Alford, T., 1986, *Prince Among Slaves*, Oxford University Press, New York

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At the age of 26 Abdulrahman was captured while on a military campaign and sold to the British for rum and muskets. He was then shackled in a ship and transported across the Atlantic Ocean to Mississippi in the United States. His story is not unique, as historians estimate that 80 000 slaves were transported each year during the height of the slave trade. He was bought by Thomas Foster, a tobacco plantation owner in Natchez, Mississippi. Initially Abdulrahman sought to escape, and successfully hid in the swamps for several weeks, before realising there was nowhere to go but back to his owner. Due to his education in Africa, he quickly rose to a position of authority and was given the responsibility of supervising other slaves. As a result of holding such value, Thomas Foster refused to sell him throughout his life. However, he did allow Abdulrahman to marry another slave called Isabella and they had nine children together – all of whom were born into slavery.

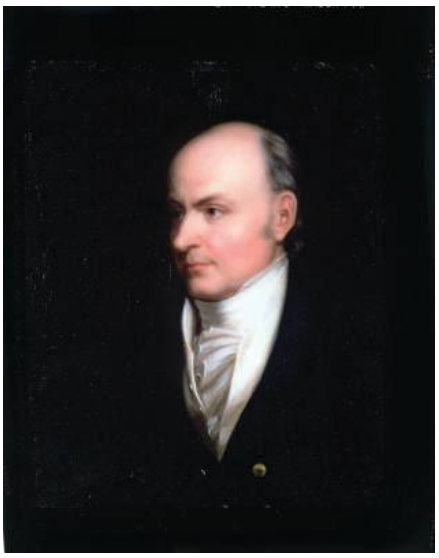
Abdulrahman's quest for freedom began when he miraculously met Dr John Cox at a market. After recognising Abdulrahman, Dr Cox immediately set out to secure his freedom from slavery.

Source 2.20 Reverend Thomas Gallaudet recorded Abdulrahman's account of what happened when he re-encountered Dr Cox

> Dr. Cox went to Col. Foster, and offered him one thousand dollars if he would liberate Prince. But he was so valuable a slave, and so serviceable to Col. Foster … that he could not consent to part with him. In addition to this, his master, of whom Prince always speaks with great affection and respect, doubted whether his freedom would increase his happiness.
>
> Rev. T. H. Gallaudet, 1828, *Statement with Regard to the Moorish Prince, Abduhl Rahhahman*

Despite numerous attempts, John Cox died before freeing Abdulrahman. He did, however, achieve celebrity status for him in Natchez, where he became known as 'the Prince'. This celebrity status is what eventually set Abdulrahman free. Resigning himself to slavery for life, the Prince asked a journalist called Andrew Marschalk to send a letter to his family in Africa. But Marschalk thought Abdulrahman was a Moor, or Muslim, and sent the letter to the Moroccan consulate – who immediately requested the freedom of the Prince from the United States Government. President John Quincy Adams intervened to ask for his release from Thomas Foster. Foster agreed, but only if Abdulrahman left the United States and never lived in it as a free man.

Abdulrahman was emancipated, but this brought only a small amount of joy because his family was still enslaved. With no money and only small donations, Abdulrahman bought his wife from slavery but could not afford his children. For the next ten months he campaigned across the United States seeking donations, before leaving for Liberia in 1829. Four months after arriving in Liberia he died from fever. Only two of the Prince's children were ever freed: Thomas Foster sold the Prince's other children across the United States.



Source 2.21 Portrait of President John Quincy Adams, painted in 1826. Adams arranged for Abdulrahman to be given his freedom.

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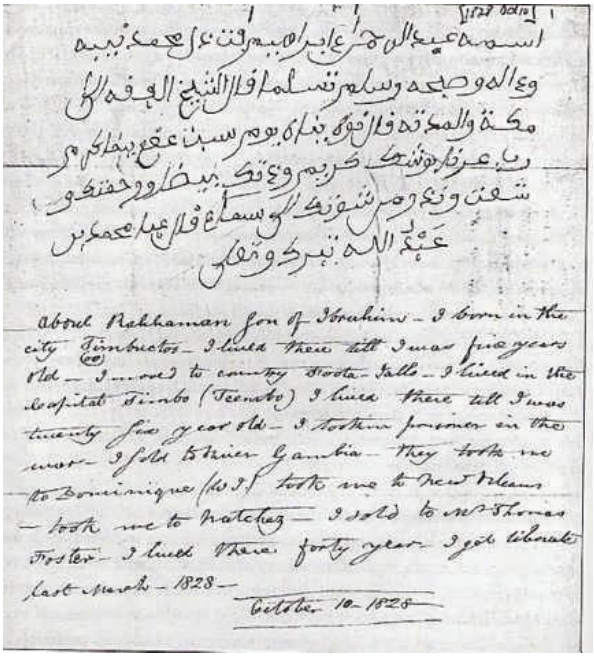
Source analysis 2.7



Abdul Rahhaman Son of Ibrahim – I born in the city Timbuctoo – I lived there till I was five years old – I moved to country Foota Jallo – I lived in the capital Timbo (Teembo) I lived there till I was twenty five year old – I tooking prisoner in the war – I sold to River Gambia – they took me to Dominique (West Indies) took me to New Orleans – took me to Natchez – I sold to Mr Thomas Foster – I lived there forty year – I get liberate last March – 1823 – October 10 – 1828.

Source 2.22 A controversial letter 'written' by Abdulrahman. The broken English of the translation does not match the fluency of the original piece. Text translation: *'I born in the city Timbuctoo. I lived there till I was five years old. I moved to country Foota-Jallo – I lived in the capital Timbo (Teembo). I lived there till I was twenty five year old. I tooking prisoner in the war – I sold to River Gambia – they took me to Dominique (West Indies) took me to New Orleans – took me to Natchez – I sold to Mr Thomas Foster – I lived there forty year – I get liberate last March – 1823 – October 10 – 1828.'*

1 Explain what Source 2.22 reveals about the challenges faced by historians when using primary sources.
2 Describe methods a historian could use to overcome these challenges.

Activity 2.4

1 Create a list of five questions you would want to ask Abdulrahman if he were alive today.
2 Compose a letter that Abdulrahman might have written to his family in Timbo while in slavery, describing his experiences and desires.

Historical concepts: Perspectives **Historical skills**: Perspectives and interpretation, Empathetic understanding

Review 2.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify some of the factors that influenced the price of a slave.
2 Describe the effect of industrialisation on the cotton industry.
3 Explain what a slave tag was.
4 How many sales did most slaves experience?
5 Describe what the slave status of the children depended on.
6 Why might the average life expectancy of a slave working in the fields have been so low?
7 Summarise the factors that complicated a person's decision to flee slavery.
8 'If a source has a clear bias, it is not useful to a historian.' Discuss this statement in pairs before recording your response in your workbook.

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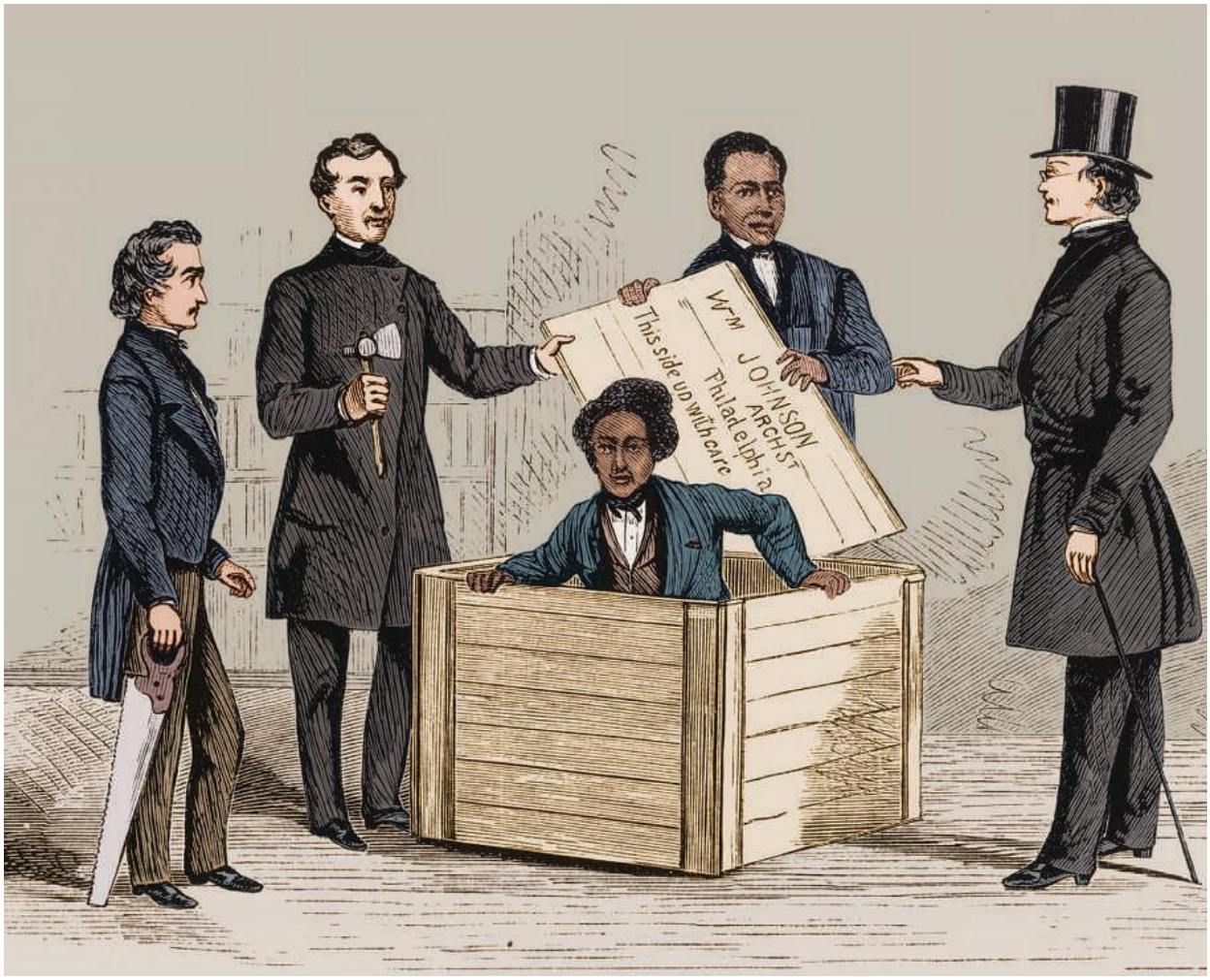
2.3 Impact of slavery

Resistance to slavery

In 1882 the Harvard University historian, James Schouler, described slaves as having 'child-like simplicity', who were 'easily intimidated [and] incapable of deep plot.' To this day his description remains influential on the way some people think about slaves. After a great deal of research by historians, these **stereotypes** of passive and docile slaves are beginning to change. They are being replaced by historical evidence which demonstrates how creative slaves could be in the way they resisted their owners.

stereotype a widely held but fixed and oversimplified image or idea of a particular type of person or thing

There were many different ways slaves could resist their masters. Some pretended they did not speak English and therefore could not perform the required duties. Other slaves worked slowly, did poor work or deliberately sabotaged the tools they were using or the job they were required to do. Abdulrahman Ibrahim Ibn Sori ran away to hide in the swamps for several weeks before returning to his owner, while other slaves attempted to flee to different states in the hope of finding freedom. These methods were ways slaves could show they did not willingly submit to their enslavement.



Source 2.23 This illustration depicts former slave Henry 'Box' Brown as he emerges from a box he used to mail himself to freedom, Philadelphia, 1849

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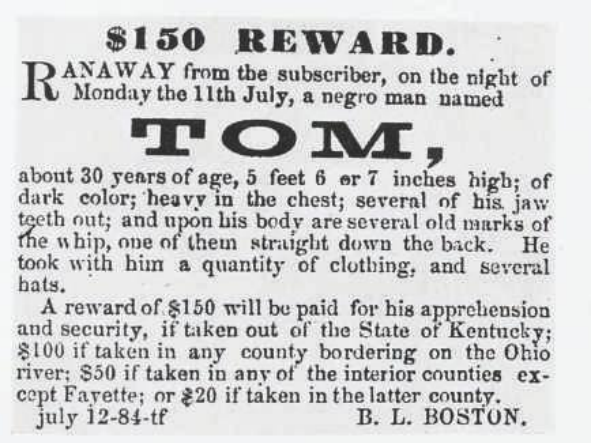

$150 REWARD.

RANAWAY from the subscriber, on the night of Monday the 11th July, a negro man named

TOM,

about 30 years of age, 5 feet 6 or 7 inches high; of dark color; heavy in the chest; several of his jaw teeth out; and upon his body are several old marks of the whip, one of them straight down the back. He took with him a quantity of clothing, and several hats.

A reward of $150 will be paid for his apprehension and security, if taken out of the State of Kentucky; $100 if taken in any county bordering on the Ohio river; $50 if taken in any of the interior counties except Fayette; or $20 if taken in the latter county.

july 12-84-tf B. L. BOSTON.

Source 2.24 A poster offering a reward for the capture of a runaway slave

Slaves who disobeyed or resisted their owners put themselves at great risk. Slaves had no rights in the United States. While many slaves attempted to flee to the free states of the north or Canada, this was a difficult journey for someone of colour with no money or passes. Newspapers posted rewards for slaves, and professional slave hunters tracked them down to return to their masters. Apart from those who escaped, there are numerous examples of slaves who decided to violently resist their enslavement.

- **Gabriel** was a slave on a plantation in Richmond, Virginia. He was rare in that he could read and had developed skills at blacksmithing. This led his owner, Thomas Prosser, to hire him out for profit. As a result Gabriel travelled widely and he developed a plan to rebel with other hired slaves. The rebels believed they would trigger a desire for freedom, which would spark over one thousand slaves in and around Richmond to join their revolt. But heavy rain delayed their planned date in 1800 and led to their betrayal to the authorities by a fellow slave. Gabriel and 27 other slaves were publicly hanged, and tighter restrictions were placed on slaves to prevent further rebellions.
- **Toussaint L'Ouverture** led a slave rebellion in Saint-Domingue, a French colony in the Caribbean, in 1791. An army of slaves attacked the plantations responsible for producing half the coffee and sugar used by Europeans. As the estimated 500 000 slaves greatly outnumbered the 70 000 members of the general population, the slaves captured the island and resisted any future attacks to re-establish control. Britain tried to retake Saint-Domingue in battles between 1793 and 1801, but lost 45 000 soldiers without success.

Source 2.25 An engraving showing Toussaint L'Ouverture's revolution in Saint-Domingue

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- **Nat Turner** was a preacher who used his skills at public speaking and belief in God to inspire rebellion among slaves in South Hampton County, Virginia. On 21 August 1831 around 70 men moved across the countryside and attacked and murdered any white owners. They did not spare women or children, using knives and blunt weapons. After two days the rebellion was over, with Nat Turner and his rebel slaves seeking to hide in the forests. Fifty-five slaves were found, arrested, tried and executed for suspected ties to the rebellion. White revenge groups killed 120 other slaves. Nat Turner's body was flayed and beheaded.

anti-abolitionist someone who opposes the abolition of slavery (i.e. who wants slavery to continue as a practice)

The biggest consequence of these rebellions was a crackdown on slaves. **Anti-abolitionists** believed kind treatment was what made slaves desire freedom and resist their owners. For them the solution was simple: be firmer when treating the slaves, and ensure any resistance was met with severe punishment.

Activity 2.5

I used to think … Now I think …

1 How did you view slaves prior to reading this section?
2 Describe how this view has changed. What do you know now that you did not before?

Historical concepts: Significance **Historical skills**: Analysis and use of sources, Perspectives and interpretation

The consequences of slavery

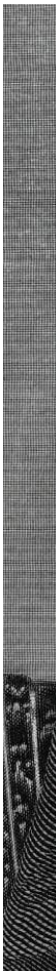
Slavery was different in the United States compared with other countries in the Americas. From 1810 to 1860 the population of slaves in the United States grew from over 1 million to 4 million. In contrast to this, slave populations in places like Cuba or Brazil declined over time. The difference between the United States and other countries in the Americas was the 'breeding' of slaves. A slave mother could bear numerous children to sell, making a great profit for the owner. Slavery had devastating, brutal and **dehumanising** effects on people removed from their country and placed into a life of forced servitude. Because slaves were the property of others, they had no rights, freedoms or choices. The physical, mental and emotional damage inflicted on these people is difficult to understand today.

dehumanising deprive of positive human qualities

The broader effect of slavery on society is a question passionately debated by historians. One of the key issues is whether modern America is so powerful and prosperous as a direct result of its slave past. Most historians now agree that the United States did benefit from slavery, but there is less agreement on the *extent* to which slavery increased the wealth and power of the country.

It should be remembered that not all Americans owned slaves. The United States was a society with a clear class structure and a significant gap between the rich and the poor. Around 66% of families in the south of America did not own slaves, and many of those who did owned less than five. This meant that rich families in the South owned the majority of slaves because they could afford their purchase and maintenance costs. Unlike paid labour in a typical job, slaves needed to be bought, fed, clothed and housed. Although an owner could hire out a skilled slave, they needed to invest time in training the slave first, which could be costly. In rare cases a slave could hire themselves out and pay their owner a percentage of their earnings.

Who did slavery benefit? Some industries were dependent on slavery to function, such as the large cotton plantations in the South. The shipping merchants profited from growing trade



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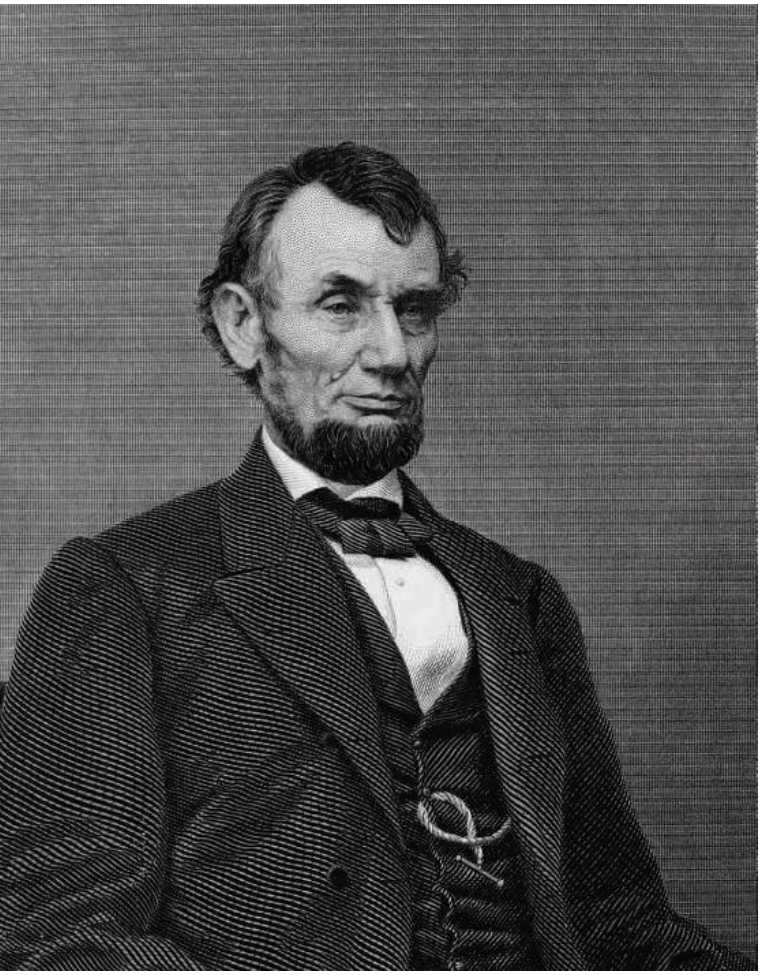
Source 2.26 A slave asking, 'Am I not a man and a brother?', 1774

because of increased production, as did British companies who received the cotton to create textiles. Improved profits for companies led to greater taxes, which states were happy to collect. Individuals, such as slave traders, made hefty profits from buying and selling slaves as did those who transported slaves by rail or steamboat. Those who benefited the most, however, were the rich families in the South of the United States.

Slavery became a divisive issue in the United States with the rise of the abolitionist movement in the 1830s. These people opposed slavery and wanted slaves granted freedom and recognition as equal humans. Abolitionists came from a variety of backgrounds and different states across America, and sought their goals in different ways. Newspapers and pamphlets were published to create awareness, such as articles written in the Boston newspaper, *The Liberator*. Anti-slavery conventions took place across various states, even with the threat of violence from anti-abolitionist groups. The movement gained more support when Abraham Lincoln – who was not an abolitionist himself – worked beside abolitionist groups to create a legal pathway to free American slaves.

Source 2.27 Abraham Lincoln, 1863



Source 2.28 Prominent American abolitionist Frederick Douglass, 1848

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The abolition of slavery

Slavery was a key issue of the American Civil War, fought between the North and South from 1861 to 1865. During the middle of the nineteenth century slavery became a pressing issue. A major point of dispute was whether new states admitted to the Union should be free or slave-owning. The divisions between the North and South in the United States were clear. The North had developed its industrial capacity, focusing on manufacturing to grow its economy, and as a result of a growing abolitionist movement, a number of Northern states had enacted laws to abolish slavery. By contrast, the South primarily focused on farming, and had a strong dependence on slave labour. The most enthusiastic defence of slavery came from rich families who could exert political influence to protect their interests. They wanted to keep slavery because it made them wealthy, therefore ensuring their lifestyle and social status. The lower class of society in the South were largely uneducated and saw the abolition of slavery as a threat to their own livelihoods. How would they find jobs or buy houses and food if they had to compete against freed slaves? Any attempt to end slavery was viewed in the South as an attack on their economy and way of life.

secede the formal withdrawal from membership of a federal union, an alliance or a political or religious organisation

Within four months of Abraham Lincoln's election as President in November 1860, the states of Mississippi, South Carolina, Louisiana, Alabama, Georgia, Florida and Texas **seceded** from the Union and began gathering their military forces. The Civil War between the North and South was brutal, but it ended with victory for the North and the signing of the 13th Amendment in the US Constitution – slavery was abolished in the United States.

The legacy of slavery

One loophole did exist in the US Constitution, and this was exploited by those who sought to keep slaves. The 13th Amendment stated: 'Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States … ' The key words 'except as punishment for a crime' provided law enforcement with the opportunity to put freed men back into slavery as a result of any crimes committed. This was significant because many slaves had nothing when freed, so resorted to stealing to survive. Those arrested were placed in prisons and used for public works programs such as building roads. As most people arrested and imprisoned were black people, the various states of America were able to use slave labour for governmental gain. In reality, slavery had changed to a prison labour system.

In 1868 and 1870 the 14th and 15th Amendments respectively were made to the Constitution of the United States. These changes to the constitution gave African American people citizenship rights, and the ability to vote without reference to their 'race, colour or previous condition of servitude.' Many southerners immediately sought ways to prevent black people from voting due to their education, taxes or other imaginary reasons. This was successful in Mississippi, where fewer than 10% of African American people registered to vote from 1890.

Another method used by white people to maintain their supremacy over black people was established in the court case, *Plessy v Ferguson* (1896). This passed into law the idea that white and black people were 'separate but equal'. *Plessy v Ferguson* was the legal foundation for segregation in the United States, an issue which continued to be fought by people of colour well into the 1960s.

The abolition of slavery did not result in an immediate improvement in the lives of many black Americans, because it basically freed them into lives of poverty, where they continued to be regarded as inferior to white Americans and were often subject to abuse, racism and violence. Extreme groups like the Ku Klux Klan emerged. 'The Klan' or KKK, was a secret white supremacist group formed in 1865 which conducted violent assaults and murders of African American people. These attacks often went unpunished due to the lack of respect and rights for black people in the courts, and the

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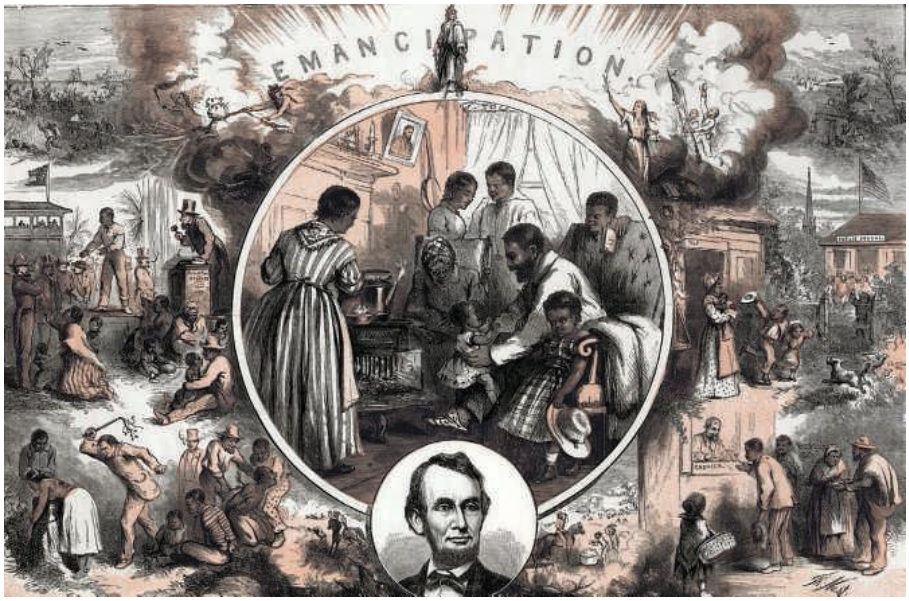
Source analysis 2.8



Source 2.29 An engraving by Thomas Nast celebrating emancipation

1 How does this engraving from Thomas Nast depict emancipation?
2 How does the impression of Source 2.29 differ from the actual experience of emancipated slaves?

influence of white supremacists in many states. While slaves had achieved their freedom, the struggle for recognition had only just begun.

Over 100 million people in the United States are estimated to be of African descent today. In countries across North, Central or South America, many people also trace their ancestry to Africa. The United States still struggles with its cultural identity and healing the wounds that exist between black and white people. Like the United States, Central and South American countries struggle to deal with the challenges of their cultures being founded upon slavery. Racism, violence and discrimination are common in Central and South America. On the Caribbean Islands, African American people are often poor, uneducated and subject to discrimination. The residual effects of slavery still exist across all the Americas.

Review 2.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify the country with the largest slave population.
2 Identify the major owners of slaves.
3 What were people and groups working towards freeing slaves known as?
4 Summarise the 13th Amendment to the Constitution.
5 Describe the main impacts of slavery on modern America.
6 Account for how each of the following people felt about the end of slavery:
   - **a** a slave
   - **b** a plantation owner with many slaves
   - **c** an abolitionist
   - **d** a poor white worker in the South.
7 'Slaves were effective at resisting their masters.' Discuss this statement.
8 Why is it important for a historian to understand slavery in the United States? How is it relevant to understanding the world today?

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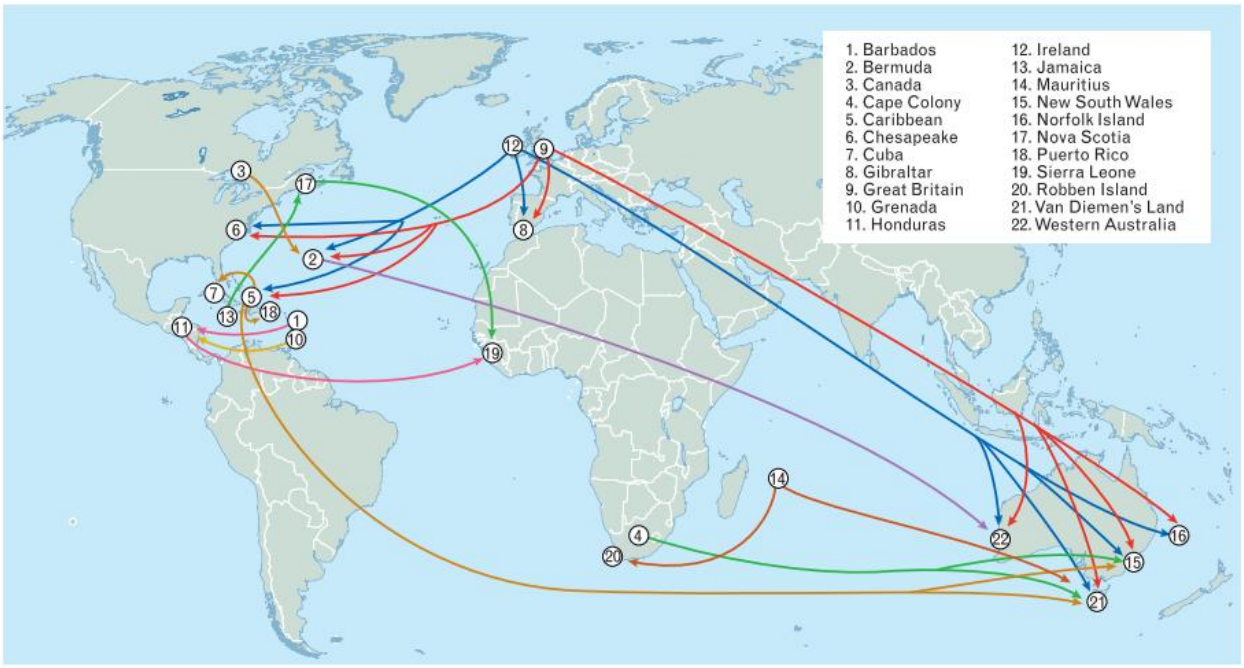
2.4 Experiences of convicts in Australia

The mass movement of people out of Africa was the result of slavery. However there was a second form of forced mass migration across the world: convict transportation. From the start of the seventeenth century until 1868, countries transported convicts to penal settlements. Criminals were sent to these settlements if they protested the government, criticised religion or committed minor crimes. In the seventeenth century alone, the British sent over 50 000 convicts to their colonies in North America. After the War of Independence between America and Britain began in 1775, this was no longer an option. A new solution was needed, but one was already in sight. Captain James Cook had recently mapped territory on the far side of the globe, and in 1788 the First Fleet arrived in Australia carrying convicts.

Who were the convicts?

Urbanisation from the Industrial Revolution had created a generation of poor, unemployed people. When confronted with the choice of starving or committing crimes to feed themselves or their families, many turned to theft to stay alive. This is not to say that all people who became convicts were poor. The reality is that they were a mix of people who committed a range of crimes, and there were even those who committed no crimes but were falsely convicted by the courts. These people could be men, women, or children; nobody was spared from imprisonment. Prisons reached their limits and the government was forced to devise a new way to house prisoners. Initially the government focused on transforming disused warships into prison hulks, and it was not long before different ships were being sent to foreign countries to unload convict populations to establish new colonies.

Source analysis 2.9



Source 2.30 The routes of convict transportation between 1618 and 1874

1 Identify and describe the main convict transportation routes.

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Transportation to the colony

Life on board a transport ship was horrendous during the eight-month, 20 000 km journey to Australia. Male convicts were chained within the ship with little room to move and provided with only small supplies of poor drinking water and rationed food. Diseases such as **scurvy**, **dysentery** or **typhus** were common. Diagnosed diseases were difficult to treat due to limited medical services available if they were available at all.

scurvy a disease caused by vitamin C deficiency; symptoms include swollen, bleeding gums and the opening of previously healed wounds

dysentery an infection of the intestines causing severe diarrhoea

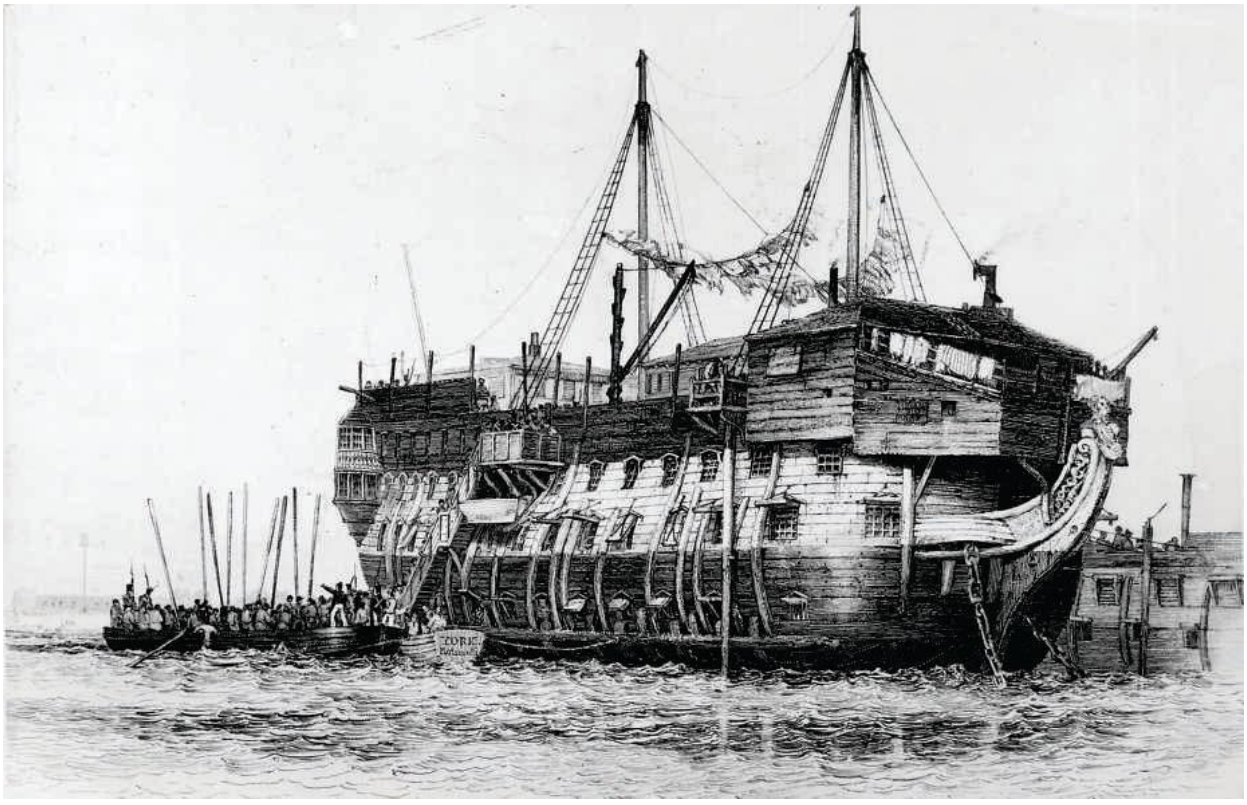
typhus an infectious disease causing a purple rash, headaches, fever and delirium

Source analysis 2.10

Source 2.31 James Hardy Vaux describes the conditions on the hulk *Retribution* – the hulks were static in rivers across Britain, but conditions were similar to the First Fleet ships.

There were confined in this floating dungeon nearly six hundred men, most of them double ironed; and the reader may conceive the horrible effects arising from the continual rattling of chains, the filth and vermin naturally produced by such a crowd of miserable inhabitants, the oaths and execrations constantly heard amongst them.

James Hardy Vaux, 1809, *Memoirs of James Hardy Vaux*



Source 2.32 Convicts boarding a prison hulk in Portsmouth Harbour, 1828

continued...

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Source analysis 2.10 continued

Source 2.33 David Collins, the first Secretary to the Governor of NSW, described his journey on the First Fleet

'Thus, under the blessing of God, was [the journey] happily complete, in eight months and one week, a voyage which, before it was undertaken, the mind hardly dared venture to contemplate … [W]hen it is considered, that there was on board a large body of convicts, many of whom were **embarked** in a very sickly state … we might be deemed peculiarly fortunate … only thirty-two had died since their leaving England, among whom were to be included one or two deaths by accident, although previous to our departure it was generally conjectured, that before we should have been a month at sea one of the transports would have been converted into a hospital ship.'

embarked boarded a ship or plane

Collins, D., 1798, *An Account of the English Colony in New South Wales*

1 Identify three things you find interesting in these sources. For example, you might find a particular fact interesting so you would write this down.

2 For each of the three interesting things you noted in question 1, explain why you think it might have been that way. For example, if you chose an interesting fact, you would then need explain that fact.

Britain sent multiple fleets of convicts to their new colony in Australia. The Second Fleet arrived in 1790, and in the following years around 160 000 convicts arrived until the end of convict transportation in 1868. One peculiarity of the settlement in Australia was the gender imbalance because of the transportation of predominantly male convicts. Despite Governor Arthur Phillip's desire to bring women to the colony, men outnumbered women until the twentieth century. Four of the eleven First Fleet ships carried women, but only 193 in comparison to the 780 men on board. Those convicts following the First Fleet arrived in much poorer health. Reverend Johnson, the chaplain of the colony, described the misery of the convicts as 'indescribable … their heads, bodies, clothes, blankets, were all full of lice. They were wretched, naked, filthy, dirty, lousy, and many of them utterly unable to stand, to creep, or even to stir hand or foot'.

Life in a penal settlement

The First Fleet's arrival established a small encampment around Port Jackson, with shelters made of basic materials such as cabbage palms or clay. As the colony expanded, the sophistication of building techniques increased, leading to the development of a small town. Constant growth would see it become the largest city in Australia.

Like slaves in the United States, convicts were a source of labour. Governor Phillip used male convicts to build roads, bridges, courthouses and farms. Permanent buildings were constructed with interlacing roads and protective fortifications. Convicts also constructed their own shelters, which resulted in clusters of small houses spreading across the penal settlements. In contrast to the physical labour of their male counterparts, female convicts tended to perform duties in the households of officers, mostly related to cleaning or serving.

Life for the convicts was harsh. Food was difficult to obtain due to Australia's isolation. The First Fleet had initially arrived at Botany Bay but was forced to move north to Port

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Jackson where fresh water and decent soil for farming were found. In general convicts did not make effective farmers because most came from the towns and cities of Britain and therefore had limited experience in agriculture. Ships were sent from Australia to South Africa for resupply, but months passed before their return. Convicts with appropriate skills could forage for food along the foreshore, or hunt, fish and gather oysters. They also took to making small vegetable gardens which they tended in their free time.

The convicts were prisoners and the officers believed they should be held securely, with shackles if necessary. This was quite impractical so the reality was that convicts had much free time without chains. They were often rebellious towards officers, seeking to avoid work and focus on tasks they enjoyed, such as making alcohol. Some convicts continued to steal and hid any bounty in their small huts. By 1789 behaviour in the colony had deteriorated and needed addressing.

Source analysis 2.11

Source 2.34 Inspection of convicts at Botany Bay. This undated painting was created in the nineteenth century.

1 How are the officers and the convicts visually differentiated in this source?

Crime and punishment

Laws became stricter, with those committing crimes facing severe punishments. The officers believed that harsh punishments shown publicly would prevent other convicts from repeating the same behaviour and reform them into functioning members of society who did not require constant supervision. The notorious 'cat-o'-nine-tails' whip was used, which left horrific wounds across the back. Any lashes from whipping left scars, but 50 lashes exposed a convict's spine.

Source 2.35 Depiction of the cat-o'-nine-tails

Leg irons were used for convicts who tried to escape. Varying weights were chained around convicts' ankles, and they could also be chained together in a gang. The weight of the leg iron depended upon the severity of the punishment, with heavier irons causing substantial muscular pain, cutting and bruising where they attached to the body. Convicts generally did not attempt to run away because they did not have the skills to survive in the Australian bush. Aboriginal peoples did not always welcome convicts, which made survival difficult without food, clean drinking water or shelter from the cold. Illness or injury could rapidly lead to death in the wild.

The treadmill was another form of punishment used to ensure the cooperation of convicts. First introduced to Sydney in 1823, the treadmill was an attempt to make poorly behaved convicts complete productive work by powering a mill to grind grain. Merchants could pay a fee to have their grain milled by the convicts. A convict

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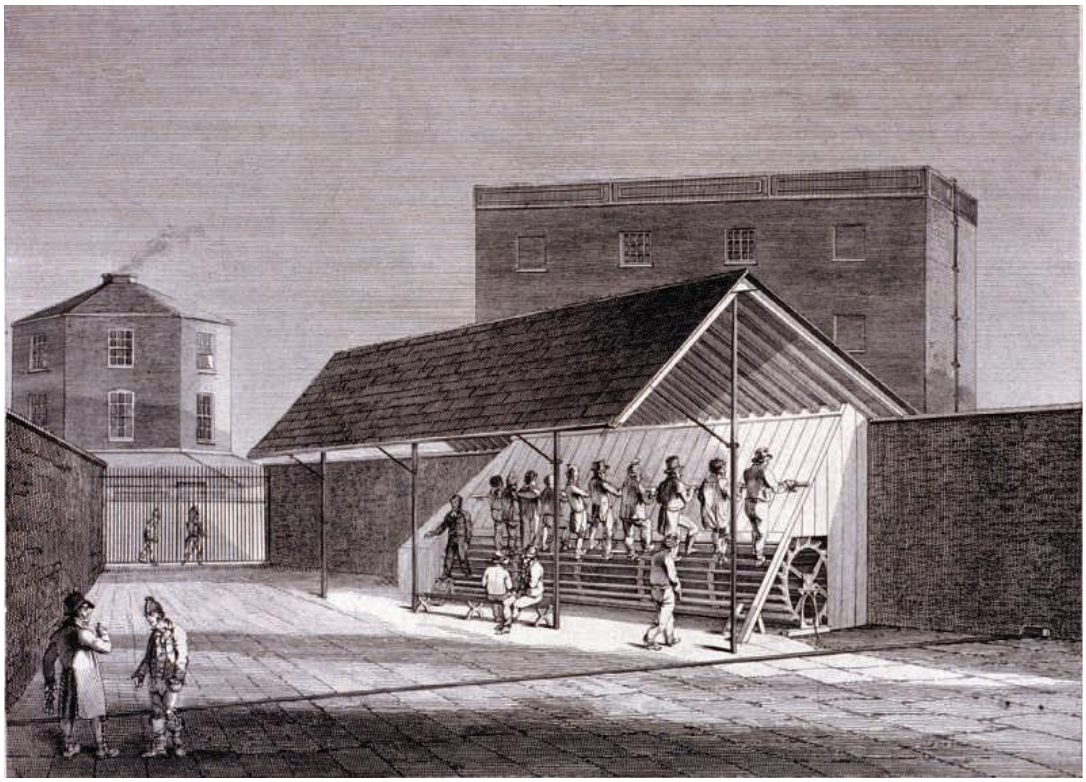
would work for an entire day on the mill with only small breaks. It was a tiring and dangerous activity due to rotating blades which cut anyone who slipped. Convicts who did not mill at a fast enough rate were whipped.

Female convicts received lighter punishments than men, although they were often still severe. If a woman committed a crime she could be beaten, have her head shaved, be sent to work in a factory or placed in solitary confinement.

Source analysis 2.12



Source 2.36 A version of the treadmill from London in 1821

1 Is this a primary or secondary source? Justify your answer.
2 This source demonstrates a treadmill from London in 1821. How useful would this source be for a historian studying the Australian experience of convict punishment? Explain your answer.

Review 2.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 How many convicts were sent to Australia?
2 Identify the time period during which convicts were sent to Australia.
3 Identify the diseases that convicts regularly endured during transportation.
4 Describe the conditions of the early settlement.
5 Do you believe that convicts who were exposed to harsh punishments would change their behaviour? Explain your answer.
6 Create a series of alternative punishments rather than physically harming a guilty convict. Explain why you think these would be more effective. Make sure any alternatives you suggest were available to managers of the Sydney colony in the early nineteenth century.

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2.5 Experiences of free settlers in Australia

The arrival of the First and Second Fleets in Australia brought convicts and officers, but few free settlers were willing to cross the vast distance, at least in the first few years of settlement. As time passed, more settlers journeyed to Australia where they hoped to make better lives for themselves and their families. They travelled in better conditions than convicts, because settlers paid for their accommodation on the trip. This provided them with better food, doctors and a private room on a ship.

To encourage free settlers, several governors awarded large grants of land and free convict labour. While this made life easier, the quality of life in Australia was still challenging. Fires, drought, convicts and sometimes the local Aboriginal peoples all provided potential hazards for settlers, as well as disease, water quality and lack of ready food. All these challenges made migrating to Australia a significant commitment. However, with hard work, many settlers believed that they could make a good life for themselves and possibly become quite rich. Governor Phillip asked settlers and freedmen to write home to their families, in the hope of encouraging relatives, especially women, to come to Australia. Around 58000 people came to Australia on the recommendation of those already settled before 1840. Others came because they sought a better life in the new colony, away from poverty or hardship at home.

Forty years after the establishment of the colony the quality of life for settlers began to change. As free settlers moved further away from the coast, they opened new grazing pastures and agricultural areas. Large rivers running through New South Wales provided excellent places to establish cities and residential farming districts.

Source 2.37 Illustration of Port Jackson and Sydney, 1801–1803, from the book *Voyage de decouvertes aux terres Australes, execute par ordre de S M l'empereur et roi*, published in 1815

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Site study: Belgenny Farm

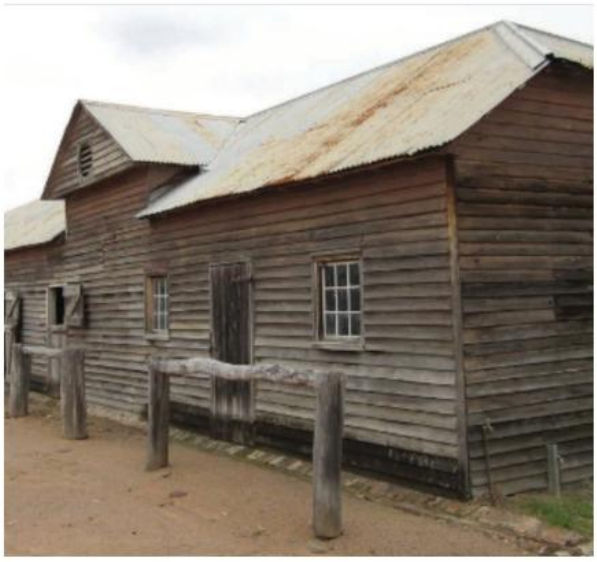
Source 2.38 History of Belgenny Farm

Agriculture was one of the key sectors of Australia's growth. John and Elizabeth Macarthur were an example of settlers who were able to construct a farm on 5000 acres of the Cowpastures in 1805. Macarthur was previously an army officer who had returned to England after shooting his commanding officer in a duel. However, the papers required for Macarthur's trial did not make it to England, so he was able to return to Australia with a plan to export wool from Camden, the property that he established in the Cowpastures. This land was traditionally owned by the Dharawal, Gundungarra and Dharuk people.

Source 2.38 Photo from the early 1900s of the original creamery on Belgenny

Despite the fertile land, the initial conditions for the Macarthurs were difficult, with the family occupying a house at Belgenny Farm known as the 'small miserable hut'. However, the farm soon became very successful through breeding, raising and shearing sheep, and most importantly, exporting wool. The estate grew to 27 693 acres, and by the 1830s it included a stable, blacksmith, vineyards, orchards, creamery and the beautifully constructed Camden Park House.

Belgenny Farm demonstrated the potential for successful agriculture by free settlers across Australia. If managed properly, commercial



Source 2.39 The stables as they look today

Source 2.40 The blacksmith's forge and bellows

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Source 2.41 The interior of the mill. It was renovated to become two bedrooms.

farms brought settlers and emancipated convicts the chance to start a new life where they could create great wealth. Of course, this came at the expense of Aboriginal peoples. Records of interactions between Aboriginal people and the Macarthur farm is limited. A record from 1802 indicates an exchange of shelter for information, while another from 1814 identifies strained relations which resulted in violence by both sides.

John Macarthur was forced to stay for eight years after he returned to England in 1809. During this time his wife and children ran the farm and continued the construction and expansion of buildings. When John Macarthur returned to Belgenny in 1817, the farm underwent further upgrade and expansion. He died on the Belgenny estate in 1834, while Elizabeth Macarthur lived until 1850. The family owned the farm for over 100 years.

1. Using the website and other resources, research Elizabeth and John Macarthur and summarise the information.
2. Using Google Maps, identify the location of the land awarded to the Macarthurs.
3. Identify the main source of income for the Macarthurs.
4. Do you believe agriculture was an important industry to the free settlers? Discuss your answers in pairs before recording them.
5. Conduct research, and describe how agricultural practices evolved at Belgenny Farm.
6. Select one of the heritage site photographs. Explain what this photograph reveals about the lives of early settlers.
7. Did the Macarthurs live a typical migrant experience in Australia? Justify your response.

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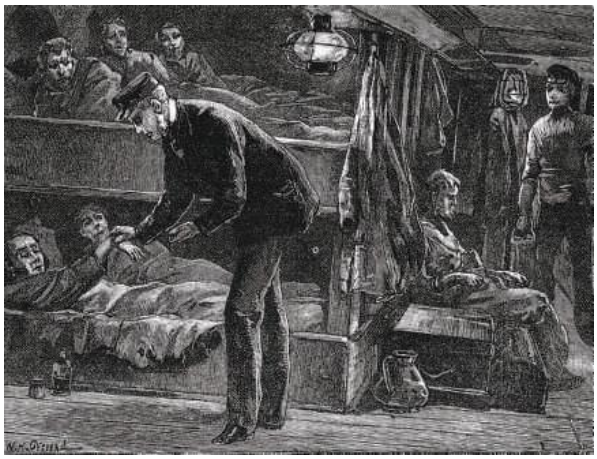
The Irish Famine

The country with the greatest proportion of its population emigrating during the nineteenth century was Ireland, largely due to the Great Famine. Potatoes were a staple food in Ireland but in 1845 blight, a disease of the potato plant, wiped out half of the entire country's crop and continued to cause crops to fail over the following three years. Many Irish farmers could not produce enough food to eat, let alone to sell to market. This increased the prices of other crops because those with money could afford to buy the food they needed at higher prices. The famine caused seven years of starvation and poverty across Ireland. Under these conditions, many Irish citizens sought to find a better life and around 2.1 million people emigrated between 1846 and 1855. The wealthy could afford to pay for their ticket and food, and made the trip from Ireland with a greater level of comfort. Poorer travellers suffered more on their voyage.

The ships travelling from Ireland to the United States or Canada became known as 'coffin ships' because of the death rate calculated at 30% of those on board. In many cases, these people had been sent off by landlords who found it cheaper to pay for their tenants' passage rather than maintaining unemployed labourers. In contrast, incidents of immigrants suffering while migrating to Australia were relatively low because passengers paid their way or obtained a government support scheme, which provided them with better food and living spaces. Paying passengers were overseen by a superintendent and a surgeon who was tasked with ensuring the health of the passengers.

The Earl Grey scheme was one example of an early migration system from Ireland to Australia. Between 1849 and 1851, 4000 orphan girls travelled from the overcrowded workhouses of Ireland to Australia. The colony desired female migrants, and the Irish Famine provided an easy justification to transport teenage women. They did escape the horrors of famine and the devastating conditions of the workhouses, but they were also sent to an uncertain future to work as servants, maids or other domestic helpers. The girls also arrived in Melbourne just as anti-Irish sentiment began to spread. There was also anti-Catholic feeling.



Source 2.42 An engraving of a sick Irish emigrant on board a ship bound for North America

These teenagers endured challenging lives. Some raised families, happy at their newfound wealth and prosperity. Others struggled to adapt to their new surroundings and knew nothing but hardship. It did not help that the Irish people were regarded as a different race, and were consequently discriminated against for employment opportunities.

Around 300 000 Irish people had migrated to Australia by 1914, making up one-fifth of the population, including the descendants of Irish immigrants. They worked a variety of jobs such as servants, whalers, fishermen, factory workers and farmers. Census data from the middle of the nineteenth century revealed the Irish to be more likely to live in large rural communities like Boorowa in New South Wales. Continued migration from Ireland ensured that the Catholic Church in Australia grew, often leading to conflict with English Protestantism. This did not fade until the late twentieth century.

Source 2.43 An article in Melbourne newspaper, *The Argus*, discussed the arrival of Irish immigrants

> Another ship-load of female immigrants from Ireland has reached our shores, and yet, though everybody is crying out against the monstrous infliction, and the palpable waste of the immigration fund, furnished by the colonists in bringing out these worthless characters …
>
> *The Argus*, 4 April 1850

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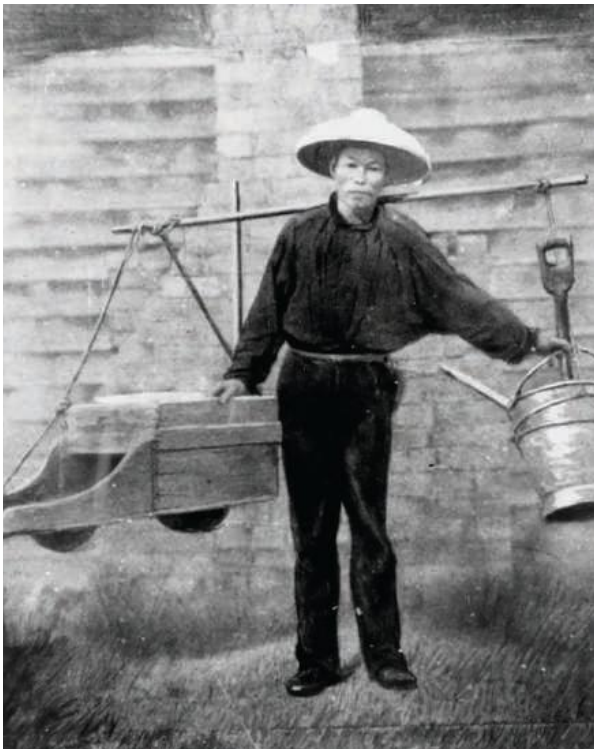
Chinese immigration during the Gold Rush

The discovery of gold in Australia in 1851 saw a rapid rise in the migration of people from many backgrounds, including Chinese-speaking people seeking their fortune. In 1856, 13 396 Chinese people migrated to Australia and many worked in the goldfields. While this may seem like a small number, Chinese-speaking people (including both those who had migrated from China and those who were born in Australia to Chinese migrant parents) formed around 3% of the population at this time.

A large proportion of the Chinese people who migrated during the Australian Gold Rush were poor. Like the earlier free settlers, they were searching for the chance to make their fortune as they struggled with conditions in their home country. They hired themselves out as contract labourers after arriving in Australia. By 1861 over 30 000 Chinese people worked across the goldfields of Victoria and New South Wales and the discovery of gold in Queensland in the 1870s saw them also settle in the north.

Unlike Irish and British migrants, Chinese migrants were from a significantly different culture. A lack of cultural understanding led to racism and poor treatment, even by the colonial governments in Australia. In 1855 Victoria placed limits on Chinese migration by restricting the number of Chinese passengers arriving by ship. Any migrants were forced to have a Victorian license, which they paid for every two months. South Australia introduced similar policies in 1857 and New South Wales in 1861. Even without discriminatory government policies, Chinese migrants endured a hard life in the colony. The racist beliefs of many white people living in Australia meant that they considered the Chinese people to be foreign, different and that they worshipped dangerous gods or idols. This exposed Chinese miners to discrimination and violence. These beliefs ultimately led to the newly established Australian government passing the *Immigration Restriction Act 1901*, which targeted Chinese migration.



Source 2.44 Chinese gold miner in Australia, c. 1860s

Review 2.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook

1. Why were settlers desired in Australia?
2. Discuss in a paragraph why Irish people migrated to Australia.
3. Describe the Earl Grey scheme.
4. How do the experiences of Irish and Chinese settlers in Australia compare?
5. Create a list of five questions you would ask a Chinese migrant about their experiences when travelling and living in Australia during this period.
6. Assess how important a free settler's country of origin was to how they were treated.

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2.6 Changes in the way of life of emancipists

Governor Macquarie (in office 1810–21) recognised that convicts were an integral part of building the colony of New South Wales. They were needed for their labour, any skills they possessed before their arrest, and to eventually contribute to a growing society by marrying and having children. Convicts were encouraged to reform and start a new life, but it is important to realise that some convicts did not change their behaviour. These people were moved to harsher penal colonies with stricter rules and punishments.

In the 80 years following the arrival of the First Fleet, another 800 ships arrived from Britain with convicts. Those transported to Australia often had sentences only lasting a few years, and once these expired they were faced with a choice of how to live their lives. Many dreamed of returning to Britain, to restart their lives or find their families. For others, life in Britain presented too many challenges and they sought to explore opportunities in their new homeland.

When a convict's sentence expired, he or she was given a Certificate of Freedom. Convicts could also be emancipated for other reasons, such as:

- A ticket of leave if a convict behaved well and served a certain amount of their sentence. This allowed the convict to live and work within a nominated police district, with a greater sense of freedom. Every year they were required to report to a muster or risk losing their ticket.
- A conditional pardon that allowed the convict freedom within the colony, but they were not allowed to return to Britain.
- An absolute pardon differed from a conditional pardon by allowing the convict to return home to Britain.

Once a convict had served their seven- or 14-year sentence, they obtained a Certificate of Freedom which proved their release and allowed them to leave the colony. Over 40 000 Certificates of Freedom were awarded to convicts. Throughout the nineteenth century the number of convicts who were locked away declined because they either worked for the government or settled with a conditional or absolute pardon. Freed convicts often decided to try their luck in Australia rather than returning home to hardships in Britain. Despite the social stigma of being ex-convicts, they had the opportunity to own land and create a new life. A letter from Reverend Richard Johnson in 1794 stated that 'a great number of those whose terms have expired have turned settlers, some of whom are doing well, better than many farmers in England'.

emancipist a convict who has served their sentence

One example of an **emancipist** was Samuel Terry. On 22 January 1800 Terry was sentenced to transportation to Australia after committing theft. He worked his way to freedom through a collection of jobs – a stonecutter, private soldier and shopkeeper as a convict, and as a free man he was a farmer, landholder, innkeeper and trader – and went on to become one of Australia's wealthiest men. With the money he

Source analysis 2.13


CERTIFICATE OF FREEDOM.

No. 38/4170

By Order of His Excellency Major General Sir RICHARD BOURKE, K.C.B., Captain General and Governor-in-Chief of the Territory of New South Wales and its Dependencies, &c., &c., &c.

THIS IS TO CERTIFY, that Swm ——— Years having elapsed since Sentence of Transportation for that Term was passed on Francis Neile ——— No. 31/683 was tried at Dublin City ——— on the 19th of July 1830 ——— and who arrived in this Colony by the Ship Waterloo (2) ——— Wilson ——— Master, in the Year 1831, the said Francis Neile ——— who is described on the other Side, is restored to all the Rights of a Free Subject under such Circumstances.

Given at the Colonial Secretary's Office, Sydney, this 19th ——— Day of June ——— One Thousand Eight Hundred and Thirty eight

Registered in the Office of the Principal Superintendent of Convicts.

Source 2.45 An example of a Certificate of Freedom given to a convict, 1838

1 Describe this source.

2 How useful is this source for a historian studying the emancipation of convicts? Justify your answer.

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earned, Terry bought land and invested in the Bank of New South Wales. A rough estimate of his wealth today would be over $20 billion.

The process of convict emancipation continued into the late nineteenth century, but by this time even ex-convicts were becoming unhappy with the continued shipping of 'criminals' to the new colony. This reveals the changing nature of those who viewed themselves previously as convicts. By the middle of the nineteenth century Australia began to develop a sense of country and identity, and as its population soared, it could sustain itself without further convicts arriving.

Source analysis 2.14

Source 2.46 A cartoon against convict transportation. The text reads: Australian Colonist, 'Now, Mr. Bull! Don't shoot any more of your Rubbish here, or I shall Quarrel.' *Punch*, London, 1864.

1 Using this source, explain why convicts were no longer welcome in NSW by the 1860s.
2 Describe the artist's motivation for creating this image.
3 Conduct research to identify the 'Mr Bull' referred to in the caption.

Review 2.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Why were convicts important to the colony?
2 How long were sentences for convicts?
3 Compare a conditional pardon with an absolute pardon.
4 Explain the reasons convict transportation to Australia stopped.
5 Assess whether Samuel Terry's experience as an emancipated convict was typical. Give reasons for your answer.

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2.7 Effect of convicts and free settlers on the Aboriginal and Torres Strait Islander peoples

As the penal colony in Australia expanded, more contact with Aboriginal and Torres Strait Islander peoples took place. In the early years of the settlement this was limited to small, sometimes violent confrontations occurring far from the settlement. But the effect of the convicts' arrival also included the transfer of dangerous diseases. In 1789 the deadly smallpox virus spread across Aboriginal communities in the Sydney area and surrounds. The introduction of European diseases soon became one of the most significant effects of the arrival of the First Fleet in Australia. Governor Phillip estimated that 50% of the Aboriginal population around Sydney died following European arrival. This estimate is based on his personal knowledge, while modern historical research places this figure at 70% of the population.

In the early days of the colony no laws existed to regulate the relationship between the new European arrivals and the Aboriginal and Torres Strait Islander peoples. Many issues developed over convicts or settlers coming onto traditional lands, which sometimes led to violence. Governor Phillip himself was speared by an Aboriginal man after his actions were misunderstood to be threatening. Violence against Aboriginal and Torres Strait Islander peoples by settlers became common as the colony grew and expanded further inland. This included kidnapping, poisoning and mass murders. The Myall Creek massacre on 10 June 1838 is an example of this violence, when a group of emancipated convicts tied up and slaughtered the Wirrayaraay people. Seven men were arrested, tried (twice) and hung for the murders at Myall Creek. A guilty verdict was unusual in these sorts of trials and triggered public outrage at the treatment of the white people. As a result, most violence against the Aboriginal and Torres Strait Islander peoples was ignored or went unpunished.

Source 2.47 Extract of an aquatint depicting the British settlement in Sydney, 1801–1803. In the foreground, Aboriginal people can be seen making fire.

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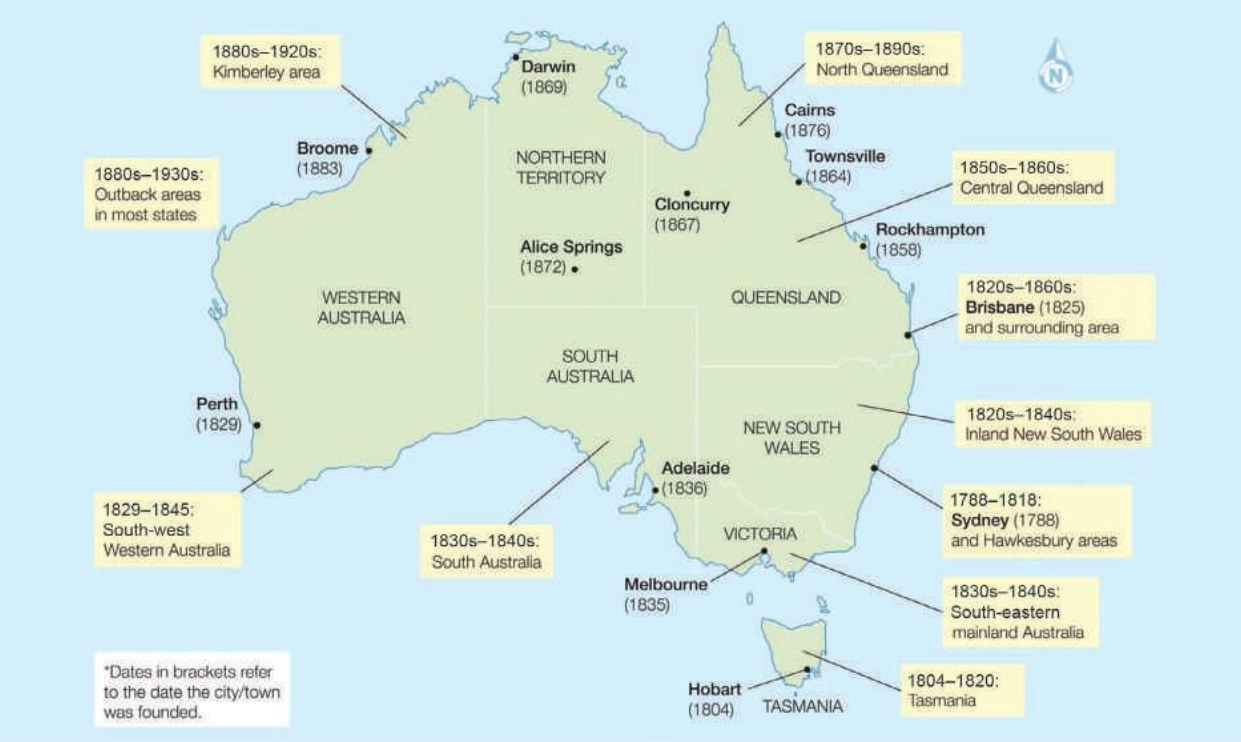
Source analysis 2.15



Source 2.48 Map of violent conflict between Aboriginal and Torres Strait Islander peoples and settlers, where six or more people died

Source 2.49 Mounted police attacking Aboriginal people during the Slaughterhouse Creek Massacre of 1838

1 Describe the information displayed in Source 2.48.
2 What three conclusions can you draw from Source 2.48?
3 In pairs, discuss how helpful visual representations of data are for a historian. Record your answer in your workbook.
4 Using the two sources, summarise the challenges for positive relations between Aboriginal and Torres Strait Islander peoples and white people.

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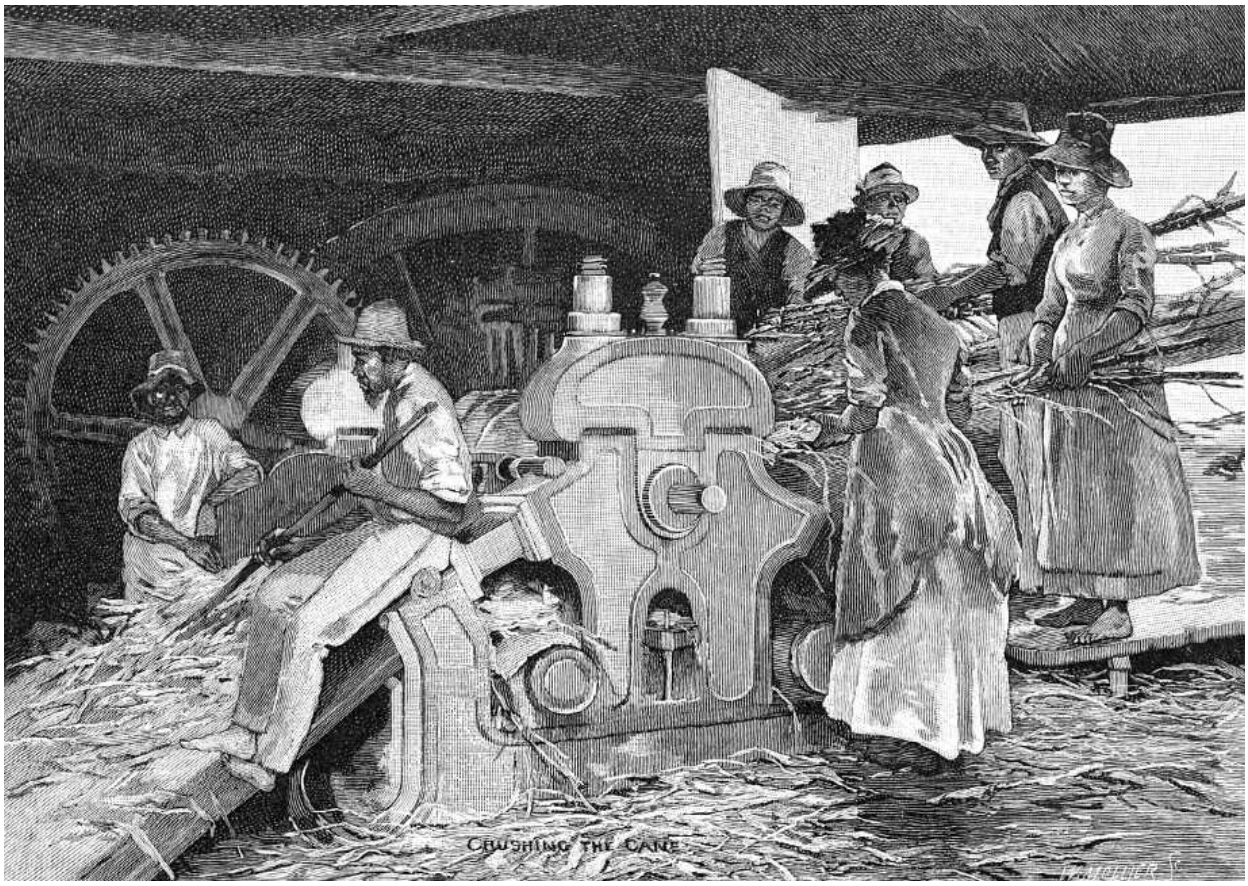
Following the European arrival, Aboriginal and Torres Strait Islander peoples lost their territories and were subjected to British rule, despite inhabiting the land for tens of thousands of years. This was often undertaken violently and with no compensation. Aboriginal and Torres Strait Islander peoples are spiritually linked to their ancestral lands, so these actions had a devastating impact on their culture. Some adapted, taking agricultural or skilled jobs, and some women were employed on large stations and as domestic servants. Integration such as this was part of government policy to 'civilise' Aboriginal people further.

The past still affects the lives of Aboriginal and Torres Strait Islander peoples. The struggle for recognition as equals, ongoing racism, and the **Stolen Generations** of Aboriginal children are challenging issues to this day, as is the nature of European colonisation, legal cases over land rights, and protests over events such as Australia Day.

Stolen Generations the Aboriginal and Torres Strait Islander children forcibly removed from their families during the twentieth century, to be brought up by white foster families or in institutions



Source 2.50 Illustration of Aboriginal people working on a sugar plantation, 1886

Review 2.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. How many of the Aboriginal peoples around Sydney did Governor Phillip estimate to have died?
2. Identify the disease that was the major cause of death.
3. Explain how maps are a useful tool for historians to display data (such as Source 2.48).
4. Assess the effect of mass migrations on the Aboriginal and Torres Strait Islander peoples of Australia.

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2.8 Impact of convicts and free settlers on the development of the Australian nation

In the early twenty-first century an ancestry tracking website estimated that 22% of Australians are the descendants of convicts. Some Australians take pride in the fact that Australia was formed from convict settlements. Some also believe that Australia's convict heritage contributed to the development of a unique cultural identity. This includes the way Australians speak and the slang they use, as well as an attitude critical of authority, and a particular style of humour. The bushranger Ned Kelly is often used as an example by those who want to promote the belief that challenging authority is part of Australian culture. Others would claim that the peculiar humour, or 'larrikinism', and undisciplined behaviour of Australian troops in World War I was influenced by the nation's convict roots. These are selectively positive traits, while the elements of violent, brutal, racist and aggressive behaviour of convicts and early settlers is frequently overlooked in the creation of Australian's national identity.

Convicts were used to build the early settlement and played a key role in the construction of vital infrastructure across the nation. Once emancipated, many convicts contributed to the establishment of businesses across Australia, or developed farms to produce goods for the colony. Scientific and industrial knowledge obtained in Europe assisted in the transition of Australia from a simple prison colony to an industrialised nation with the ability to trade its products and grow wealth.

Free settlers through the eighteenth and nineteenth centuries made Australia a diverse country. Australia was heavily influenced by British and Irish cultures, who brought their traditions, style of government, legal system and religion. Despite Australia being a country where free settlers lived, they often referred to Britain as 'home'. It was this attitude which contributed to many men signing up to fight in World War I for the Commonwealth, even those who were descended from convicts as well as free settlers.

In the making of the Australian society and cultural identity, it is important to understand the harm done to the Aboriginal and Torres Strait Islander peoples. The sickness, deaths, loss of cultural identity and detachment from their land and beliefs is a legacy still felt deeply in many communities.

Review 2.8

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify three ways in which convicts contributed to the Australian legacy.
2. How did free settlers benefit Australia?
3. Explain why Australians fought in World War I for the British Empire.
4. 'Multiculturalism has made Australia a better place to live.' How accurate is this statement? Justify your response.

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End of chapter activities

Extended response questions

1 Account for the mass migrations of the modern world.
2 Explain how the Industrial Revolution contributed to modern mass migrations.
3 Compare and contrast the experiences of two groups covered in this chapter that migrated to Australia.
4 Assess the importance of migration to Australia in the eighteenth and nineteenth centuries.

Group work activity

In a group, brainstorm key words to describe the experiences of slaves, convicts and free settlers. Use A3 paper, or an appropriate digital appplication, to create an infographic representing these words and their meaning. The infographic should include text, images, statistics and other features to help your audience understand some of the important experiences identified.

Research activity

Research the slave Olaudah Equiano.

- Create a timeline of 10–15 important events in his life.
- Why did his experiences become important for slaves across America?
- How is he remembered today?
- Create a properly formatted bibliography of the sources used in your research.
- Present your findings to the class as a written report, website or poster.

Creative task

Select one figure you have studied in this unit. Write a short story of 600–800 words about their experience moving to a new country. In your story, consider the following:

- what their life was like before leaving their homeland
- why they emigrated
- the nature of their migration journey
- how their life in their new homeland was different to the place they moved from.

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Visible thinking routine

Tug of war

As a class or in small groups, consider the following statement: 'Through the actions of industrialised countries, a 'better world' was created.'

Create a table of evidence for and against this claim. When your teacher has drawn a line on the board, writing FOR and AGAINST at opposite ends, place your ideas where you think they best fit.

After the discussion, write your personal response to the claim using some of the evidence gathered in the previous activities. Conclude whether or not you believe that a better world was created.

Cross-curricular task

Sustainability

Using the internet and/or your school library, create a presentation, report, short video or infographic that addresses the following question: 'How did the landscape of Australia change following the arrival of Europeans to Australia?'

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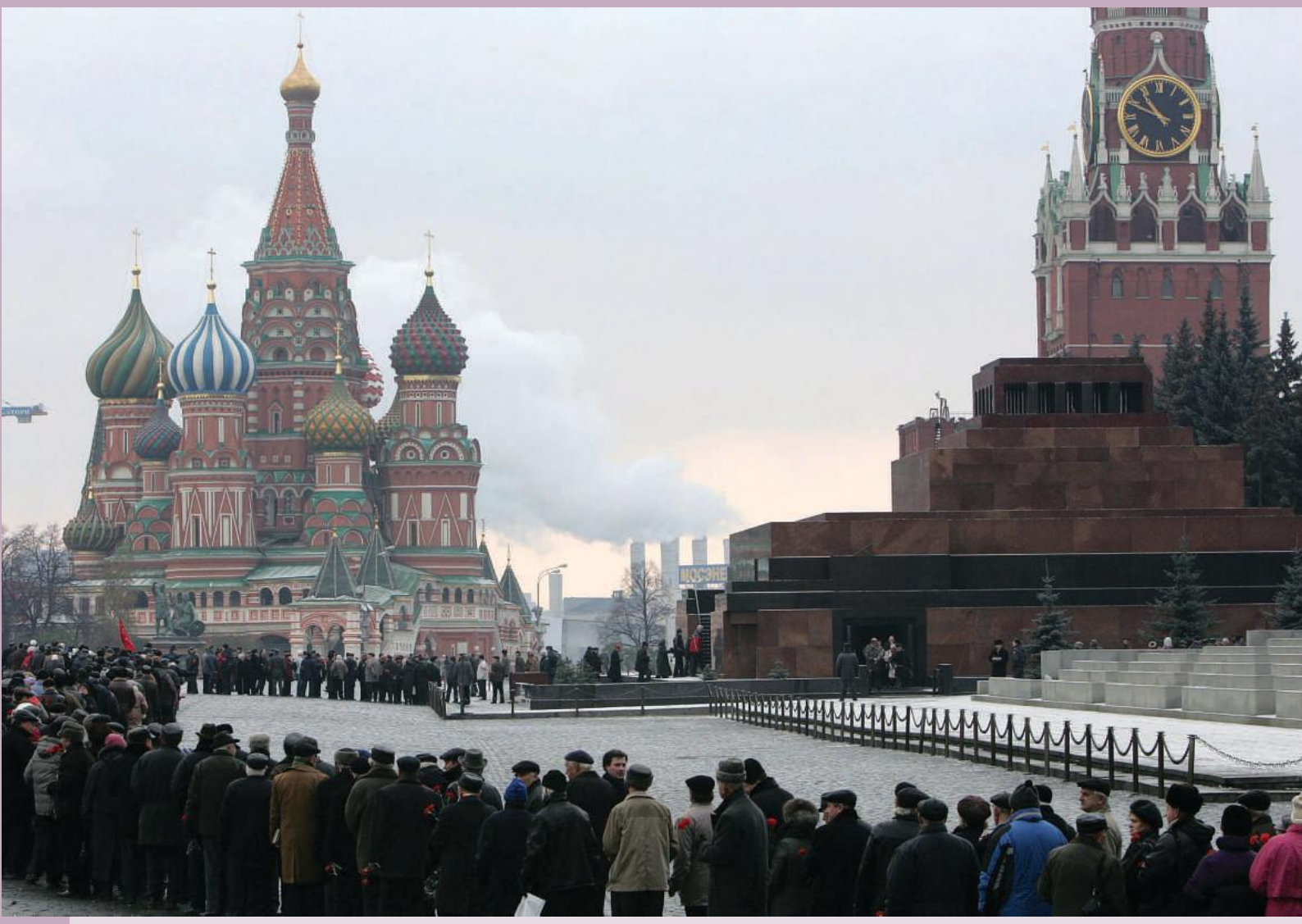
CHAPTER 3

PROGRESSIVE IDEAS AND MOVEMENTS: SOCIALISM 1750–1918

This digital chapter can be accessed via Cambridge GO

SEE, THINK, WONDER



Source 3.1 People queue to see the embalmed body of Lenin, 6 November 2006

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think…)
- What does this image make you **wonder** about socialism? (I wonder …)

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Depth Study 2

Australia and Asia

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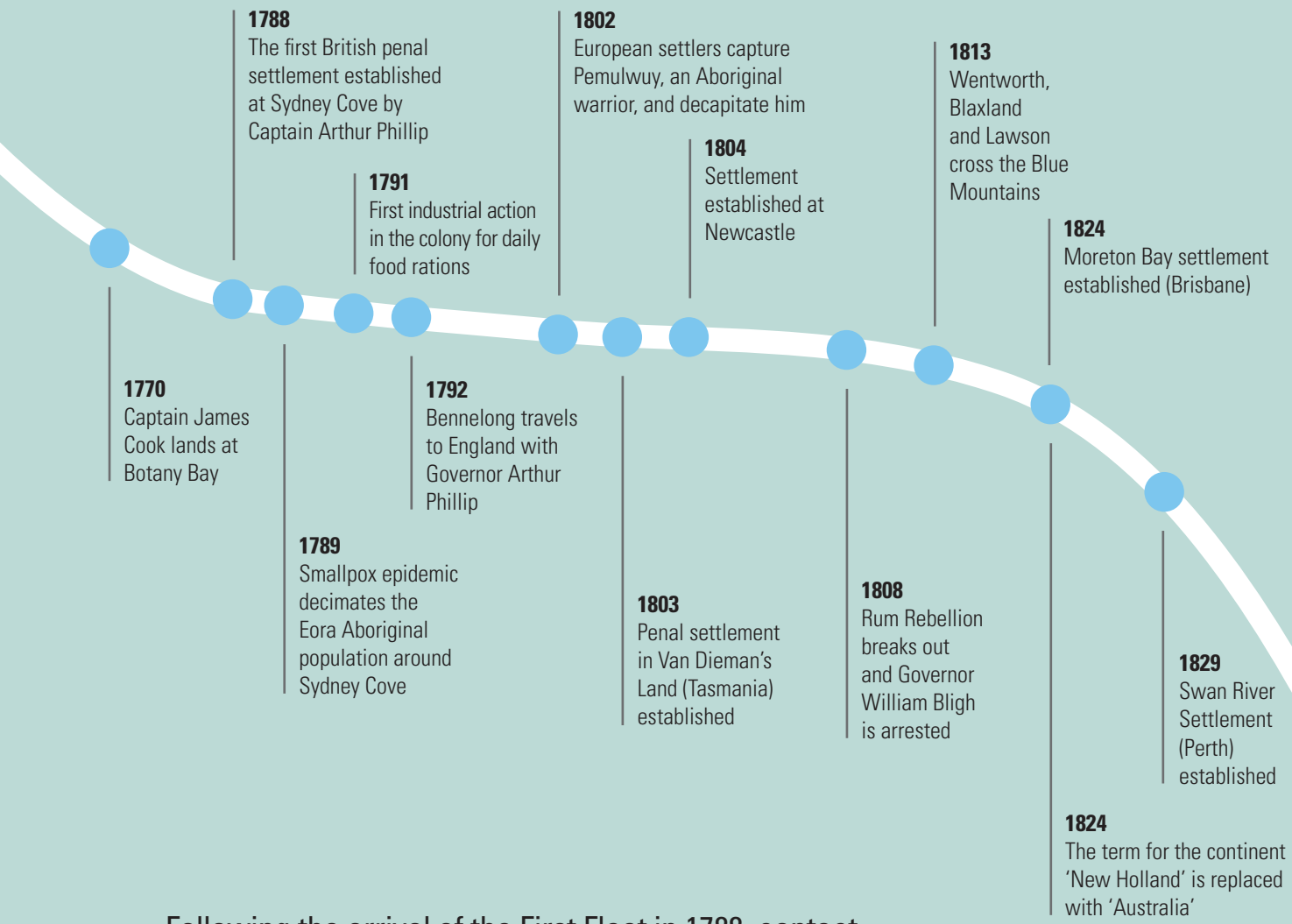
CHAPTER 4

MAKING A NATION



Following the arrival of the First Fleet in 1788, contact between the European settlers and the local Aboriginal peoples was initially fairly harmonious, but deteriorated into conflict as competition for food, resources and land increased. The economy relied on agriculture, although the discovery of gold in 1851 led to a gold rush. Australia began as a penal colony but free settlers were also important, including those from non-European backgrounds. By the late nineteenth century there were calls for Australia to self-govern, rather than existing as a British colony. In 1901 the Commonwealth of Australia was inaugurated, but Aboriginal and Torres Strait Islander peoples were excluded from citizenship rights, as were other non-European groups.

Within this chapter, Aboriginal and Torres Strait Islander peoples are occasionally referred to as 'Aborigines' in historical sources where we cannot change the wording. The term Indigenous is also sometimes used.

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

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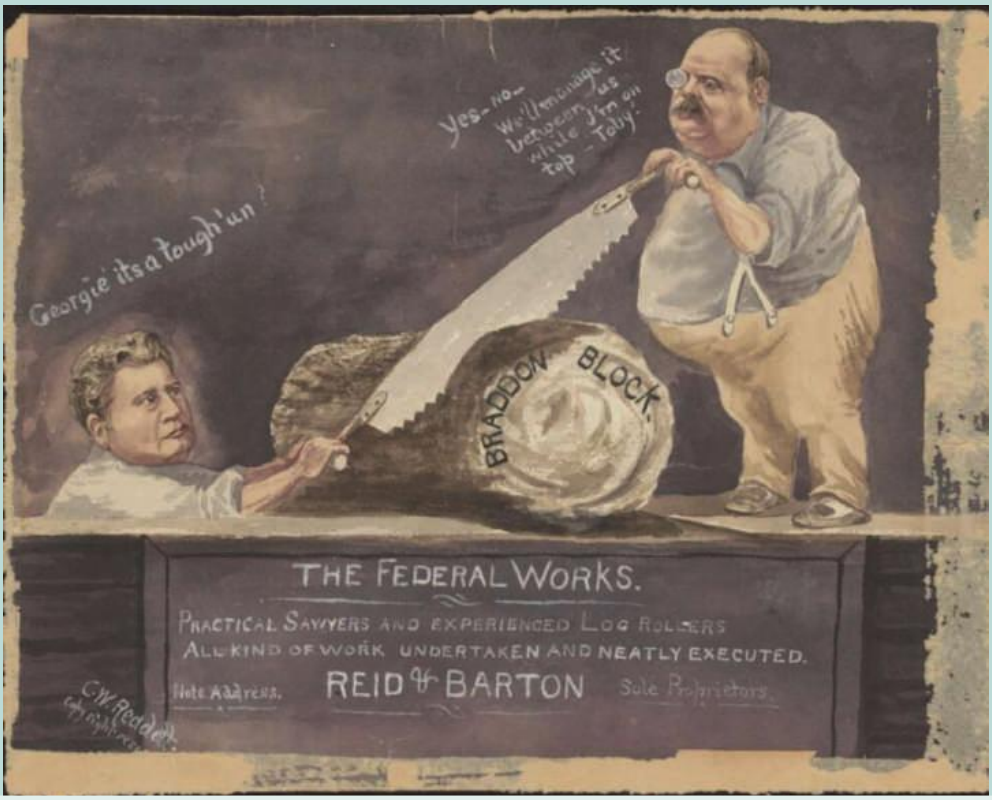
SEE, THINK, WONDER



Source 4.1 *The Federal Works*, painted by C.W. Readett, c. 1898

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think …)
- What does this image make you **wonder** about federation in Australia? (I wonder …)

1830
Free settlement established at Adelaide

1835
Settlement of Port Phillip established, to become Melbourne

1851–52
Gold discovered in the Ballarat region of Victoria and Bathurst in New South Wales

1854
Miners rise up against the government in the Eureka Rebellion

1901
The Commonwealth of Australia is formed

1901
Immigration Restriction Act

1902
The *Franchise Act* guarantees women the right to vote in federal elections

1907
Harvester decision granting a living wage to a male worker

1911
Canberra is founded and named as the capital

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Key questions

- How did the expansion of settlement affect relationships between European settlers and Aboriginal and Torres Strait Islander peoples?
- What was the impact of Europeans on the landscape?
- What were the experiences of non-Europeans in Australia prior to 1900?
- What were the living and working conditions in Australia like at the turn of the twentieth century?
- Why and how did federation and the key principles of democracy develop in Australia?
- What was the impact of legislation such as the Harvester Decision and the *Immigration Restriction Act* on Australian society?

Source 4.2 Australian cities, towns and regions around the turn of the twentieth century

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4.1 The beginning of European settlement

Population statistics for Indigenous peoples living in Australia and the Torres Strait Islands at the time of European settlement vary from an estimated 300000 to 1 million. It is estimated that there were between 250 and 750 Aboriginal and Torres Strait Islander languages at the time of European settlement in 1788. A Survey of National Indigenous Languages in 2005 identified that 110 of these languages are still spoken by elders only and that only 18 are still spoken across generations.

In 1770 Captain James Cook landed on the east coast of Australia and claimed the land as New South Wales for the British Crown. In 1788 when the 1000 people on the 11 First Fleet ships arrived, there was clear evidence of Aboriginal occupation. The first governor, Arthur Phillip, cited evidence of rock engravings around Port Jackson, Botany Bay and Broken Bay. Initial surveillance by Captain John Hunter in the Middle Harbour foreshore documents evidence of burial mounds in April 1788. Shell **middens** found along the coast were used for the lime in convict constructions in many of the first colonial buildings around Sydney.

Aboriginal language groups

midden rubbish pile of an early community, often containing shells, bones, botanical materials, and the workings from ceramics and stone tool-making

Impact on the landscape

Aboriginal people used fire-stick farming to cultivate and manage the land. According to historian Bill Gammage, over 70% of Australian native plant species are fire-tolerant and many need fire for germination, such as eucalypts and acacias. Aboriginal and Torres Strait Islander peoples used fire to germinate seeds, maintain low fuel loads, initiate controlled fires to rejuvenate grasslands and attract animals, and for ceremonial and functional purposes such as cooking and lighting areas. Fire was used to farm the land in a pattern of different types of vegetation. It is a pattern built on reliably and carefully maintaining the landscape.

The British settlers wanted to establish stable provisions for food and water and embarked on land-clearing projects, which altered the mosaic landscape. Large trees were removed, crops such as wheat planted, and sheep and cattle introduced. The British imperative to make the colony of New South Wales self-sufficient as quickly as possible drove new exploration and investment in agriculture. This had a deep and enduring impact on the Aboriginal peoples and country.

Source 4.3 Impact on landscape

Source 4.4 *North View of Sydney, New South Wales,* 1824–25, Joseph Lycett, published by John Souter, London

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Source analysis 4.1

Source 4.5 John Lort Stokes, a British Naval officer who served on and then commanded HMS *Beagle* during a survey of Australasian waters in the 1840s, described fire-stick farming.

> … met a party of natives engaged in burning the bush, which they do in sections every year. The dexterity with which they manage so proverbially dangerous agent as fire is indeed astonishing. Those to whom this duty is entrusted, and who guide or stop the running flame, are armed with large green boughs, with which, if it moves in the wrong direction, they beat it out …
>
> Lort Stokes, J., 1846, *Discoveries in Australia: Volume II*, p. 164

Source 4.6 Twentieth-century botanist Peter Latz wrote about the result of the burning practices on plant growth.

> Although many of the important food plants are encouraged by fire others are not, and the Aborigines' burning system results in optimum food production from both these plant groups by producing a mosaic of vegetation in different stages of fire recovery.
>
> Latz, P., 1995, *Bushfires & Bushtucker: Aboriginal Plant Use in Central Australia*, IAD Press

Source 4.7 *Aborigines Using Fire to Hunt Kangaroos,* c. 1775–1828, Joseph Lycett. This early European painting shows the mosaic pattern of farming.

1. Using Source 4.5, explain how Aboriginal and Torres Strait Islander people managed the fires they set every year.
2. Why do you think Stokes found this 'astonishing'?
3. Account for why Peter Latz (in Source 4.6) uses the term 'mosaic' to describe the landscape.
4. Describe how the different plant reactions to fire causes a mosaic landscape to develop.
5. Describe the two types of landscape in the background of Source 4.7.
6. Identify one type of animal that would live in each of the two habitats (one is shown in the painting).

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Contact experiences

Evidence of contact and interactions between the British colonisers and the Aboriginal and Torres Strait Islander peoples has been recorded by European military officers, convicts, scientific men and artists, such as Thomas Watling, Captain John Hunter, Lieutenant William Dawes, Captain-Lieutenant Watkin Tench and Governor Arthur Phillip. Documents, letters and reports from this early period of colonisation describe how Aboriginal people were cautious and friendly. There are early reports that Aboriginal people helped the colonists to find water, but became less visible as the colonists established gardens, farms and early housing structures.

In 1788 an Aboriginal man, Arabanoo, was imprisoned by the colonists and initiated some of the earliest dialogue with the British about Aboriginal customs. His death in the autumn of 1789 (attributed to an outbreak of smallpox) created a gap in this exchange. Some Aboriginal children, including Nanbaree and Booroong, came to live in the Sydney settlement, and exchanged ideas and some Aboriginal knowledge with the colonisers. In late 1789 Phillip captured two Aboriginal men, Bennelong and Colebee. Bennelong and Phillip communicated about the different customs and Bennelong even travelled to England with Phillip in 1792. He began to wear European dress and write letters in English script.

Indigenous peoples had initially traded items of clothing, beads, buttons, ribbons, axes and mirrors. There is evidence that Bennelong was given the gift of a tin and leather shield from Phillip in October 1790. Items such as European axes were found to be used by the Nattai people in 1802 when exploration of the Blue Mountains began. This suggests that Indigenous peoples incorporated the new materials and technologies as they deemed fit, and also that there may have been trade between different groups.

Competition for resources

Contact with the British settlers was not always harmonious. There was growing competition for food, resources and land. The British dispossessed local peoples from their hunting and fishing territories. Additionally, Aboriginal supplies, resources and technologies such as axes, canoes and spears were stolen or destroyed by convicts and other settlers.

A food shortage over the period starting from winter 1789 and lasting through to 1791 made the survival of the fragile colony difficult. The supply ship, HMS *Guardian*, was wrecked off the coast of Africa on its way to the colony, and HMS *Sirius* was wrecked not far from Norfolk Island. As part of a desperate attempt to alleviate severe shortages, HMS *Supply* was sent to Indonesia for food rations. The Europeans were supplementing their diet with large amounts of fish and shellfish from Sydney Cove, hunting kangaroos and competing with Aboriginal people for food sources.

Archaeological dating of evidence taken from a shell midden found at Cammeray suggests that the site is 6450 years old. Shell middens in Port Jackson suggest that food sources such as the rock oyster, hairy mussel, limpet and black nerita were eaten. However, because of the increased competition for food brought on by the arrival of the colonists the Indigenous peoples began to ambush the settlers with raids and use of fire to burn newly established farms and crops.

Source 4.8 On 9 July 1788 a convict who had escaped to the woods and returned 18 days later told Governor Phillip about the Aboriginal people he had attempted to live among.

They are now greatly distressed for food … It is possible that some of the natives at this time of the year might find it easier to support themselves on birds, and such animals as shelter themselves in hollow trees, than on fish; but then, I think, they would not go to the top of the mountains, where at present it must be very cold …

Arthur Phillip, letter to Under Secretary Nepean, 9 July 1788

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Smallpox

Conflict between the colonists and Indigenous peoples escalated after the death and destruction brought about by the outbreak of smallpox in 1788–89. The Aboriginal peoples, who had not been exposed to diseases such as influenza and smallpox, were especially vulnerable to these viruses. The journal of Captain Watkin Tench indicates that the First Fleet may have carried a bottle of smallpox with them on the journey. This may have been the source of the outbreak of smallpox, although whether its release was accidental or deliberate is still a matter of debate. The effect on Indigenous peoples was devastating, with reports that at least half the population died of the disease.

Source 4.9 Some of the physical symptoms of smallpox shown on the face of an infected patient at the North Head Quarantine Station in Sydney, during the early twentieth century.

Source 4.10 In April 1789 David Collins, Judge-Advocate of the colony, described the moment that an Aboriginal person of his acquaintance realised the full horror of the outbreak.

At that time a native was living with us; and on taking him down to the harbour to look for his former companions, those who witnessed his expression and agony can never forget either. He looked anxiously around him in the different coves we visited; not a vestige [trace] on the sand was to be found of human foot; … not a living person was anywhere to be met with. It seemed as if, flying from the contagion, they had left the dead to bury the dead. He lifted up his hands and eyes in silent agony for some time; at last he exclaimed, 'All dead! All dead!' and then hung his head in mournful silence.

Collins, D., 1798, *An Account of the English colony in New South Wales, Volume 1*, p. 562

Frontier wars

Greater colonial expansion brought further conflict with the arrival of the Second Fleet in 1790. The Second Fleet included 730 convicts who were malnourished and ill with scurvy, dysentery and fever. Phillip had to manage a settlement with more people to provide for and limited farming activity. In response the government allocated new land for farming to convicts who had served their sentence and were prepared to stay in New South Wales. These newly emancipated convicts were given land grants of 30 acres, tools, seed and livestock and no rent for a period of 10 years. This early expansion of the colony into areas such as Parramatta and Rouse Hill had a devastating effect and caused further conflict with the Dharug people of these areas.

Sometimes Aboriginal people used fire as a weapon to burn down the farms and buildings of settlers. Initially Governor Phillip tolerated these attacks by different clans and advocated against British reprisals. However, in 1790, the colony's gamekeeper John McIntyre (a man despised by the Eora people for his poor treatment of them) was hunting and was speared by a Dharug warrior, Pemulwuy. McIntyre later died of the wound, and Phillip ordered a punitive attack on the Aboriginal people to be led by Captains Tench and Hill. This proclamation started an ongoing frontier war. Years later in 1828, the Governor of Van Diemen's Land (Tasmania), George Arthur, issued a series of similar proclamations, and created a pictogram to cross language barriers and show what would happen to Aboriginal people if they threatened the colonists.

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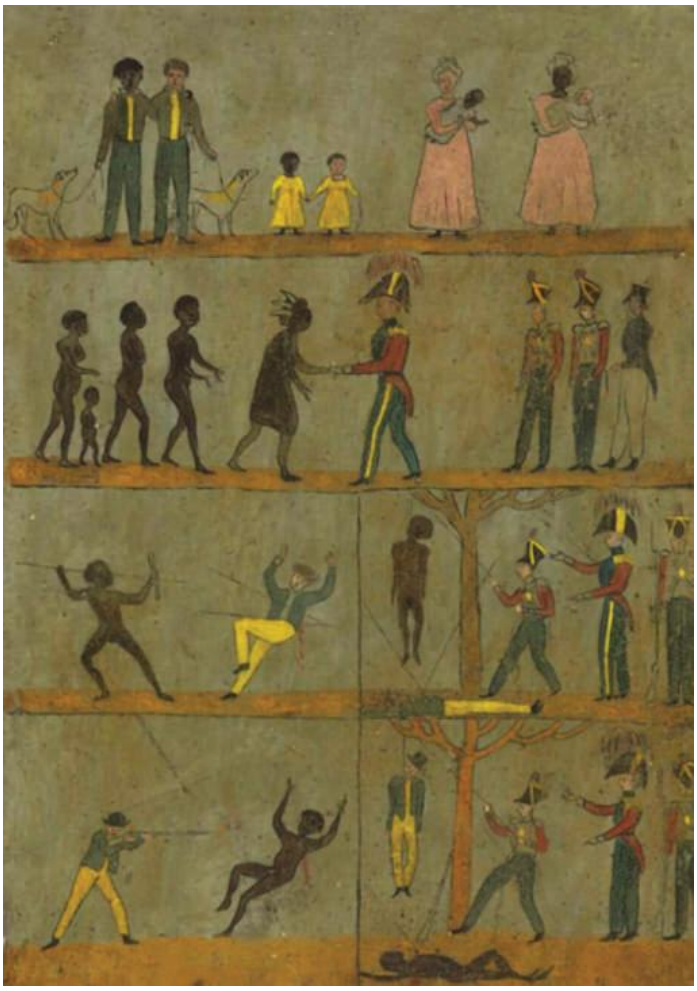
Bennelong advised that Pemulwuy should be captured along with his men. Tench records that both attempts along the Cooks and Georges Rivers were unsuccessful and that the expeditions were disastrous. He wrote that the troops were 'denied repose by swarms of mosquitoes and sandflies'. There was 'a contest between heavily armed Europeans … and naked unencumbered being too unequal to last long … ', and the Europeans lost their way, nearly drowning in the mud.

Despite Tench and Hill's failure to capture Pemulwuy and his men, the policy of retribution continued through 1791 and Aboriginal people were expected to obey British law. This policy coincided with expansion of the settlement along the Parramatta River. The colony was expanding and needed land for farming and trade to support the extension. Phillip established farmland at Parramatta, some 23 km west of Sydney Cove, to feed the new colony. The relationship with the Dharug clan was confrontational: the Burramattagal elder, Maugoran, protested about the new farmlands. Phillip responded by declaring that if the colonists arrived 'the natives are obliged to leave that country' and sending more soldiers to Parramatta.

Governor Phillip armed the emancipated convicts in Parramatta and Prospect with muskets and placed troops across these new farms. Settlers shot at Aboriginal people, and they retaliated with fire and ambush.

After Governor Phillip's return to England in 1792, ambushes, reprisals and murders of people on both sides continued. A series of skirmishes starting in 1797 were led by Pemulwuy, and a group of approximately 100 warriors raided farms throughout Parramatta. The colony's militia were called in to increase their defence of the farms. In one of these expeditions Pemulwuy and



Source 4.11 Governor Arthur's *Proclamation to the Aborigines*, c. 1828

five other warriors were fired upon. The gunshot wounded Pemulwuy in the head. He was finally captured and led away in leg irons, but escaped from jail some days later and continued the raids on the settlers, allegedly spearing a settler along the Georges River. Pemulwuy and his warriors continued to mount successful guerrilla warfare in the west of the colony. In 1801 Governor King issued a reward for Pemulwuy's capture.

In 1802 two Europeans finally shot Pemulwuy, decapitated him and received a reward. Pemulwuy's head was sent to Sir Joseph Banks in England for his personal collection.

Source 4.12 Proclamation issued by Governor King, outlawing Pemulwuy and offering a reward for his capture, dead or alive

To a prisoner for life or 14 years, a conditional emancipation. To a person already conditionally emancipated, a free pardon and a recommendation for a free passage to England. To a settler, the labour of a prisoner for 12 months. To any other descriptions of persons, 20 gallons of spirits and two suits of slops.

Gidley King, P., 1801, *Historical Records of New South Wales 4*, Hunter and King, p. 626

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Source 4.13 This is believed to be the only known depiction of Pemulwuy. It is an engraving by Samuel John Neale of an image entitled *Pimbloy* in James Grant's work *The Narrative of a Voyage of Discovery, Performed in His Majesty's Vessel the Lady Nelson, of Sixty Tons Burthen, with Sliding Keels, in the Years 1800, 1801 and 1802, to New South Wales, 1803.*

Activity 4.1

Using any two of the sources provided, describe the contact experiences between European settlers and Aboriginal peoples in the early years of the colony in New South Wales.

Historical concepts: Cause and effect, Significance **Historical skills**: Comprehension, Analysis and use of sources, Explanation and communication

Review 4.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Give examples of items the Aboriginal people traded with colonists, and items they received in return.
2. Identify the event that began an ongoing frontier war.
3. How did the settlers make use of Aboriginal shell middens?
4. Explain why smallpox was so devastating to the Indigenous peoples.
5. Explain what is meant by 'mosaic vegetation'. How did the Indigenous peoples achieve this?
6. Discuss the following statement: 'The British attempts to make the colony self-sustaining by clearing the land were often counterproductive.'

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4.2 Nineteenth-century expansion

Major General Lachlan Macquarie was the fifth governor of New South Wales. Macquarie was committed to 'civilising' and bringing order to the penal colony. His first political act was to rebuild stability by dismissing all military appointments that had led to the military coup known as the Rum Rebellion and the overthrow of Governor Bligh.

Changes under Governor Macquarie

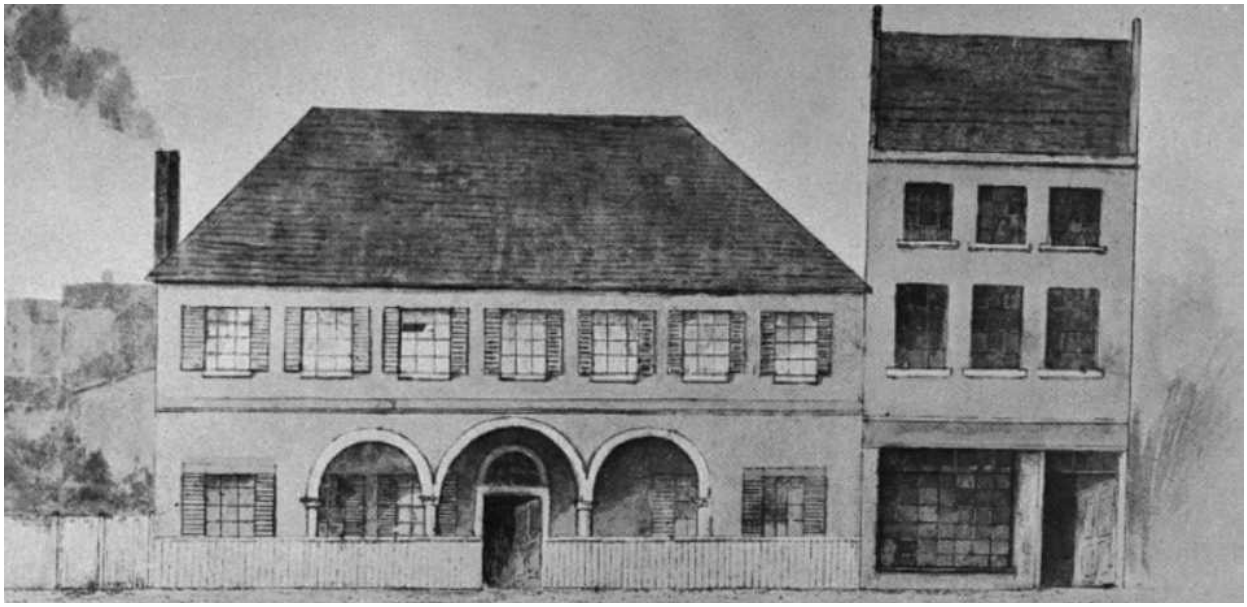
Macquarie established a 12-year plan that transformed the social and economic foundations of the colony. During his time as Governor, the colony increased to 40 000 people, convicts were emancipated and free settlers started to arrive. He changed social policy by demanding that convicts be able to contribute as free citizens to the new colony once they had served their sentence.

Currency

In 1814 Macquarie needed to replace the local currency, which traded in rum and other coins arriving from merchant ships. He introduced New South Wales coinage by importing 40 000 silver Spanish eight-reale pieces or coins and then having the middle of these coins stamped out, distinguishing the coinage as unique to NSW. The coins could only be used in the colony, so it created a stable currency for trade and ensured the wealth established was re-invested into the colony. The new coin was created by convicted forger William Henshall and known as the 'holey dollar'.

Governor Macquarie established the first bank in Australia in 1817 – the Bank of New South Wales (which would ultimately become Westpac). This was part of his attempt to stabilise the economy and ensure the independent viability of the colony.

Source 4.14 A holey dollar from 1813



Source 4.15 Bank of New South Wales, head office, 1822–53

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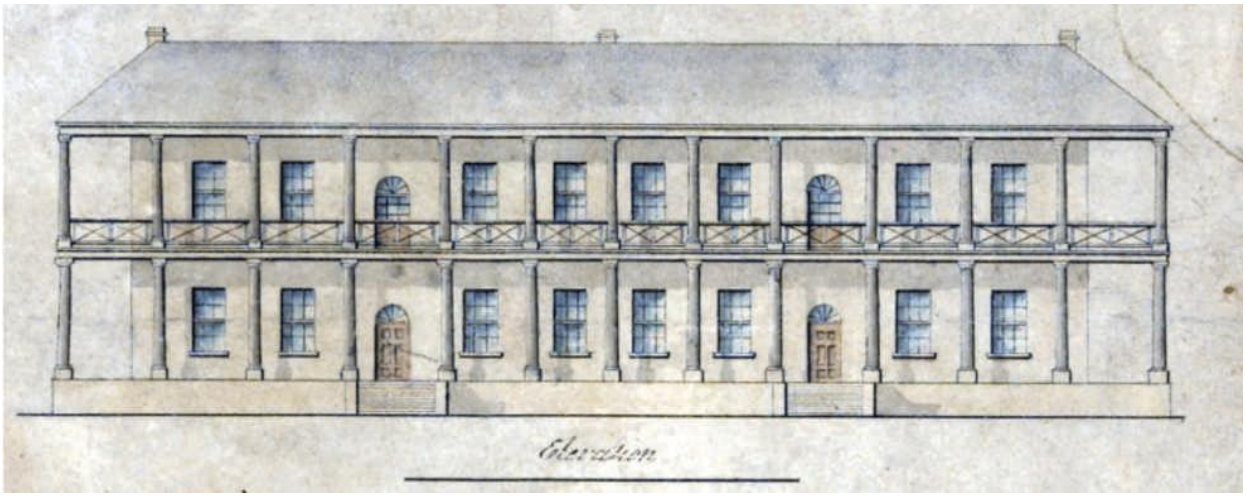

Source 4.16 Rum Hospital, c. 1819

Building works

Macquarie built roads west of Sydney and established new towns in Windsor, Castlereagh, Pitt Town, Richmond and Wilberforce. In 1816 he embarked on the large-scale project to build a hospital for Sydney. The initial building work was poor, but in 1820 restorations to reinforce the hospital roofs with steel gilders and joins were carried out according to drawings by the convict forger and architect Francis Greenway. These restorations have served the building well into the twenty-first century. Today the south wing of the hospital is used as the Mint and the north wing is New South Wales Parliament House.

Other capital works supported by Macquarie include the Hyde Park Barracks, St James Church and the Macquarie lighthouse.

Source 4.17 A 'Native Feast' event near St John's Cathedral, c. 1826. To promote the Parramatta Native Institution, Aboriginal people were invited to town and given roast beef, bread and ale.

Aboriginal people under Macquarie

Schools

Macquarie's social policy was an attempt to civilise and Christianise the Aboriginal people. He organised the first school in 1814 for Aboriginal people, the Parramatta Native Institution. As part of encouraging or compelling Aboriginal children to live and be schooled at the Parramatta Native Institution he held a public conference with the 'Tribes of the Natives (NSW)' on 28 December 1814, providing a feast and offering land grants to families whose children were enrolled. Later the chiefs whose children had enrolled were gifted breastplates and the first children processed into the Institution.

The children were expected to read the Bible and follow British customs and protocols. Maria, the daughter of Yarramundi 'Chief of the Richmond Tribes', was sent to the Native Institution. As a 14-year-old she received first prize in the annual school examinations (out of about 100 European and 20 Aboriginal children who sat for the exam) in 1819. Maria later married another student of the Native – Institution: Dicky, the son of Bennelong. After his early death, Maria then married an ex-convict and illiterate carpenter, Robert Lock. This was the first sanctioned marriage between an Aboriginal woman and a convict. Maria continued to advocate for her rights, using her education and intelligence to her advantage. In 1831 she petitioned Governor Darling for a land grant at Blacktown that had originally been given to her deceased brother, Colebee.

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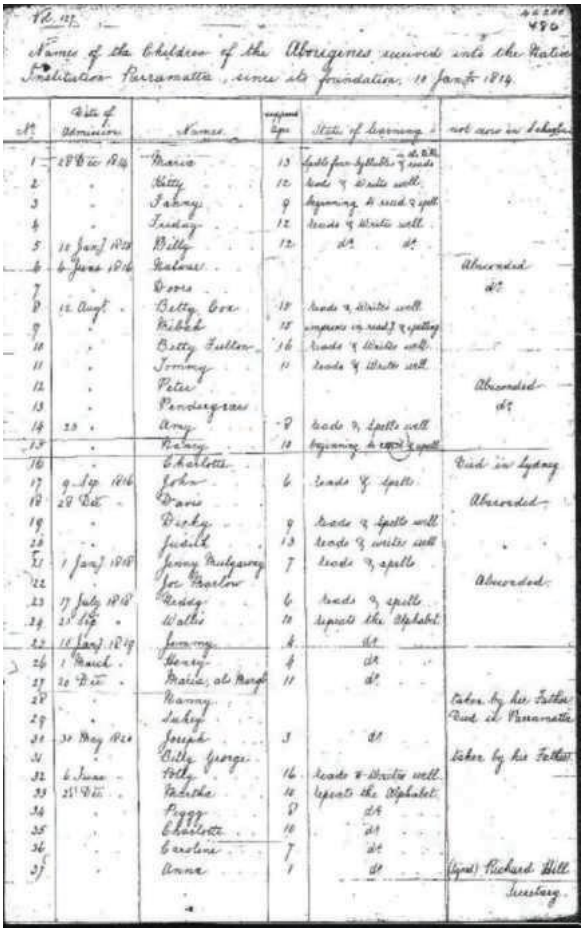

Source 4.18 Names of the children at the Parramatta Native Institution, 1814

No. 127

46200
486

Names of the Children of the Aborigines received into the Native Institution Parramatta, since its foundation, 10 Jany 1814.

No.	Date of Admission	Names	supposed Age	State of Learning	not now in School
1	28 Dec 1814	Maria	13	Spells four syllables & reads in the Bible	
2	.	Kitty	12	Reads & Writes well	
3	.	Fanny	9	Beginning to read & spell	
4	.	Friday	12	Reads & Writes well	
5	10 Jany 1815	Billy	12	do. do.	
6	6 June 1816	[illegible]			Absconded
7	.	[illegible]			do.
8	12 Augt .	Betty Cox	18	Reads & Writes well	
9	.	[illegible]	15	Improves in readg & spelling	
10	.	Betty Fulton	16	Reads & Writes well	
11	.	Tommy	11	Reads & Writes well	
12	.	Peter			Absconded
13	.	Pendergrass			do.
14	23 .	Amy	8	Reads & Spells well	
15	.	Nancy	10	Beginning to read & spell	
16	.	Charlotte			Died in Sydney
17	9 Sep 1816	John	6	Reads & Spells	
18	28 Dec .	Davis			Absconded
19	.	Dicky	9	Reads & Spells well	
20	.	Judith	13	Reads & writes well	
21	1 Jany 1818	Jenny [illegible]	7	Reads & spells	
22	.	Joe Barlow			Absconded
23	17 July 1818	[illegible]	6	Reads & spells	
24	21 Sep .	Wallis	10	Repeats the Alphabet	
25	10 Jany 1819	Jemmy	4	do	
26	1 March .	Henry	4	do	
27	20 Dec .	Maria, al [illegible]	11	do	
28	.	Nanny			taken by her Father
29	.	Sukey			Died at Parramatta
30	30 May 1820	Joseph	3	do	
31	.	Billy George			taken by his Father
32	6 June .	Polly	16	Reads & Writes well	
33	21st Dec .	Martha	14	Repeats the Alphabet	
34	.	Peggy	8	do	
35	.	Charlotte	10	do	
36	.	Caroline	7	do	
37	.	Anna	1	do	(Signd) Richard Hill Secretary

She finally received this in 1843. When Maria died in 1878 her burial registration was recorded as 'Last of the Aboriginals from Blacktown'. The Lock land eventually became an Aboriginal reserve at Plumpton under the control of the Aborigines Protection Board.

The Native Institution was a failed social and religious experiment that lasted only until 1823 with only 37 children. Many died in the Institution and some students fled. However, despite its short history, this policy (which was also used by other colonising nations, such as the Spanish in the Americas) of isolating Aboriginal people from customary and traditional ways influenced the racial and social segregation that occurred under successive governments and ultimately resulted in the Stolen Generations.

Military expeditions

Further tensions arose among the Aboriginal peoples and the colonists when military expeditions were sent into the Hawkesbury region to capture and strike fear into the Aboriginal peoples living there. Massacres took place in Appin and a proclamation was issued that no Aboriginal person could carry an offensive weapon within a mile of a British settlement and groups of no more than six Aboriginal people should be allowed to gather together.

Macquarie's resignation

Macquarie's vision for the penal colony of self-sufficiency and opportunity caused frustration within the military and free settlers who saw the egalitarian approach to emancipated convicts as a dangerous social experiment. The Crown in England also criticised the amount of funding required for the extensive road building and capital works. An official inquiry into the expenses and practices of the Macquarie administration was led by John Thomas Bigge. While it could be argued that Bigge's findings were politically motivated, rather than a result of uncovering significant mismanagement, they led to Macquarie eventually resigning his posting as Governor of New South Wales in 1820. It took until 12 February 1822 for Macquarie to leave Sydney and return to Britain to hear the recommendations from the House of Commons from the Bigge Inquiry. On 1 July 1824 Macquarie died in London trying to secure the pension he had been promised. Notably the Crown sent an empty carriage to the funeral as a sign of his disgrace.

The departure of Macquarie

Activity 4.2

Charles Wentworth, the explorer and son of D'Arcy Wentworth who helped establish the Rum Hospital upon returning from London to Sydney after Macquarie's death, wanted to establish a memorial to Macquarie. This memorial was never built, despite Macquarie's significant but contested contribution to the colony.

Considering the evidence you have read about Macquarie, what would you suggest as the inscription on the memorial if it was constructed?

Historical concepts: Significance, Contestability **Historical skills**: Perspectives and interpretations, Explanation and communication

The Macquarie Collector's Chest

Further expansion and settlement

Other settlements beyond Sydney and Parramatta were established with the penal settlement at Van Dieman's Land (Tasmania) in 1803, Newcastle in 1804, Moreton Bay (Brisbane) in 1824 and the Swan River settlement in Western Australia (Perth) in 1829. A free settlement was established in Adelaide in 1830s and Port Phillip (Melbourne) in 1835.

The Torres Strait Islands were also colonised later in 1872. The strait was named after Luis Vaz de Torres, a Spanish captain who travelled through the area in 1606 to reach the Philippines. Between 1872 and 1879 Britain and the colony of Queensland started the annexation of the Torres Strait Islands.

The expansion further into the mainland was the result of exploration and shifts in economic and social thinking created by Governor Macquarie. In 1813 Blaxland, Lawson and Wentworth explored the Blue Mountains west of the Parramatta settlement and established a passageway over to Bathurst. During the Macquarie era a road built by convicts led across the Blue Mountains, opening up the frontier. Later explorations included Edward John Eyre and the Aboriginal guide Wylie's trip through the Nullarbor, Robert O'Hara Burke and William John Wills' ill-fated journey from Melbourne to northern Queensland, and Charles Sturt's mapping of the great Murray and Murrumbidgee Rivers.

Activity 4.3

See, Think, Wonder

Source 4.19 *Arrival of Burke, Wills and King at the deserted camp at Coopers Creek, Sunday evening, 21 April 1861*. John Longstaff, 1907

1 Based on the image provided, consider the following questions for discussion.

- a What can you **see** in this image? (I can see …)
- b What do you **think** about this image? (I think …)
- c What does this image make you **wonder** about Burke and Wills at this point in time? (I wonder …)

Historical concepts: Empathetic understanding, Significance **Historical skills**: Analysis and use of sources

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Many of these expeditions were assisted by Aboriginal guides and elders who knew the country well and how to survive in difficult conditions. Not all of these collaborations ended peacefully. Sir Thomas Mitchell was the Surveyor General for the colony of New South Wales and opened up areas such as Peel, the Upper Darling River, Campaspe and central Queensland. But it was alleged that Mitchell killed Aboriginal people on his expeditions. In 1836 an inquiry was held into an ambush in which he had supposedly led Aboriginal people to their deaths, but it was dismissed.

Activity 4.4

An exhibit is to be added to the Australian Museum about the 10 most thrilling, dangerous and significant explorers of the colonial period. In groups, research one of the following expeditions and identify the following features:

- the location and route of the expedition (include a map)
- the reason for the expedition
- the conditions on the journey
- key scientific, geographical, historical, cultural or economic significance of the expedition
- key challenges, threats and events on the journey
- the role of Aboriginal people in the expedition
- the outcome of the expedition
- primary sources about the expedition.

You should provide a brief statement about the significance of the expedition for colonial Australia.

Your exhibit should include multimedia and visual sources.

Use this link to get you started: https://cambridge.edu.au/redirect/9212

Expedition	Date	Explorers
South-north exploration of Australia	1860–61	Burke and Wills
Hartley, Wellington, Mount Kosciuszko	1839–40	Paul Edmund de Strzelecki
Blue Mountains	1813	William Charles Wentworth, Gregory Blaxland and William Lawson
Centre of Australia	1860	John McDouall Stuart
Port Phillip, Melbourne	1835	John Batman
Choose your own expedition		

Historical concepts: Significance **Historical skills**: Analysis and use of sources, Perspectives and interpretations, Explanation and communication

Farming

The expansion into new regions within Australia created economic opportunities for free settlers, agricultural workers, squatters and eventually gold miners. John Macarthur and his wife Elizabeth established a successful wool enterprise with the introduction of merino sheep into places such as Camden. The wool, and later cattle, industry boomed as more land was cleared. Land administration was an important task of the colonial government. Prior to 1826 land grants could only be given by the governor and until 1825 there was no cost for land up to 30 acres. Governor Darling in 1826 determined the scope and location of these land grants. But as exploration continued the number and size of the land grants grew. The areas where land could be granted included 19 counties surrounding Sydney. Settlers wishing to acquire land outside these areas were considered squatters.

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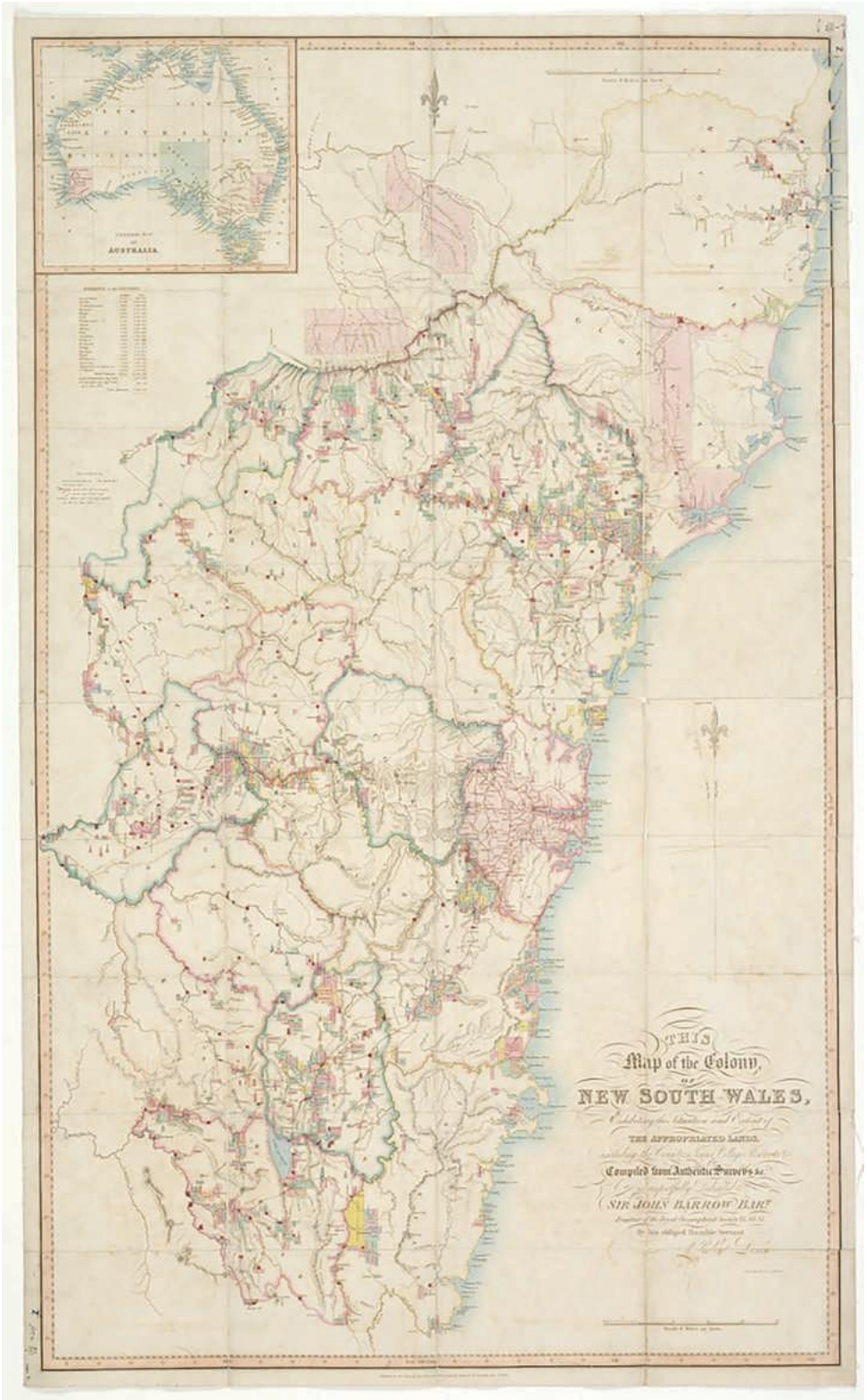
squattocracy term referring to the social and political power of squatters who made their fortune by illegally occupying Crown land – the term is a play on the word 'aristocracy'

Squatters claimed land by occupying it without government grants or approval. From 1828 this became a sizeable group with wealth and influence who were able to farm and provide wool and meat for the expanding colony. In 1830s the power of the **squattocracy** was so great that the government allowed them to temporarily lease land they occupied. In 1837 the Surveyor-General's Department in Sydney drew a complete map of all settlement across the colony with the allocated title and owner.

Source 4.20 The Surveyor-General's departmental map of all settlement across the colony in 1837



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Gold

In 1851 Edward Hammond Hargreaves found gold at Ophir near Bathurst. Gold had been discovered earlier in Hartley, near the Jenolan Caves, but the government in the 1840s was reluctant to invest in these finds. Then the Californian gold rush of 1848 proved a massive economic stimulus to the United States, and the colonial government in NSW saw an opportunity to expand the colony (and encourage people not to leave for California).

Soon these discoveries started gold fever, and by 1853 there were 370 000 migrants coming to Australia. Shortly after Hargreaves found gold at Ophir, there had also been new gold discoveries in Ballarat, Victoria, where the gold rush caused such an influx of migration that the population of Victoria reached 1.7 million by 1871. This population boom transformed colonial society and the demand for trades and supplies increased Australia's wealth. This created a new type of Australian settler, the 'digger'. The digger's life was difficult and often resulted in injury, illnesses and even death. Conditions on the goldfields were harsh but the diggers and those who flocked to the goldfields to trade and sell supplies became the colony's new migrant labour force once transportation from Britain ended in 1868.

Technology

New technologies to connect the country were also developed during this period. In 1854 the telegraph allowed for the immediate distribution of news. It soon became essential for the transmission of railway, meteorological and personal information. The first telegraph system linked Melbourne and Williamstown and was later extended to Geelong. The significance of the telegraph was noted when the first message sent to Melbourne informed the government of the Eureka Stockade in 1854. In 1858 a telegraph line between Melbourne and Adelaide was established and later in the year another line between Sydney and Melbourne was constructed. In 1861 Sydney and Brisbane were linked and in 1877 the East-West Telegraph Line connected Perth and Adelaide.

Source 4.22 Telegraph, c. 1860s

Source 4.21 *Deep Sinking, Bakery Hill, Ballarat, 1853* by ST Gill

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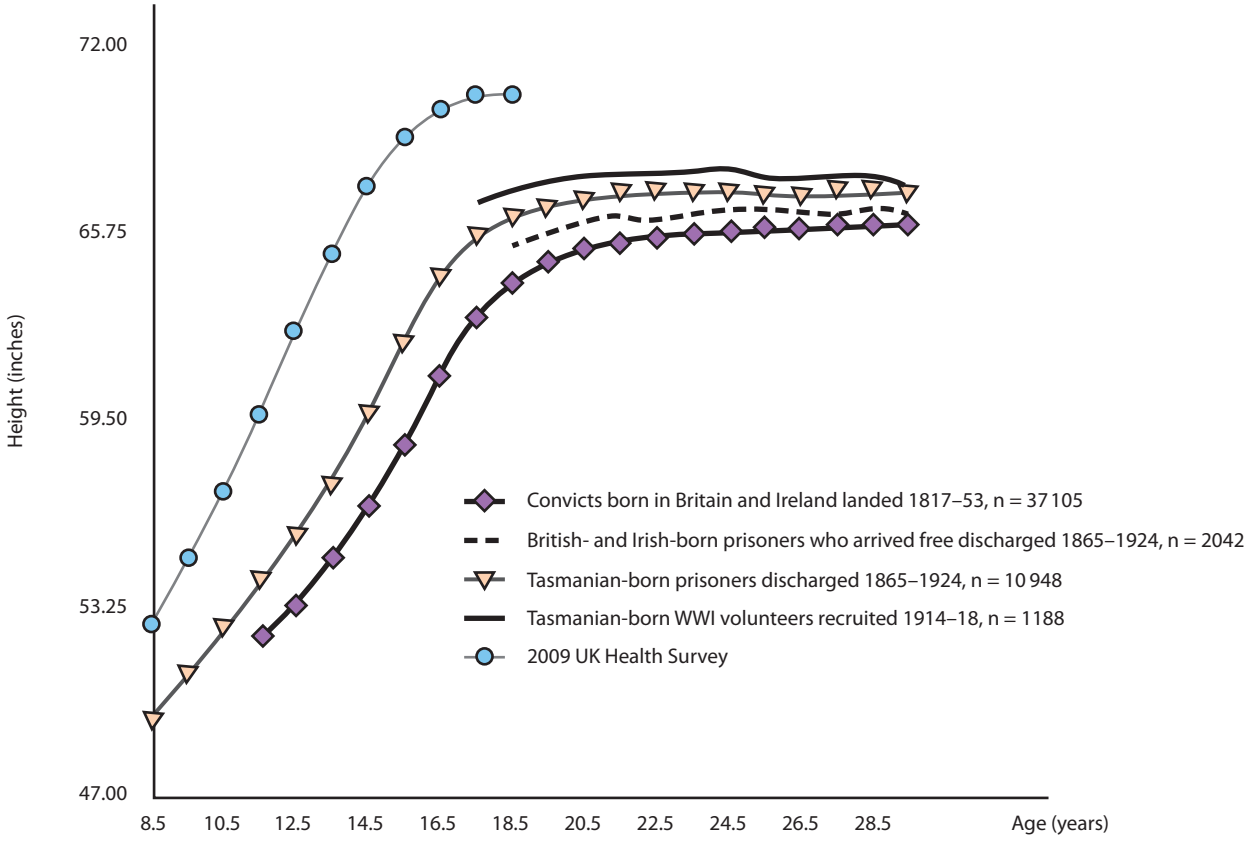
Convicts

The lives of convicts are often portrayed as harsh and the colony as unforgiving. But sources from the convicts reveal that their daily lives and experiences were more complex. In the early colony, for example, there were many opportunities for convicts to establish their own businesses and prosper: some examples are evident in the Big Dig site study (see end of this section), in the stories of people such as George Cribbs. Artefacts such as those found in the Big Dig suggest that for some convicts, life in the new colony was a source of opportunity. Research into transported convicts from 1788–1868 and later generations from the Digital Panopticon Project also shows that as the colony grew, children of convicts were often taller than their parents had been and lived longer. This suggests that both living conditions and the amount of nutritious food may have been better in Australia than in Britain at the time. In particular, protein from fish, shellfish and meat was more abundant in the new colony.

Source analysis 4.2



State Library of New South Wales, Convict Indents; TAHO, Con 18,23 and 33; *Tasmanian Police Gazette*, 1865–1924; National Archives of Australia, B2455; Health and Social Care Information Centre, 2010

Source 4.23 Height by age profiles for male Tasmanian, British and Irish populations

1 Identify the different cohorts that are compared in the graph.
2 Why are Tasmanian-born prisoners (convicts) compared to British- and Irish-born prisoners (convicts)
3 Why does the graph include Tasmanian-born World War I recruits?
4 Explain what the graph shows us.

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Love tokens made from various coins were inscribed and given by convicts to their family and friends showing their ongoing ties and connections. These were known as leaden hearts and 310 of these love tokens have been collected in the National Museum of Australia.

Source analysis 4.3

Source 4.24 A convict love token. The text around the edge reads, 'When this you See Remember me', and the name between the two figures is 'H Hale'.

1 What story do you think this love token is telling?
2 The reverse side of the token shows a woman pushing a full wheelbarrow, with the text 'Mary Eater, 1794'. Make up a story that you think this could illustrate.

Review 4.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify four building projects supported by Macquarie.
2 Explain how the holey dollar coins were made.
3 Define what made squatters different from other settlers.
4 Why was the discovery of gold important for Australia?
5 Explain the purpose of the Parramatta Native Institution, and how it is connected with the Stolen Generations.
6 Discuss the reasons why Governor Macquarie wanted to establish currency and banking systems in Australia.

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Site study: The Big Dig, the Rocks Archaeology Education Centre

Source 4.25 The Big Dig

The Cumberland Street Archaeological Site, commonly known as the Big Dig, is an area between Cumberland and Gloucester Streets in The Rocks, Sydney. In 1994 an archaeological excavation began on this site, involving 20 archaeologists and more than 400 volunteers. It covers sections of two original city blocks, and is one of Australia's largest **urban archaeological** excavations.

urban archaeology a branch of archaeology that focuses on heavily populated areas, such as cities and towns

The Rocks is in land traditionally owned by the Gadigal people. Although no trace of their presence was found in the Big Dig site, construction works on a building nearby revealed a campfire that has been dated to 500 years ago. The remains of this fire included bones of bream, snapper, oysters and other seafood.

The earliest known European occupants of the site were George Legg and Ann Armsden, both convicts, who built a slab hut. George died in 1807, and in 1810 Ann married a local baker, George Talbot. Some of the changes made to the building at this time (such as the addition of a room with a large fireplace and deep water cistern) suggest that it may have been used as a bakery.

A weatherboard house was constructed in the area around 1805. It was occupied by Richard Byrne (a stonemason and former Irish rebel), his wife Margaret (a convict) and their seven children. Another early nineteenth-century resident was George Cribbs, also a convict, who became wealthy from his butcher's business, and ultimately owned more than half of the area, including a two-storey house for himself, a slaughterhouse and a row of smaller houses he rented out.

The area was subdivided in 1834 and numerous people were granted small allotments, particularly convicts and ex-convicts. In 1900 Sydney suffered from bubonic plague, and one of the three deaths was a boy who lived in the site area, James Foy.

The site was bought by the New South Wales Government in 1901, and gradually cleared to make way for engineering sheds, then later a bus depot and then a car park.

The archaeological dig revealed the foundations of more than 30 buildings, both shops and residences. Over 750 000 artefacts were found, many of which were items that had been discarded by early residents. For example, household items – including fine Chinese porcelain – were thrown down a disused water well, while early residents often left rubbish under their floorboards. Many of the artefacts are on display at the nearby Rocks Discovery Museum.

Source 4.26 Artefacts from the Big Dig Collection

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The site is no longer an operational dig. In 2008 Sydney Harbour YHA was built in an elevated position above the site. The YHA and associated Big Dig Archaeology Education Centre have minimal impact on the site. They have been designed to offer increased visibility and access to the relics, and include two reconstructed laneways.

The Big Dig is open to the general public during daylight hours, and the Big Dig Archaeology Education Centre has a range of programs available. Information about this can be found on the Big Dig website: https://cambridge.edu.au/redirect/9317

Source 4.27 An excavated wall on the Big Dig site

Source 4.28 An archaeologist reconstructs a ceramic plate found on the site

1 Identify where the Big Dig is and explain why this would have been an important site for Sydney in the early days of the colony.
2 Explain why this place is called The Rocks. Look at some of the landscape features.
3 Create a timeline of the European occupation of the site and include a photograph of an artefact or feature from the site from these periods.
4 Research one of the occupants of the site and find out what their experience was like in early Sydney and what happened to them and their family.
5 Choose one artefact from the site. This can be selected from the photographs above, from the site's website, or from a vist to the actual site or The Rocks Discovery Museum. Examine the features of the artefact.

   Use the following questions to help you.

   - What do you see?
   - What is it made of? How do you know?
   - What decorations, engravings, designs or marks can you see?
   - What do you imagine is its purpose?
   - Is it a primary or secondary source? How can you tell?
   - What do you think its purpose is?
   - What is your evidence for this?
   - Who do you think may have used this artefact?
   - Where does this artefact come from?
   - What does the artefact show us about daily life, technology and families of the occupants of the site?
   - Is the artefact significant? How can you tell?
   - Is the artefact useful for telling us about the past?
   - What else could be useful for telling us about the past?
6 Explain the historical and cultural significance of this site.

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4.3 Massacres and dispossession

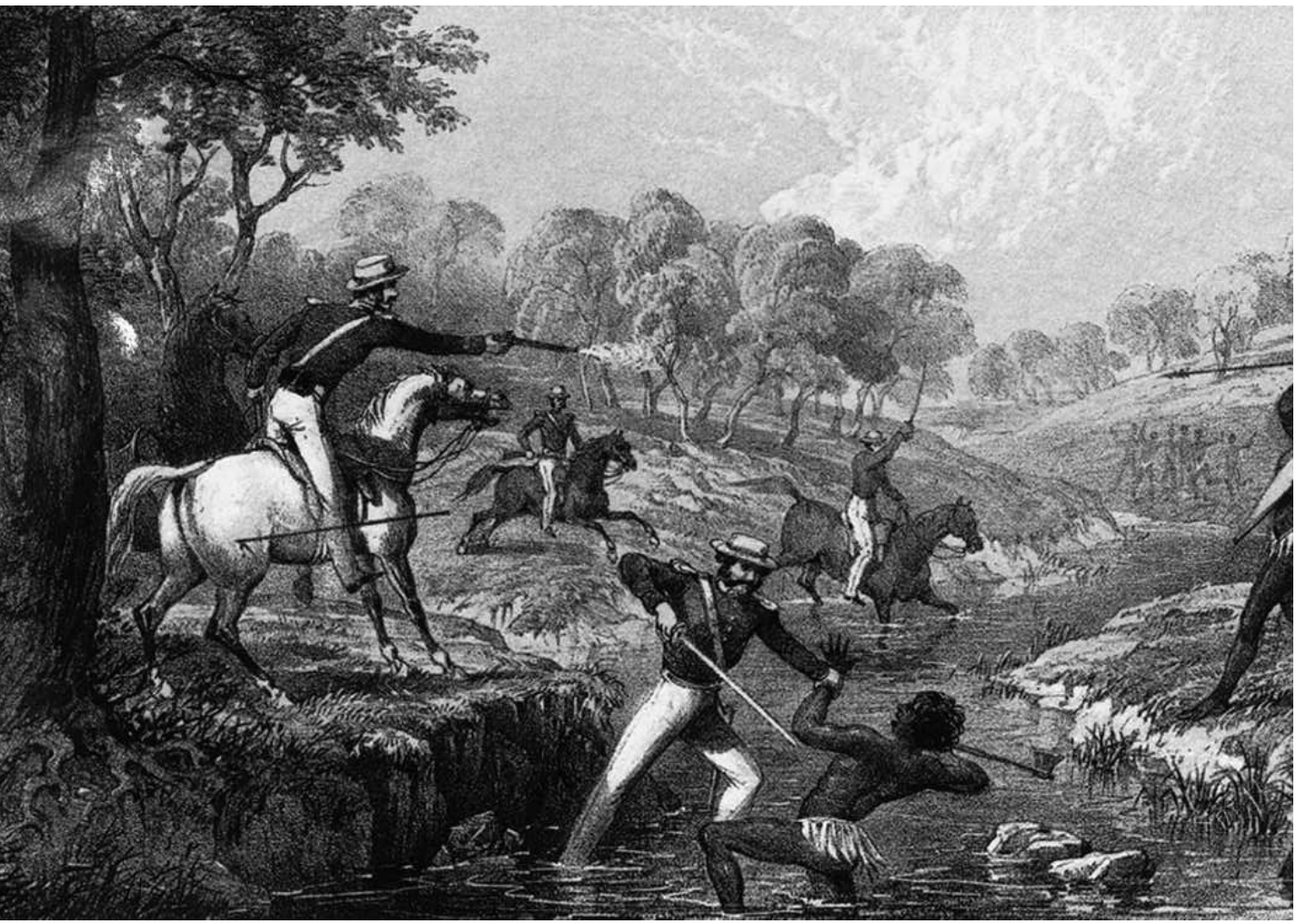
In 1861 after the gold rush had started in New South Wales, the *Robertson Act* effectively declared all Crown land open. This meant that land between 40 and 320 acres could be conditionally bought on the grounds that improvements to the land were to be undertaken and that the land would be occupied for at least three years. As land for the Europeans increased, the dispossession of traditional Aboriginal lands continued at a rapid pace.

Aboriginal and colonial deaths as a result of skirmishes and massacres occurred with ongoing frequency as the colony expanded. A University of Newcastle project, entitled Colonial Frontier Massacres in Australia, 1788–1930, surveyed the deliberate and unlawful killings that occurred in this period across Australia.

The leader of the project, Professor Lyndall Ryan, says that a massacre of Aboriginal and Torres Strait Islanders includes these features:

- it occurred as a form of reprisal or vengeance for the Aboriginal killing of a colonist, or the injury or theft of livestock
- it was a planned event
- it took place privately and secretly
- it was used to intimidate other Aboriginal and Torres Strait Islanders
- it could involve mass killings over several weeks or months
- perpetrators and witnesses did not reveal the events, making historical and court reports hard to prove.

An interactive map of their findings is available at https://cambridge.edu.au/redirect/9325



Source 4.29 1852 illustration of the massacre at Waterloo Creek, near Moree in NSW, on 26 January 1838. It is estimated that 40 members of the Gamilaraay people were killed during this attack by colonisers.

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Source 4.30 Historian Henry Reynolds suggests that these frontier massacres have been written out of textbook history and therefore our national narrative.

> During the first half of the 20th century the Aborigines … were written out of Australian history. This had the convenient effect of hiding much of the domestic bloodshed, allowing the celebration of what came to be viewed as a uniquely peaceful history of settlement … For generations weaned on this soothing syrup the new history of the frontier came as an unwelcome revelation and one often stoutly resisted.
>
> Reynolds, H., 2013, *Forgotten War*, NewSouth Publishing, p. 4

Source analysis 4.4

Source 4.31 Colonial Frontier Massacres in Australia, 1788–1930 shows the following recorded massacres in Australia by current state and territory borders

	Australia	Tasmania	Victoria	New South Wales	Queensland	South Australia	Northern Territory	Western Australia
Estimated total massacres	311	36	56	50	72	15	37	41
Est. Aboriginal and Torres Strait Islander victims of massacres	8271	487	1236	1929	2022	255	1447	895
Est. colonist victims of massacres	176	0	8	8	106	26	28	0
Est. average Aboriginal and Torres Strait Islander victims of massacres	27.94	13.16	22.47	39.37	31.59	18.21	40.19	21.83
Est. average colonist victims of massacres	13.54	0	8.00	8.00	13.25	26.00	14.00	0

1. According to this research, identify how many massacres took place in Australia during the period from 1788 to 1930.
2. Why do you think more Aboriginal and Torres Strait Islander deaths occurred in Queensland and New South Wales than elsewhere?
3. Summarise what you notice about the average number of deaths of colonists compared to the average number of deaths of Aboriginal and Torres Strait Islanders.
4. Explain what this recent research suggests about the relationship between European settlers and Aboriginal and Torres Strait Islander peoples.
5. How does this statistical information change your view of a national narrative of settlement?
6. Why might a source such as this be useful to a historian studying the history of contact in Australia following European colonisation?

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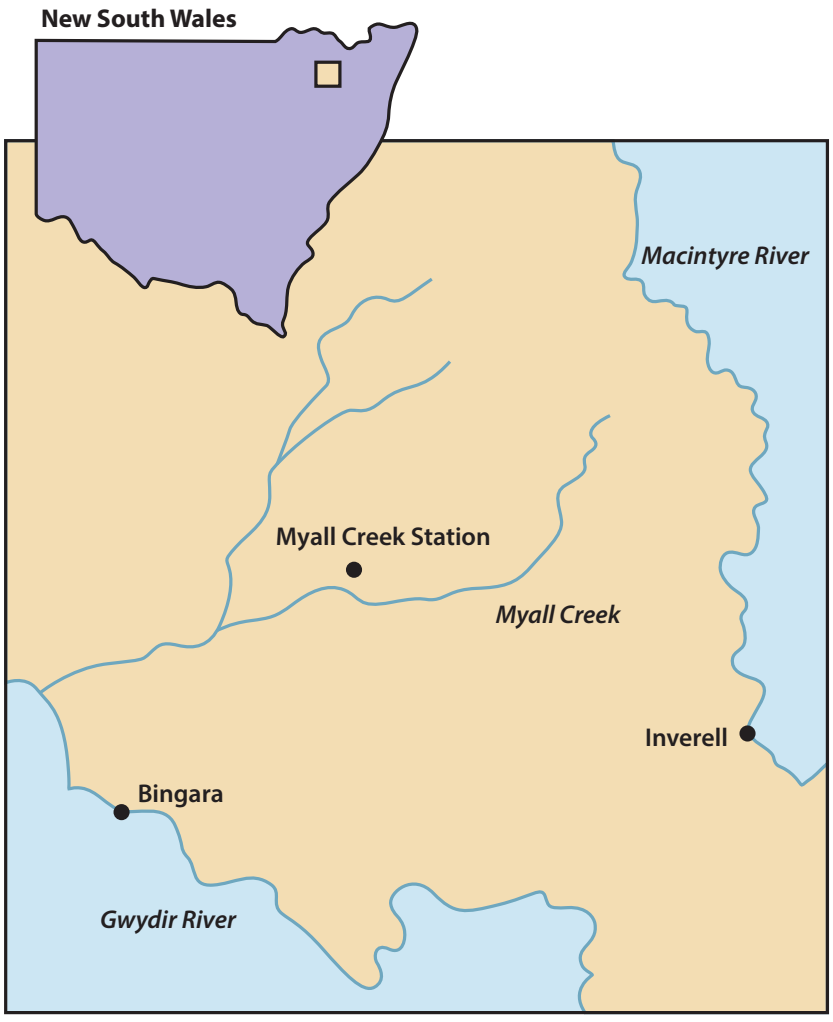
Myall Creek massacre

At least 28 Kamilaroi and Wirrayaraay people were murdered near Myall Creek on 10 June 1838. This massacre was the result of ongoing conflicts between settlers and the Aboriginal people of the Liverpool Plains region. The perpetrators were emancipated convicts and assigned convicts (convicts who were assigned to individuals as indentured labour) who had pursued and hunted Aboriginal people for sport. Upon arriving at Henry Dangar's station, they found elders, women and children of the Kamilaroi and Wirrayarray at the station. The 12 perpetrators tied them up and killed them. Two days later the perpetrators returned to the station and burned the remains and evidence. Unusually, the massacre was reported to the authorities and Governor Gipps ordered an investigation.

Source 4.32 Track nearing Myall Creek, New South Wales, 1921

Source analysis 4.5



Source 4.33 Map of the site of Myall Creek Station in north-west NSW

continued...

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Source 4.34 Extract from the National Heritage List history citation for the Myall Creek Massacre, 7 June 2008

The twelve men responsible for the massacre included freed convicts and assigned convicts, led by John Fleming the manager of the Mungie Bundie Station. The original party assembled at Bengari on a station owned by Archibald Bell before they set off and were joined by the remaining members somewhere along the Gwydir River (Elder 1988: 74–75). After spending the day unsuccessfully pursuing Aborigines the group came to the Myall Creek Station. They discovered approximately 30 Aborigines belonging to the Kamilaroi and Wirrayaraay peoples on the station, rounded them up and tied them together. When the station hand, George Anderson asked what they intended to do with the Aborigines he was told they were taking them over the back of the range to frighten them. A few minutes later the Kamilaroi and Wirrayaraay were led off and massacred. Two days later the men returned to burn the bodies (Elder 1988:78). The impact of the massacre on the Kamilaroi and Wirrayaraay peoples was devastating. As one of the descendants whose great-great-great-grandfather survived the massacre states 'We didn't want to talk about it because of how dreadful it was … I remember when we used to drive past that place. It … just had a feeling about it that I can't explain' (Australian Broadcasting Corporation 2001).

The Myall Creek massacre was marked by the unusual circumstance that one of the station hands who did not participate in the massacre, George Anderson, informed the station manager, William Hobbs, who reported the incident to the local magistrate. The reports by Anderson and Hobbs were not without danger, as the inquiry of magistrate Edward Day noted '[I] took George Anderson with [me], believing that [his] life would be in danger if he remained at Myall Creek' (Day as cited by Wannan 1962:203).

In response to the charging of the eleven suspects settlers formed groups such as the 'Black Association' to support the men charged with the murder. Papers such as the Sydney Herald protested against the trials (Barber 1993). Charging the perpetrators of the massacre also stimulated the activism of religious and humanitarian groups who called for the execution of the perpetrators (Rowley 1970:36–37). These views were promoted through papers such as the Sydney Monitor and the Australian.

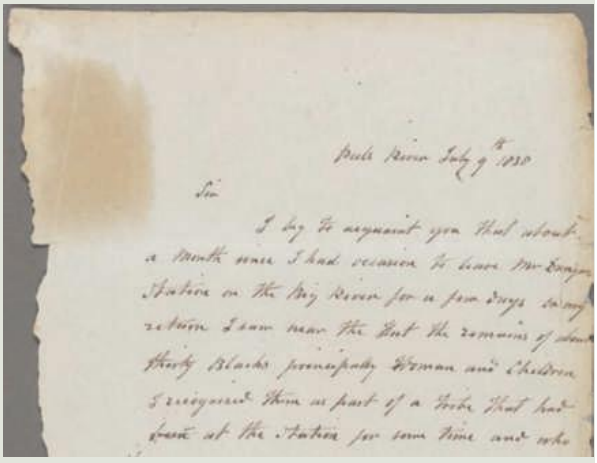
Australian Department of Agriculture, Water and the Environment, 2008, *Myall Creek Massacre and Memorial Site*

Source 4.35 Testimony of William Hobbs, an overseer on a nearby cattle station, to the Police Magistrate. Hobbs was the first person to formally report evidence of the incident, and became one of the main witnesses in the murder trials.

Peels River July 9th 1838

Sir

I beg to acquaint you that about a month since I had occasion to leave Mr Dangars Station on the Big River for a few days On my return I saw near the Hut the remains of about thirty Blacks principally women and children I recognised them as part of a Tribe that had been at the Station for some time and who had since they first came conducted themselves in a quiet and proper manner, on making enquiry I was informed that a party of White men had come to the Station who after securing them had taken



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Source analysis 4.5 continued

them a short distance from my Hut and destroyed nearly the whole of them I should have given information earlier but circumstances having prevented My sooner coming down the country

I am Sir Your obt Servant

W Hobbs

ED Day Esq

Police Magistrate

Invermein

William Hobbs, Letter to Police Magistrate Invermein, 9 July 1838

Source 4.33 Report in *The Australian* on 6 December 1838, from the judgement of Justice Burton

The prisoners had been found guilty on an information charging them with murder, … The Law of the Land was that whosoever was guilty of murder should suffer death, … The circumstances of this murder were marked with singular atrocity … It was not a case of the murder of a single individual – it was not a case of death ensuing from violence committed in a drunken quarrel, many of which had been been [sic] tried this Sessions, when it appeared that blood had flowed, and intermixed with the damning liquor. This was not a case where any provocation had been given, which might have been pleaded in excuse for the deed – this was not a case where the property or lives of individuals had been attacked, and force had been resorted to, to repel the attack – the murder was not confined to one man, but extended to many, including men, women, children, and babies hanging at their mothers breasts, in number not less than thirty human souls, slaughtered in cool blood. This massacre was committed upon a poor defenceless tribe of blacks, dragged away from their fires at which they were seated, resting secure in the protection of one of the prisoners; unsuspecting harm, they were surrounded by a body of horsemen, twelve or thirteen in number, from whom they fled to the hut, which proved the mesh of destruction. In that hut, the prisoners, unmoved by the tears, groans, and sighs, bound them with cords, fathers, mothers, and children, indiscriminately, and carried them away to a short distance, when the scene of slaughter commenced, and stopped not, until all were extirminated [sic], with the exception of one woman. … But for the sake of those who stood round, he wished to clearly explain what the law of the country was, and what the judges would do when called on to perform their duty … that duty forced him now to pass the sentence of the law on them.

His Honor passed the sentence of Death on the prisoners, who were removed from the bar.

'Sentence of the seven men for the murder of the Aborigines', *The Australian*, 6 December 1838

1. Describe the location of Myall Creek using Source 4.33.
2. Identify what type of source 4.34 is.
3. What perspective of the Myall Creek Massacre does Source 4.34 provide?
4. Explain what was unusual about the massacre.
5. Why do you think settlers formed the Black Association and were supported by mainstream press? Explain what this suggests about relationships between the settlers and the Indigenous peoples at this time.
6. Why do you think Hobbs' testimony to the Police Magistrate in Source 4.35 was important?
7. Explain the outcome of the trial and the reasons for the judgement using Source 4.36.
8. How useful and reliable are these sources in providing a historical account of the event?

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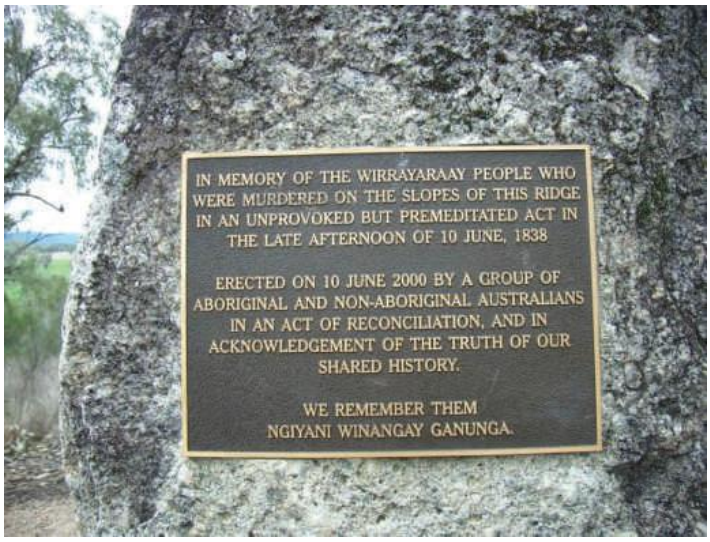
Memorials

There are several memorials to Aboriginal and Torres Strait Islander people who lost their lives defending their land. One example is the Aboriginal Memorial at the National Gallery of Australia. It consists of 200 hollow log coffins from Central Arnhem land, arranged so that the path through them matches the course of the Glyde River estuary. Each coffin roughly corresponds to the location of the artist's people.

Source 4.37 The Aboriginal Memorial at the National Gallery of Australia

There is also a memorial specifically for the Myall Creek massacre: a large granite rock with a bronze plaque, set on a rise that overlooks the site of the massacre. Access to the memorial is via a 600-m walkway, with smaller plaques that tell the story in both English and Gamilaraay. Every year, on the June long weekend, people gather to commemorate the victims.



Source 4.38 The bronze plaque at the Myall Creek massacre memorial site.

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Source 4.39 Extracts from Myall Creek Memorial Plaques in Gamilaraay language, paraphrased in English

1. Giirr ngurrambaa, walaaybaa nhalay Wirrayaraaygu Gamilaraaygu.

From time immemorial, the Wirrayaraay tribe of the Gamilaraay lived here, caring for the land and harvesting the animals, fish, root crops, grains and fruits in a seasonal cycle. The identity of the Wirrayaraay derived from their spiritual relationship with the land.

2. Yilambu Wandagu dhaay dhimba milambaraay gaanhi.

In the 1830s European squatters began to send their servants into the district to establish cattle and sheep stations, occupying the land and using its grass and water resources to feed their stock.

3. Yilaa Mari Wanda bumalalanhi; balunhi burrulaa Mari gulbirr Wanda.

Conflict soon arose as the Europeans forced the Wirrayaraay off their ancestral lands, drove them away from creeks and waterholes and seized Aboriginal women. The Wirrayaraay retaliated by spearing stock and attacking the stations and their personnel. Revenge killings began.

4. Burrulaa Mari gandjibalu, bawurragu bumaay.

Towards the end of 1837 parties of European stockmen and station hands, encouraged by a punitive expedition of Mounted Police sent from Sydney, embarked on a bloody rampage throughout the region, hunting down and killing any Aboriginal people they could find. Hundreds of Aboriginal people were slain.

5. Wirray bumalalanhi gulbirr Mari Wanda; ganunga maliyaa ginyi.

In May 1838 a band of Wirrayaraay people took refuge from this onslaught on Myall Creek Station below, at the invitation of one of the station hands. For the next few weeks they lived in peace around the station huts, and convivial relations were developed between them and the four-man staff.

6. Djun 1838-ya burrulaa Wirrayaraay yinarr, gaay, wayama balunhi; giir bilaarrdhalibaa nhama mari.

On 10 June 1838, a gang of stockmen led by a squatter rode into Myall Creek Station and brutally murdered about twenty-eight unarmed women, children and old men. The younger Wirrayaraay men were away cutting bark on a neighbouring station.

7. Nhama gagil Wanda gaabamandu bumaay. Yilaa Wandagu burrulaa Mari bumaldanhi.

Eleven of the twelve men who carried out the massacre were arrested, tried and acquitted. In a second trial seven of them were found guilty and executed. The squatter involved was never brought to trial. This was the first time that white men had been executed for murdering Aboriginal people. However this did not end the massacres. They continued throughout the continent, often unreported, until the 1920s.

8. Ngiyani winangay ganunga

In memory of the Wirrayaraay people who were murdered on the slopes of this ridge in an unprovoked but premeditated act in the late afternoon of 10 June, 1838.

Erected on 10 June 2000 by a group of Aboriginal and non-Aboriginal Australians in an act of reconciliation, and in acknowledgement of the truth of our shared history.

We remember them.

Myall Creek Memorial Plaques

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Activity 4.5

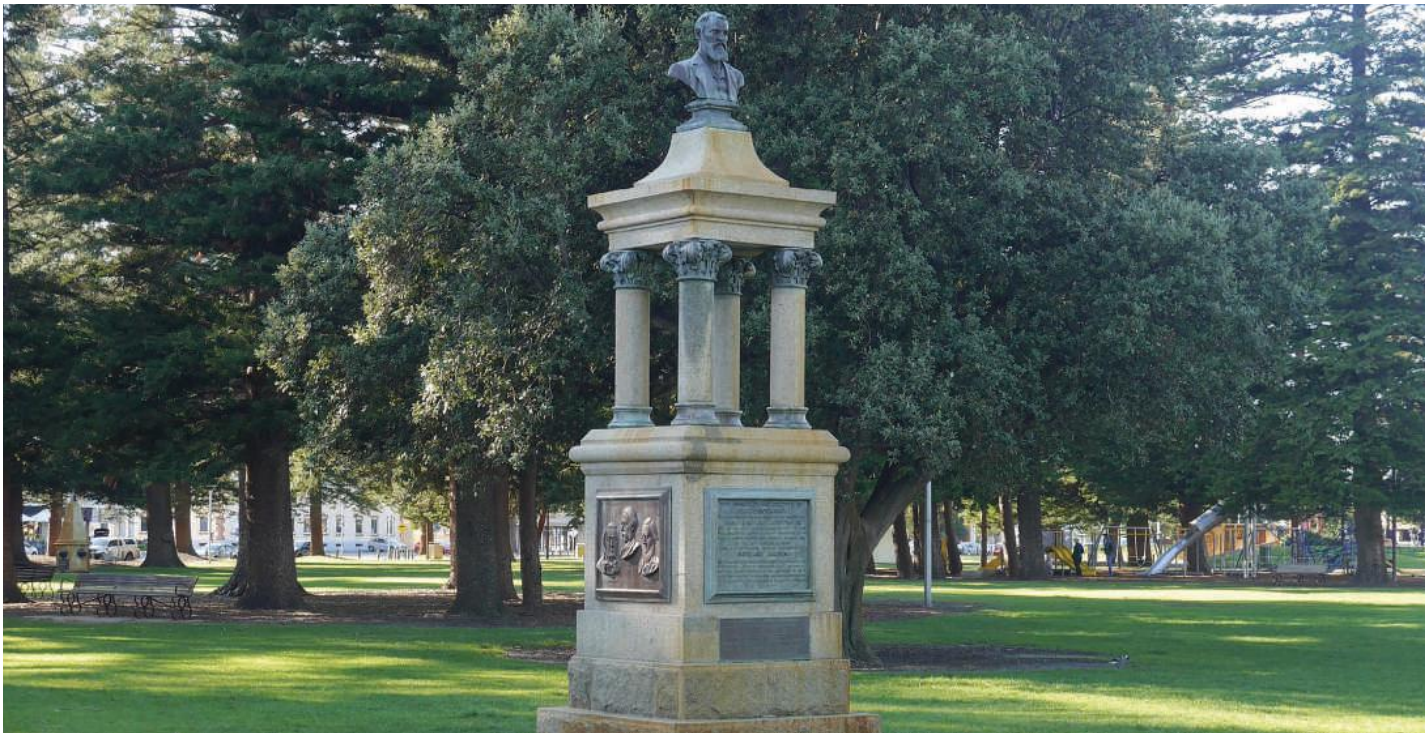
Consider the sources and perspectives of the Myall Creek Massacre provided above and write your own statement of commemoration and reconciliation.

Historical concepts: Perspectives, Significance **Historical skills**: Analysis and use of sources, Perspectives and interpretations, Explanation and communication

Review 4.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the requirements for purchase of Crown land under the *Robertson Act*.
2. Identify the two Aboriginal groups involved in the Myall Creek Massacre.
3. Explain why people gather at the Myall Creek Memorial on the June long weekend.
4. Henry Reynolds argues that frontier massacres have been written out of our national narrative. Explain the effect he says this has had.
5. Summarise the events of the Myall Creek Massacre.
6. Choose at least two of Professor Ryan's features of a massacre of Aboriginal or Torres Strait Islanders, and justify why they are significant.



Source 4.40 The Explorers' Monument in Freemantle, Western Australia. The monument was built in 1913 to commemorate three settlers who in 1864 were 'attacked at night by treacherous natives'. In 1994 an additional plaque was added, pointing out that the original inscription was the viewpoint of 'white settlers', with no mention of the right of Aboriginal people to defend their land. The new plaque was in memory of 'the Aboriginal people killed at La Grange [and] all other Aboriginal people who died during the invasion of their country'.

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4.4 Experiences of non-Europeans

Chinese migration

By the early 1850s news of the colony's gold rush brought waves of new migrants, including Chinese migrants.

Reasons for settlement

Chinese people had previously come to Australia as labourers or agricultural workers, because many had been indentured labourers of British colonialists since 1848. However, the gold rush provided many Chinese people with further economic opportunities and it is reported that at the height of the gold rush they made up one-fifth of the male population in Australia. Chinese men mostly came from Canton (Hong Kong) and Macau, where there was widespread over-population, threats from the Opium Wars between Britain and China, and waves of rebellions and civil strife with the end of the Qing dynasty. The Chinese migrants often arrived in Australia at Robe Point in South Australia and from there flocked to Ballarat, Bendigo, Castlemaine, Beechworth, Ararat (all in Victoria) and later Cooktown in Queensland. They were determined to join the opportunities of the goldfields and often landed some distance from the diggings, at times walking over 400 km to reach goldfields. The number of Chinese immigrants was so large that in the 1860s the colony of New South Wales passed the *Chinese Migration Act* which introduced a tariff (or tax) on Chinese people arriving. Anti-Chinese sentiment continued during the movement towards federation and contributed greatly to the White Australia Policy.

Source 4.41 Queensland goldfields in 1870

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Living conditions

Living conditions on the goldfields were difficult for all diggers. Hours were long, fresh food was in short supply, mining underground was subject to sliding and caving, and dysentery was common. The Chinese miners stood out on the diggings as they wore large hats, blue padded jackets and wide loose pants, and used bamboo to carry loads from the mines.

Generally the Chinese migrants worked as one group together to dig, mine and strike gold, and would often work on sites or claims long abandoned by European diggers. They were often targeted for their race and language, and were frequent victims of bullying and harassment from the European diggers. The most serious of these incidents was claim jumping, when Chinese mines were fraudulently stolen. The colony of Victoria also waged a war against Chinese miners by imposing a £10 fee (around $1200 in today's money) on their arrival, and adding additional fees for residency.

Tensions and frustrations between the European and Chinese diggers escalated in the 1860s when several anti-Chinese riots occurred in Lambing Flat near Young in New South Wales. These riots lasted for 10 months, and involved over 2000 Europeans attacking 250 Chinese miners. The European diggers burned their tents, whipped the Chinese and brutally attacked them. Not all Europeans on the goldfields participated in the rioting. James Roberts protected up to 1200 Chinese diggers on his property for six weeks, to try and shelter then from harm. The violence resulted in the Chinese miners petitioning the government for compensation, but ultimately restrictions on them continued.

In 1858 the colony of New South Wales attempted to pass legislation that would restrict Chinese immigration due to fears that the goldfields would be dominated by Chinese migrants. In 1861 the government passed the *Chinese Immigration Regulation and Restriction Act* which stayed in force until the end of the gold rush in NSW in 1867. In 1881 a subsequent *Influx of Chinese Restriction Act* was introduced. This included an entrance fee, or poll tax, of £10 for each Chinese migrant and a limit on each ship of one Chinese passenger per 100 tons of the ship's cargo. This Act was amended in 1887 to increase the poll tax to £100 and one Chinese migrant per 300 tonnes of the ship's cargo. In 1898 a dictation test was added to attempt to exclude all non-British migrants from NSW.

Source 4.42 Banner from 1860 and 1861 anti-Chinese rebellion on the Lambing Flat goldfields

Some Chinese people who had lived in the colony for more five years, had been naturalised and were of good character, could apply for exemptions from these restrictions if they wanted to travel back to Canton to see family and then return to the colonies in Australia.

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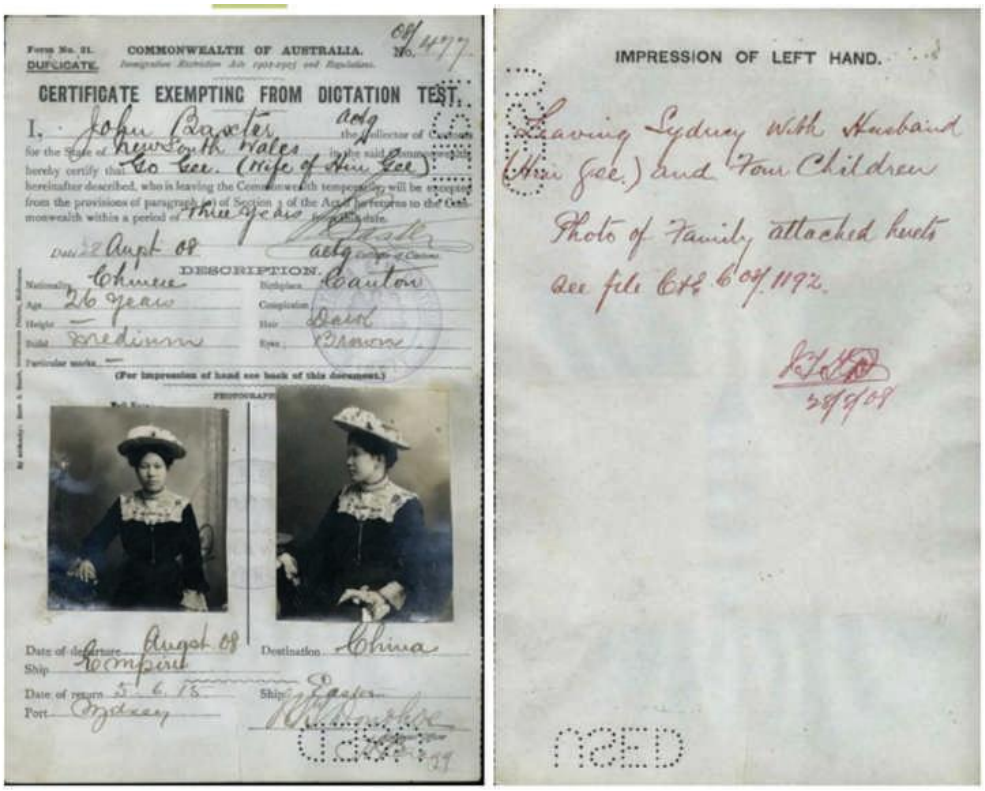
Source analysis 4.6



Source 4.43 Certificate of exemption from the Australian dictation test, 1908, Go Gee (wife of Hin Gee) No. 477

1 Identify Go Gee's nationality
2 Identify where Go Gee was born.
3 Identify who she was leaving Sydney with.
4 Identify where she was going.
5 Identify when she was expected to return.
6 How did she sign this document?
7 Describe the perspectives about the attitudes of the time that these documents reveal.

Contributions to society pre-1900

Despite the racial tensions, the Chinese community made important contributions to pre-Federation Australia. Prior to the gold rush they worked to establish market gardens, set up groceries and fruit shops. They established the banana trade in northern Queensland and began transporting bananas to southern towns. By 1901 Chinese migrants owned some of the largest fruiters' businesses in Australia, and soon after developed banana plantations in Fiji.

After the gold rush Chinese diggers returned to towns and cities and took up trades such as cabinet making, laundering and market gardening. They worked cooperatively to establish large tracts for market gardens, and shared tools and labour. The Chinese storeowners would buy the produce and provide credit to the Chinese gardeners. In the period between 1901 and 1921 the market garden produce from Chinese businesses netted over £300 000. Chinese laundry businesses had spread throughout most towns by 1895.

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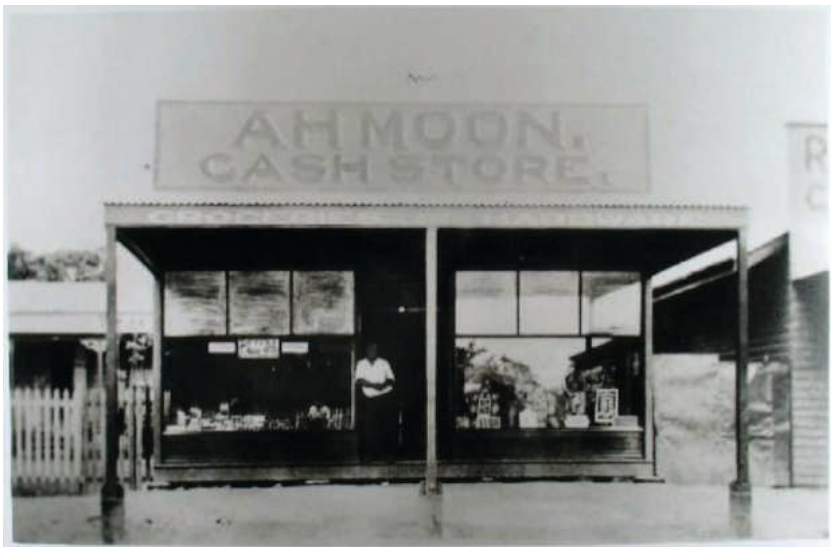

Source 4.44 The Ah Moon family business at 17 Echlin St, West End, Townsville, 1921–31. Charlie Ah Moon is standing in the doorway.

Cabinet makers were the most skilled of the Chinese workers and used their craft to produce travelling chests, wash basins, dressing tables and chests of drawers. The new wealth of the colonies meant that people desired new furniture and symbols of status. Chinese furniture was mostly sold in Lonsdale Street in Melbourne. By 1912 there were over 800 Chinese cabinet makers in the colonies.

Chinese people made major contributions to the network of heavy rail that started in the 1870s. Chinese railway workers laid the track for the Darwin–Pine Creek line in 1887 and also worked in the mines to source the materials for the railways. When the South Australian government restricted Chinese immigration in the 1880s, many mines and rail projects slowed down or were completely abandoned due to labour shortages.

Chinese culture and traditions were celebrated despite obvious anti-Chinese sentiment in parts of Australia. The Chinese community held festivals, played chess and taught their children kite-making skills. They brought Confucian values with them to Australia and took care of their own community financially and with social support, at a time when there were no other means of government support. They also brought traditional medicine and, despite a large conversion to Christianity from the 1900s, built temples.

Source 4.45 The Sze Yup Temple in Glebe, Sydney, was built by Chinese immigrants in 1898, and is still in use today.

Afghan migration

Another migrant group that made important contributions to Australia during this period were Afghan migrants in Western Australia. They arrived in 1860 and were the first Muslim migrants to Australia. Initially they came here as camel drivers. Camels were especially needed in the inner parts of Australia to drive economic development in the desert and remote areas. Camels had been brought to Australia following Burke and Wills' 1861 expedition, and Thomas Elder and S.J. Stuckey imported and bred camels here for further transportation. The Afghan camel drivers opened up inland Australia and contributed to projects such as the Overland Telegraph line from Adelaide to Darwin and the Transcontinental Railway from Port Augusta in South Australia to Kalgoorlie in Western Australia. Prior to 1901, approximately 4000 Afghan migrants lived in Australia.

Source 4.46 An Afghan guard of honour at Coolgardie, welcoming the Governor Sir Gerald Smith at the opening of the railway, 2 March 1896

Activity 4.6

Research the experiences and contributions of Afghan migrants in Australia in the period 1860–1900. Include key information about their reasons for migration, achievements and challenges. Create a multimedia presentation or short film about this research. Consider including a historical image or artefact in your multimedia presentation that is symbolic of this story.

Sources to help you include:

Museums Victoria

https://cambridge.edu.au/redirect/9213

State Library of Victoria

https://cambridge.edu.au/redirect/9214

The Trove National Library of Australia

https://cambridge.edu.au/redirect/9215

SBS Afghan cameleers in Australia

https://cambridge.edu.au/redirect/9216

Historical concepts: Cause and effect, Significance **Historical skills**: Research, Explanation and communication

Review 4.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook

1. Explain what the NSW *Chinese Migration Act* introduced, and why.
2. Explain what happened in the Lambing Flat goldfields in the early 1860s.
3. Identify three areas in which former Chinese diggers set up businesses after their return from the goldfields.
4. Identify the job held by many Afghan migrants to Western Australia.
5. Explain the contribution made by Afghan immigrants to the development of Australia.
6. Write a paragraph discussing the racism suffered by Chinese gold diggers, and give reasons for why this might have occurred.

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4.5 Living and working conditions

Industrialisation

The Australian colonies started using steam and other new technologies to spark a major manufacturing revolution during the 1800s. The first steam engine in Australia was introduced in 1815 and local manufacture of steam engines commenced in the 1830s.

Technologies to spin the wool from the newly established merino sheep industry followed, along with the building of windmills to power flour mills. The colonial governments introduced incentives or bonuses to ensure Australians could produce important resources such as pig iron, wool, paper and glass locally. The introduction of the railways in 1870s drove government demand for trams and train carriages, and metal and wood for railways. Some of the other technologies that emerged were the brickworks machines (to mass-produce bricks for roads, housing and commercial construction), printing presses and steam-powered sawmills.

These manufacturing industries created an urbanised workforce in Australia from the colonial period onwards. In 1890 natural gas was discovered in Roma, Queensland, and this promoted new investment in lighting and power. Settlements such as Newcastle and many areas of Sydney such as Balmain, Darling Harbour, Surrey Hills, Pyrmont, and Granville were examples of how industry created a working class dependent upon manufacturing and transportation. Slum areas near railways and docks emerged. By the 1890s over 66% of New South Wales' population lived in towns or cities. The introduction of electric street lighting in Melbourne in 1894, Adelaide in 1900, Sydney in 1904 and the commencement of tram systems, the telegraph and later the radio made urbanised life more convenient and attractive.

Source 4.47 The employees of Clyde Engineering Co. Ltd, a business based in Granville, Sydney

Living conditions

Hours in city factories and manufacturing were long. The standard work day was reduced in 1844 from 14 hours to 12 hours per day, six days a week. Women and children made up 25% of the urbanised workforce. In 1880 the *Public Instruction Act* introduced free, secular and compulsory education in New South Wales, but in spite of this it was common for children as young as eight to be working. Industries such as clothing and footwear manufacture were notorious for cheap child labour and exploitative conditions. In 1891, 46.2% of Australia's population was aged 19 years or younger.

By 1901 the population in Australia had reached 3.8 million (plus Aboriginal and Torres Strait Islander peoples who were not included in the count). Most work for young people was in textile manufacturing, drapery and retail, or printing. A small number went into teaching. Importantly, though very few children worked in mining or heavy labour (as this was provided by migrant labour initially), there was limited government regulation of hours, factory working conditions and workers' rights.

Housing in the urbanised centres was small and many families and workers lived crowded together. The bathroom was out the back of the house until sewerage connections were introduced from the 1860s.

Source 4.49 Backyards, Exeter Place, Surry Hills, 1900

There was no such thing as a refrigerator, only an icebox to keep goods cool for a few days. The first ice in Australia was imported from Boston in the United States in 1839. An international trade in ice was an important part of the 1840s. Local manufacturing of ice began in Sydney in 1864 when the Sydney Ice Company in Darlinghurst began operations. Grocery shopping was done regularly throughout the week, and deliveries from milkmen, the rabbit-oh (selling rabbits) and the ice man were frequent.

Source 4.48 Children on the streets of Magrath's Lane, Sydney in 1875

Source 4.50 Ice delivery, Sydney, c. 1900

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Activity 4.7

Child's perspective

1 Write a short account of how the kinds of meals someone living in an Australian city in 1900 might have had differ from those you eat today.

2 In your parents' day, most city dwellers did their shopping by going to the supermarket or other shops. Today we are seeing home delivery of groceries (or complete meals) as an increasingly popular option. How does this compare to the delivery services in 1900s Australia?

Historical concepts: Continuity and change **Historical skills**: Empathetic understanding

Democratic rights

Democratic ideas and civil and labour rights emerged from the time of the gold rush. In 1854 disgruntled miners who were angry about the perpetual police raids and miner's licence fees built a stockade at the Eureka diggings in Ballarat, Victoria. In response to the protest 300 mounted troopers and police attacked the stockade. Twenty-two diggers, including one female, and six troopers died during the conflict. The police detained 113 miners, and 13 were ordered to stand trial in Melbourne.

The Commission of Enquiry that investigated the rebellion amended the expensive miner's licence fee and replaced it with a £1 miner's right per annum. The police at the Ballarat diggings were subject to review and half lost their positions. Twelve new members were added to the parliament in Victoria, and eight of these were elected by diggers who held a miner's right. One stockade leader, Peter Lalor, became a representative in the Victorian Legislative Council.

Source 4.52 The Southern Cross flag

This democratic protest was symbolically connected to the Southern Cross flag, chosen by the miners to represent their allegiance to a new form of egalitarianism. The Southern Cross flag became the symbol for workers' and civil rights. Other organisations and groups began to advocate for better working and living conditions, based on the common needs of the people rather than the privileges of the Crown.

Source 4.51 *Swearing Allegiance to the Southern Cross*, Charles A Doudiet, 1854

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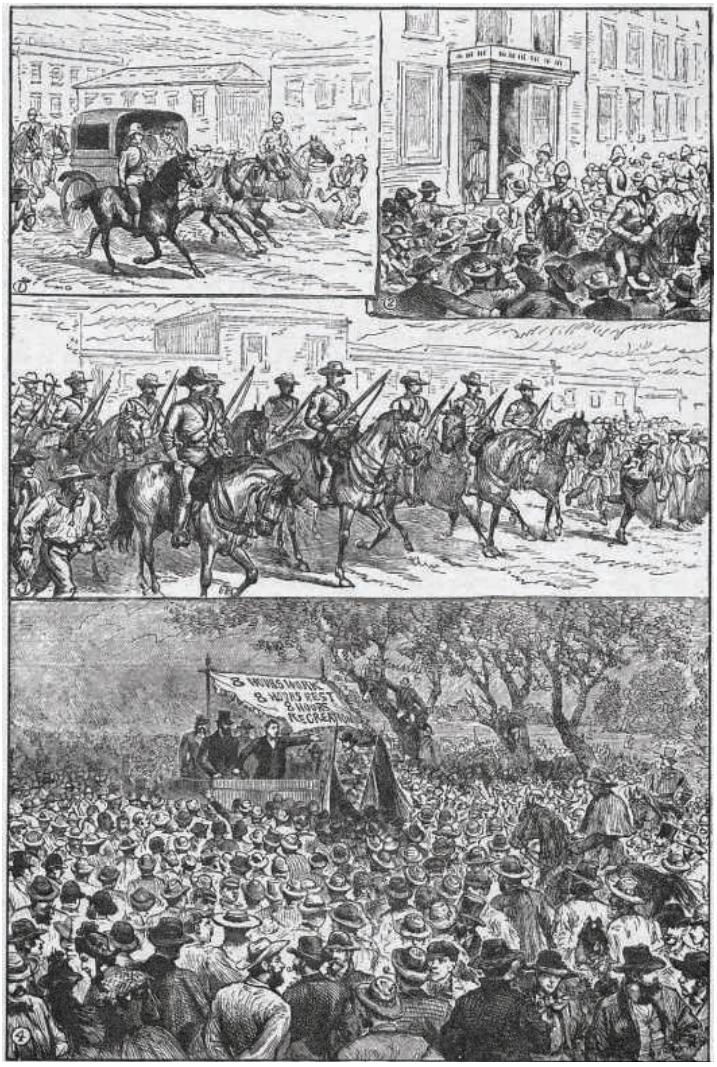
Trade unions

The right to protest and demand changes to laws and workers' rights continued into the 1890s. Following the gold rush, economic stimulus declined and unemployment and poverty levels rose. A severe drought lasting over 10 years made rural and agricultural work difficult and pushed the cost of living higher. The trade unions that had been established to represent different crafts and workers' rights called on employers to improve living and working conditions. In 1890 a national maritime strike on the docks began when employers refused to pay better wages. This was followed by a six-month shearers' strike in Queensland, New South Wales and Victoria. This strike action ultimately failed due to the economic conditions. But politically Australia became more unionised, committed to regaining the loss of the 'white man's working paradise' and agitating for legislative change. Concerns arose about cheap migrant labour that allegedly took work away from white labouring classes. The Kanakas from the Pacific Islands, who worked in the sugar cane industry in Queensland, were targeted as a group to expel. The Australian Labor Party emerged during this time and utopian ideas of socialism and provision for all flourished.



Source 4.53 Depictions of the Labour and Shipping Strike at Melbourne in 1890. These illustrations show non-union men escorted by troopers to the Melbourne gas works; picketing to prevent me in reaching the gas company's office for employment; mounted infantry arriving to preserve order at Spencer Street Station; and a mass meeting of strikers in Flinders Park, Melbourne.

Review 4.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the change brought about by the 1880 *Public Instruction Act*.
2. Define a standard work week in 1844.
3. Explain how households kept food cold in the 1840s.
4. Account for why the Southern Cross became a symbol for workers' and civil rights in Australia.
5. Explain why the maritime and shearers' strikes of the 1890s were unsuccessful.
6. 'The Eureka Stockade was the start of the trade union movement in Australia.' Discuss this statement, giving one reason to support and one to oppose it.

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4.6 Self-government and democracy

Government and electoral reform

Significant advances in democracy occurred from the 1820s onwards in New South Wales. In 1823 the colonial council was established to advise the governor of the colony to make fair and socially just laws. By 1843 this council became partially elected and was the prototype for independent government for the colonies. In most cases the consent of the colonial council was needed for a law to be enacted by the 1850s. In 1850 the *Australian Colonies Government Act* was passed in Britain, enabling all the colonies to have similar forms of government to the colony of New South Wales.

In 1855 a system of responsible government was created in New South Wales with a Legislative Assembly and Legislative Council. The Legislative Assembly consisted of elected representatives based on male voters who were 21 years or older. The Legislative Council members were governor appointees for a period of five years. The initial Legislative Council and Assembly had equal powers and could amend and reject bills. The early Legislative Council had many conservative members who opposed legislation. In 1861 this Legislative Council was dissolved and a new Council appointed with membership for life.

Between 1880 and the early 1900s a series of electoral reforms occurred in New South Wales allowing for the payment of parliamentarians. The existing system of voting, which gave more votes to those who were educated or owned land, was abolished. The democratic principle of 'one man and one vote' was endorsed. Voting in New South Wales, and later the Commonwealth, would not become compulsory until the late 1920s, but most white men had a democratic vote by 1893.

Women, in contrast, were denied the right to vote for the Legislative Assembly and the right to be elected. Aboriginal and Torres Strait Islander men and women were also denied the practical exercise of voting, even though in principle they had the right.

Source 4.54 A depiction of the opening of the partially elected NSW Parliament in 1843

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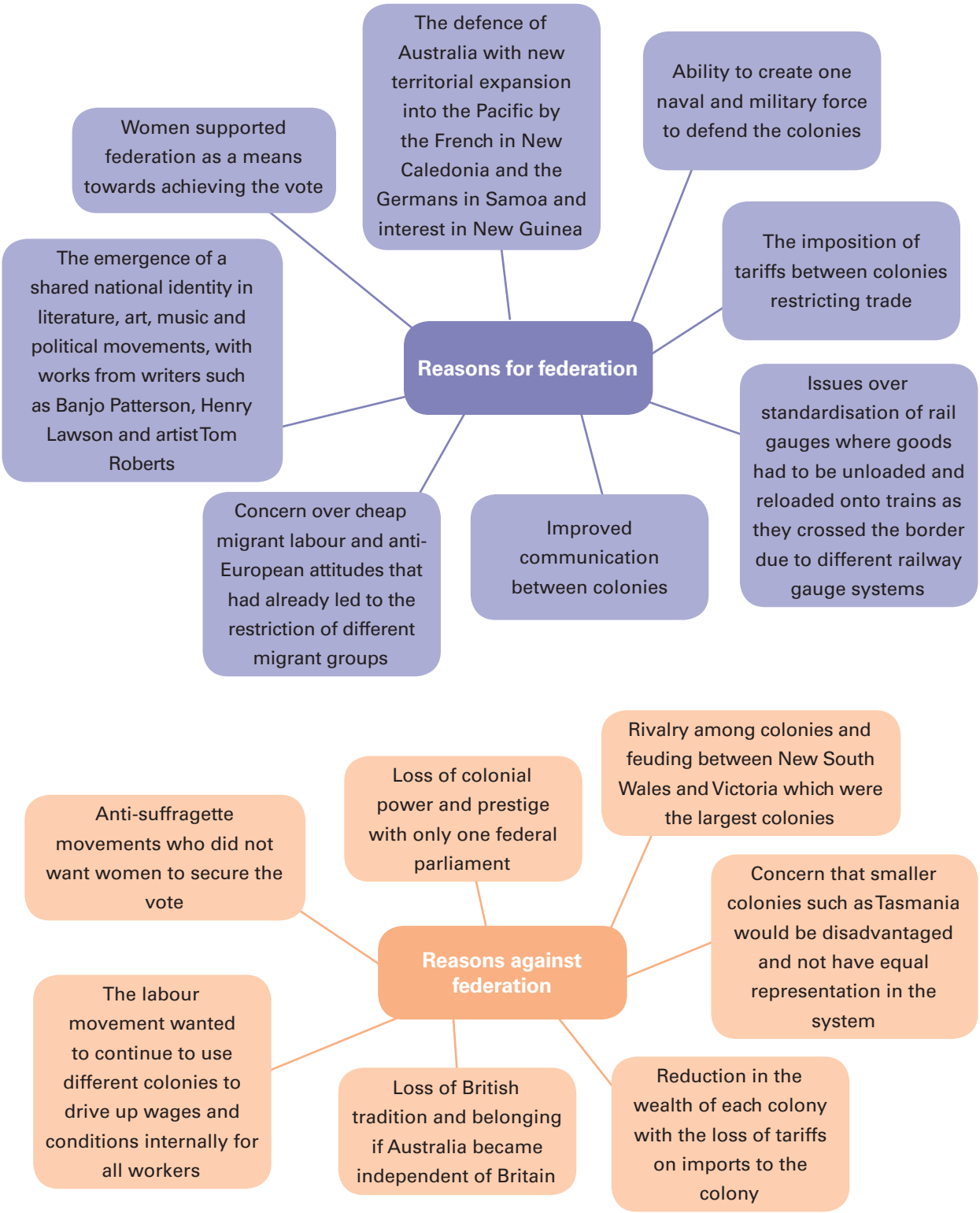
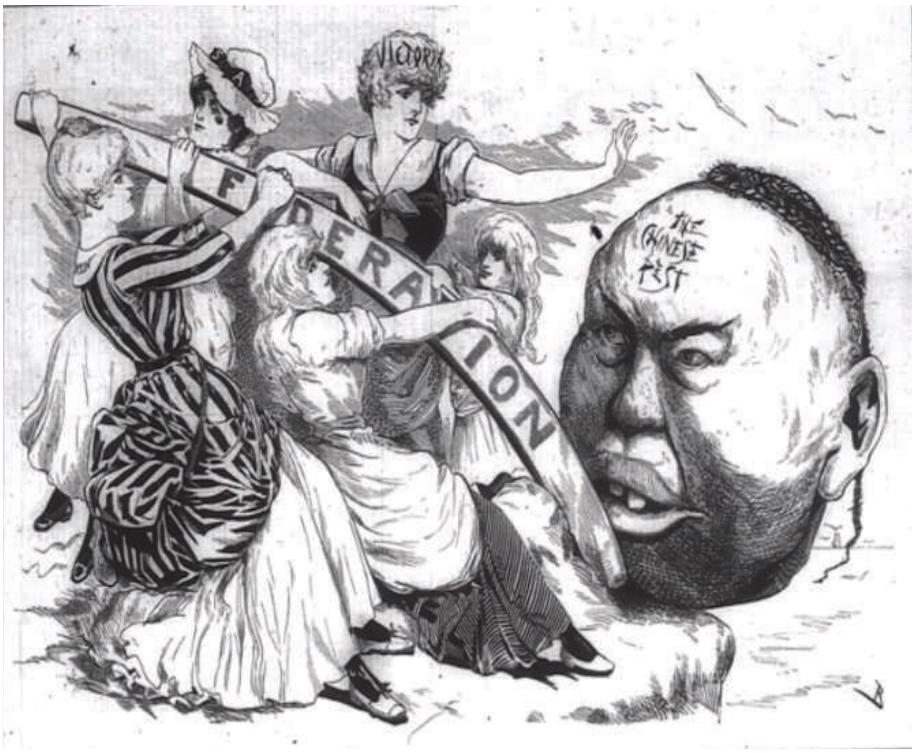
Reasons for federation

As electoral reforms progressed, a range of political parties emerged to represent different stakeholder interests. These included the Free Trade and Protectionist parties. Issues about trade, labour, tariffs, defence and immigration were central to different parties' platforms. Calls for a united Australia were challenged by the different parties. Each colony had its own agenda and interests to protect.

Source 4.55 Reasons for and against the federation of Australian colonies



Source analysis 4.7



Victoria. – 'Girls, there's but one way to rid ourselves of this unsightly thing, and that's by all taking hold together. A strong unanimous heave with this lever and the job is done.'

Chorus. – 'Yes and if John should be the means of bringing us together, we'd have something to thank the Chinese question for after all.'

Source 4.56 A cartoon that appeared in *Melbourne Punch* on 10 May 1888. The cartoon's accompanying text is written underneath the image. Victoria is depicted as Queen Victoria, wanting to get rid of the 'Chinese Pest'. 'John' is from 'John Chinaman', a racist term in use at the time. Such a cartoon would be considered highly racist today.

1 Identify who each of the girls represents.
2 How are China and the Chinese people depicted?
3 Explain the purpose of this cartoon.
4 Describe the perspective of the Federation movement shown in this cartoon.

Draft constitution

In 1889 Henry Parkes, the Premier of New South Wales, called for a united and federated Australia, in an address he delivered at Tenterfield, in northern New South Wales. Afterwards the colonial premiers agreed to hold a constitutional convention in March 1891. This convention involved delegates from all colonies, including New Zealand. The convention drafted the first proposed constitution. This was based on a range of institutions, including the US federal model, the Canadian government with the monarch as head of state, the British Westminster system of accountability and the Swiss model of referendum.

Source 4.57 Sir Henry Parkes

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Source analysis 4.8

Source 4.58 Extract from Sir Henry's Parkes' Tenterfield Oration, 24 October 1889

> The great question which we have to consider is, whether the time has not now arisen for the creation on this Australian continent of an Australian government and an Australian parliament … Surely what the Americans have done by war, Australians can bring about in peace.
>
> Sir Henry Parkes, 24 October 1889

1 Identify some of Henry Parkes' reasons for federation.
2 Describe the effect on the audience that you think such an address might have had.

Despite this early draft of the constitution, opposition to federation and a lack of political momentum meant the movement stalled. A series of conventions in Hobart in 1895, Bathurst in 1896, and Sydney and Adelaide in 1897, revisited these plans. Popular referenda were held on the issue of federation in New South Wales, but Premier George Reid refused to agree unless more than a majority in the referendum agreed. In 1899 the premiers decided that referenda were to be held in Queensland, Victoria, New South Wales, Tasmania and South Australia. No referendum was held in Western Australia at that time.

Source analysis 4.9

Source 4.59 Results of the 1899 referenda from the Australian Electoral Commission

	Yes	No
New South Wales	107 420	82 741
Queensland	38 488	30 996
South Australia	65 990	17 053
Tasmania	13 437	791
Victoria	152 653	9805

Source: Australian Electoral Commission

1 Identify which colony had the most 'yes' votes as a proportion of the population.
2 Why do you think Tasmania had such a small number of 'no' votes?
3 Identify the colony in which the number of 'yes' and 'no' votes are the closest.
4 Identify the colony that had the greatest total number of votes.

In 1900 the proposal was debated in Britain, and Queen Victoria signed the Australian Constitution in June 1900. Western Australia was given the right to 'choose to join'. Finally, in late June Western Australia held a referendum on federation and was successful despite calls for **secession**.

secede the formal withdrawal from membership of a federal union, an alliance or a political or religious organisation

On 1 January 1901, the first day of the first month in the new century, the Commonwealth of Australia was inaugurated. This was celebrated with a public procession of Commonwealth and Imperial troops, marching through temporary arches set up on the streets.

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Source 4.60 A group of Light Horsemen pass through one of the temporary arches at the Commonwealth procession, 1 January 1901.

Constitutional exclusion of Aboriginal peoples

When the Commonwealth Constitution was inaugurated in 1901, it excluded Aboriginal and Torres Strait Islander peoples in two key sections, and ensured that no provision would be made for laws related to them. These two sections are:

- **Section 51** of the Constitution outlined the law-making powers of the Commonwealth of Australia. Section 51 (xxvi) gave the Commonwealth power to make laws with respect to 'people of any race, other than the aboriginal race in any state, for whom it was deemed necessary to make special laws.'
- **Section 127** of the Constitution provided that 'in reckoning the numbers of people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted'.

These exclusions meant that individual state governments had to make laws and provide for the welfare of Aboriginal and Torres Strait Islander peoples. Different state and territory governments in the twentieth century created laws that were unequal and unjust for Aboriginal and and Torres Strait Islander peoples, that restricted the mobility, citizenship, right to employment, right to marry, to drink alcohol and own property, and care for their children and families.

The exclusions were overturned in the 1967 referendum, and today the recognition of Aboriginal and Torres Strait Islander peoples within a preamble to the constitution is still being debated along with considerations of a treaty. The racial inequality that was created by these exclusions still exists today, with structural disadvantage and lack of educational and economic opportunities for Aboriginal and Torres Strait Islander peoples.

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Votes for women

State rights for women to vote had been given in South Australia in 1894, and Western Australia in 1899. During the lead up to federation, prominent female suffragettes such as Louisa Lawson, Catherine Spence and Vida Goldstein, had rallied to get women to support federation in return for female **franchise**. Using political rallies, letters to parliament, speeches and political brochures these women advocated for their right to vote, and for representation in the new parliament.

franchise the right to vote

After considerable debate and several attempts to get the bill passed, on 12 June 1902 royal assent was given to female franchise and the right to be elected to parliament for all white women over the age of 21 years. This was revolutionary for the time. Australia was only the second country in the world to give women the right to vote. New Zealand had done so in 1893, but in the United States and Britain women had to wait until the 1920s.

However, it still took until 1943 for the first female to be elected to federal parliament, when Enid Lyons became the member for Darwin (Tasmania) in the House of Representatives.

Source 4.61 Cartoon by Monte Scott, published in *The Worker*, 17 November 1900. *The Worker* was a federated unions' newspaper in Queensland. Suffragettes who fought for woman's right to vote were often caricatured as nags and spinsters in an effort to dismiss them, and here the woman looms over the man, demanding her right to vote.

Review 4.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify two groups who were denied the right to vote for the Legislative Assembly in NSW after the electoral reforms that took place between 1880 and the early 1900s.
2. Identify the institutions upon which Henry Parkes' draft constitution was based.
3. Account for why Australian democracy in the 1910s might be considered more advanced than in Britain and the United States.
4. Identify the areas from which Sections 51 and 127 of the Australian Constitution excluded Aboriginal and Torres Strait Islander peoples.
5. Explain the effect of these exclusions on legislation involving Aboriginal and Torres Strait Islander peoples.
6. 'The Australian people were largely apathetic about the prospect of becoming an independent nation.' Discuss this statement in a paragraph, drawing on information included in this section.

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4.7 Legislation and social policy, 1901–14

The White Australia Policy

Even before federation, there had been concerns about cheap migrant labour from Asia and the Pacific. As a result, the newly-established Commonwealth passed several significant pieces of legislation that formed the basis of what became known as the White Australia Policy:

- *Immigration Restriction Act 1901*
- *Pacific Islanders' Labourers Act 1901*
- *Post and Telegraph Act 1901*

As a result of the *Immigration Restriction Act*, from 1901 to 1958 (when the Act was replaced), migrants coming to Australia could be asked to undertake a dictation test in any language. This meant that, for example, an Immigration Officer could ask a Chinese migrant to undertake a test in French or Spanish.

The *Pacific Islanders' Labourers Act* effectively meant that many labourers from the Pacific were deported, despite having lived and worked here for many years especially in the sugar cane industry in Queensland. There were 10000 workers at the time of the Act's introduction, and only 700 workers remained following this. The *Post and Telegraph Act* required that only white people could work on ships carrying Australian mail.

The White Australia Policy was designed to protect the 'working man's paradise' and ensure employment and fairness but only if you were white. It shaped the racial and social attitudes for most of the twentieth century. The policy was only officially abolished in 1975 with the *Anti-Discrimination Act* under the Whitlam government.

Source analysis 4.10

Source 4.62 'The Mongolian Octopus', a cartoon published in *The Bulletin*, 21 August 1886

1 How does this cartoon represent the relationship between Australia and Asia at the time?
2 Explain the ideas this cartoon promotes about immigration.
3 Using this source and other evidence, explain why the *Immigration Restriction Act* was implemented in 1901.

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Harvester Judgement

In Australia in the early twentieth century, living standards were generally good compared to the rest of the world. Nevertheless, as in most places, they were variable and subject to employment. The concept of a basic living wage was an ideal sought in many countries attempting to secure the labour force and provide an adequate standard of living to drive production and future prosperity. Trade unions established in the nineteenth century demanded better wages and opportunities for their workers, and, as seen in the 1890s, used militant strike action to achieve this.

arbitration commission a court that specialises in industrial disputes

Arbitration commissions, which could regulate basic wages and negotiate with unions and employers to avoid crippling strike action, were an important lever for a newly federated nation. In 1904 the Commonwealth Court of Conciliation and Arbitration was established.

An important early case heard by the court was *Ex parte H.V. McKay* (1907), also known as the Harvester Judgement. In this case, Hugh McKay wanted the court to declare that the wages he paid to employees of his Sunshine Harvester factory were 'fair and reasonable', as he would have to pay an excise tax if they were not.

When deciding the case, Justice H.B. Higgins compared McKay's wages with those of other employers, including public bodies, but importantly he also considered the cost of living.

Source analysis 4.11

Source 4.63 In this extract from his judgement of the case, Justice Higgins explains why and how he considered the cost of living.

I cannot think of any other standard appropriate than the normal needs of the average employee, regarded as a human being living in a civilised community. … I have tried to ascertain the cost of living – the amount which has to be paid for food, shelter, clothing, for an average labourer with normal wants, and under normal conditions. Some very interesting evidence has been given, by working men's wives and others; and the evidence has been absolutely undisputed. … the necessary average weekly expenditure for a labourer's home of about five persons would seem to be about £1 12s. 5d. The lists of expenditure submitted to me vary not only in amounts, but in the bases of computation. But I have confined the figures to rent, groceries, bread, meat, milk, fuel, vegetables, and fruit; and the average of the list of nine housekeeping women is £1 12s. 5d.

Henry Bournes Higgins, *Ex parte H.V. McKay (1907)*, pp. 3, 5–6

1 Why did Higgins use the cost of living as the basis for his decision?
2 How did he determine average expenditure?
3 Identify the household size he calculated the expenditure for. Why do you think he chose this number?

As there were 20 shillings in a pound, the weekly expenditure calculated by Higgins was 32 shillings and 5 pence. McKay was paying his workers only 6 shillings per day. For a six-day week, this would allow 36 shillings, leaving only a small amount for other expenses, such as clothing, education, fares and entertainment. Higgins decided that the basic living wage for a male should be set at 7 shillings per day, or 10 shillings for a more skilled worker. As with voting for women, this was quite revolutionary by world standards.

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Pensions

Section 51 of the Constitution gave the Commonwealth the power to provide financial support for invalid and old age pensions, maternity allowances, widows' pensions and child endowments, unemployment and medical benefits.

In 1908 the Commonwealth Parliament, with Alfred Deakin as Prime Minister, introduced the Invalid and Old Age Pension. This was part of Australia's commitment to social and economic welfare for its constituents. The old age pension was for people who had income of less than £52 per year and whose home and assets could not be greater than £310 in total. It was given to men at age 65 and women at 60.

These provisions were innovative and socially advanced for the time, and were used to provide support for Australia as it experienced two world wars and the Great Depression. However, they excluded Aboriginal and Torres Strait Islander peoples and those considered to be of 'unsuitable character' such as spouse deserters.

Activity 4.8

How did new ideas and technological developments contribute to change? Form groups of three. Each member of the group is to research the social, technological and economic changes that a child might see in one of the following periods:

- 1810–22 (Macquarie period)
- 1852–70s (Gold rush)
- 1901–14 (Federation).

Areas to consider include:

- technology: transport, housing, lighting, shopping, games, toys, clothing, machines
- economic: work, school opportunities, living conditions
- legislation: effect of legislation (particularly in the post-Federation period).

As a group, create a poster, PowerPoint or podcast outlining the changes from 1810 to 1914. Remember to include sources.

Historical concepts: Continuity and change **Historical skills**: Research, Explanation and communication

Review 4.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the three 1901 pieces of legislation that formed the basis of the White Australia Policy, and explain the purpose of each.
2. In the Harvester judgement, explain how Justice Higgins determine what an Australian wage should be.
3. Identify who was eligible to receive the Invalid and Old Age Pension when it was first introduced.
4. Explain why you think Aboriginal and Torres Strait Islander peoples and those of unsuitable character were excluded from receiving the pension.
5. 'The racism demonstrated in Australia in the nineteenth century set the stage for the twentieth-century White Australia Policy.' Write a paragraph discussing this statement.

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End of chapter activities

Extended response questions

1 Discuss Australia's treatment of Indigenous peoples. What can we learn from the past for tomorrow?
2 Explain the key turning points for Australia becoming a nation.
3 Identify and justify five of Australia's most important pieces of legislation from 1810–2020.
4 Using sources from the internet and your school or local library, evaluate the three most influential thinkers in Australia's history.

Group work activity

In groups create a source book on living and working conditions in Australia around 1900. Annotate these sources to show where they come from, what they show and how reliable they are. Using data from the Australian Bureau of Statistics, compare and contrast the quality, liveability and longevity of Australians in the 2000s with those from 1900s. Show how life in Australia has changed and consider some reasons for these changes. You should use data and graphs in your response. Use this report to understand life at the start of 2001 compared to the start of the modern nation in 1901:

A snapshot of Australia
https://cambridge.edu.au/redirect/9317

Research activity

Research and write a report on one of the massacres of Aboriginal or Torres Strait Islander peoples by colonists. For example:

- 1804 Risdon Cove
- 1857 Hornet Bank
- 1928 Coniston
- one of your choice, after discussion with your teacher.

In your report, consider the features identified by Professor Lyndall Ryan (listed in section 4.3 of this chapter).

Creative task

You have been asked to speak in support of women gaining the right to vote. Prepare a speech to be given at the new Commonwealth Parliament in 1901. When preparing your speech, use a range of primary sources to consider the historical motivation, different views and perspectives, the context of the time, and the style of language that would appeal to the audiences of the era.

Scaffold to write the speech

- What is the purpose of the speech?
- Who will be the audience for this speech?
- What style of language should be used?
- How will I structure the speech?
- What are the main arguments for the speech?
- How will I conclude the speech?

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Visible thinking routine

I used to think … Now I think …

Reflect on your thinking about Australia's development as a nation, and how and why this thinking may have changed now that the unit is complete. Using the prompts below, write a couple of sentences explaining what you used to think about the topic and what you think now. Share your thoughts with the class.

- I used to think…
- But now I think…

Cross-curricular task

Science

Research the effect of Aboriginal mosaic farming and cool burn fire patterns on the landscape. Write a scientific report that shows the benefits of these fire hazard-reduction strategies.

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CHAPTER 5

ASIA AND THE WORLD: VIETNAM 1750–1918

This digital chapter can be accessed via Cambridge GO

SEE, THINK, WONDER

Source 5.1 The French and Spanish Expeditionary Corps assaults the citadel of Saigon, 17 February 1859

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think …)
- What does it make you **wonder** about Vietnam? (I wonder if …)

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Depth Study 3

Australians at War

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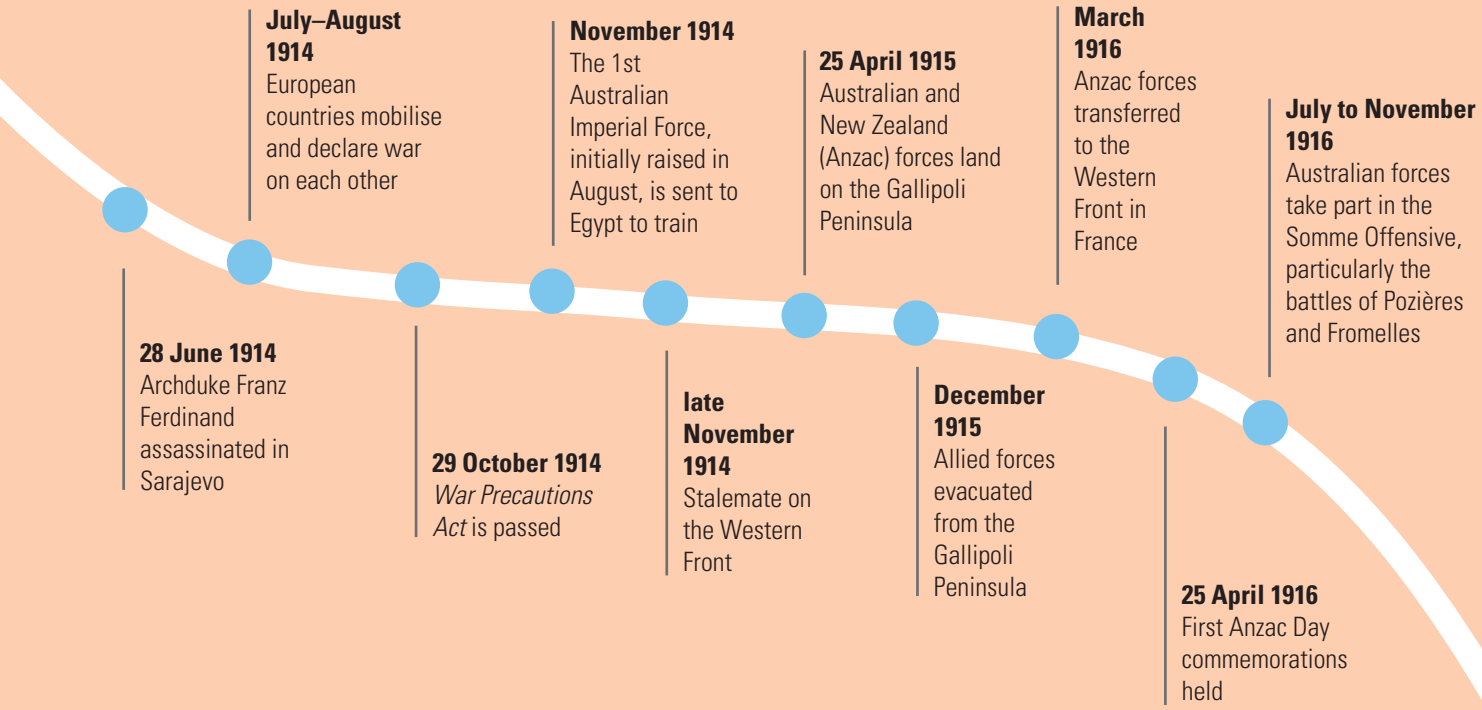
CHAPTER 6

AUSTRALIANS AT WAR: WORLD WAR I 1914–1918



Australian involvement in World War I had a transformative effect on our young nation. Loyal to the British Empire, over 400 000 Australian men enlisted in the Australian Imperial Force (AIF) and fought in campaigns in Turkey, the Middle East and Europe. The horrific experiences they endured gave birth to the Anzac legend, while the high casualty rate suffered by Australian forces and the devastating impact of the conscription debate at home transformed Australian society forever.

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

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THINK, PUZZLE, EXPLORE

Source 6.1 British and Commonwealth War Cemetery, La Boiselle, France

Working as a class or in small groups, study the above image and brainstorm ideas for the following three areas.

- What do you **think** you know about this topic?
- What questions or **puzzles** do you have?
- Apart from investigating this chapter, how could you **explore** this topic?

28 October 1916
First conscription referendum held in Australia

31 October 1917
The Light Horse charge at Beersheba, Palestine

20 December 1917
Second conscription referendum held in Australia

March 1918
The German Spring Offensive pushes Allied forces westwards

April 1918
Australian forces re-take Villers-Bretonneux from German forces

May 1918
Major General John Monash appointed Commander of the Australian Corps and promoted to Lieutenant General

September–October 1918
Anzac forces contribute to the breaking of the Hindenburg Line

11 November 1918
An armistice ends the war at 11a.m.

28 June 1919
The Treaty of Versailles is signed, formally ending World War I

1919
Australian troops begin to return home

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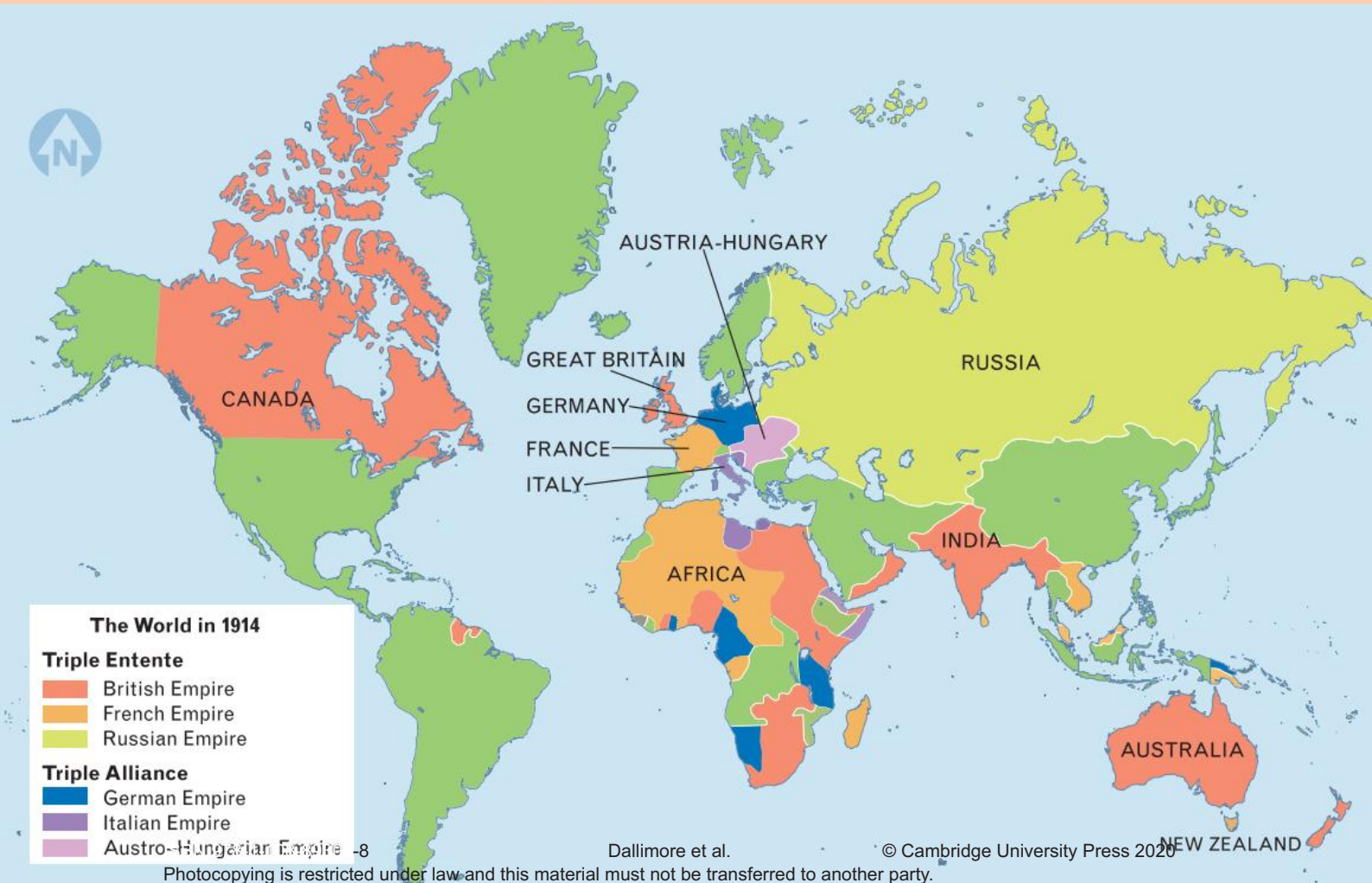
Key questions

- Why did World War I break out in 1914?
- Why did Australia become involved in World War I?
- What were the experiences of Australians in this war?
- What campaigns were Australian soldiers involved in?
- What was the impact of the war on the Australian home front?

Source 6.2 A map showing the two alliance systems and their empires, 1914



6.1 Causes of World War I

Long-term causes

There were several contributing factors that led to the outbreak of war in August 1914. The **assassination** of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, was the **catalyst** which sparked open hostilities. However, there were other long-term causes that contributed to the build-up of tensions and rivalries between Europe's great powers – Britain, France, Germany, Austria-Hungary and Russia. These long-term causes can be summarised using the acronym MAIN:

Militarism
Alliances
Imperialism
Nationalism.

Militarism

In the late eighteenth century, war was considered an acceptable means of achieving national glory and international prestige. Each of the great powers spent years building up the strength of its army and navy, if it had one, for a number of reasons. A nation's military strength was an integral component in protecting economic interests abroad; a strong defence force was needed to defend the homeland and any colonies from invasion; and a strong military presence was used as a deterrent to other nations who might look to engage them in future conflicts. Throughout the nineteenth century, countries formed **alliances** with one another, for mutual protection.

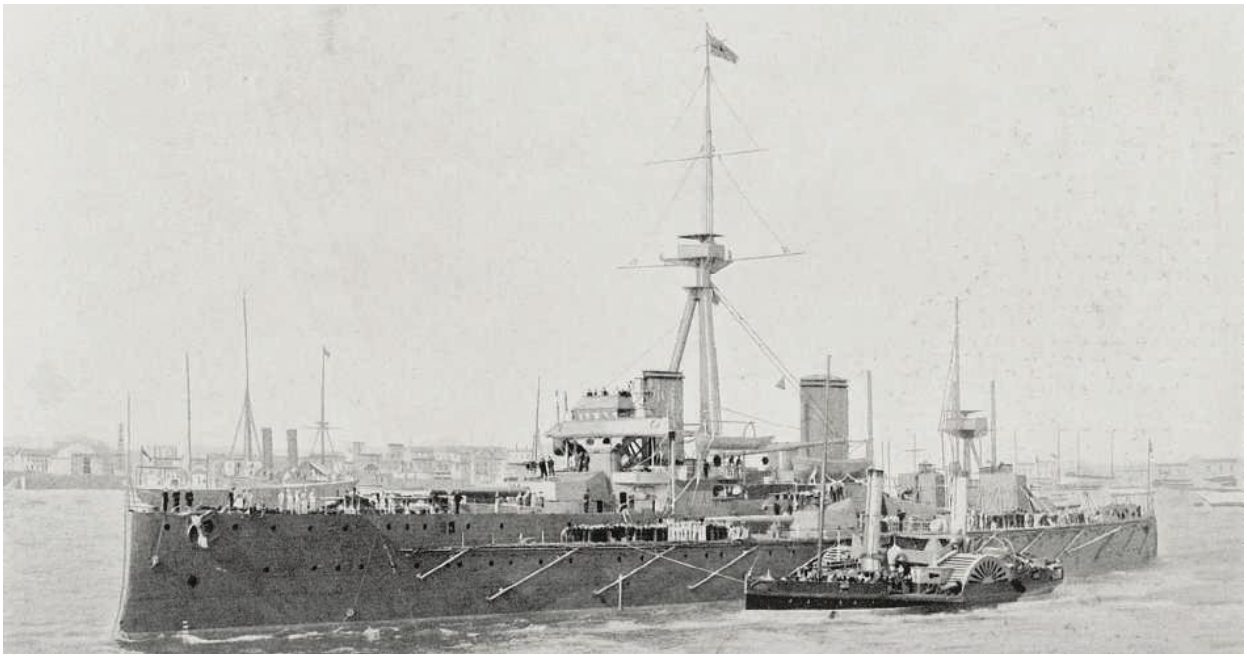
assassination the murder of a prominent individual, often for political purposes

catalyst a person or thing bringing about a change or an event

alliance a formal relationship between nations or groups for a shared purpose

In 1898 Germany began building a naval fleet to protect and extend its international trade. Britain, with the most powerful navy in the world, was alarmed by the potential impact of this development. An **arms race** developed between the two nations as each tried to outdo the other with new designs and the size of their forces. This only served to inflame tensions and rivalries between the great powers.

arms race the increasingly competitive procurement of offensive armaments or spending on the military



Source 6.3 HMS *Dreadnought*, launched in 1906. This was the first battleship in the world with only big guns, all 10 of which were 12-inch guns. Each gun could fire a half-ton shell over 4ft tall as far as 10 miles. She was more reliable and faster than previous ships. Many described the ship as the 'most powerful thing in the world'.

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Alliances

As the great powers grew fearful of each other's military strength, each nation sought to form defensive alliances that would hopefully even out the **balance of power** between the two emerging groups and also act as a deterrent for future conflict. By 1907 there were two clear alliance systems – the Triple Entente, which consisted of Britain, France and Russia; and the Triple Alliance, which was formed by Germany, Austria-Hungary and Italy. This meant that if one nation went to war, their allies would also be committed to the conflict. The sense of security provided by membership in an alliance emboldened some nations to act more assertively than perhaps they otherwise would. These developments also increased fear and tension between the two groups.

balance of power the belief that no one nation should dominate others in international diplomacy, economics or military strength

Source 6.4 Countries and empires that made up the Triple Entente and the Triple Alliance in 1916. The year each participant entered the war is also listed.

Imperialism

The sense of rivalry and suspicion between the great powers was intensified by jealousy over each other's empires, and fears about Germany's **imperialistic** ambitions. Both Britain and France had already established empires throughout the world by the time Germany unified in 1871, and Germany hoped to establish its own 'place in the sun'. This led to competition to control territory and establish colonies, particularly in Africa, for the purpose of exploiting native peoples and acquiring raw materials to transport back to Europe for manufacturing, which had increased as a result of the **Industrial Revolution**.

imperialism the domination of one or more nations by another that seeks to use the wealth and people of the dominated nation for its own interests

Industrial Revolution the transformation of agricultural-based societies into industrialised and urbanised ones beginning in Britain in the mid-eighteenth century

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Nationalism

The growing sense of mistrust and rivalry was further inflamed by **nationalism**, which meant asserting the diplomatic, economic, territorial or military interests of one nation over the common interests of all nations. In essence it meant working towards the achievement of national goals irrespective of how it might affect other countries. For example, Germany wanted to build an empire of its own even though this would upset Britain and France.

nationalism putting the interests of one nation above all others

The build-up of tensions and rivalries between the great powers just needed a catalyst to spark open hostilities. This catalyst arrived in June 1914.

Activity 6.1

1 Create a graphic organiser to summarise the MAIN causes of World War I.

2 Using your prior knowledge of the Industrial Revolution discussed in the Overview, write a persuasive argument that explains how the Industrial Revolution encouraged the rise of European nationalism and imperialism. In your response, you should explain how the emergence of these two ideas played a key role in causing World War I.

Historical concepts: Cause and effect **Historical skills**: Explanation and communication

Source 6.5 The four allegorical statues on the corners of the Albert Memorial, London, representing Africa, America, Asia and Europe

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Short-term causes

The assassination of Archduke Franz Ferdinand

annexed the incorporation of another territory into the domain of a country or empire

Black Hand a secret Serbian organisation that employed terrorist methods to promote the liberation of Serbs outside of Serbia during the early twentieth century

On 28 June 1914 Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, and his wife Sophie were attending an official event in Sarajevo, the capital of Bosnia Herzegovina. Bosnia Herzegovina had been **annexed** by Austria-Hungary in 1908, causing resentment among many Bosnian Serbs who wished to join with Serbia. Members of the Serbian terrorist group the **Black Hand** were lying in wait along the route Ferdinand's motorcade had planned to take. When his driver made a wrong turn, Ferdinand and his wife were shot by Gavrilo Princip, who was immediately arrested. The assassination of their heir to the throne was the ultimate excuse for Austria-Hungary to punish Serbia, which had been working to undermine Austrian control over its empire.

Source analysis 6.1

The Black Hand

Source 6.6 Archduke Franz Ferdinand and his wife Sophie, one hour before they were shot by Gavrilo Princip

Source 6.7 The bloodied coat worn by Archduke Franz Ferdinand

1 Examine Source 6.6. Why might the choice of transport have left the royal couple vulnerable to potential assassins?

2 In your opinion, is it appropriate to display the coat shown in Source 6.7 in a public museum? Discuss, giving reasons for your answer.

blank cheque a promise of unconditional support for whatever action Austria-Hungary chose to take against Serbia

Schlieffen Plan the name given to Germany's pre-war plan to invade France quickly before moving eastwards to fight Russia. It aimed to avoid a war on 'two fronts'

neutral a nation which refuses to take either side during a dispute or war

The July Crisis

Before it could act against Serbia, Austria-Hungary sought support from Germany, which responded with the offer of a **blank cheque**. Feeling confident, Austria-Hungary issued Serbia with an ultimatum and threatened war if Serbia did not meet a long list of demands. When Serbia failed to agree to all of the demands, Austria-Hungary declared war on 28 July 1914. Russia mobilised its forces in support of Serbia, and Germany reacted by threatening war with Russia if it did not back down. When this did not occur, Germany declared war on Russia on 1 August and its ally France on 3 August. The German High Command implemented the **Schlieffen Plan**, which involved invading France by passing through **neutral** Belgium. Britain felt obliged to support its allies France

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and Russia and, bound by the **1839 Treaty of London** to support Belgian neutrality, declared war on Germany on 4 August. The assassination ignited tensions between Europe's great powers and their alliance systems came into play. The Great War, at the time deemed the 'war to end all wars', had begun. The populations of each nation involved truly believed that their cause was just, that they were fighting in self-defence, and that 'God was on their side'. Swept up by the atmosphere of **patriotism** and misguided optimism, people flocked to the major cities in their thousands to rejoice in the celebratory mood, believing that the 'other side' was to blame for causing the war and that the first real modern, technological war would be 'over by Christmas'.

1839 Treaty of London treaty acknowledging international recognition of Belgium's neutrality as an independent nation

patriotism an intense love and support for one's nation and its interests

Source 6.8 Photograph of a crowd in Munich, Germany, 2 August 1914. Circled is future Nazi leader Adolf Hitler.

Review 6.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. List the five great powers of Europe.
2. Define the term 'militarism' and explain how it created tension between the great powers.
3. Identify the long-term causes of World War I.
4. Explain the motivations of the Black Hand terrorist group.
5. Explain why the public's reaction to the outbreak of war was positive.
6. Which of the long- and short-term causes was the most important contributor to the outbreak of war in August 1914? Discuss, giving reasons for your answer.
7. To what extent was the system of alliances responsible for the conflict becoming a world war?

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6.2 Australian involvement in World War I

Australia was automatically at war when Britain declared war on Germany and its allies, because it was a loyal member of the British Empire. News of Britain's declaration of war broke during the middle of an election campaign, and both the Australian Prime Minister Joseph Cook and the Opposition Leader Andrew Fisher declared their public support for Australia's involvement.

Source analysis 6.2

Source 6.9 Opposition Leader Andrew Fisher's response to the declaration of war

> Australians will stand beside [the mother country] to help and defend her to our last man and our last shilling.
>
> Andrew Fisher, *The Argus*, 1 August 1914

Source 6.10 Prime Minister Joseph Cook's response to the declaration of war

> When the Empire is at war, so is Australia at war. All our resources are in the Empire and for the preservation and security of the Empire.
>
> Joseph Cook, *The Argus*, 3 August 1914

1 Explain what you think Opposition Leader Andrew Fisher meant by 'defend her to our last man and our last shilling'.
2 What statement did Prime Minister Joseph Cook make in response to Germany's declaration of war on France?
3 Compare Cook's response to Fisher's statement. How were they similar?
4 Why might these sources be useful to a historian studying the reasons for Australia's involvement in World War I?

Reasons why men enlisted to fight in the war

The popular reaction to the declaration of war was enthusiasm. At the time most Australians thought of themselves as citizens of the British Empire, rather than distinctly Australian. This love for empire was reinforced by the education system and the Anglican Church (also known as the Church of England). Australian boys were brought up on the heroic deeds of British soldiers in the great wars of the past, and compulsory military training for all boys aged 12 and over helped to instil obedience and discipline. **Propaganda** encouraged young men to enlist by emphasising Australia's links to the '**mother country**', promoting the concept of war as heroic and glorious, and portraying Britain as good and Germany as evil.

propaganda information, especially of a biased or misleading nature, used to promote a political cause or point of view

mother country the country from which the people of a former colony originate

From 10 August onwards, thousands of young Australian men enlisted in the Australian Imperial Force (AIF), and by the end of 1914 over 52 000 men had voluntarily enlisted. The first troops left for overseas on 1 November. By the end of the war 416 809 men had enlisted in the AIF, and of those, 334 000 served overseas. Out of a population of approximately 4.9 million, this was roughly 38.7% of all eligible men aged between 18 and 44 years.

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Source 6.11 Photograph of new recruits and wounded Australian soldiers, Sydney, 25 April 1916

Source analysis 6.3

Source 6.12 Enlistments by year

Year	Number enlisted
1914	52 561
1915	165 912
1916	124 352
1917	45 101
1918	28 883
Total	416 809

A.G Butler, *Special problems and services: the official history of the Australian Army Medical Services in the war of 1914–1918*, vol. III (AWM, 1943, p. 889)

1. Identify the year with the highest number of enlistments.
2. Use the information in this source to construct a bar graph showing Australian enlistment figures for the war. Describe the overall trend of enlistments during the course of the war.
3. Provide possible reasons for the decline in enlistments after 1915.

With plenty of potential troops to choose from in the first few months of the war, the Australian Army applied strict physical, health and fitness standards to ensure that only the fittest and strongest men served the empire. The army turned many men away as a result. Over the course of the war, the numbers of men enlisting gradually declined as news reached home of casualties at the front. The army reduced entry standards as a result of this trend, but it was never able to regain the rush of recruits witnessed in 1914 and 1915. In the early stages of the war ignorance of the reality of modern warfare played a crucial role in the eagerness of many men to rush and enlist.

Some common reasons for enlisting in the AIF included:

- A sense of patriotic duty to defend Australia and to support king and empire
- The spirit of adventure and excitement or to escape the monotony of everyday life
- An opportunity to travel and see the world
- A belief that the war would be over before Christmas – many men did not want to miss out on their chance to fight and prove themselves
- A hatred of the enemy or **Hun**, as they were known. Anti-German hostility was high because propaganda emphasised alleged atrocities committed by German troops.
- Social pressure from members of the community. Able-bodied men did not want to be shamed as cowardly for not helping the troops overseas. Women would often express their disapproval of '**shirkers**' by giving them a white feather, which was a symbol of cowardice. Men also felt obliged to sign up if their friends did.
- Financial incentives, because severe drought and high unemployment lead many men to seek the regular pay (six shillings a day), clothes and food provided by the army.

Hun a derogatory term given to German soldiers

shirkers people who wish to avoid what many consider to be their duty

Occupations of recruits

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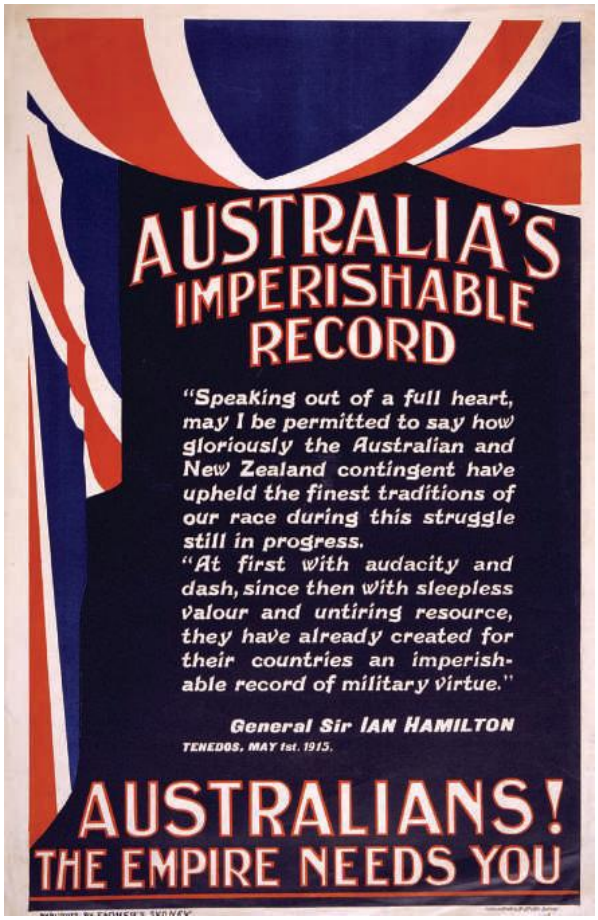
Source analysis 6.4



Source 6.13 Australian recruitment poster, 1915

Source 6.14 'Were YOU there then?' poster, 1916. A woman stands in front of a tattered Australian flag asking the question. This was produced following the Battle of Fromelles on the Western Front, France, 19–20 July 1916.

1 Identify the main message of the recruitment poster in Source 6.13.
2 Identify which military campaign you think this poster relates to. Explain your answer.
3 How does the message of the poster in Source 6.14 compare or contrast with the message in source 6.13?

conscientious objector an individual who, for reasons of conscience, objects to participating in military service

pacifist a person who believes that war and violence are morally unjustifiable

While evidence suggests that the majority of Australians supported the war effort, there were still some small pockets of opposition from socialists, trade unionists and other groups. They argued that the burden of war would fall mostly on the working class, who would bear the brunt of the fighting. Opposition also came from **conscientious objectors** and **pacifists**, who objected to all war and violence.

Where Australians fought in the war

Australian forces were involved in the war against the Triple Alliance in a number of different locations during the war.

- **September 1914**: the Australian navy was immediately placed under British control and took part in the capture of German New Guinea. Australian forces also assisted in the capture of Nauru, Samoa and the Solomon Islands.
- **November 1914**: the first AIF troops left Albany, Western Australia, bound for Egypt. HMAS *Sydney* sunk the German cruiser *Emden*, off the Cocos Islands.

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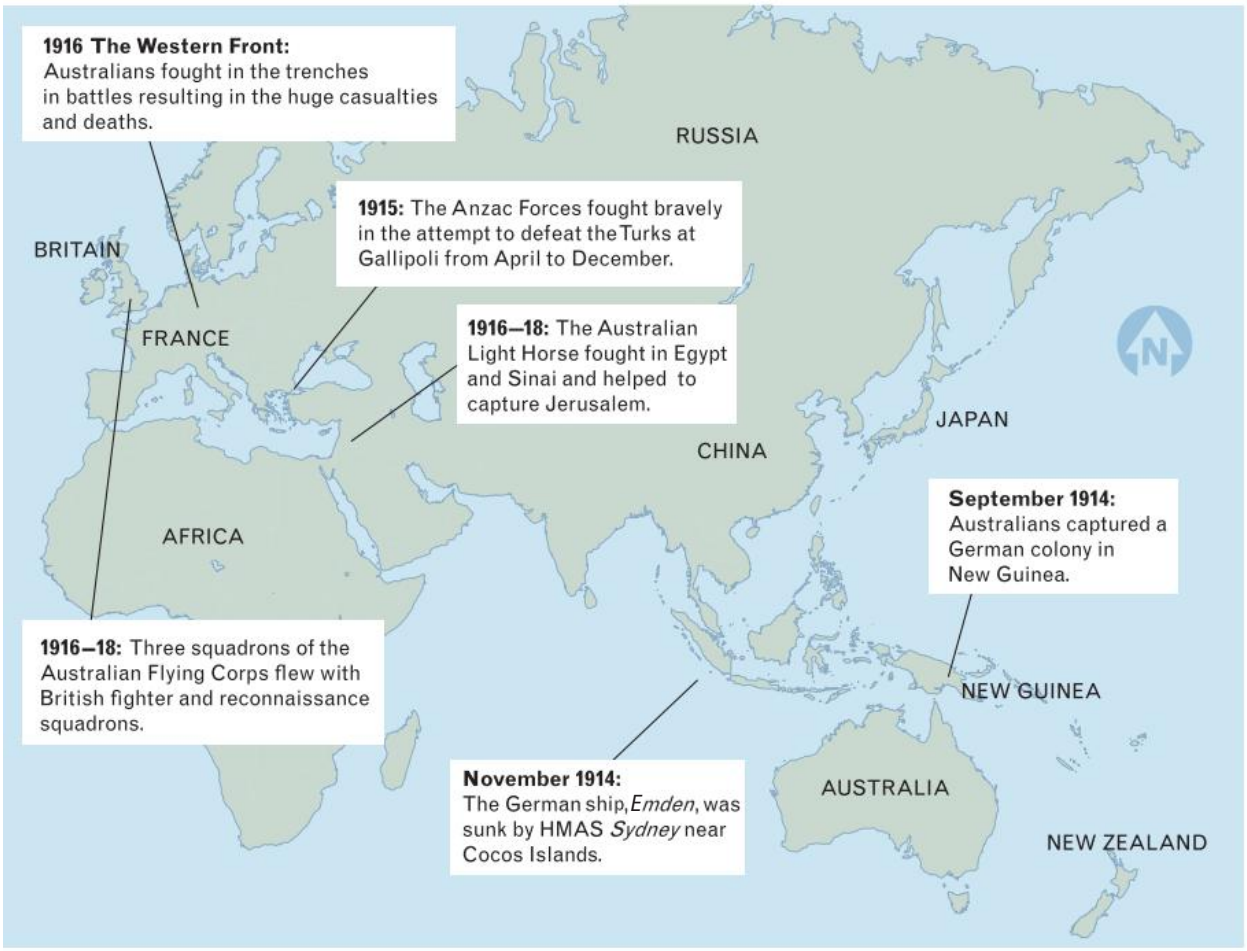
- **April–December 1915**: Australian and New Zealand (Anzacs) forces fought together against Turkey on the Gallipoli Peninsula.
- **March 1916–November 1918**: Australian forces fought in the trenches of the Western Front in France and Belgium. The Australian Royal Flying Corps were also involved in the skies over Europe.
- **1916–18**: Australian forces helped the British gain control of territory in Sinai and Palestine. In **1917**, the Australian Light Horse took part in one of the last cavalry charges in history at Beersheba.



Source 6.15 The locations in which Australians fought in World War I

Review 6.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Explain why Australia became involved in World War I.
2 Identify which country Australians considered to be the 'mother country'.
3 Define what the letters in the acronym 'AIF' stand for.
4 Identify what percentage of eligible men enlisted out of Australia's population of 4.9 million.
5 Define the term 'shirker'.
6 Examine the common reasons for men enlisting in the AIF. Identify two common reasons for enlisting that do not reflect a patriotic duty.
7 Why was the first military action involving Australians in German New Guinea and not Gallipoli?
8 Explain why the Australian public reacted to the outbreak of war with enthusiasm.

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6.3 The Gallipoli campaign

Background to the campaign

Germany's invasion of Belgium and France failed to meet its objectives. German troops quickly dug trenches as protection and shelter for the upcoming winter, and the Allies followed suit. By October the war of movement had been replaced by **stalemate** and trench warfare. The trench lines stretched from the English Channel in the southwest of Belgium through France to the Swiss border in the south. Machine guns, barbed wire and artillery shells favoured the defensive side, making it incredibly costly in terms of casualties to launch a direct frontal attack on the enemy.

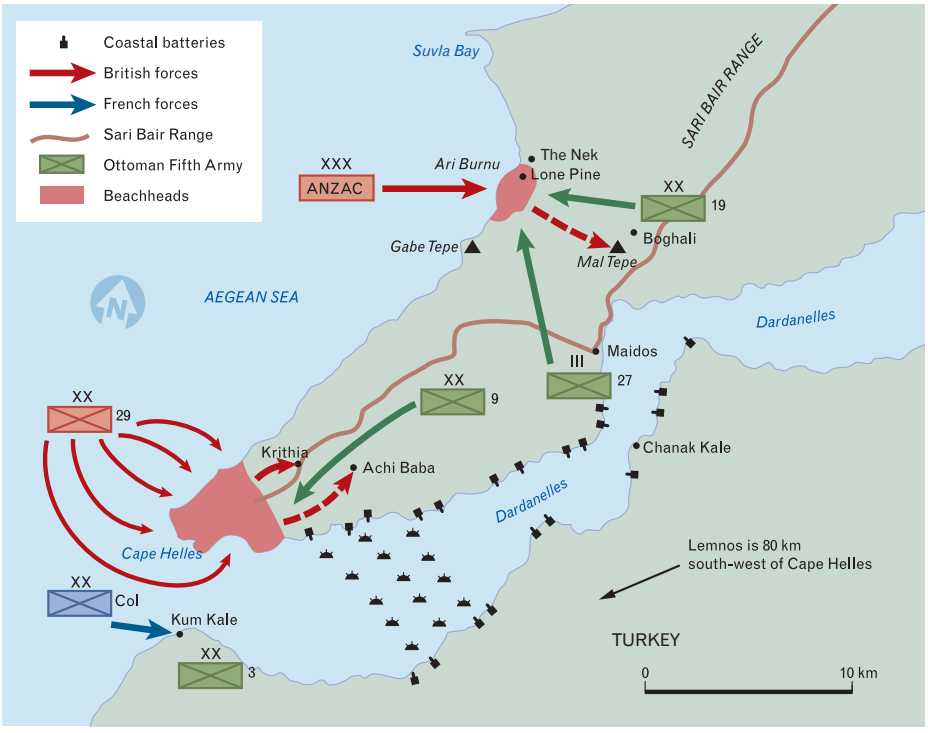
stalemate a situation where opposing forces are deadlocked, so no winner is possible

By 1915 the British government began searching for solutions to break the stalemate and resume a war of movement. Winston Churchill, First Lord of the British Admiralty, put forward one solution. He believed that Britain should use its naval supremacy to weaken Germany by attacking and defeating Germany's newest ally, the Ottoman Empire (Turkey).

The plan's objectives included:

- Using battleships to gain control of the Dardanelles, a narrow strait in Turkey, to ensure a supply route for Russia, Britain's ailing ally. Russia's only warm-sea ports were accessible via the Dardanelles, making it the only year-round route to ship supplies between Russia and its allies such as Britain.
- Attacking the Ottoman capital, Constantinople (now known as Istanbul), and forcing Turkey out of the war
- Opening up another front from which to target Austria-Hungary, hopefully breaking the deadlock in the east, enabling the Allies to focus their strength on defeating German forces on the Western Front.

Churchill's intention was for this to be a naval campaign. Ideally infantry would only be used to destroy Turkey's land-based guns that threatened the British and French fleets. Britain and France began planning for a purely naval campaign in February 1915.



Source 6.16 Location of the Gallipoli campaign, showing the strategic advantage of the Turkish defenders

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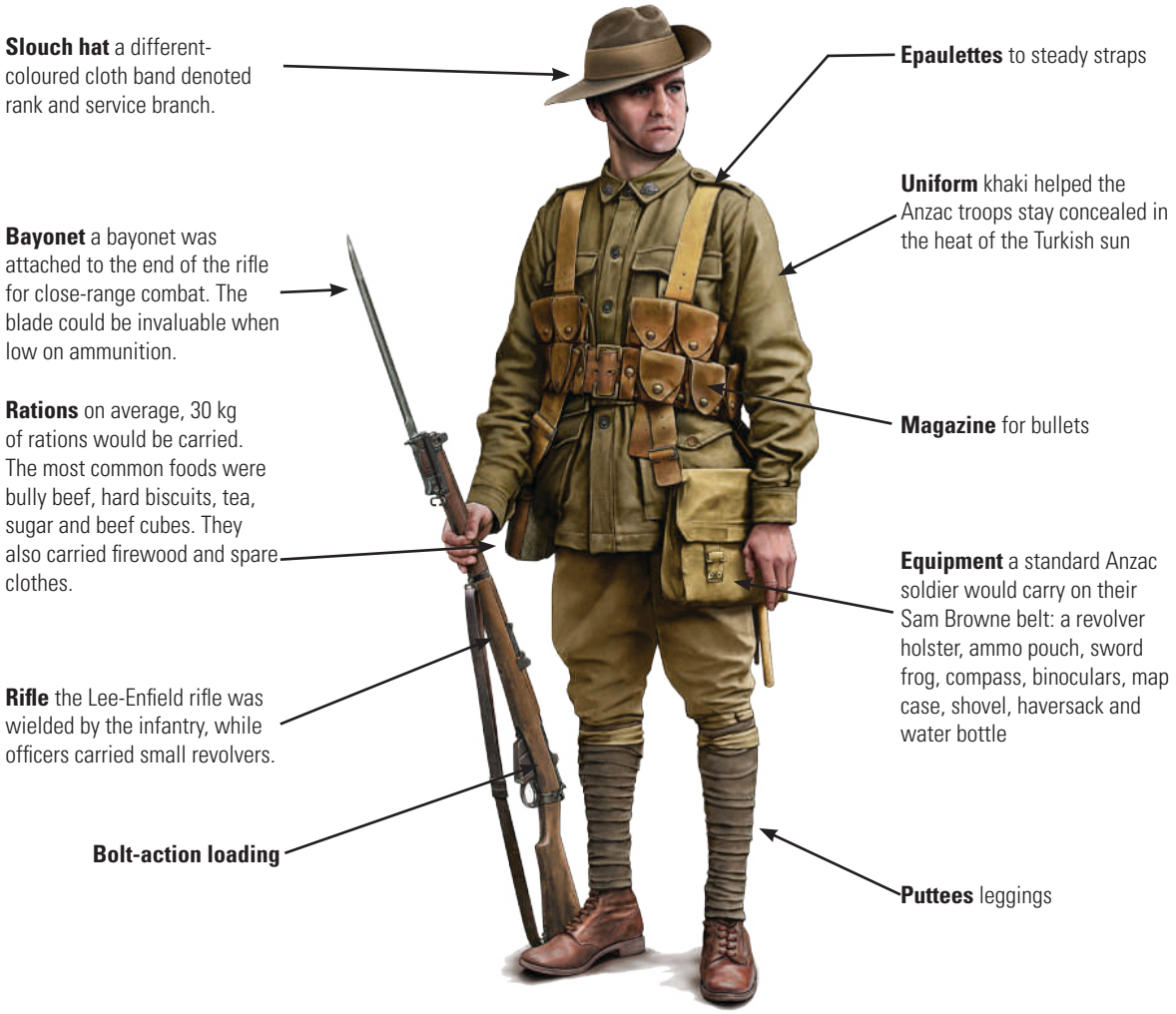
A recipe for disaster

The naval assault was a failure from the beginning. British and French ships suffered damage from Turkish mines and by shelling from guns that the British overlooked or could not see. Unwilling to risk losing more ships, British military authorities decided to attempt a land invasion. This too proved to be a disaster because the Allies were ill-prepared and underestimated the capacity of the Ottoman defenders, who had now had weeks of advanced warning. By the time British, French, Indian and Anzac troops landed on the beaches of the Gallipoli Peninsula in April 1915, Turkish defenders had organised reinforcements, strengthened defences and constructed trenches along the high ridges. British reconnaissance maps also failed to accurately depict the terrain of the peninsula, or the intricacy and strength of the Turkish defences, which included forts and heavy artillery. Thus the attackers were under-prepared for what they confronted.

Source 6.17 The Gallipoli landings

The landing

After leaving Albany, Western Australia, troops of the AIF were transported by ship across the Indian Ocean and then up through the Suez Canal, disembarking at Alexandria in Egypt for training. They were eager to get to the main fighting in France and Belgium. In early April there was a change of plan: they would be transferred to the island of Lemnos, before moving onto the Gallipoli Peninsula. The British and French forces were to land at Cape Helles before advancing towards their objective for the first day: the Achi Baba range. Australian and New Zealand forces were supposed to land near Gaba Tepe; their objective was to capture Hill 971, before advancing across the peninsula towards the strait. Both objectives would allow the Allied forces to control the strategically important high ground.



Source 6.18 An artist's representation of an Anzac recruit

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At 4.30 a.m. on 25 April 1915, the first of 16000 Anzac forces landed at Ari Burnu (now known as Anzac Cove). The impact of the current, combined with poor navigation and the chaos of manoeuvring in the dark, meant that they landed approximately 2 km north of the intended site. Instead of a wide beach and a gentle slope up towards Hill 971, the Anzacs were faced with a narrow beach, steep cliffs and a small number of Turkish defenders firing on them from all three sides. As more Allied forces landed on the beaches that morning, Turkish reinforcements armed with machine guns poured into the most urgent areas.

By the end of the first day Anzac forces had advanced a maximum of 900m inland, and their casualties amounted to 2000. The landings had been so disastrous that more than one British general considered evacuating immediately.

Source analysis 6.5

Source 6.19 British war correspondent, Ellis Ashmead-Bartlett, described the landing at Gallipoli

The Australians rose to the occasion. Not waiting for orders, or for the boats to reach the beach, they sprang into the sea, and, forming a sort of rough line, rushed at the enemy's trenches… The Australians found themselves facing an almost perpendicular cliff… Somewhere, about half-way up, the enemy had a second trench, strongly held, from which they poured a terrible fire on the troops below… [The Australians] proceeded to scale the cliffs without responding to the enemy's fire. They lost some men, but did not worry…

There has been no finer feat in this war than this sudden landing in the dark and the storming of the heights, above all holding on whilst reinforcements were landing…

Ellis Ashmead-Bartlett, *Daily Telegraph* (London), April 1915

Source 6.20 Troops landing at Anzac Cove after the initial invasion, 1915

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Source analysis 6.5 continued

Source 6.21 Anzac troops manoeuvring a gun ashore at Anzac Cove, 1915

1 According to Ellis Ashmead-Bartlett, describe how the first waves of Anzacs reacted to the landing.
2 How does he portray the Australian soldiers? Do you think this is a reliable version of events? Give reasons for your answer.
3 Using the information contained in Sources 6.19–6.21, describe the challenges experienced by Anzac troops attempting to land at Anzac Cove.

Activity 6.2

Imagine you are an Australian soldier who landed at Anzac Cove on the first day of the campaign. Using the information in the text and the above sources, write a letter home describing your experience. You should think about what you may have seen, heard and smelled, and include how you felt during the action. Alternatively, imagine you are a Turkish soldier defending the heights against the Anzac forces on 25 April 1915. Write a brief diary entry explaining the event from a Turkish perspective.

Historical concepts: Empathetic Understanding, Perspectives **Historical skills**: Comprehension, Analysis and use of sources, Explanation and communication

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The nature of warfare during the Gallipoli campaign

sniper a highly trained and skilled soldier who excels in shooting targets from long distances

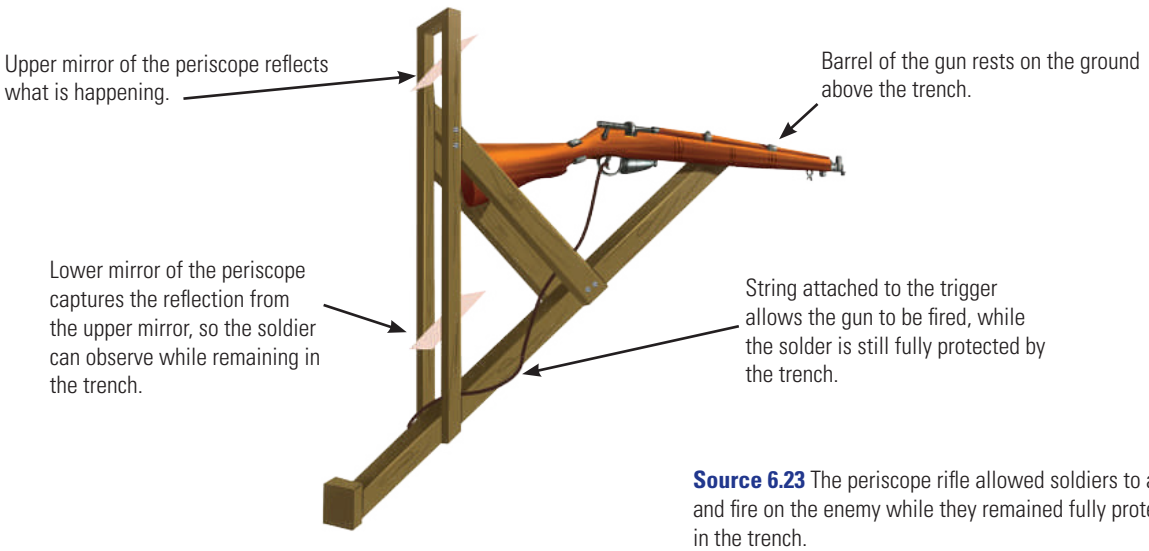
no man's land the hotly contested area between two opposing trench systems

Despite being designed as a solution to the stalemate of the Western Front, the Gallipoli campaign quickly descended into a frustrating stalemate itself. The Turkish forces were determined to push the Allied troops back into the sea, while the Allies still believed that they could capture the high ridges before moving further inland. During the eight months of the campaign, however, Allied forces failed to advance any further than they had on the first day.

Both sides continually attacked and counter-attacked in frontal assaults on entrenched positions, often taking heavy losses. In some places the distance between opposing trenches could be less than 10 metres, so it was not uncommon for a trench to change hands multiple times in the course of an assault, or for a grenade to be lobbed back and forth several times before exploding. Troops also frequently tunnelled between trench lines.

Mortars, shrapnel shells, grenades and machine-gun fire inflicted heavy casualties on both sides, and **snipers** were an ever-present danger. Nowhere on the peninsula was safe. Soldiers carrying supplies up the cliffs, anyone careless enough to expose their head above the parapet, or even an officer who brazenly walked around in spite of the risk, could potentially fall victim to a sniper's bullet. Turkish snipers would often choose strategic targets such as officers, as they knew this would have a devastating psychological impact on the remaining troops. The periscope rifle was an Australian innovation that allowed soldiers to safely survey **no man's land** and Turkish movements without attracting the attention of a sniper.

Source 6.22 Anzac soldiers working on a mud chute at a mining operation at Quinn's Post during the Gallipoli campaign, 1915. Miners from Australia and New Zealand dug extensively in the battlefield areas of Gallipoli to provide communications tunnels and to destroy Turkish tunnels and trenches.



Source 6.23 The periscope rifle allowed soldiers to aim and fire on the enemy while they remained fully protected in the trench.

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Source analysis 6.6

Source 6.24 Soldiers in a trench on Walker's Ridge, Gallipoli, April 1915

Source 6.25 A Turkish sniper photographed immediately after capture, 5 August 1915. He was ingeniously camouflaged with branches and leaves.

Source 6.26 A Royal Irish Fusilier teases a Turkish sniper

Source 6.27 Life at Anzac Cove

1 Explain what you think the purpose of the sandbags depicted in Source 6.26 would be.
2 Discuss what insight into the nature of fighting during the Gallipoli campaign these four sources provide.
3 Explain why photographs and film footage like these are useful to historians studying events such as the Gallipoli campaign.

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armistice ending hostilities by mutual agreement

As if the constant assaults and sniper activity were not enough, the Anzacs also had to contend with horrific conditions. During the summer months the peninsula was unbearably hot and arid. Water was shipped in from Egypt but fell far short of the minimum amount required for soldiers to function and fight effectively. Disease often inflicted more casualties than the fighting as dehydration, lice, diarrhoea and dysentery spread due to the unsanitary conditions. Dead bodies were often left to decompose in no man's land until a temporary **armistice** could be arranged. This attracted plagues of flies, which would feast on the bodies and the contents of open latrines, then swarm onto the soldiers' food as they attempted to eat. As the campaign drew to a close the bitter cold of winter set in, presenting new challenges for the exhausted Anzac forces.

Source analysis 6.7

Source 6.28 An extract from the writings of Ion Idriess, describing the conditions at Gallipoli

> I wrapped my overcoat over the tin and gouged out the flies, then spread the biscuit, held my hand over it and drew the biscuit out of the coat. But a lot of flies flew into my mouth and beat about inside. I nearly howled with rage.
>
> Gammage, B., 1974, *The Broken Years: Australian Soldiers in the Great War,* ANU, Canberra

Source 6.29 Official war correspondent, C.E.W Bean, describing the monotonous rations provided to the troops at Gallipoli

> Over-salted 'bully, which, in the heat of midday or afternoon, slipped in its own fat across the platter or mess-tin, swamping stray flies as it went … or for the cheese, greasy from exposure to the sun and filling the dugout with an odour sickeningly reminiscent of that exhaling from the corpses in No-Man's Land.
>
> Bean, C.E.W., 1941, *The Official History of Australia in the War of 1914–1918: Volume II*, p. 378

1 Explain why Idriess was using his overcoat when eating a biscuit in Source 6.28.
2 How does Bean describe the rations of bully beef and cheese given to the soldiers in Source 6.29?
3 How valuable are these sources for a historian studying conditions on the Gallipoli Peninsula?

Activity 6.3

'The nature of the fighting and the conditions endured by Anzac forces at Gallipoli were far more difficult to overcome than the effectiveness of the Turkish defenders.' Using the information contained in these sources and the text, write a paragraph addressing the extent to which the above statement is an accurate reflection of the Gallipoli campaign.

Historical concepts: Contestability **Historical skills**: Analysis and use of sources, Perspectives and interpretations, Explanation and communication

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The August Offensive

In early August the British High Command decided to launch a series of actions aiming to break out of the Gallipoli Peninsula. The plan involved Allied forces landing at Suvla Bay and an attack on Sari Bair. The 1st Australian Infantry Division were to engage in diversionary attacks on Lone Pine and The Nek.

Lone Pine

Over four days, from 6 to 10 August, both sides engaged in fierce close-combat fighting in the Turkish trenches at Lone Pine, with the Anzacs eventually succeeding in capturing their objective. Seven Australians were awarded the **Victoria Cross** for acts of valour in the costly attack. There were 2300 casualties among the Anzacs and 6000 among the Turks.

The Nek

A day after the Battle of Lone Pine began, hundreds of men of the 8th and 10th Light Horse Brigade were involved in a futile assault on the Turkish trenches at The Nek. Unfortunately, the preliminary artillery bombardment missed its intended targets and ended seven minutes early, allowing the defenders time to re-occupy their trenches. When the first wave of Light Horsemen went over the top with fixed bayonets and no ammunition, they were slaughtered within the first few yards. The second wave met the same fate. Despite protests from some of the senior officers, a third wave was ordered to go 'over the top'. When the decision was made to stop the attack, the order was too late to save the men in the fourth wave. In the space of 45 minutes, more than 230 Light Horsemen lay dead in an area roughly the same size as a tennis court, with another 138 wounded. Despite this devastating result for the Australians, the British were successful in their landings at Suvla Bay.

Victoria Cross the highest award given to members of the British armed forces, awarded for acts of gallantry

The August Offensive was eventually called off after the Allies suffered heavy losses for very little gain.

Source 6.30 The August offensive

Source 6.31 A thigh bone and other skeletal remains near the Turkish war memorial at The Nek are a reminder of the fighting during the campaign, 1919.

Source 6.32 View of a trench and barbed wire from the area of The Nek

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The outcome

Even when the British High Command realised that victory at Gallipoli was unattainable, they were reluctant to publicly admit that the campaign had been a colossal waste of men and resources for no strategic return. An Australian journalist, Keith Murdoch, with the help of the British war correspondent Ellis Ashmead-Bartlett, conspired to reveal the truth about the campaign and the horrific conditions suffered by the Allied troops. They managed, with great difficulty, to smuggle a letter outlining their concerns to the British Prime Minister, Herbert Asquith.

On 7 December the Allies decided to evacuate all their forces from the Gallipoli Peninsula. This became the most successful aspect of the entire campaign. Under the cover of darkness 85 000 troops, 200 guns and other necessary supplies were evacuated off the Peninsula, unbeknownst to the Turkish defenders. Only about half a dozen casualties were recorded.

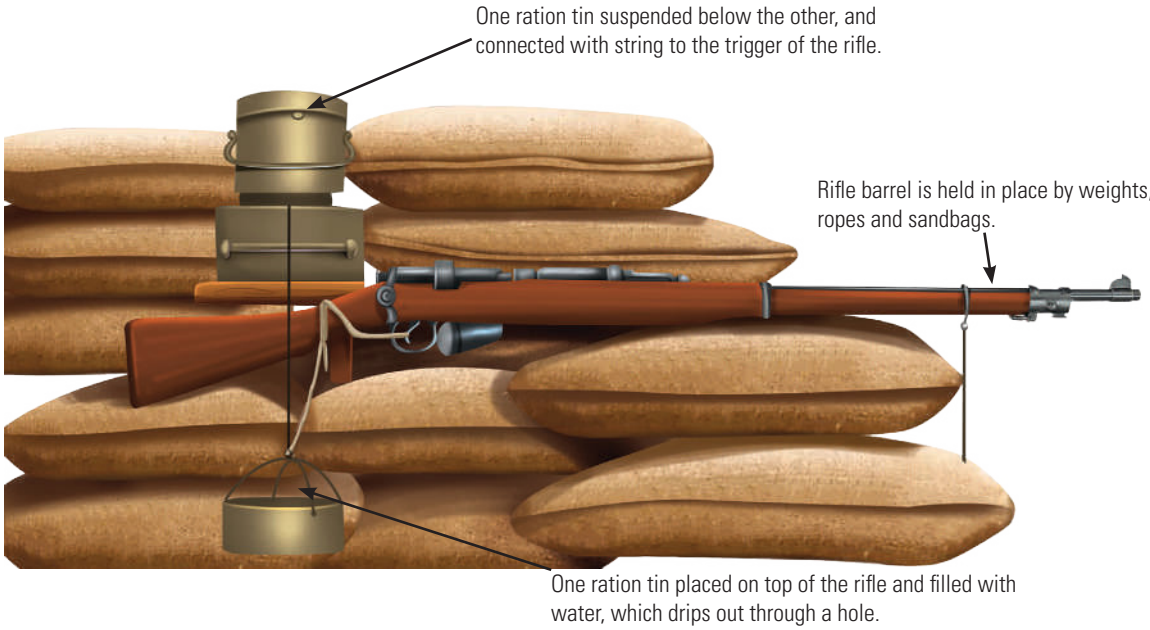
This high-risk operation was made possible by a number of ingenious tricks that fooled the Turks into believing it was business as usual.

- Sandbags softened the footsteps of men moving towards the beaches
- Empty boxes were landed onto the beach to make it look like supplies were being stockpiled for winter
- 'Drip rifles' were rigged so that they would self-fire at intermittent intervals.

In the lead up to the evacuation, firing from the Anzacs had reduced, to make the enemy think Allied preparations for winter were underway. During the evacuation, irregular rifle and artillery fire of the sort to be expected by the Turkish troops was kept up. The idea was that the enemy would not interpret these silences as a withdrawal.

The last troops left in the early hours of 20 December. Most felt a mixture of pride and guilt as they sailed away from the shores of Gallipoli: pride for having proved their worth in battle, and guilt for having to leave the dead behind.

Source analysis 6.8



Source 6.33 Drawing of an Australian drip rifle, as used in the evacuation of Gallipoli

1 How do you think the rifle worked?

2 What other methods could the Anzacs have adopted to fool the Turkish defenders into thinking they were not evacuating? Discuss, giving reasons for your answer.

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Source 6.34 Australian troops charge near a Turkish trench just before the evacuation at Anzac Cove

The Gallipoli campaign was a costly defeat for the Allies, with 142 000 killed or wounded. Australian casualties amounted to 26 111 including 8141 deaths. Furthermore, it has been said that the campaign had no impact on the course of the war. The Turkish defenders had managed to repel the invaders from their land, but at a great cost. It is estimated that 250 000 Turkish soldiers were killed or wounded during the campaign.

Review 6.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Describe the three objectives of the Gallipoli campaign.
2. Identify when Anzac forces first landed at Gallipoli.
3. Identify the weapons used during fighting at Gallipoli.
4. What were the aims of the August Offensive? Explain why it was eventually called off.
5. Describe the strategic advantages the Turkish defenders held.
6. Explain why the attack on The Nek was so disastrous.
7. Account for the success of the evacuation of Allied forces from Gallipoli.
8. Explain why the campaign was destined to fail even before the invasion began.
9. Account for the failure of the Gallipoli campaign.

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6.4 Specific campaign: The Western Front 1916

After their evacuation from the Gallipoli Peninsula, the Australian forces were transferred early in 1916 to the Western Front, where the fighting between German and Allied forces had been bogged down in a stalemate since late 1914. After the initial war of movement came to a halt, both sides constructed trenches for protection and shelter from the oncoming winter. Apart from the Battle of Verdun in 1916 and the 1918 Spring Offensive, the German High Command were content to remain on the defensive. This meant that the onus was on British and French forces to go on the offensive in an attempt to break through the German lines and reclaim lost territory.

Source 6.35 Map of the Western Front, 1916

The very nature of trench warfare, where machine guns, barbed wire and artillery shells favoured the defensive side, made it costly in terms of casualties to launch a direct frontal attack on the enemy. Such an attack usually involved a preliminary artillery bombardment, which aimed to cut the enemy's barbed wire and destroy their trenches, followed by soldiers going 'over the top' and advancing across no man's land to capture and hold the enemy's frontline trench. Unfortunately, such assaults rarely went to plan and the attacking side would suffer horrific casualties. The first day of the Battle of the Somme was an example of this.

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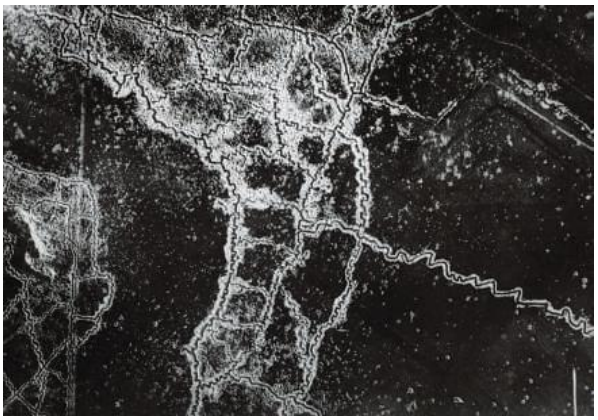
Source analysis 6.9



Source 6.36 Aerial reconnaissance photograph of the opposing trenches and no man's land between Loos and Hulluch in Artois, France, 1917. German trenches are at the right and bottom, British trenches are at the top left. The vertical line to the left of centre indicates the course of a pre-war road or track.

Source 6.37 British soldiers in the trenches, c. 1914

1 Describe the network of British trenches as seen in Source 6.36.
2 Explain why trenches were not constructed in straight lines.
3 Describe the value of such reconnaissance photographs. What insight does this provide about the role of aircraft in World War I?
4 How useful is Source 6.37 for a historian studying trench warfare?
5 Do you consider this source to be reliable? Give reasons to justify your answer.

The Battle of the Somme, July–November 1916

The Battle of the Somme was intended to take the pressure off French forces to the south, who were struggling to defend against the German offensive at Verdun. The plan involved a major attack on the German lines opposite the British sector in the Somme Valley. This area stretched from the Somme River all the way north to Ypres in Belgium.

The battle began with an offensive by the Allies against the German lines. An artillery bombardment began on 24 June with the aim of forcing the Germans to retreat from their trenches. On 1 July 1916 poorly trained and inexperienced British soldiers advanced in orderly waves across no man's land, expecting to find the German barbed wire cut and their trenches destroyed and unmanned. They did not know that the Germans had constructed trenches, some of which were 12 metres underground and reinforced with concrete, which allowed them to wait out the preliminary bombardment relatively unscathed. Once the bombardment stopped (a clear signal that an attack was about to commence) they manned machine guns and obliterated the attacking troops. There were 60 000 British casualties, including 20 000 dead. This was the worst day in British military history, and has since come to exemplify what some historians view as the senseless slaughter of soldiers for no significant strategic result.

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Source analysis 6.10

Source 6.38 Photograph of a British trench during the Battle of the Somme, 1916

Source 6.39 A heavy shell exploding during the Battle of the Somme

Source 6.40 Gas-masked men of the British Machine Gun Corps with a Vickers machine gun during the first Battle of the Somme, 1916

Source 6.41 Artillery in World War I

1. Describe the features of the trench in Source 6.38.
2. How does this trench compare with the one at Gallipoli, depicted in Source 6.24?
3. Describe the effect that a high explosive shell such as the one seen exploding on impact in Source 6.39 would have on a frontline trench or dugout.
4. Explain what effect the gas masks would have on the fighting men.
5. Using Source 6.41 (video) describe the men, materials, animals and vehicles needed to supply and operate artillery at the Somme.

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Fromelles

The Australian soldiers' first major engagement on the Western Front came at Fromelles on 19–20 July 1916. The newly arrived Australian 5th Division were involved in a failed diversionary attack on heavily entrenched and experienced German soldiers. The attack was doomed before it began. The planning was rushed, Australian artillerymen lacked the required training and instruction to target the German lines and provide supporting fire, and the Germans were fully prepared for the coming attack. In the light of the afternoon sun thousands of Australian soldiers were sent across open land without adequate support, only to be machine-gunned by the waiting Germans. By the early hours of 20 July, there were 5533 casualties, including almost 2000 soldiers killed. This event remains the single most devastating loss of life in one day in Australian military history.

In an effort to prevent the spread of disease, the German defenders hastily buried the Allied dead in mass graves behind their lines. It was not until 2008 that a mass grave containing the remains over 250 Australian soldiers was located. Since then the Fromelles Project team has been able to identify 166 Australian soldiers using DNA analysis from living descendants while, at the time of writing, another 84 are yet to be positively identified.

Pozières

A few days later, the Australian 1st Division was tasked with attacking well-fortified German positions around Pozières. Unlike the attack on Fromelles, the attack on Pozières was carefully planned and the Australian soldiers were able to pin the German defenders down with machine-gun fire. The Australians captured their strategic objectives on 23 July 1916, but it was almost 50 days before their new position was secured. When they were withdrawn in early September, the Australians had lost 23 000 men. What little respect the Australians had had for their British commanders prior to Fromelles and Pozières was all but gone after this.

Source analysis 6.11

Source 6.42 Men of the 1st Anzac Division, some wearing German helmets, pose for the camera after fighting near Pozières, 23 July 1916

1 Describe the mood of the soldiers in this photograph.
2 How reliable is this source? Consider the purpose of taking a photograph like this.
3 Do you agree with the soldiers collecting souvenirs from the enemy, dead or alive? Give reasons to justify your answer.

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1917–1918

Transporting the wounded at Passchendaele

Australian forces continued to fight on the Western Front during the winter of 1916–17, which was the most bitter of the entire war. After the devastating battles of Verdun and the Somme the Germans withdrew to the Hindenburg Line, a heavily fortified line of trenches they considered to be impregnable and their last line of defence. It was again left to the Allies, namely the British, to attempt to push the Germans back further eastward. After a brief rest period and some reinforcements, Australian soldiers were involved in a series of battles during 1917 and experienced some success in the battles of Bullecourt (April–May), Messines (June), and Passchendaele (mid to late 1917).

Source 6.43 Extracts from *The Australians' Final Campaign in 1918*

Source 6.43 Preparing defences in Messines-Wytschaete against the expected German offensive in 1918. This image comes from a 49 minute silent film called *The Australians' Final Campaign in 1918.*

Australian soldiers in Flanders

On Anzac Day 1918 Australian forces retook the French village of Villers-Bretonneux from the Germans, and on 8 August British, Australian and Canadian soldiers led the Allied counter-offensive at Amiens. German General Ludendorff famously called this astonishing defeat 'the black day of the German army in this war'. From this point on it was just a matter of time as the Allies, with the Australians playing a crucial role, continued to push the Germans back, eventually breaking through the Hindenburg Line in early October. It was at this point that General Ludendorff came to the realisation that defeat was inevitable and made the recommendation that the German Government seek to sign an armistice with the Allies. The armistice came into effect at 11 a.m. on 11 November 1918. People rejoiced throughout the world at the announcement.

Source 6.44 Australian troops and civilians celebrate Armistice Day, Sydney, 11 November 1918

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Activity 6.4

Research and extended response

Investigate and write an extended response on the involvement of the Australian Light Horse in the Middle Eastern campaign, 1916–18. Using the internet and your school library, research the following aspects of the campaign:

- the location and outcome of important battles such as the attack on Beersheeba in 1917
- the objective of the campaign
- the nature of warfare in this campaign
- the massacre of male civilians in the attack on the Bedouin village of Surafend, near Jaffa in December 1918
- the course and outcome of the campaign, including the fate of the Australian whalers (horses).

You must also select at least three sources (visual and written) that reflect Australian and Arab perspectives of the campaign to include in your response. Your response should have an introduction, body and a conclusion.

Historical concepts: Continuity and change, Significance **Historical skills**: Analysis and use of sources, Research, Explanation and communication

Source 6.45 A crane digs up a field on 5 May 2009 in Fromelles, northern France, watched by David Hurley, then Vice Chief of the Defence Force (now Governor-General of Australia), and Major-General Mike O'Brien. Forensic experts began to excavate a World War I mass grave at a solemn ceremony to launch the recovery of hundreds of fallen Australian and British troops.

Review 6.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify which two countries the Western Front ran through.
2. Define the term 'stalemate'.
3. Explain what going 'over the top' means.
4. Explain what the Hindenburg Line was.
5. Describe the main features of trench warfare.
6. Explain why the attack on Fromelles represented the most devastating loss of life in Australian military history.
7. Explain why frontal assaults on entrenched positions were so costly in terms of casualties in World War I.
8. Explain how the war came to an end in 1918.

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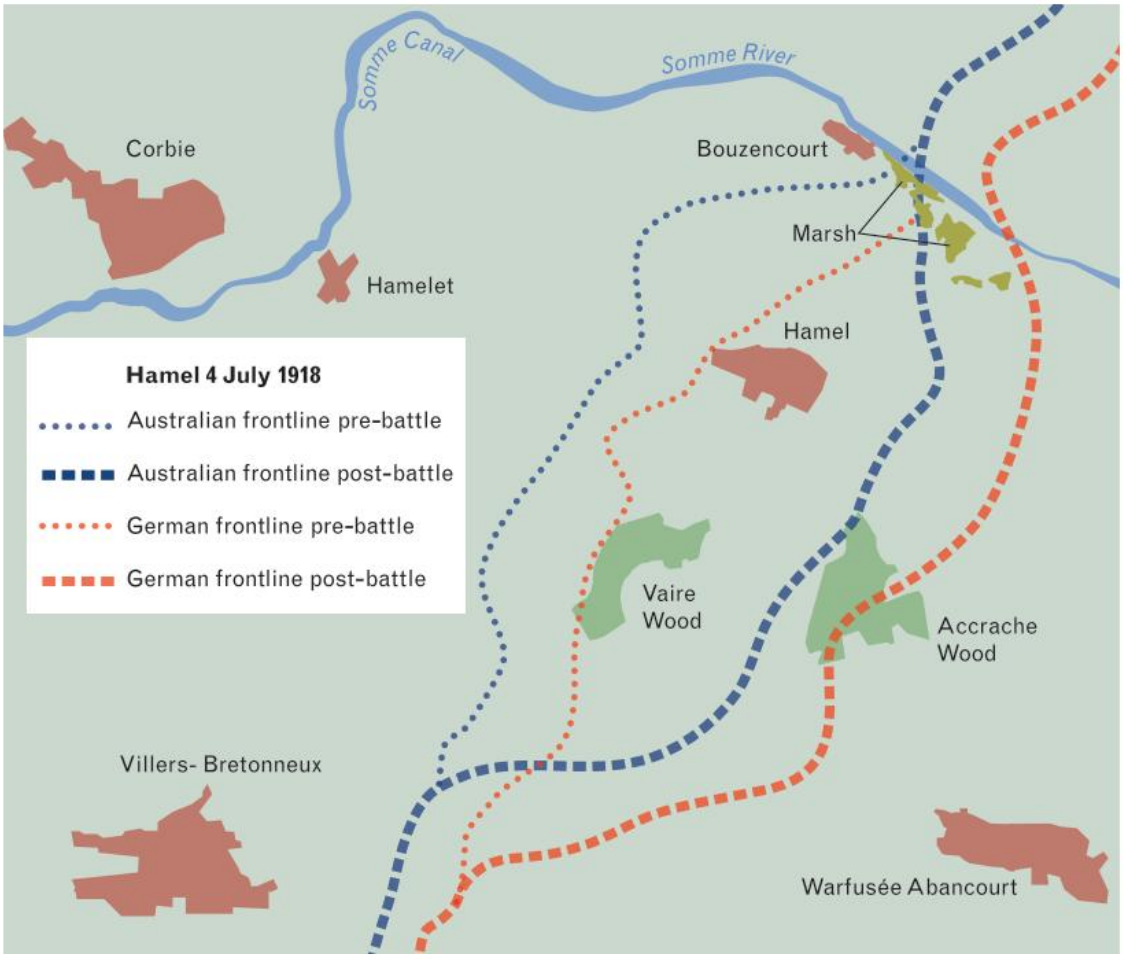
6.5 Specific event: The Battle of Hamel 1918

During their time in France and Belgium the Australian soldiers earned a reputation as good fighters who could get the job done. They also earned a reputation amongst some British officers for poor discipline and for disrespecting authority. British officers usually originated from the upper classes. Due to England's rigid class structure and their privileged upbringing, these officers demanded a more subservient attitude from 'common soldiers'. This was something that many Australian soldiers weren't prepared to give the officers. In May 1918 Australian General John Monash was appointed Commander of the Australian forces. His 3rd Division had already played an integral role in halting the German Spring Offensive near Amiens in April 1918. He immediately began planning an assault on the German positions near Hamel. The Battle of Hamel on 4 July 1918 was to be his masterpiece. It also marked the first involvement of American troops in the war.

Source 6.46 A British Mark IV tank being inspected in April 1918



Source 6.47 Map of the Hamel battlefield

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Preparations and objective

The objective of the attack was to capture the town of Hamel. This was key to the defence of the important city of Amiens and would allow the Allies to launch counter-offensives against German positions. Determined to avoid the devastating loss of life which resulted from frontal assaults on entrenched positions, Monash wanted the attack to take the form of an infantry assault, but with significant tank, artillery and aircraft support.

- Aircraft were used to provide detailed and accurate maps of the objectives and German defences.
- Newer and better tanks were used to protect the infantry and to help eliminate defenders.
- Accurate artillery aimed to target German positions.
- Communication between the advancing soldiers and their commanders in the rear was prioritised.

All aspects of the attack were coordinated through the detailed planning of Monash and his senior officers. All decisions and strategies were outlined, refined and formalised in group meetings, so that every level in the chain of command knew exactly what to do and when.

Source analysis 6.12

Source 6.48 John Monash's description of the Battle of Hamel

> A perfected modern battle plan is like nothing so much as a score for an orchestral composition, where the various arms and units are the instruments, and the tasks they perform are their respective musical phrases. Every individual unit must make its entry precisely at the proper moment, and play its phrase in the general harmony.
>
> Monash, J, (1st ed 1920) *The Australian Victories in France in 1918*, Project Gutenberg Australia, 2013, p. 56

1 What does this source reveal about the importance of planning, preparation and the coordination needed for a successful attack?

Secrecy was of the utmost importance, in case the Germans became aware of an impending attack. Fake installations were created to confuse the Germans and no daylight movement of troops was allowed. Monash also asked for 18 planes to bomb Hamel: their engines helped to disguise the noise of the tanks as they moved into position. In the days leading up to the battle, Monash ordered a combination of gas and smoke shells to be fired on the German positions. On the day of the battle only smoke shells were used. The Germans rushed to fit their gas masks, which inhibited their ability to fight effectively, because they had been conditioned to expect gas. The smoke also had the added benefit of concealing the advancing Australian soldiers from view.

Source 6.49 Men of the 15th Battalion, sleeping under camouflage that was found over a German trench mortar

Battle of Hamel

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Outcome

Planned by Monash to take just 90 minutes, the Battle of Hamel was described as a brilliant success. In exactly 93 minutes all objectives were obtained: 2000 German troops were killed, and 1600 German prisoners were captured, as well as many weapons. Combined Allied losses totalled 1400 killed or wounded. Of that number, Australian troops suffered 1062 casualties, with 800 killed. This was relatively low when compared to the devastating losses of the previous year.

The Battle of Hamel has been described as a textbook battle because Monash effectively used every weapon and innovation at his disposal in a truly coordinated and meticulously planned attack, and he established a template for every other Allied commander to apply to such devastating effect in the last months of the war.

Source 6.50 General John Monash, c.1916

Source analysis 6.13

Source 6.51 Comment from French President Georges Clemenceau upon visiting Australian troops after the battle

> I shall go back tomorrow and say to my countrymen: 'I have seen the Australians. I have looked into their eyes. I know that they, men who have fought great battles in the cause of freedom, will fight alongside us, till the freedom for which we are all fighting is guaranteed for us and our children.'
>
> Georges Clemenceau, address to the Diggers after the victory at the Battle of Hamel

Source 6.52 Comment from Australian War Memorial senior historian, Dr Aaron Pegram

> There has been a recent myth that Monash's tactics helped bring an end to the war and helped save lives, but we have to keep in mind that the Australian Corps still suffered casualties in these costly but successful actions … Although successful, the Australian Corps under Monash's command loses about 35 000 men – dead, missing and wounded.
>
> Quoted in C. Hunter, *Remembering the Battle of Hamel,* 4 July 2018. Accessed from https://www.awm.gov.au/articles/blog/the-battle-of-hamel-100-years-on

1 How did President Georges Clemenceau describe the Australian troops at Hamel (Source 6.51)?
2 In Source 6.52, explain what you think Dr Pegram means by the 'recent myth that Monash's tactics helped bring an end to the war and helped save lives'?
3 In your opinion, does the high casualty rate of the Australian Corps under Monash's command detract from the significance of the Battle of Hamel? Give reasons to justify your answer.

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Source 6.53 Memorial at the site of the Battle of Hamel

Review 6.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Describe what kind of reputation Australian soldiers earned during their time in France and Belgium.
2. Identify what promotion was granted to John Monash in May 1918.
3. Why was it important that preparations for the Battle of Hamel be kept secret from the Germans?
4. Why was it so important that the Allies capture the town of Hamel?
5. Explain the precautions taken by Monash to ensure that the Germans were unaware of the upcoming attack on Hamel.
6. Explain how Monash's approach to planning the Battle of Hamel represented a new way of fighting on the Western Front.
7. How significant was Australian victory in the Battle of Hamel to the final stages of World War I?

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6.6 Experiences of Australians during World War I

Activity 6.5

Think Puzzle Explore

1. What do you **think** you know about the experiences of Australian prisoners of war, women and Aboriginal and Torres Strait Islanders?
2. What questions or **puzzles** do you have about their experiences?
3. How could you **explore** the experiences of these three groups?

Historical concepts: Continuity and change, Perspectives **Historical skills**: Comprehension, Empathetic understanding

Prisoners of war

While the experiences of Australian **prisoners of war** (POWs) held captive by the Japanese during World War II have been extensively researched and documented, far less is known about Australian prisoners of war held captive by German or Turkish forces during World War I.

More than 230 Australian sailors, soldiers and airmen were captured and interned by the Turks during the Gallipoli campaign and in military actions in the Middle East. Forced labour, malnutrition, disease and poor medical care were hallmarks of their time in captivity as survival became a daily struggle. Turkey, like most other nations, did not adhere to the 1899 and 1907 Hague Conventions which made provisions for the humane and ethical treatment of POWs.

After Anzac forces were transferred to the Western Front in mid-1916, more than 3850 Australian soldiers were taken as German prisoners. Approximately 9% of the Australian prisoners died during captivity under the Germans, but their survival rate was still better than their counterparts in Turkish POW camps. Like Turkish-held POWs, they had to endure inadequate food and provisions, unsanitary conditions, forced labour and the violent tendencies of some of their captors. Their conditions worsened as the war progressed and the effects of the British naval blockade gradually starved Germany of food and raw materials. German citizens and soldiers were given priority over POWs. The lack of food and other provisions was partially offset by the good work of the Australian Red Cross, an organisation formed by volunteers back home who organised for parcels of food, clothing and other essentials to be transported and delivered to Australian POWs in Germany. After the war, Australian POWs were released and allowed to arrange their return home.

prisoner of war an individual or individuals who have been captured and imprisoned by enemy forces

Source 6.54 Photograph of POWs at Stuttgart POW camp, Germany, dated 1 February 1918. Identified third from left is 2728 Private (Pte) George Gribbon, 55th Battalion, from Woonana, NSW.

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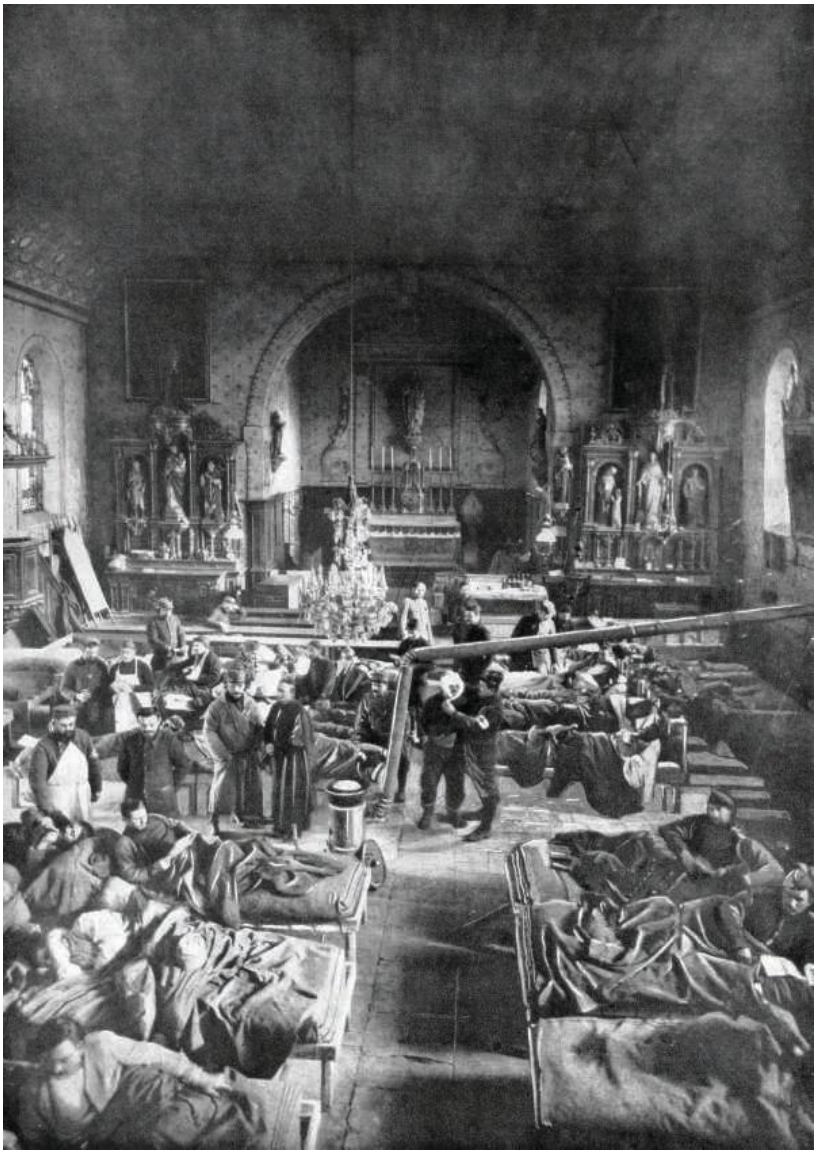
The role of women

Like the young men who rushed to enlist in the early days of the war, Australian women were eager to contribute. They were more restricted than men by their 'traditional' role in society at the time. Women were not yet permitted to join the armed forces in **auxiliary** roles as they would be during World War II. The only way they could get close to the action was to serve as nurses, as had been the case during the Boer War. Over 3000 Australian nurses, doctors or medical orderlies saw service in Egypt, the Middle East and Europe. Their experiences treating casualties in field hospitals and on hospital ships were both traumatising and overwhelming, but they cared for sick, injured and dying soldiers with care, compassion and tenderness. Even removed from the frontlines, they were not immune to the dangers: 13 nurses were killed during the war.

auxiliary supplementary or supporting

Source 6.55 An artist's representation of an Australian nurse



Source 6.56 A field station at the Front, in the nave of a rural church, 1915

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Source analysis 6.14

Source 6.57 A nurse's description of the aftermath of the Gallipoli landing, 25 April 1915

> They came in an endless stream, some walking holding arms, hands covered with blood, some on stretchers with broken legs, some shivering and collapsed through loss of blood and some with faces streaming with blood … we went for the worst cases first and worked like fury while all the sound of firing was going on … we took onboard 750 wounded … we filled every space, mattresses lying everywhere on deck … we got to bed between 2 and 3am.
>
> Quoted in Oppenheimer, M., 2008, *Australian Women and War,* Department of Veterans' Affairs, Canberra, p. 28

1 How does the nurse describe the volume of wounded coming aboard the hospital ship?
2 Describe what kinds of emotions these nurses might have been experiencing in the aftermath of such battles.
3 How valuable is this source to a historian studying both the experiences of women and the Gallipoli landing?

Participation of Aboriginal and Torres Strait Islander peoples

It is difficult to provide an exact figure of the number of soldiers of Aboriginal and Torres Strait Islander background who served in the AIF during the war. This is because they did not record their ethnicity on recruitment forms. At the time Aboriginal and Torres Strait Islanders were not considered citizens of Australia, and the federal *Defence Act 1903* restricted enlistment to individuals of 'European descent'. During the initial months of the war many Aboriginal and Torres Strait Islanders were rejected for enlistment based on their skin colour and race. Some were able to bypass this restriction by claiming to be of Polynesian or Indian background. As the war progressed and enlistment figures declined, such restrictions were relaxed or overlooked. In 1917 exceptions were made to allow Aboriginal and Torres Strait Islander individuals with mixed heritage to enlist, as long as the medical officer was able to determine that at least one parent was of European origin. The Australian War Memorial estimates that between 1000 and 1300 Aboriginal and Torres Strait Islanders served in the AIF, with approximately 250 making the ultimate sacrifice.

Their reasons for wanting to serve in the AIF may have been similar to those who enlisted earlier, or perhaps the opportunity to prove their equal worth through service was the overriding motivation: active service could potentially lead to an improvement in living conditions back home and ultimately, greater recognition of Aboriginal and Torres Strait Islander rights in the post-war period. At this time Aboriginal and Torres Strait Islander peoples could not vote, own land or move around freely. They could not even control where they worked, and often suffered the tragedy of having their children removed by authorities for their own 'protection'. The potential to earn equal pay might have also motivated some Indigenous men to enlist.

Aboriginal and Torres Strait Islander peoples served in every Australian campaign during the war. For the most part it is believed that they

Source 6.58 Private William Reginald Rawlings, awarded a Military Medal for his actions at Morlancourt Ridge in late July 1918

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did not experience the same prejudice and discrimination they suffered while in Australia. Perhaps this was a result of the horrendous conditions and struggle to survive. It could also be that the values of mateship and teamwork were more important in the trenches than skin colour and ethnic background.

Despite their loyalty and service to this nation, on returning to Australia after the war Aboriginal and Torres Strait Islander soldiers experienced the same levels of prejudice and discrimination as in the pre-war period. Even though a few Indigenous soldiers earned official military recognition for individual acts of bravery, their overall contribution and sacrifice to the war effort went unrecognised and unrewarded. It is not surprising, therefore, that many Indigenous servicemen chose not to march during Anzac Day commemorations.

Source analysis 6.15

Source 6.59 11 July, 1969. Aboriginal ex-servicemen march to the War Memorial at Hyde Park, for a special service being held as part of National Aborigines Day. National Aborigines Day was a day of remembrance of Aboriginal people and heritage. It is now celebrated as part of NAIDOC Week.

1 Why do you think Aboriginal ex-servicemen might have been more prepared to march on this day than on Anzac Day?

2 In 2007, the first Coloured Diggers March was held on Anzac Day. It is now held annually. Explain why this is important. You may want to conduct further research into the Coloured Diggers March.

Review 6.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify how many Australian soldiers were held captive by Turkish and German forces.
2 Explain the significance of the Hague Conventions.
3 Why were restrictions on allowing Aboriginal and Torres Strait Islander males to enlist gradually relaxed?
4 Describe the experiences of Australian prisoners of war.
5 How did Australian women support the war effort?
6 Why is it difficult to provide an exact figure for the number of Aboriginal and Torres Strait Islander soldiers serving in the AIF?
7 Explain the reasons why many Aboriginal and Torres Strait Islander veterans felt resentful and angry in the post-war period.

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6.7 Impact of World War I on Australia

The conscription debate

The **conscription** debate of World War I had a bitterly divisive impact on Australian society. When Britain declared war on Germany in August 1914 the Australian Prime Minister declared that Australia would 'help and defend her to our last man and our last shilling'. Thousands of Australian men enlisted in the AIF but, as the war progressed and casualty lists grew, enlistment numbers declined. Following a tour of Britain and France, Prime Minister William 'Billy' Hughes (in office 1915–23) was convinced that conscription was needed to maintain Australia's fighting strength and uphold the commitment to support Britain. If the Australian public voted yes in a **referendum***, he would pressure the federal parliament to pass the bill. Hughes found a range of supporters from many backgrounds. These included some Anzac soldiers who wanted fresh recruits to aid the cause; the Anglican Church which was loyal to the British Empire; many upper and middle-class Australians with close ties to Britain who viewed the 'No' vote as unpatriotic; and some business owners who stood to profit from the war. Even some women's groups, such as the Women's National League and the Women's Christian Temperance Union, supported conscription to bolster those already serving.

conscription compulsory military service in a nation's armed forces

referendum a national 'yes' or 'no' vote to change the Australian Constitution

*It is worth noting that although the two public votes held about conscription are commonly referred to as referendums, they were technically plebiscites. A referendum is a national 'yes' or 'no' vote to change the constitution, while a plebiscite is used to decide a national question that is not related to the constitution. However, as a plebiscite may also be called an 'advisory referendum', and much of the documentation surrounding these votes also said 'referendum', we will continue to use the term 'referendum' in this chapter.

Source analysis 6.16

Source 6.60 A recruitment poster designed by artist Norman Lindsay in 1918

1 Describe how Germany is portrayed in this poster.
2 Describe the message of this poster.
3 Explain whether you think this would be an effective recruitment poster. Give reasons for your answer.

Source 6.61 Australian Prime Minister Billy Hughes visiting Australian troops on the Western Front, 1918

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Not everyone agreed with this view, and a number of groups arose who opposed conscription. These included Irish Catholics, led by the Archbishop of Melbourne (Daniel Mannix) who opposed the war and wanted an independent Ireland; some trade unionists and socialists who believed conscription would benefit rich capitalists at the expense of the working class; many wives and mothers who did not want their husbands or sons sent overseas to potentially die in battle; those who felt that it was undemocratic to force young men to fight in a war that did not directly threaten Australia; farmers who were worried that conscription would deprive them of essential workers; and even some Anzac soldiers who did not want anyone forced to fight against their will.

The first referendum

In October 1916 Prime Minister Hughes held a referendum on the issue of conscription. Both sides passionately and emotionally argued their cause in newspaper articles, political addresses and on billboards. In cities around Australia there were intense encounters between the two opposing groups, which often resulted in violence. The 'no' vote won by just 3.2%. The fallout included political pain for Hughes' own party (the Australian Labor Party) who strictly opposed conscription. In November 1916 Hughes and other pro-conscription parliamentarians formed their own party (the National Labor Party) and won the May 1917 election by promoting itself as the 'win the war' party.

The second referendum

As the war progressed only around 4500 men were enlisting per month, despite the government's huge recruitment drive. This was far short of Hughes' goal of 16000 per month. Still convinced that conscription would solve this problem, Hughes decided to hold a second conscription referendum in December 1917.

Tensions were even more heated the second time, and interactions between the opposing groups more tumultuous. Hughes' government adopted underhanded tactics to try to guarantee a 'yes' result, including closing the polls after just two days, preventing anyone with a German-born father from voting, and censoring anti-conscription propaganda. The 'no' vote won again, this time by an even larger margin. Thus the AIF remained one of the few completely voluntary armies fighting in the war.

Source 6.62 A pro-conscription poster produced for the second referendum in December 1917

Activity 6.6

Research

Using the internet, find three or four examples of Australian posters from the 1916 and 1917 conscription campaigns. You should include at least one anti-conscription and one pro-conscription poster. For each, analyse the author or creator, date of publication, audience, message and technique.

Historical concepts: Perspectives **Historical skills**: Analysis and use of sources

Sources on the conscription referendums

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Wartime controls

When war broke out the Australian government was quick to force strict controls on the population. The governments of most countries severely curtailed the civil liberties of their populace in an effort to protect national security and meet the demands required of war. Laws and regulations were passed that covered **censorship**, food supplies, the economy, opposition to the war, and the treatment of enemy aliens. For example, the *War Precautions Act 1914*, gave the Commonwealth government unparalleled and wide-ranging powers to make laws about any aspect of Australian society that directly affected the war effort. Another law, the *Trading with the Enemy Acts 1914–16*, made it illegal to trade with individuals or companies from enemy countries. Other acts included the *Income Tax Act 1915,* which introduced federal income tax, the *Daylight Savings Act 1916*, which added an extra hour of daylight to increase agricultural production, and a 6 p.m. closing time for hotels (implemented in New South Wales and Victoria).

censorship the act of banning any material deemed offensive or objectionable

Censorship

Newspapers, magazines, civilian mail and soldiers' letters and postcards home were all heavily censored to prevent the Australian people from learning the horrifying realities of the war, and ensuring that they continued to support the war effort. Censorship was coupled with Department of Defence-produced propaganda to create an idealised version of the war for Australia's population. Military defeats were presented as successes or were not reported at all.

Propaganda

Propaganda was produced by most nations involved in World War I. The Australian government, and several private groups, produced propaganda such as newspaper articles, posters, cartoons, films and leaflets. Posters were used extensively by both sides during the conscription campaigns of 1916 and 1917. The purposes of propaganda included encouraging men to enlist in the AIF, boosting national morale, maintaining public support for Australia's involvement in the war, or encouraging people to contribute to the war effort. Various techniques were employed, including:

- using simple and concise messages that were easily understood
- promoting hatred of the enemy by portraying the Germans as beasts who committed atrocities and wished to dominate the world
- reinforcing racial stereotypes
- appealing to feelings of nationalism and patriotism
- portraying the war in an idealised light
- using positive imagery, or imagery that would provoke an emotional reaction.

The changing roles of women

The war had a profound effect on the role of women in European society. Before the war women had mainly worked in domestic service and textile industries, teaching, office work and nursing. However, as men went to the Front, women started taking their places in workplaces such as munitions factories. These jobs were often higher in status and better paid than traditional female roles.

The role played by Australian women during World War I was very different from their British, French and German counterparts, and as a result, their role in society did not experience the same kind of transformative change that women in Britain experienced. This was mainly because both conscription referendums failed, so Australian women were not needed or encouraged to enter the

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workforce in such large numbers to replace the men lost to the war. Additionally, trade unions were opposed to women entering male-dominated occupations because they feared that it would decrease men's wages. There were approximately 10 000 women who took on clerical roles in banking, insurance or the public service. Others continued to work as shop assistants, teachers or nurses. Women who replaced men on farms or in factories did so on a short-term basis and were paid less than half their male colleagues for the same work. When the war was over they were expected to return to their traditional role in the home.

Other women, most notably from the upper-class, volunteered their time in organisations such as the Australian branch of the British Red Cross Society, the Country Women's Association or the Australian Comforts Fund (ACF), established in 1916. Members of the Red Cross Society raised funds to organise and send thousands of items of clothing and food parcels to Australian soldiers and POWs. They also established the Wounded and Missing Enquiry Bureau, run by Vida Goldstein, a prominent social reformer and magazine editor. Members of the ACF fundraised and organised 'comfort boxes' to cheer the men up – these included luxury items that members of the AIF otherwise went without, such as pairs of hand-knitted socks. The steady supply of clean, dry socks helped to counter the effect of **trench foot**.

Women played an important role in the recruitment process. Some would shame men into enlisting by distributing white feathers to any eligible man who had not already enlisted. The white feather was a symbol of cowardice, of which no respectable man wished to be accused. In addition, much of the recruitment propaganda was directed at women, encouraging them to pressure the men in their lives into enlisting.

Not all women were supportive of Australia's involvement in the war. There were many women who opposed the war due to their religious or moral beliefs. They formed organisations such as the Women's Peace Army

Source 6.63 A poster promoting the work of the ACF, c. 1916

and campaigned against conscription and the high cost of living during the war. They led demonstrations in the major cities, particularly in Melbourne, which often became violent.

Women also had to deal with the brutal consequences of war. Often wives and mothers were left alone to manage their family in the absence of their husbands, including struggling to provide while the family's breadwinner served overseas. In addition, women had to remain stoic and positive in spite of their fears for the future: every letter or telegram could potentially bring news of a loved one's fate. If this did occur women had to deal with grief and trauma, and given that Australian soldiers killed in action were buried in Allied war cemeteries throughout France, Belgium, Turkey and the Middle East, bereaved women had to contend with the thought of never visiting their loved ones' grave. This was made worse by the fact that over 20 000 Australian soldiers had no known graves.

trench foot a medical condition caused by prolonged exposure of the feet to damp, unsanitary and cold conditions

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Source analysis 6.17

Source 6.64 In 1915 nearly 100 women marched to the Public Works Department to protest when the Central Unemployment Committee stopped financial assistance to the Women's Bureau. This report was published in *The Woman Voter*, a **suffragist** paper run by Vida Goldstein.

suffragist a movement fighting for the right of women to vote

> The procession created a sensation, as this was the first time in history that Australian women had made any sort of political demonstration in defence of their own rights. Then the speakers, unemployed women, spoke of their situation: 'Dear sir, we are here because we want work, not charity. My father wouldn't let me learn a trade or go in for any profession, because he said, the home is the woman's place, but I lost my home because the landlord doubled the rent … For those of us who have no other source of income, two days work isn't enough …
>
> *The Woman Voter,* 3 June 1915

1 Explain what you think the value of this source would be for a historian studying the role of women in World War I.

Treatment of 'enemy aliens'

The term 'enemy aliens' historically refers to individuals of foreign descent, usually from enemy countries. During World War I this applied to anyone whose ancestry was German, Austrian or Turkish. It was feared that these people might act against Australian interests as spies or to sabotage the war effort because of their background. After war was declared, rising anti-German hysteria was influenced by news from the Western Front, and prolific anti-German propaganda that portrayed Germans as evil and inhumane. Violence, discrimination and vandalism were targeted at anyone who was German, had a German-sounding name or spoke German. Many lost their jobs, the right to vote, and the right to buy and sell property. German schools and newspapers were closed, and there were several instances of anti-German riots occurring in cities and towns which had substantial populations of German-born residents. German names were anglicised, and even Dachshund dogs were frequently kicked in the street.

Many enemy aliens, including men, women and children, were rounded up by the Department of Defence and placed in internment camps as a precautionary security measure. Of the almost 7000 people interned during the war, the majority were of German descent, although some were also of Turkish or Austro-Hungarian descent. Many were naturalised Australians and some had family members serving in the AIF. Conditions in these camps were reasonably comfortable but extremely boring, not to mention humiliating. Often the people were not even informed of the length of time they would be interned. Originally there were camps in each state, but in July 1915 they were all transferred to a camp at Holsworthy in southwest Sydney. Many more people of German descent who were not interned were still required to register and report weekly to police.

Source 6.65 German internees prepare for mealtime, Holsworthy Internment Camp, NSW, c. 1917

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Source analysis 6.18

Source 6.66 This description of 'the Hun' comes from a soldier's magazine, published in 1915

> [Germans] … are a race alone and apart, interlopers and squatters in Europe … The very name 'Ger-man' or 'Alle-man' means 'Wolfman' … invented by Germans to inspire terror … The Hun love for inhuman atrocities has been fostered by the tribal savage cult of the wolf and the carrion raven.
>
> Quoted in R. Evans, *Loyalty and Disloyalty: Social Conflict on the Queensland Homefront, 1914–18*, 1987, p. 55

Source 6.67 A German-born Australian speaks of his experience

> It's no joke for us Germans here in the enemy's country. The English treat us shabbily … We Germans have to report to the police every week … Many are out of work … people imagine that the Germans in Australia are all spies.
>
> Quoted in R. Evans, *Loyalty and Disloyalty: Social Conflict on the Queensland Homefront, 1914–18*, 1987, p. 55

1 Describe the perspective of both sources.
2 How are Germans described in Source 6.66?
3 Explain the value of Source 6.67 to a historian studying the treatment of enemy aliens in Australia during World War I.

Review 6.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Define the term 'conscription'.
2 Why did Prime Minister Billy Hughes want to introduce conscription?
3 Identify the groups who supported and opposed the introduction of conscription.
4 Why were some people opposed to women entering the workforce during the war?
5 Explain the reasons why people opposed the introduction of conscription.
6 Why did the Australian government impose strict controls on the Australian public?
7 Describe the treatment of 'enemy aliens' in Australia during the war.
8 Explain how censorship and propaganda complimented each other.
9 To what extent did the war transform the roles of Australian women?

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6.8 Significance of World War I to Australia

The Treaty of Versailles

The armistice which came into effect at 11 a.m. on 11 November 1918 did not represent the formal end of hostilities. This occurred on 28 June 1919 when the Treaty of Versailles was signed, the culmination of nearly six months of negotiations between the victorious nations, dominated by the leaders of the United States, Britain and France. Australian Prime Minister Billy Hughes attended, arguing that the Australian public had paid an extremely high cost and should rightly share in the spoils of victory. For Hughes, this included laying claim to the former German colony of New Guinea, now known as Papua New Guinea.

The effect of the war on returned soldiers and civilians

The enormous task of organising the return of Australia's servicemen and women post-war was given to the esteemed Corps Commander of the Australian forces, Sir John Monash. He had to organise the **demobilisation** and **repatriation** of at least 200 000 servicemen and 1500 nurses, including the estimated 15 000 wives and children of diggers who had married while overseas. Idle soldiers were prone to poor discipline so a major effort was made to fast-track repatriation, where logistical restrictions allowed. However, it would not be until mid-1920 that the last soldiers disembarked on Australian soil. The nation they returned to had changed considerably in their absence, as had the men who served.

demobilisation disbanding troops back into civilian life

repatriation returning people to their country of origin

Source 6.68 Armistice Day Celebrations, Martin Place, Sydney, 11 November 1918

Casualties

Source analysis 6.19

Source 6.69 Australian casualties: World War I

Battle dead	53 993
Battle wounded	155 133
Prisoners of war	3647
Non-battle dead	6291
Non-battle sickness	393 155
Non-battle other	4387
Total	616 606

1 How many Australians died in battle during World War I?

2 Identify which was greater: the number wounded in battle or the number who fell ill?

3 How does this source assist our understanding of the experiences of Australian soldiers during World War I?

Due to Australia's distance from the war, AIF war dead were not repatriated but were instead buried in Allied war cemeteries in France, Belgium, Gallipoli, Egypt and Palestine. Most families were never able to visit the graves of their loved ones, and thus were denied a sense of closure.

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There were very few families, communities or towns who did not endure the pain of losing a friend, son, brother or father. The thousands of **cenotaphs** created across Australia may be the best remaining evidence of this grief.

The movements of millions of soldiers and displaced civilians after the war expedited the spread of a virus known as the Spanish influenza. It is estimated that somewhere between 20 and 30 million people worldwide died after contracting the disease – a greater number than died in the war. Returning Australian servicemen brought the Spanish Flu with them, with the first cases recorded in Australia in January 1919. The Spanish Flu pandemic killed around 50 million people worldwide between 1918 and 1920. Australia's isolation and strict **quarantine** laws helped to limit the spread of the infection, but 11 500 lives were still lost.

Although lauded for their wartime heroics, most soldiers struggled to return to a normal civilian life. Most suffered lifelong physical agony as a result of wounds inflicted during the war. Veterans who had suffered the ill-effects of a gas attack often endured poor respiratory health. Other veterans who had lost limbs or were severely maimed or disfigured struggled to adjust: the manufacture of prosthetics was only in its infancy in the post-war period. Psychologically, many veterans experienced 'shell shock', or what we now refer to as **post-traumatic stress disorder** (PTSD), which was neither diagnosed nor treated. They suffered recurring nightmares, anxiety and depression, with some turning to alcohol to numb their pain. Families attempted to support their loved ones but could not imagine the horrors they witnessed. Many veterans internalised their wartime experiences and refused to discuss them, often taking their memories to the grave. Family breakdowns were common. Veterans often found that only their fellow soldiers could relate to their experience. Domestic violence, suicide and crime rates were high among returned soldiers.

Source 6.70 Hooge Crater Cemetery, near Ypres, Belgium, c. 1917. It contains the graves of 5924 British and Commonwealth soldiers.

The federal government tried to smooth the transition to a civilian life, but many veterans who had fought so bravely for 'King and Empire' were angry at what they perceived to be a lack of gratitude from Australian society. They resented the government's failure to effectively assist returned soldiers to find job training, employment or housing. In March 1918 the federal government had agreed to establish a Federal Repatriation Department to aid in this area, but this was a reactive and reluctant measure on their behalf. In addition to job training and employment advice,

cenotaph a public monument such as a statue or building erected to honour people who died in war

quarantine isolating incoming people or animals for a period of time to prevent the possible spread of disease

post-traumatic stress disorder a particular set of reactions that can develop in people who have been through a traumatic event; they often experience feelings of intense fear, helplessness or horror

Source 6.71 A soldier wearing prosthetic legs, country unknown

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the Department also provided war pensions for disabled veterans and those who could not earn a living. This was extended in 1931 to include wives and children of the dead, and the wives and mothers who cared for disabled veterans. Free medical and hospital care, including prosthetic limbs, was also provided to veterans.

Federal and state governments also attempted to settle veterans in rural areas under Soldier Settlement Schemes. Unfortunately, such schemes were largely unsuccessful because veterans lacked farming experience, the land chosen was usually unproductive, and the effects of drought exacerbated the problems. To make matters worse, veterans of Aboriginal and Torres Strait Islander descent were all but excluded from the scheme, and some of the land chosen for these settlements had been forcibly taken from Aboriginal communities.

White Australia Policy a racist policy introduced in Australia from 1901, designed to intentionally restrict 'non-white' immigration to Australia; finally abolished in the 1970s

A positive post-war development was the formation of returned soldiers' organisations, the most notable of which was the government-endorsed Returned Soldiers and Sailors Imperial League of Australia (RSSILA), now known as the Returned Services League (RSL). Many veterans joined for the sense of community. The RSSILA also fought for the interests of veterans, strongly advocated maintaining ties to Britain, and supported the **White Australia Policy**. Aboriginal and Torres Strait Islander ex-servicemen were initially denied membership and entry.

Source analysis 6.20

Source 6.72 Turnover of soldier settlers

	NSW	VIC	QLD	SA	WAS	TAS	TOTAL
Number of original settlers	9302	11 140	6031	4082	5030	1976	37 561
Number of settlers remaining in 1929	6649	9249	3617	2754	3545	777	26 591
% remaining in 1929	71	83	60	67	70	39	71

1 Identify the percentage of soldier settlers that failed in each state.
2 Identify which state was the most successful in keeping soldier settlers on the land, and which state was least effective.
3 Explain the value of this source to a historian studying the experiences of returned soldiers post-World War I.

Review 6.8

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify when World War I formally ended.
2 Why were Australia's war dead not returned to Australia?
3 How many people died worldwide as a result of the Spanish Flu?
4 Explain how the repatriation of troops contributed to the spread of the Spanish Flu.
5 Describe the role of the Federal Repatriation Department.
6 Explain the physical challenges faced by Australian veterans.
7 In your opinion, how important were returned soldiers' organisations for the returning veterans? Give reasons to justify your answer.

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6.9 The Anzac legend

One of the most significant legacies of Australian involvement in World War I was the 'Anzac legend'. Born out of the bravery, suffering, successes and defeats of the Gallipoli campaign, the legend grew during the remainder of the war and has since played an important role in promoting an idealised version of Australia's national identity. Although Australia Day is on 26 January, many social commentators consider Anzac Day (first observed on 25 April 1916, one year after the landing at Gallipoli) to be Australia's true national day.

According to Australia's official World War I correspondent and historian, C.E.W Bean, 'ANZAC stood and still stands for reckless valour in a good cause, for enterprise, resourcefulness, loyalty, fidelity, comradeship and endurance that will never own defeat.'

In addition to Bean's definition, the qualities most commonly associated with the Anzac legend include courage, endurance, mateship and sacrifice. Other characteristics identified and emphasised include an independent spirit, resourcefulness, a larrikin sense of humour, stoicism, and egalitarianism.

The legend has become so important to how we see ourselves as a nation, that anyone who criticises the legend frequently comes under attack and is labelled 'un-Australian' and lacking respect.

In Source analysis 6.21, you will be the following perspectives of the Anzac legend.

Source 6.73 Veterans and relatives celebrating the centenary of the ANZAC landing of 1915, during the Anzac Day Parade on 25 April 2015, Sydney, Australia

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Source analysis 6.21

Source 6.74 Historian David Kent comments on a difference between Bean's diary and his published work

> In a revealing passage in his diary Bean noted how few men really wanted to fight, how some had to be forced in action at pistol point, how many wanted to run away (and how many did) and some would 'shoot their fingers off to escape from the Front'. No trace of this reluctance was allowed to appear in 'The Anzac Book.'
>
> Kent, D.A., 'The Anzac Book and the Anzac Legend: C.E.W Bean as editor and image maker', *Historical Studies,* vol. 21, no. 84, April 1985, pp. 381–383

Source 6.75 Australian Prime Minister John Howard's tribute following the death of the last living Anzac, Alec Campbell, in 2002

> It is a story of great valour under fire, unity of purpose and a willingness to fight against the odds that has helped to define what it means to be an Australian.
>
> Prime Minister John Howard, quoted in the *Sydney Morning Herald*, 17 May 2002

Source 6.76 In 2003 Australian historian and journalist, Rowan Cahill, wrote a commentary on the Anzac myth for *The Guardian* newspaper

> Out of the blood-fests of the Western Front, and the impossibilities of Gallipoli, the Anzac myth was crafted, telling of larrikin heroes imbued with mateship and derring-do. Somewhere in this myth-making process the slaughter and senselessness of the war, so apparent to many participants and to those who hoped it would be The War to End All Wars, was lost. Possibly deliberately so.
>
> Cahill, R., 'Martial Love', *The Guardian*, 7 May 2003

Source 6.77 Former Prime Minister Paul Keating criticised the Anzac legend in 2008

> The truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched. And none of it in the defence of Australia. Without seeking to simplify the then bonds of empire and the implicit sense of obligation, or to diminish the bravery of our own men, we still go on as though the nation was born again or even was redeemed there. An utter and complete nonsense. For these reasons, I have never been to Gallipoli and I never will.
>
> Paul Keating, speaking at a book launch for *Churchill and Australia* by Graham Freudenberg, 30 October 2008

Source 6.78 In the epilogue to their book *What's Wrong with Anzac?,* Australian historians Henry Reynolds and Marilyn Lake consider the key premise of the Anzac legend.

> In the myth of Anzac, military achievements are exalted above civilian ones; events overseas are given priority over Australian developments; slow and patient nation-building is eclipsed by the bloody drama of battle; action is exalted above contemplation. The key premise of the Anzac legend is that nations and men are made at war. It is an idea that had currency a hundred years ago. Is it not time to cast it aside?
>
> Reynolds, H. and Lake, M., 'Moving on' in *What's Wrong with Anzac?* 2010, NewSouth Books, Sydney, p. 167

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Source analysis 6.21 continued

Source 6.79 Historian Joan Beaumont looks at the legend in a 2015 article for the *Sydney Morning Herald*

The question of Anzac's significance for multicultural Australia generated considerable heat three years ago. A report of the official National Commission on the Commemoration of the Anzac Centenary suggested that Australia's military history was 'something of a double-edged sword'. The centenary might provide opportunities for a great sense of national unity but it might also prove 'a potential area of divisiveness'. The community simply did not know what recently arrived Australians thought about the commemorations, but the centenary commemorations should be 'culturally sensitive and inclusive.'

The legend is also, and primarily, about values and ways of imagining the national identity. These values … are currently courage, endurance, sacrifice and mateship.

Intriguingly, these do not mirror exactly the values that the original Anzacs embraced. They were often staunch British imperialists and prided themselves on being effective killers – something we tend to forget today when soldiers are often depicted as victims of catastrophe and trauma. But these values are arguably those which Australian society needs to affirm in the 21st century when, for all our materialism and rampant individualism, we still need at least some individuals to volunteer to subordinate their personal interests to the collective good. Anzac, in this sense, can validate not only the men and women of the Australian Defence Force who are the direct heirs of the legend of Gallipoli, but also the service of police officers, civil defence forces and fire fighters.

Beaumont, J., 'Is the Anzac legend still the core of Australia's national identity?', *The Sydney Morning Herald*, 21 April 2015

1 Complete the following table in your books:

	Author	Date	Intended audience	View of the Anzac legend
Source 6.74				
Source 6.75				
Source 6.76				
Source 6.77				
Source 6.78				
Source 6.79				

2 How does Source 6.74 assist our understanding of Bean's motivations in creating the Anzac legend?
3 How does former Prime Minister Paul Keating view the Gallipoli campaign?
4 Identify which view of the Anzac legend you most agree with and why.
5 Explain how Sources 6.75 and 6.76 differ.
6 How does Source 6.78 critique the militaristic nature of the Anzac legend?
7 How does Source 6.79 explain the relevance of the Anzac legend in contemporary multicultural Australia?

Review 6.9

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify the year in which the first Anzac Day ceremony was held.
2 Why was the date of 25 April selected?
3 Explain why the concept of 'mateship' is associated with the Anzac legend.
4 Discuss why the label 'un-Australian' is commonly applied to people who criticise the Anzac legend.

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End of chapter activities

Extended response questions

1 How significant was Australia's contribution to the war?
2 Explain the significance of the Gallipoli campaign to the broader course of the war.
3 Why was the issue of conscription so divisive?
4 How did World War I affect Australia?
5 Account for the link between the Anzac legend and Australia's national identity.

Group work activity

In groups of three to four, research a World War I veteran, from your local area if possible. Using the following sites, plus others, find out what you can about your veteran's life prior to the war, their wartime experience, death, and how they have been commemorated.

- http://www.naa.gov.au/
- https://trove.nla.gov.au/

Choose a format to present your research. You may wish to create a website or weeble, a multi-media presentation, a poster, a podcast, or another product.

Make sure that you clearly assign roles and ensure everyone in the group contributes. You will also need to include a bibliography that acknowledges all the sources you utilised in your research.

Research activity

Choose one of the following topics to research and write a report on:

- weapons and tactics used in World War I
- the Battle of Pozières, July 1916
- the first Anzac Day ceremony, 1916.

Ensure that your report contains an introduction, body paragraphs, a conclusion, and a bibliography including all the websites, articles and books referenced.

Creative task

Research Australian recruitment posters from World War I. Design your own recruitment poster. This can be completed using A4 paper or a program such as Glogster, Microsoft Publisher or Canva. Think about the following aspects:

- target audience
- message
- symbolism
- techniques
- use of colour.

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Visible thinking routine

I used to think … Now I think …

Reflect on your thinking about Australians at War: World War I and how and why this thinking may have changed now that the unit is complete. Using the prompts below, write a couple of sentences explaining what you used to think about the topic and what you think now. Share your thoughts with the class.

- I used to think…
- But now I think…

Cross-curricular task

Aboriginal and Torres Strait Islander histories and cultures

Research the war experience of Private William Reginald Rawlings and other soldiers of Aboriginal and Torres Strait Islander background (you might like to start your research by visiting the Australian War Memorial website page 'Aboriginal service during the First World War'). How has their contribution to World War I been commemorated by the Aboriginal and Torres Strait Islander community, as well as the wider Australian community? Create a digital collage of any artworks, memorials, exhibitions, articles or books that you locate in your search.

Once completed, answer the following questions:

1. Are there any commonalities between each of the items you located?
2. What aspects of their service have been commemorated?
3. How has recognition of the experiences of Aboriginal and Torres Strait Islander servicemen changed over time?
4. Explain why the commemoration of Aboriginal and Torres Strait Islander servicemen is important for reconciliation.
5. In your opinion, do you think that the experiences of Aboriginal and Torres Strait Islander servicemen has been appropriately commemorated? Give reasons for your answer.
6. Propose ideas for future commemorative projects or exhibitions for Indigenous servicemen from World War I.

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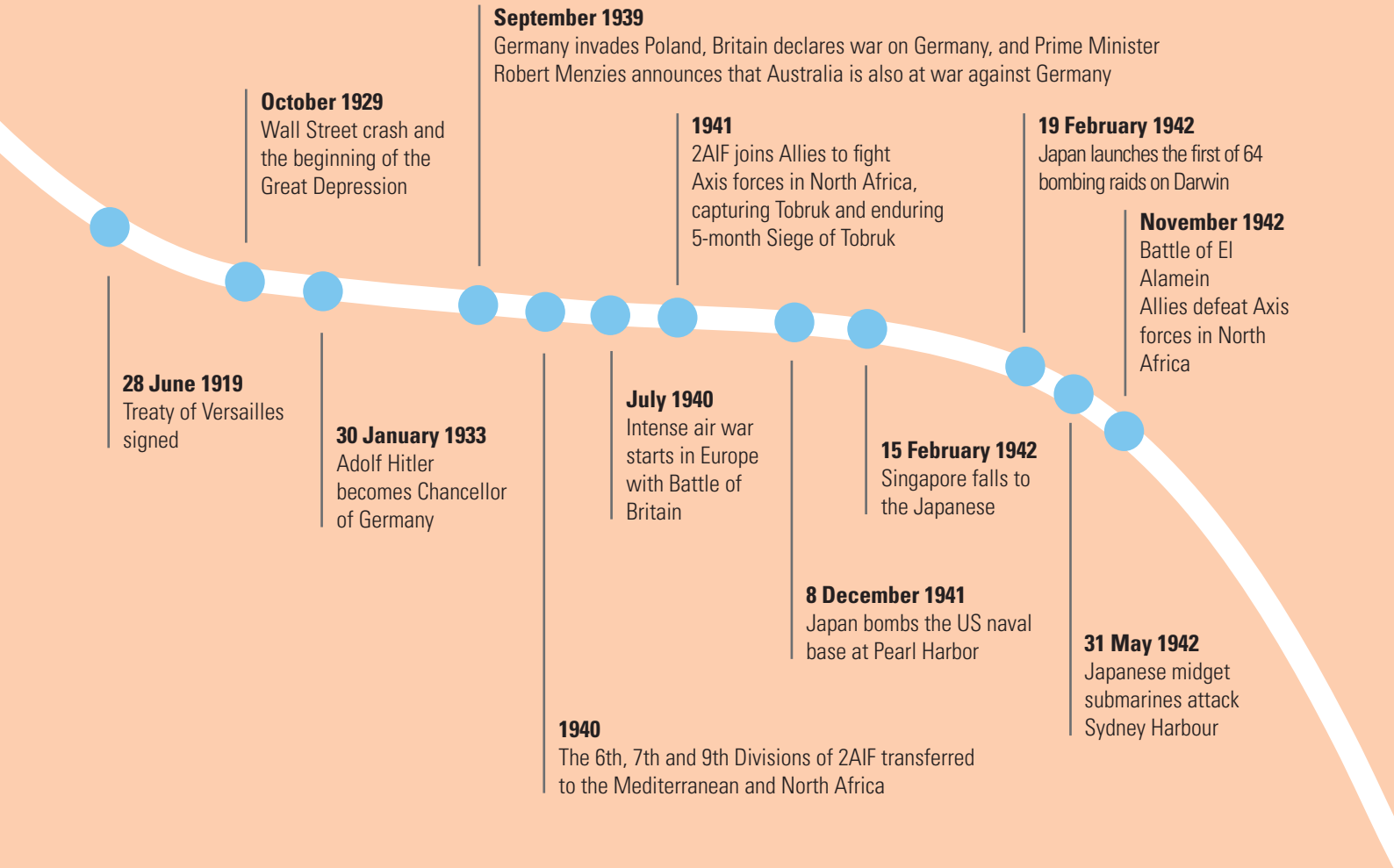
CHAPTER 7

AUSTRALIANS AT WAR: WORLD WAR II 1939–1945



When war was declared in September 1939, the enthusiasm of August 1914 was replaced with a grim sense of duty as Australia became involved in a war on a scale never seen before. The Anzac legend forged at Gallipoli was perpetuated by the next generation of Anzacs who fought in North Africa, Europe, Asia, the Pacific and Australia. Many thousands of these men were to become prisoners of war, and many were treated inhumanely in Japanese prisoner of war camps. During World War II Australia also came under direct attack when Darwin was bombed and Sydney Harbour was attacked by midget submarines. Similarly to World War I, this war would also prove to have a transformative effect on Australian society as everyone rallied together to fight the threat of a Japanese invasion.

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

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SEE, THINK, WONDER

Source 7.1 Oil painting showing showing some of the thousands of Italians who surrendered to the 6th Australian Division at Tobruk, Libya, Ivor Hele, 1941

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think …)
- What does this image make you **wonder** about World War II? (I wonder …)

June 1942
Battle of Midway
US defeats Japan, turning point of war in the Pacific

July 1942 to January 1943
Australian forces push the Japanese back along the Kokoda Track in New Guinea

January 1943
Battle of Stalingrad Russians defeat Germany, turning point of war in Europe

February 1943
The Australian Government decides to send conscripts outside of Australian-held territories

6 June 1944
Allied forces invade German-occupied France on D-Day

October 1944
Australian warships join US Navy in Battle of Leyte Gulf, largest naval battle in the war

8 May 1945
Germany surrenders (VE Day)

6 and 9 August 1945
The United States detonates two atomic bombs over the Japanese cities of Hiroshima and Nagasaki

15 August 1945
Japan surrenders (VP Day)

1946–1952
Australians form a large part of the British Commonwealth Occupation Force in Japan

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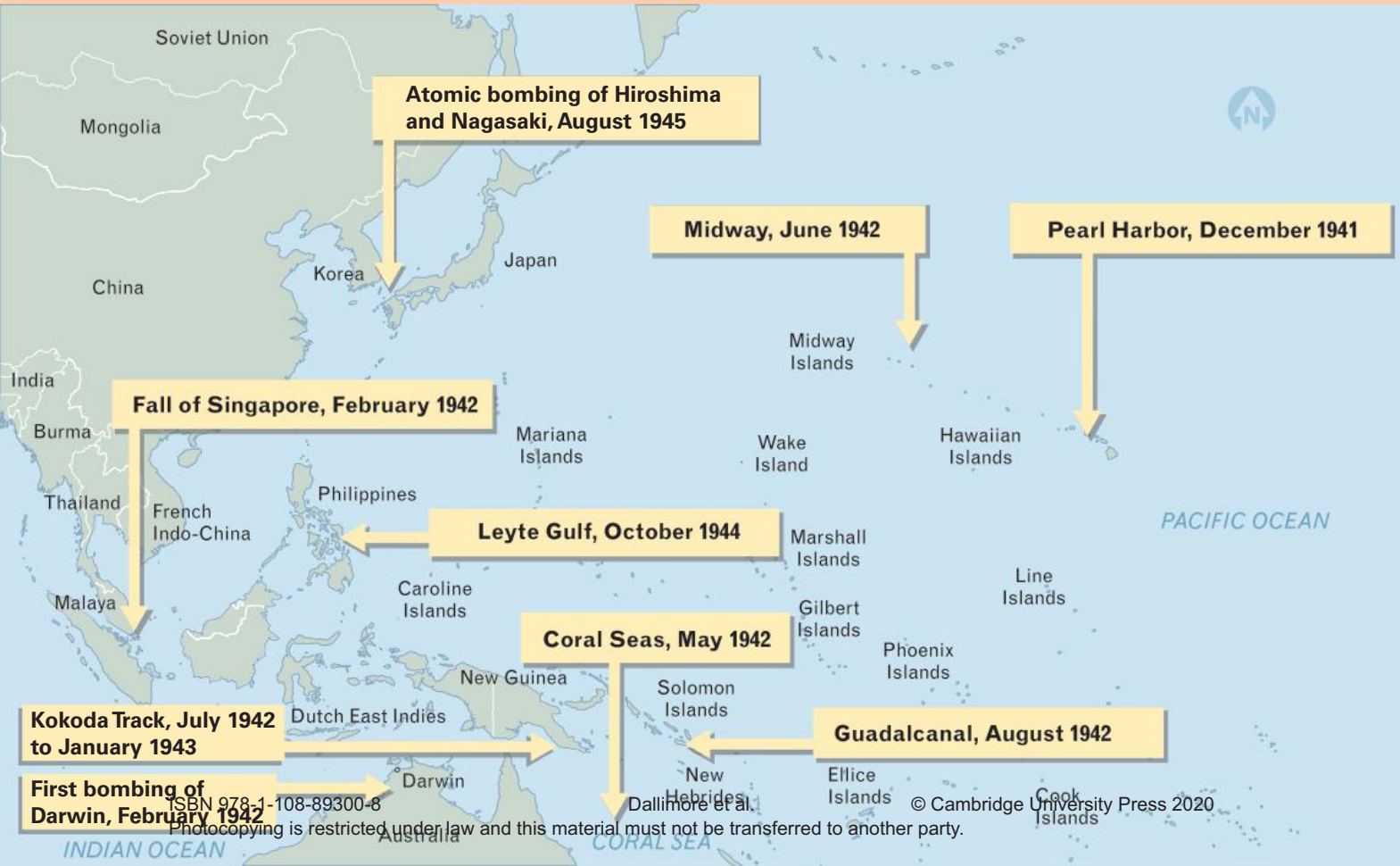
Key questions

- Why did Australia become involved in World War II?
- What were the experiences of Australians in this war?
- What campaigns were Australian soldiers involved in?
- What was the impact of the war on the Australian home front?
- How did the nature of war change in World Wars I and II?
- How and why do we commemorate the world wars in Australia?
- How did Australia's experience of World War II compare and contrast with its experience of World War I?

Source 7.2 Key regions and battles in the Asia-Pacific during World War II



7.1 Causes of World War II

The Treaty of Versailles

The Treaty of Versailles, signed at the end of World War I, was dominated by the Big Three leaders: British Prime Minister David Lloyd George, French Premier Georges Clemenceau and US President Woodrow Wilson. Because it was created in a climate of distrust, the intention of the treaty was to punish and undermine German military and economic power. According to the treaty, Germany:

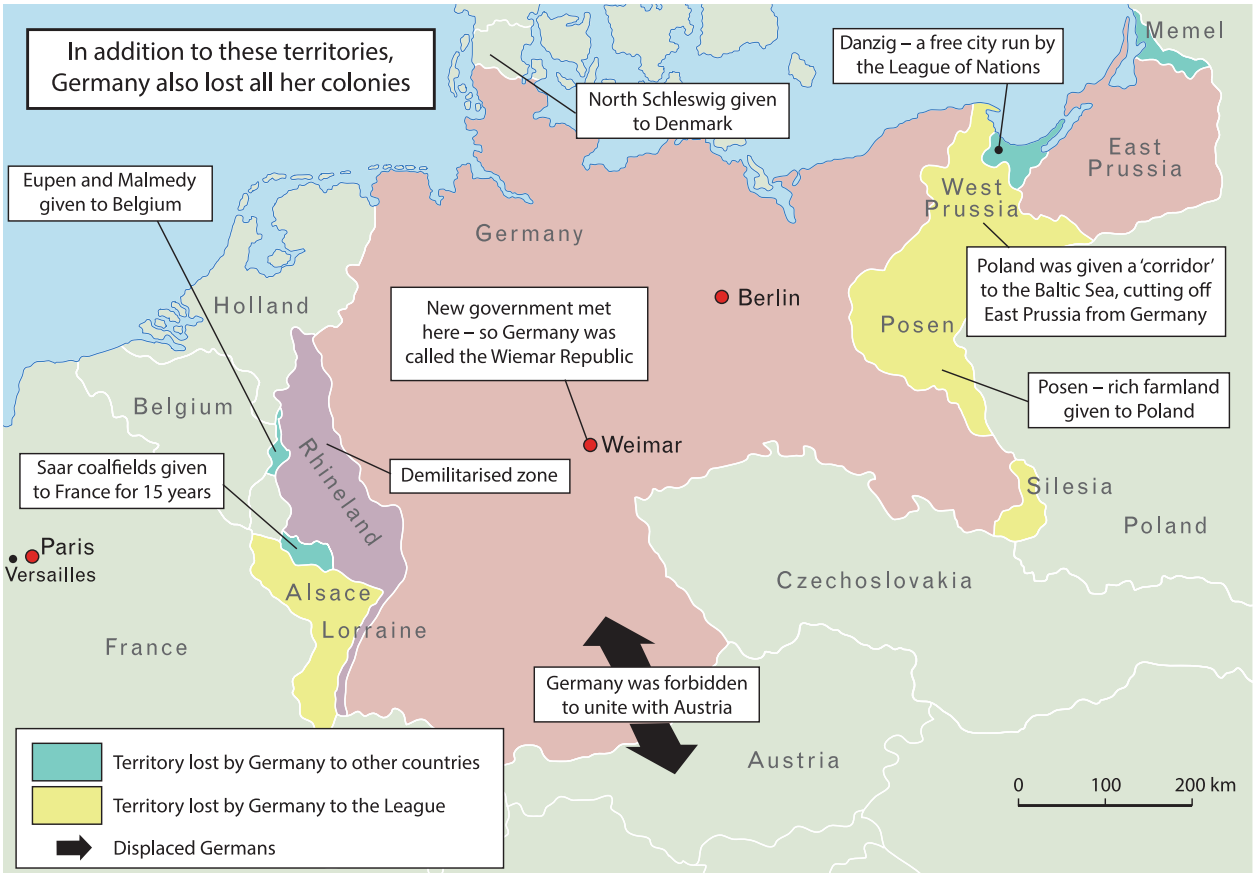
- lost 13% of its European territory, and was also denied overseas investments and colonies, which were confiscated and divided among the Allies
- was not permitted to have tanks, heavy artillery, a navy or an air force, and could not enforce conscription
- was forced to demilitarise the Rhineland, with Allied forces to occupy the Rhineland for 15 years to serve as a buffer zone between France and Germany
- was forbidden from implementing ***Anschluss*** with Austria
- was forced to accept the blame for starting the war (Article 231) and to pay reparations, amounting to over £6 billion plus interest, to the Allied nations.

Many Germans resented the government of their new **Weimar Republic** for having accepted the terms of a treaty they believed to be harsh. Both left-wing and right-wing groups were openly hostile towards the government, and these popular feelings of resentment opened the door for someone to undermine the democratic government by promising to revise the Treaty of Versailles. There are some historians, such as Sally Marks and Margaret MacMillan, who have claimed that the treaty was not as harsh as the Germans perceived it to be. They argue that World War II came about as a result of the Allies' failure to enforce the treaty, rather than the terms of the treaty itself.

Anschluss refers to the annexation of Austria into Germany

Weimar Republic the name given to Germany's government between 1919 and 1933, which was based in Weimar rather than the historic capital of Berlin

Source 7.3 Map showing territorial changes following World War I



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Hitler and the rise of Nazism

ideology a set of ideas or beliefs that form a framework for a person or country's point of view and actions

Aryan as propagated by the Nazi Party, people of Caucasian race not of Jewish descent

anti-Semitism prejudice, hatred and/or violence directed against Jewish people

Reich German for 'empire'

Lebensraum the policy adopted by Hitler to justify his drive to conquer more land: to create more living space for the German people

Great Depression a period of severe economic hardship around the world between 1929 and about 1939

Reichstag the German parliament

Führer German for 'leader'

Adolf Hitler served with distinction in the German army during World War I and was recuperating from the effects of a gas attack when the armistice was declared. Some sources say he wept while others claim he was furious. After the war Hitler subscribed to the popular view that Germany had been 'stabbed in the back' by its government. This myth promoted the idea that Germany had not lost the war on the battlefront but that internal enemies (especially Jewish people and socialists) had caused Germany's downfall. Disillusioned, Hitler became the leader of the small, right-wing National Socialist German Workers' Party (later shortened to the Nazi Party) in 1921.

The party's platform sought to restore Germany's honour and position on the international stage and consisted of the following key ideas:

- opposing the Weimar Government
- revising the Treaty of Versailles
- strengthening Germany's armed forces.

Nazi **ideology** also emphasised **Aryan** racial supremacy, **anti-Semitism** and anti-communism. Hitler repeatedly spoke of his vision of a Thousand-Year **Reich** where Nazi Germany would rule for a thousand years, which would require raw materials and slave labour to survive. This desire for ***Lebensraum*** meant territorial expansion, most notably in Eastern Europe and the Soviet Union.

Hitler and the Nazi Party took advantage of the devastating impact of the **Great Depression**, which resulted from the Wall Street crash in the United States in October 1929. During public speeches Hitler spoke passionately about the Weimar Government's inability to solve the problem of high unemployment, how Germany had been betrayed by its own government in 1919, how the Jewish population were to blame for all of Germany's problems, and how only the Nazi Party were capable of redressing these issues. By stirring up nationalist sentiment and distancing themselves from the Weimar Government, the Nazis were able to increase their support base and become an influential political force in the 1932 **Reichstag** elections. On 30 January 1933, Hitler was appointed to the position of Chancellor (head of government), after which he quickly set about eliminating political opponents. By August 1934 Germany was a one-party state and Hitler was its **Führer**.

Source 7.4 Adolf Hitler (third from right), Hermann Goering (second from right), Heinrich Himmler (third from left) and other Nazi leaders at a rally in Nuremberg, 1937

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Major steps towards war

In 1935 conscription was reintroduced in Germany, and in the following year 30 000 troops occupied the demilitarised Rhineland. This was not permitted under the terms of the Treaty of Versailles.

Anschluss with Austria in March 1938. Also not permitted under the Treaty of Versailles.

Hitler requested the Sudetenland of Czechoslovakia in September, 1938, promising that it would be his last territorial demand.

At the Munich Conference in September 1938 the governments of Britain and France, who were adhering to the policy of **appeasement** at the time, granted Hitler's request for the Sudetenland.

In March 1939 Germany invaded Czechoslovakia and the policy of appeasement was abandoned.

Nazi Germany and the Soviet Union shocked the world with the announcement of the Nazi–Soviet Non-Aggression Pact on 23 August 1939.

Hitler ordered the invasion of Poland to begin on 1 September 1939 with no ultimatum or declaration of war. Fifty German divisions invaded Poland and ignored Allied demands to withdraw.

On 3 September 1939 Britain and France declared war on Germany; World War II had commenced.

appeasement the policy adopted by Britain and France to negotiate with, rather than fight, Hitler

Source 7.5 German expansion during the 1930s

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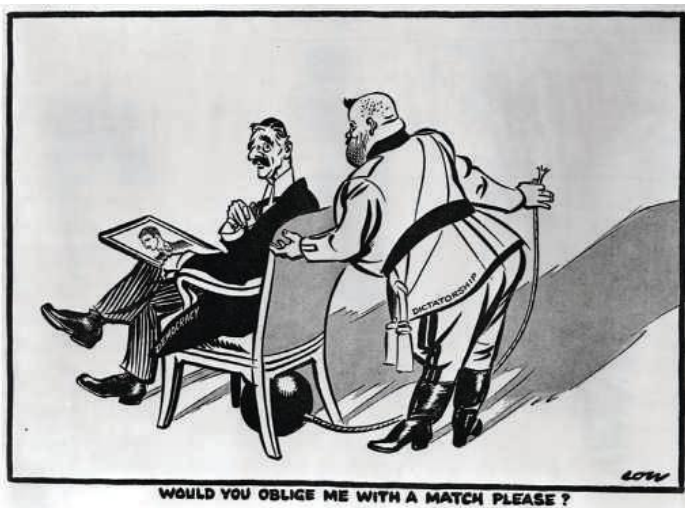
Source analysis 7.1



Source 7.6 A political cartoon making fun of British Prime Minister Neville Chamberlain, 1938

1 The figure sitting down represents British Prime Minister Neville Chamberlain. Who does the figure standing behind him represent?
2 What is the cartoonist's view of the policy of appeasement?
3 Explain the message of this cartoon.

Japanese ambitions in the Asia-Pacific region

Cartoon on Japanese imperialism

After World War I there was growing resentment in Japan towards major powers such as the United States and Britain because they did not treat Japan as an equal partner on the world stage. During the 1930s there was also a growing belief that domination in East Asia was essential for Japan's security and self-sufficiency. The Chinese Nationalist Party began to pose a threat to Japanese interests in the region by the late 1920s, as did the increasing power of Stalin's **Soviet Union**, which placed Japanese interests in northern China and Manchuria at risk.

Soviet Union the Union of Soviet Socialist Republics (1922–91); the successor to the Russian Empire

In September 1931 field army officers of Japan's Kwantung Army stationed in Manchuria, triggered a skirmish with Chinese soldiers on the South Manchurian Railway. They did this without consent from the Japanese government and it marked the beginning of a full-scale invasion and defeat of Chinese forces. The Japanese government conceded and declared that Manchuria, with its fertile land and rich mineral deposits, was now called 'Manchukuo' and was a Japanese state. This marked the beginning of the Sino-Japanese conflict and was another key step in Japan's expansionist foreign policy.

Source 7.7 Cartoon from 1934 commenting on Japanese imperialism. The dragon (China) and the bear (Russia) look at each other quizzically, while a man stands with outstretched arms before the rising sun (Japan). The man is Pu Yi, the last emperor of China. He was forced to abdicate in 1912, but when Japan created the state of Manchukuo, they installed him as emperor of it (the 'new regime' referenced in the caption).

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On 7 July 1937 Japanese forces moved beyond Manchukuo and invaded east China. The United States opposed Japan's actions and encouraged a 'moral' **embargo** on the trade of strategic materials to Japan. However, the Western colonial powers of Britain, France and the Netherlands were distracted by Germany's early victories in Europe. This created a power vacuum in South-East Asia. It was the opportune time for Japan to launch its bid to increase the empire's sphere of influence.

After Japan signed the Tripartite Pact to form the Rome-Berlin-Tokyo Axis in September 1940 and started to move troops into French Indochina, the United States imposed an embargo on iron and steel scrap against Japan. It was then extended to all war materials with the exception of oil. This reinforced Japanese perceptions of encirclement and strangulation by the Western powers. Japan was dependent on imports of raw materials in order to survive and faced a crucial decision: either refrain from aggressive expansionist ambitions, or advance swiftly into South-East Asia to secure the resources it now desperately needed. The main obstacle to expansion was the United States, which possessed an overwhelming economic and military advantage against Japan. The solution? A surprise attack on the United States' Pacific Fleet, stationed in Pearl Harbor, Hawaii. Planned by Admiral Isoroku Yamamoto, the Japanese attack on Pearl Harbor took place on 7 December 1941, before any formal declaration of war.

embargo a governmental order prohibiting trade with a country

Japanese aircraft sank or damaged 21 ships, including eight battleships and four destroyers, and damaged or destroyed nearly 350 aircraft; almost 2400 American military personnel were killed and another 1000 wounded. This was the start of the war in the Pacific. Within three days, two British warships were sunk off the coast of Malaya by the Japanese navy. Germany and Italy declared war on the United States in support of their ally on 11 December.

Activity 7.1

Using the information in the text and your own research, create an informative and creative infographic titled *The Interwar Years: the Background to World War II*. Your infographic should include the following elements:

- images
- maps
- symbols
- information on the Treaty of Versailles, the Great Depression, the rise of Nazism, growing Japanese aggression, and territorial expansion.

Historical concepts: Continuity and change, Cause and effect **Historical skills:** Analysis and use of sources, Explanation and communication

Review 7.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify who were the Big Three.
2. Identify the political position that Hitler hold prior to becoming Führer.
3. Identify which two countries were beginning to threaten Japanese interests in the late 1920s.
4. Identify the event that marked the beginning of the Sino-Japanese conflict.
5. Explain what historians Sally Marks and Margaret MacMillan believe caused World War II.
6. Summarise the main aspects of Nazi ideology.
7. Summarise the factors that led to the rise of Hitler and the Nazi Party.
8. Explain how the terms of the Treaty of Versailles affected Germany and contributed to the rise of Hitler and the Nazi Party.
9. Account for the Japanese decision to attack the US naval fleet at Pearl Harbor in December 1941.

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7.2 Australian involvement in World War II

When Britain declared war on Germany on 3 September 1939, the Australian Prime Minister Robert Menzies announced that Australia was also at war, as a loyal member of the British Empire. The reasons for joining were very much the same as they had been in August 1914, but this time there was some opposition to sending troops overseas because Britain was not yet under direct threat from Germany. Menzies therefore waited until 1 November to announce that a 'Second Australian Imperial Force' (2AIF) would be sent to fight overseas. Australia's commitment to the war then expanded when Japan attacked Pearl Harbor in December 1941. The new Australian Prime Minister, John Curtin, declared war on Japan as a sign of support for the United States. With Britain focused on Europe and North Africa, many realised that Australia needed a strong ally to counter the Japanese advance through Asia.

Source analysis 7.2

Source 7.8 On 3 September 1939 at 9.15 p.m. every radio station in Australia broadcast Prime Minister Robert Menzies' announcement that Australia had joined the war.

Fellow Australians. It is my melancholy duty to inform you officially that, in consequence of the persistence of Germany in her invasion of Poland, Great Britain has declared war on her, and that, as a result, Australia is also at war…

It may be taken that Hitler's ambition is not to unite all the German people under one rule, but to bring under that rule as many countries as can be subdued by force. If this is to go on, there can be no security for Europe and no peace for the world.

A halt has been called. Force has had to be resorted to, to check the march of force. Honest dealings, the peaceful adjustment of differences, the rights of independent people to live their own lives, the honouring of international promises and obligations – all these things are at stake.

There was never any doubt as to where Great Britain stood in relation to them. There can be no doubt that where Great Britain stands, there stands the people of the entire British world.

Prime Minister Robert Menzies, 3 September 1939

Source 7.8 Extract from Prime Minister Menzies' announcement

Source 7.9 On 8 December 1941 Prime Minister John Curtin announced on ABC Radio that Australia was at war with Japan.

We are at war with Japan. That has happened because, in the first instance, Japanese naval and air forces launched an unprovoked attack on British and United States territory; because our vital interests are imperilled and because the rights of free people in the whole Pacific are assailed. As a result the Australian Government this afternoon took the necessary steps which will mean that a state of war exists between Australia and Japan.

Prime Minister John Curtin, 17 December 1941

1 How does the announcement in Source 7.8 assist our understanding of why Australia became involved in World War II?
2 Explain why this announcement was made over the radio.
3 Identify the reasons Prime Minister Curtin gives for declaring war on Japan in Source 7.9.
4 Compare the reasons given for Australia declaring war in both sources. How are they similar and/or different?

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Reasons men enlisted to fight in the war

When Menzies declared war the people of Australia reacted to the news with a sense of reluctant acceptance to support Britain, as well as a shared sense of duty to stop German aggression. Most Australians still felt strong ties of allegiance to Britain but memories of the trenches were still fresh. Men enlisted in the 2AIF, but more slowly than they had done in World War I. By the end of World War II, nearly one million Australian men and women had served in the armed forces.

Some of the common reasons Australian men enlisted this time included:

- a sense of patriotic duty to defend Australia and other nations (especially after Japan became involved)
- a desire to be part of the proud Anzac tradition forged by the AIF in World War I
- for the spirit of adventure and excitement or to escape the monotony of everyday life
- to emulate the achievements of the previous generation of servicemen
- the financial incentive. For many men, enlisting in the AIF would be their first job in years. Unemployment in Australia was extremely high during the 1930s.

Source 7.10 RAAF recruitment poster, 1942

Source analysis 7.3

Source 7.11 Australian official historian, G. Long, wrote about enlistment.

> Reinforcing this common culture [between Australia and the United Kingdom] was the powerful tradition of the Australian Imperial Force of twenty years before. So high was the prestige of that volunteer army that a desire to qualify for the membership of its brotherhood and to march on Anzac Day was to some a strong motive for enlistment. Some men said that they enlisted to escape from uninteresting occupations, dull towns or suburbs, or domestic difficulties – in fact, for adventure; and this motive, mixed with other feelings of duty and of desire for self-enhancement, was undoubtedly powerful …
>
> Long, G., 1961, *Australia in the War of 1939–1945,* Series 1 – Army, Volume 1: To Benghazi, p. 57

Occupations of recruits

1 Explain the origin and motive of Source 7.11.
2 Identify the reasons Long gives for men wanting to enlist in the AIF.
3 How reliable do you consider this source to be? Give reasons to justify your answer.

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Where did Australians fight in the war?

Australian forces were involved in the war against the Axis powers (Germany, Italy and Japan) in several different locations during the war. There were two main theatres of operation in World War II: the war against Nazi Germany and fascist Italy in Europe and North Africa, and the war against Japan in the Pacific.

Some of the military actions involving Australian soldiers in the European theatre included the following:

- **1940** – Australian forces helped defeat Italian forces in Bardia, Benghazi and Tobruk (North Africa). Australian pilots also assisted in the victorious Battle of Britain.
- **1941** – German forces, Hitler's famed Afrika Korps, led by the 'Desert Fox' Erwin Rommel, counter-attacked and besieged Australian defenders holed up in Tobruk from April. They were referred to as 'rats of Tobruk' in German propaganda, and they adopted this name for themselves. They persevered and were finally relieved towards the end of the year. Australian troops were also sent to Greece but were forced to evacuate to Crete by German forces, and then again to Egypt. Australian troops also came up against pro-German Vichy French forces in Syria.
- **1942** – Australian forces fought as part of the British 8th Army defeating the Afrika Korps, led by the 'Desert Fox' Erwin Rommel, in the Battle of El Alamein (North Africa). British victory here marked the beginning of the end of the conflict in North Africa as Rommel's forces were pushed back and eventually defeated in early 1943.

Following the Fall of Singapore to the Japanese in February 1942, Prime Minister Curtin insisted that British Prime Minister Winston Churchill return AIF troops to defend the Australian homeland. However, thousands of Australian sailors and airmen remained in Europe to serve in the British navy and with the RAF and RAAF in the skies over Europe. Many served with Britain's Bomber Command units, which took part in sustained bombing campaigns of German cities and industrial targets in an effort to weaken Germany's ability to wage war.

Australian military action in the Pacific was mainly focused in New Guinea. In the early stages of the war in the Pacific, Australian troops defended Singapore and many became prisoners of war after its fall to Japan. Australian air and naval forces operated alongside US forces, such as in the Battle of the Coral Sea (1942). Australians also played a significant part in the Borneo campaign of 1945.

Activity 7.2

Create a digital timeline of Australian involvement in the war in Europe using the information in the text. You can use Microsoft Publisher, Word or PowerPoint, Prezi or another appropriate application to create your timeline. For each action involving Australian servicemen, you should locate and include a visual image that is representative of the selected action and will support the information you have included.

Historical concepts: Significance **Historical skills:** Comprehension

Review 7.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Why did Australia declare war on Germany? Was this different to August 1914?
2. Identify five reasons why Australian men enlisted to serve in World War II.
3. Describe the main locations where Australian servicemen fought in World War II.
4. Explain why Australia needed to support the United States in December 1941.
5. In your opinion, how important was the desire to join the Anzac tradition in men enlisting to serve in this war? Give reasons to justify your view.
6. Explain why the Australian public's reaction to the announcement of war in September 1939 was different to that of 1914.
7. Assess the view that World War II was truly a world (or global) war.

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7.3 Specific event: The Fall of Singapore 1942

The day after the attack on Pearl Harbor, Japanese forces began their invasion of the Malay Peninsula. The Australian 8th Division of the 2AIF had been stationed in Malaya since 1940 and the island of Singapore, at the southern end of the peninsula, was the base of the British navy in Asia. Singapore was a symbol of British power in Asia; while it stood strong the people of Australia felt confident that the British navy would come to their aid in the event of a Japanese attack. Singapore played a pivotal role in Australia's defensive plans, which relied on the promise of a British fleet being sent to Singapore to discourage Japanese aggression in the region.

However, British Prime Minister Churchill and his war cabinet were instead focused on fighting the forces of Nazi Germany and Fascist Italy in Europe and North Africa and could not spare the ships. In early December the outdated warships HMS *Prince of Wales* and HMS *Repulse* arrived to appease Australian fears. Japanese aggression increased and it became clear to Australian Prime Minister Curtin that Britain would not be able to guarantee the security of Australia. To make matters worse, all of Australia's fighting divisions were serving overseas. Churchill insisted that the 6th and 7th Divisions of the 2AIF should remain in the Middle East to support the British Army, but Curtin challenged him and a furious exchange of telegrams between the two leaders ensued. Eventually Curtin was successful and the 2AIF was recalled for duty closer to Australia.

Source 7.12 In September 1941, the British Ministry of Information produced a film called *Alert in the East*, about the defences of the British Empire in the East. Singapore's importance was emphasised.

Source 7.12 Extract from *Alert in the East*

Alert in the East

Source 7.13 A detachment of Australian soldiers on their way to reinforce the garrison in Singapore, 1942

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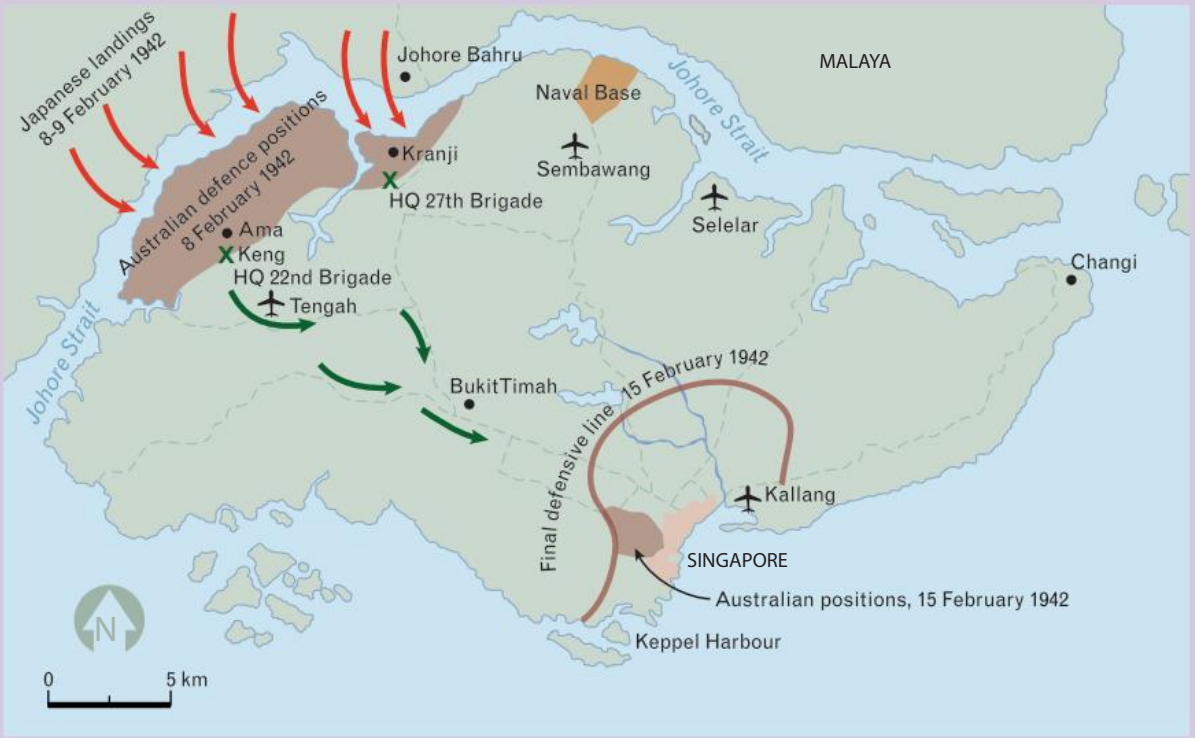
The British defenders in Singapore expected Japanese forces to attack by sea. Instead Japanese soldiers rapidly advanced down the Malay Peninsula towards the island while Japanese aircraft bombed strategic targets. The Indian, British and Australian defenders were exhausted and caught-off-guard by the speed, relentlessness and power of the Japanese advance. British defensive capabilities were further weakened by the sinking of the warships *Prince of Wales* and *Repulse* on 10 December. Japanese forces attacked the island on 8 February 1942 and were threatening the city itself within days. Japanese aircraft also began bombing the city causing mass panic. Nurses and civilians were ordered to evacuate under the watchful gaze of the Royal Australian Navy (RAN). As water supplies became critical and conditions steadily deteriorated during the sustained ground and aerial bombardment, all hope of breaking out and achieving victory was lost. The British Commander General Percival surrendered Singapore on 15 February.

Activity 7.3

Explanation game



Source 7.14 The Japanese conquest of Singapore island, 1942

Working as a class or in small groups, examine the above map and then complete the following:

1 I notice that … (What catches your attention in the map?)
2 Explain why the Fall of Singapore happened in the way that it did.

Historical concepts: Cause and effect **Historical skills:** Analysis and use of sources, Explanation and communication

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Significance

The British naval base on Singapore was vitally important to the British Empire and was considered to be an impregnable fortress. Its fall to the Japanese within ten weeks of the outbreak of war in the Pacific was probably the most significant British defeat of the war thus far and signalled to the world that Japan was a military force to be reckoned with. Churchill described the defeat as the 'worst disaster and largest capitulation in British history.' The speed and apparent ease with which the Japanese attackers rolled over the Allied forces proved to be one of the high points of Japanese military engagements in the entire war.

Importantly, the Fall of Singapore directly led to the capture of 130 000 Allied troops, including an entire division of Australian soldiers. They had been ordered by their commander, Major General Gordon Bennett, to hold their positions rather than withdraw. Controversially, Bennett escaped Singapore on the night of the surrender. Fifteen thousand Australians became prisoners of the Japanese and were held captive until Japan's surrender in August 1945. The loss of the 8th Division also left Australia vulnerable because all other units of the 2AIF were in Europe or North Africa.

The Fall of Singapore also had a devastating effect on the morale of the Australian public. The British navy was no longer able to guarantee Australia's security, American support would be delayed as they attempted to recover from the surprise attack on Pearl Harbor, and Australia's most experienced troops were still fighting for Britain in North Africa. When Prime Minister Curtin overruled Churchill's order to keep the Australian division in North Africa, the relationship between Britain and Australia began to break down. From this point on Australia looked to America for support and defence rather than Britain. Although Japan's military leaders never made the decision to invade the Australian mainland, many Australians believed the risk to be real.

Source 7.15 Smoke from bombs and artillery fire during the conflict in Singapore

Review 7.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify which Australian division had been stationed in Malaya since 1940.
2. Identify how many Australians became prisoners of war when Singapore fell.
3. Explain the importance of the British naval base at Singapore for Australia's defence.
4. Discuss the reasons for the Fall of Singapore.
5. Assess the impact of the Fall of Singapore on the Australian public.
6. How significant was the Fall of Singapore in the developments of World War II?

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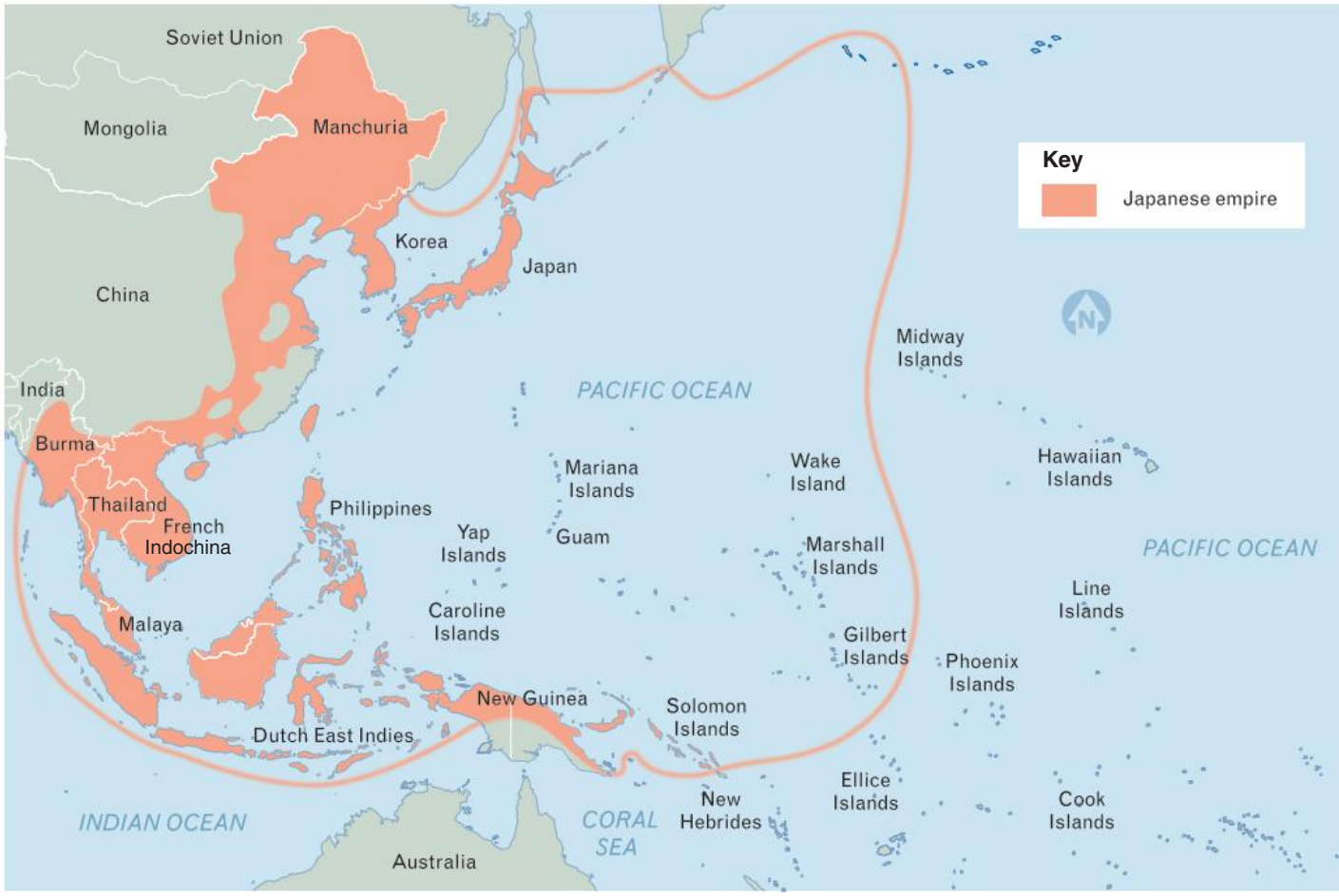
7.4 Specific campaign: The New Guinea Campaign 1942

Four days after the Fall of Singapore the mainland of Australia was attacked as Japanese aircraft bombed Darwin. By mid-1942 Japanese forces had also invaded and conquered the Dutch East Indies, the Philippines and the British colony of Burma.

The Japanese navy then suffered its first setback of the war when its advance was halted by the US (with Australian support) in the Battle of the Coral Sea on 7–8 May. Its first major defeat by the US came at the Battle of Midway on 4–5 June. This was the turning point of the war in the Pacific. Perhaps more significantly for Australia, the Japanese army also experienced its first major setback on land against Australian forces in New Guinea.

For many historians, the New Guinea campaign was more significant than any other military campaign involving Australian forces, including Gallipoli. This was because, as part of the Treaty of Versailles, Germany's overseas colonies were confiscated and divided among the Allies. This included German New Guinea, which ultimately became New Guinea, an Australian territory. Therefore, for the first time since 1901 Australians were defending their own territory and fighting off a direct threat to their security.

It is important to note that the Japanese High Command never made the decision to invade the Australian mainland, they only planned to keep Australia isolated from the Pacific War. More specifically, the attacks on Darwin and Sydney Harbour in 1942 were designed to weaken the US military's capacity to use Australian territory to launch counter-attacks in the Pacific.



Source 7.16 The height of Japanese expansion, 1942

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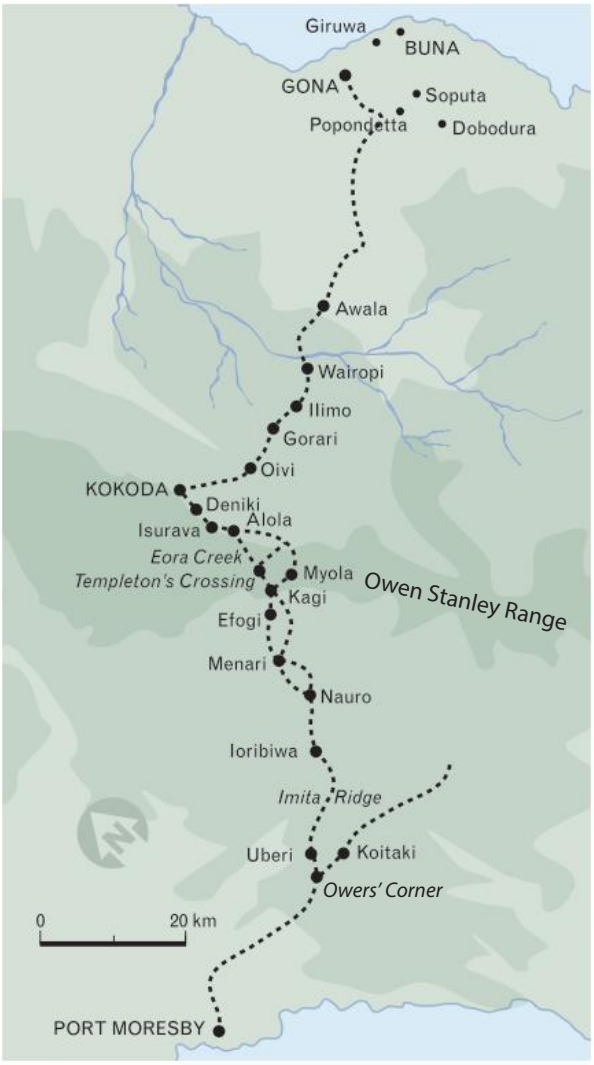
Japanese objectives in New Guinea

Japan's objective in the New Guinea campaign was to capture the capital, Port Moresby. This would strengthen Japan's position in the region, provide the perfect launch pad for bombing raids against Allied bases in northern Australia, and disrupt supply lines between Australia and the United States. Japanese strategic defeat in the Battle of the Coral Sea cancelled out the possibility of capturing Port Moresby from the sea, meaning that infantry forces would have to advance across the Owen Stanley Mountain Range via the Kokoda Track, a 96-km trail connecting Kokoda village to Owers' Corner, just outside Port Moresby. This man-made trail connecting villages in the mountains was the only way across the Owen Stanley Mountain Range. The track, wide enough only for single-file movement, runs over extremely challenging terrain.

Standing between the Japanese attackers and their goal were approximately 400 members of the 39th Infantry Battalion of the Australian **militia**, many as young as 18 years of age. These militia men were labelled 'chocolate soldiers', or 'chocos'/'chockos', by members of the AIF. The common view was that they would melt like chocolate in the heat of battle against more experienced Japanese soldiers. However, this view was soon proven to be unfair.

militia a military force made up of ordinary citizens rather than highly trained soldiers



Source 7.17 The main battle sites and other locations of interest along the Kokoda Track during the New Guinea campaign

Source 7.18 August 1942. Three members of the 39th Infantry Battalion who have been injured in action. The man having his boot removed has been wounded in that foot.

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Jungle warfare

Japanese forces landed at Gona on New Guinea's north coast on 21 July. They soon forced the Australian militia out of the village of Kokoda, which contained the only airstrip between the north coast and Port Moresby. The airstrip was captured on 11 August, before the Japanese advanced rapidly and pushed the 39th Battalion south over the mountain range. The Australian forces struggled to compete against a superior and far more experienced foe. They were poorly trained and ill-prepared for jungle warfare, disease-ridden, exhausted, struggling with the challenging terrain, and lacking in adequate supplies.

Fortunately the Australian militia were reinforced by the arrival of men from the 2AIF's 7th Division who had returned from fighting in the Middle East. The Japanese maintained their advance towards Port Moresby while the Australians continued to retreat, halting at Imita Ridge. From their positions at Ioribaiwa the Japanese attackers could see the searchlights of Port Moresby, but this was the closest they ever got. Japanese supply lines were now stretched, meaning that critical food and ammunition supplies were struggling to reach the advancing troops. Heavy losses inflicted on the Japanese in the Battle of Guadalcanal in the Solomon Islands during early August also caused a change in strategy: Japanese troops in New Guinea were ordered to retreat over the Kokoda Track and defend their positions at Gona, Buna and Sanananda on the north coast.

The Australian soldiers benefitted from being closer to Port Moresby because this allowed reinforcements and resources to be replenished more efficiently. From September 1942 the Australians began to slowly push the Japanese forces back along the track, in what was some of the most brutal and vicious fighting of the war. At the same time, Australian and American forces were engaged in fighting Japanese units at Milne Bay, in the island's east. Milne Bay, with its airstrip, was to be the launch pad for a seaborne attack on Port Moresby. Japanese forces here were ultimately forced to retreat to their beachhead positions on 6 September.

The Australians were assisted by many local inhabitants of New Guinea, who were affectionately referred to by the Australians as 'Fuzzy Wuzzy Angels'. The nickname came from the 'fuzzy' hair of the New Guineans, and while by modern standards it may seem condescending and perhaps racist, at the time it was used with warmth and respect. Their knowledge of the terrain and jungle was invaluable to the Australians, along with their assistance in transporting supplies and carrying the wounded to medical stations.

Source 7.19 In 2004, a former Fuzzy Wuzzy Angel, Ovuru Ndiki, 98, is reunited with Kokoda veteran Stan Bisset, 91, whose brother Butch died in his arms during the campaign

Conditions

The conditions endured by the soldiers fighting in New Guinea were some of the worst ever experienced by Australian soldiers. The Kokoda Track could only be travelled by foot, presenting problems for both attacking and defending forces. For example, all supplies of food, water and ammunition had to be delivered by air drops and then carried over the track by hand. This was exhausting for soldiers who were already malnourished and struggling to cope with the extreme heat, humidity, rugged terrain and dense jungle. Movement along the track was slow and dangerous, made worse by the torrential rain that transformed the track into thick mud and creeks into raging rivers. Low-lying areas became swamps inhabited by swarms of mosquitoes carrying malaria. The track was also the soldiers' lifeline: if they ventured into the dense jungle and lost the track, they risked becoming cut off by the enemy or getting lost.

Source analysis 7.4

Source 7.20 Geoffrey Reading, an Australian war correspondent in New Guinea, described the conditions in his later work 'Papuan Story'

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

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

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

Source 7.21 Osmar White was another war correspondent who later wrote about his experiences in New Guinea

It was a tragedy of men unprepared for the peculiar rigours of such a life, struggling with bulging eyes and knotted veins to heave their packs and weapons to the top of dizzy sawtooth ridges; of men shivering in bitter mountain cold, sweating and tortured by insects in steamy swamps; of men whose fibre was made ragged by the strain of peering and listening in inscrutable bush for the enemy.

White, O., 1945, *Green Armour,* Angus & Robertson, Sydney, p. 179

1 Identify the perspective of these sources.
2 In your opinion, how reliable are these sources? Give reasons to justify your answer.
3 Explain what evidence these sources provide about the problems the fighting men faced in New Guinea.

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Source analysis 7.5

Source 7.22 Australian troops moving along the Kokoda Track in 1943

Source 7.24 Kokoda Track, 1942

The Kokoda Track today

Source 7.23 Australian troops on the Kokoda Track

Source 7.25 The Kokoda Track today. Trekkers crossing a makeshift bridge, 2010. Australian engineers had to construct over 100 bridges during the campaign, many of which were washed away during floods during the wet season.

1 Identify one feature that strikes you in the video and each of the black and white photographs. Explain why you find it meaningful.
2 How do these sources assist our understanding of the conditions experienced by Australian soldiers along the Kokoda Track?
3 Explain why modern Australian tourists might want to walk the Kokoda Track.

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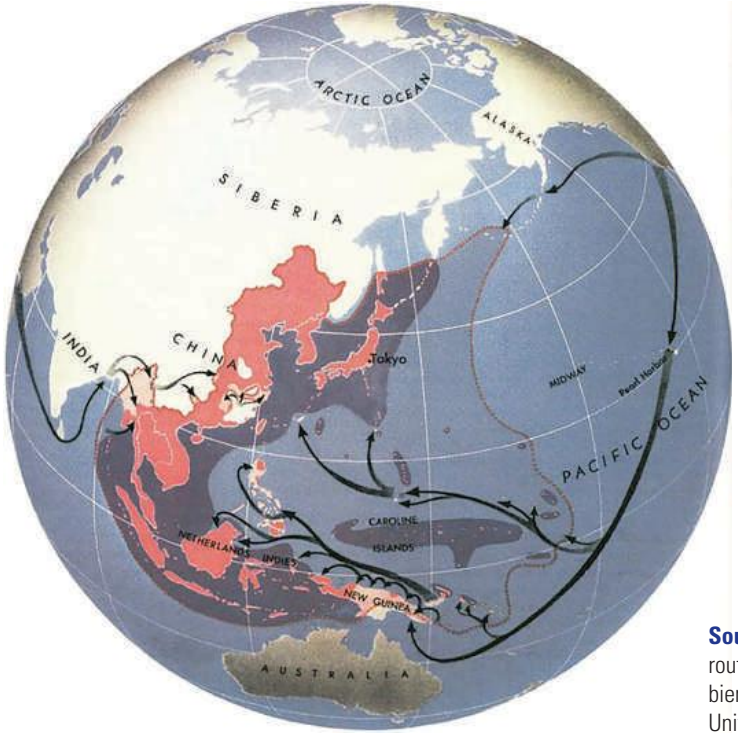
Recapture of Kokoda

The Australian troops continued to push the Japanese invaders back over the Owen Stanley Mountain Range, recapturing the village of Kokoda on 2 November. Australian and American soldiers attacked the heavily defended Japanese beachheads, eventually capturing Gona, Buna and Sanananda. By 23 January 1943 the Japanese invasion of New Guinea had come to an end. This was the Japanese Army's first major setback on land and a major victory for the Australian defenders. But it came at a cost: over 600 Australian soldiers were killed during the campaign. Another 1600 troops were wounded, and even more contracted tropical diseases, such as malaria. The Allied victory in the New Guinea campaign put an end to Japanese advances in the Asia-Pacific and the momentum swung to the Allies.

A month after their defeat in the New Guinea campaign, Japanese troops were forced to withdraw from Guadalcanal. This was followed by the destruction of a Japanese fleet near Rabaul. By the end of 1943 United States naval forces had begun their advance through the Central Pacific towards Japan.

Paul Keating reflects on the New Guinea campaign



Source 7.26 Map showing Allied attack routes against Japan. From the 1943–1945 biennial report by the Chief of Staff of the United States Army

Review 7.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify which event marked the beginning of World War II in the Pacific.
2. Why was New Guinea an Australian territory at the time?
3. Why did the Japanese invasion occur on land?
4. Explain the importance of capturing Port Moresby for Japan's ambitions.
5. Why were the 39th Infantry Battalion referred to as 'chocos'?
6. Explain the important role played by the local inhabitants, the 'Fuzzy Wuzzy Angels'.
7. Assess the significance of the New Guinea campaign to the course of the war in the Pacific.
8. In your opinion, should Australian involvement in the New Guinea campaign of 1942–43 be awarded a more prominent position in the Anzac legend than the Gallipoli campaign? Give reasons to justify your answer.

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7.5 Experiences of Australians during World War II

Prisoners of war

In World War I approximately 4000 Australian servicemen were held captive in Turkish and German prisoner of war (POW) camps. But in World War II more than 31 000 Australian servicemen and women become prisoners of war. Not only were more Australians taken prisoner this time around, but their survival rate was much lower. Their treatment and rate of survival was largely dependent on whether they were imprisoned in German or Japanese camps.

German camps

Approximately 8600 Australian soldiers were held captive by the Germans in camps in Austria, Germany and Poland, and of these almost 8400 were alive at the war's end.

Source analysis 7.6

Source 7.27 Men strolling and sitting in the sun outside their barrack huts in 'Anzac Avenue' at Stalag 383, a German POW camp in Bavaria

Source 7.28 Wal Steilberg describes his time as a POW in the Small Fortress of Terezin

It wasn't just the hunger. There was absolutely no communication with anyone. We were just cut off from everything. Death and stink was all around us, we could hear the killing going on. I think the worst thing was we never knew which day it'd be when our turn would come.

We thought that if they were going to come and shoot us, or take us out to be shot, we'll get one of them for sure, we'll get at least one. And as weak as we became, we made this pact between us, Bob and I, that if they came for us we'd take at least one of those bastards with us.

Quoted in Rea, P., 2007, *Voice from the Fortress: The extraordinary stories of Australia's forgotten prisoners of war*, ABC Books, Sydney, p. 107

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Source analysis 7.6 continued

1 How does Wal describe his time in the prison in Source 7.28?
2 Why do you think Wal and his mates were determined to take a guard down with them when 'their time came'?
3 Compare Wal's description in Source 7.28 with what you see in Source 7.27.
4 Do you think Source 7.28 describes a typical experience in POW camps in Europe? Give reasons to justify your answer.

Japanese camps

Approximately 22 000 Australian troops and 71 nurses became prisoners of the Japanese. They were held in camps throughout South-East Asia, including in Borneo, Korea, Manchuria, Hainan, Rabaul, Ambon, Singapore, Thailand, Burma and Japan itself. The Japanese treated their prisoners harshly, often beating, torturing, starving or denying basic medical care to soldiers in need. Failure to show respect to their captors often resulted in barbaric and humiliating punishments and executions; one such punishment involved forcing prisoners to stand in the sun all day with their arms outstretched. Prisoners of war were also used by the Japanese as forced labour on massive construction projects designed to benefit the Japanese war effort. Using prisoners in this way was prohibited by the Geneva Convention, which set clear rules for the treatment of POWs but Japan had not signed the Convention so they did not adhere to the rules. More than one in three of these prisoners had died by the end of the war.

Source 7.29 A Japanese soldier prepares to execute an Australian POW

Source analysis 7.7

Source 7.30 Dr Rowley Richards was an Australian Army medical officer who wrote about his experiences as a POW in Singapore.

> [Williams was accused of lying about the whereabouts of one of his men] and, as punishment, ordered him to stand outside the guardhouse bareheaded, in later what would be the blazing sun and, later again, the pouring rain. Throughout the day, Williams was advised by guards that the punishment would end if he would apologise … [he] refused to apologise … Whenever a guard walked past he took a swing at the colonel or gave him a swift kick with his boot. Given nothing to eat or drink but a single mug of broth, Williams stood at attention for the term of his punishment, which came to an end after 26 hours of agony: it was a magnificent effort by a brave man.
>
> Richards, Dr R., 2006, *A Doctor's War,* HarperCollins, p. 148

1 Describe the perspective of this source?
2 Explain why Richards describes it as a 'magnificent effort by a brave man'.
3 Discuss how useful this source is for a historian studying the treatment of Australian POWs by their Japanese captors.

ISBN 978-1-108-89300-8 Dallimore et al.

The Burma-Thailand railway

Changi After the Fall of Singapore and the Allies' surrender, some 15000 Australians and 35000 British soldiers were held captive in the former British barracks at Selerang and the civilian prison in Changi.

Burma–Thailand Railway In 1943, 12000 Australian prisoners were transferred from Changi to work alongside 50000 other Allied prisoners, and approximately 180000 Asian slave labourers called 'Romusha' on what became the Burma–Thailand railway.

Sandakan In 1942, 1494 POWs were transferred from Changi to Sandakan in northern Borneo. Alongside British POWs, their job was to construct an airfield. Another 500 Australian prisoners joined them in June 1943.

Source 7.31 Three examples of Japanese POW camps. Additional information about the camps is available in the Interactive Textbook.

Activity 7.4

Divide the class into groups of three. Each member of the group is to research one of the above POW camps. Try to locate at least one firsthand account of the camp and evaluate the source's usefulness and limitations to someone studying their experiences. Each member of the group should share their findings with the others. During your research, consider location, purpose, conditions and statistics.

Historical concepts: Perspectives, Significance **Historical skills:** Analysis and use of sources, Research, Explanation and communication

After the war

After Japan's surrender in August 1945 the surviving POWs were liberated from camps all over South-East Asia, including Japan itself. The majority of POWs found that the cruelty and indifference they suffered at the hands of their captors was an experience that had lasting negative consequences.

War Crimes Trials were held by the victorious Allies in both theatres of war. Political and military leaders of both Japan and Germany were tried for conspiracy to wage aggressive war, crimes against peace, crimes against humanity and war crimes. However, the trials were tainted by 'victor's justice' as Allied war crimes were completely omitted. According to historian Roland Stromberg, 'those who won the war wreaked vengeance on the defeated under a thin guise of legality, while refusing to countenance any discussion of their own crimes.'

Trials were held throughout South-East Asia. In the trials relating to crimes committed against Australian POWs, over 900 Japanese guards and officers were tried; 641 were found guilty, and 137 were executed for their crimes.

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The role of women

Unlike their World War I counterparts, Australian women were actively encouraged to enlist in the non-combatant auxiliary branches of the armed services. Around 18 000 women were employed by the Women's Australian Auxiliary Air Force (WAAAF), serving mainly as wireless and telegraph operators, and mechanics. In the Women's Royal Australian Naval Service (WRANS), women worked as interpreters, wireless operators, coders, typists, clerks and drivers. Women were also restricted to playing a supportive role in the Australian Women's Army Service (AWAS), again working mainly in communications, maintenance and transport. Members were also trained in combat so that they could assist in the defence of Australia in the event of a Japanese invasion.

In most of these roles women were only paid at two-thirds the rate given to their male equivalent. Joining these organisations was clearly still a popular choice, because just under 80 000 women signed up during the war.

Source 7.33 Sister Vivian Bullwinkel survived the sinking of the SS *Vyner Brooke*.

Source 7.32 Australian and New Zealand nurses arrive in Crete after being evacuated from the Greek mainland. Some of the nurses were wounded during a bombing raid while embarking.

Australian women were also able to support the war effort by joining the Australian Army Medical Women's Service (AAMWS) and the pre-existing Australian Army Nursing Service (AANS). Only members of the AANS were permitted to serve overseas wherever the Australian Army fought, working in both land hospitals and on hospital ships. Unfortunately, serving so close to the fighting placed these nurses at terrible risk. In the days just before the surrender of Singapore, many of the island's Australian nurses were ordered to evacuate by ship along with civilians and non-military personnel. Many were successful, but not all. One ship, the SS *Vyner Brooke,* was sunk by Japanese bombers just off Bangka Island on 14 February. Twenty-two of the nurses were able to drift to shore, only to be rounded up with 20 British soldiers and forced back into the surf of Radji Beach, where they were machine-gunned. Vivian Bullwinkel was the lone survivor, feigning death until the soldiers left. She managed to hide in the jungle for 10 days until she was captured and interned in a POW camp in Indonesia. Eleven nurses were also killed when a Japanese submarine sank the clearly marked hospital ship AHS *Centaur* just off the coast of Brisbane in May 1943.

ISBN 978-1-108-89300-8 Dallimore et al.

Participation of Aboriginal and Torres Strait Islander peoples

It is difficult to provide an exact figure as to how many soldiers of Aboriginal and Torres Strait Islander background served during World War II. Australian defence force enlistment forms did not allow for soldiers of Aboriginal and Torres Strait Islander background to declare their heritage until 1980.

Indigenous peoples were still not considered citizens of Australia when war broke out in 1939, and both the Australian Army and the Royal Australian Navy had policies in place that restricted enlistment to individuals of 'European origin or descent'. The Royal Australian Air Force, however, was far more lenient in terms of allowing Indigenous people to serve, mainly to replace lost manpower as aircrews.

As the war progressed and the threat of a Japanese invasion grew, the initial restrictions on the enlistment of Aboriginal and Torres Strait Islander people were relaxed or overlooked entirely.

The defence of Australia's northern coastline was considered an immensely difficult task due to the length of coastline to be defended, the rugged and inaccessible terrain, and the sparse distribution of Australia's population in the north. A few **anthropologists** lobbied for the formation of Aboriginal and Torres Strait Islander speciality units, despite fears that these men might view the Japanese as liberators and provide assistance in the event of an invasion. Many Aboriginal and Torres Strait Islander people were able to enlist in some of these smaller units, such as the Torres Strait Light Infantry Battalion, formed in 1941. However, because these units were not 'regular army', the members were not afforded the same pay rate or conditions as non-Indigenous soldiers.

anthropologist an individual who studies human origins, institutions and beliefs

Source 7.34 Aboriginal Australian servicemen of the 'Special Platoon' who volunteered from Lake Tyers, Victoria (known as Bung Yarnda by the local Gunai/ Kurnai community) during the Second World War.

Other examples of the contribution of Indigenous people to the defence of Australia include the formation of irregular units, such as the Special Reconnaissance Unit, based in Arnhem Land, and the 2/1st North Australia Observer Unit, colloquially known as the 'Nackeroos', based in Katherine. Their objective was to patrol designated areas, assist any downed pilots, shadow any Japanese troops who landed, and engage in guerrilla warfare tactics to undermine their advances. Once the threat of invasion ceased, these units were restricted to coastal observation only.

When war broke out in September 1939 many in the Aboriginal and Torres Strait Islander community were divided over the issue of military service. Some hoped that active service could potentially lead to an improvement in their living conditions, greater recognition of their rights, and possibly citizenship. However, there were also many who argued that Aboriginal and Torres Strait Islander soldiers had fought bravely during World War I, with many making the ultimate sacrifice, only to see no improvement in their rights and conditions in the post-war period.

Aboriginal and Torres Strait Islander people served in every Australian campaign during World War II, and at least a dozen died as POWs. Again, they earned the same wage as their fellow soldiers, and opportunities for promotion were available. For example, Reginald Saunders, who served in Libya, Greece, Crete and New Guinea, became the first Indigenous military officer after he was commissioned in November 1944. Another example was Warrant Officer Leonard Waters, who became the first Indigenous man to earn his 'wings' as a pilot, flying over 90 missions

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in the skies over New Guinea, Morotai and Borneo. For the most part, it is believed that the estimated 3000 Indigenous men who served in the regular armed forces, and up to 150 who served in irregular units, did not experience the same prejudice and racism they suffered back home in Australia.

Despite their loyalty and service to this nation in World War II, Indigenous people experienced the same levels of discrimination after the war as before it. Their overall contribution to the war effort went largely unrecognised and unrewarded, even though a few Indigenous soldiers earned official military recognition for individual acts of bravery. Indigenous people's limited civil liberties remained the same as before the war: it would take another 17 years before they were even afforded the right to vote. Aboriginal and Torres Strait Islander servicemen were still not permitted to enter Returned and Services League clubs to have a drink with their fellow soldiers, except on Anzac Day.

Activity 7.5

Using the information in the text and some of your own research, choose one of the following perspectives:

- Australian prisoners of war
- Australian servicewomen
- Aboriginal and Torres Strait Islander servicemen.

You are to imagine that you have been asked to interview a fictional member of your chosen group for a documentary or newspaper article. Give them a name and think of eight to ten potential interview questions. Then write responses that have been informed by your research.

Possible questions include:

- What was your life like prior to enlisting?
- Why did you enlist?
- Where did you serve and who did you fight against? Or, where were you stationed as a nurse?
- Describe your experiences.
- What do you remember most vividly about your wartime experience?

The aim is to convey an accurate and detailed understanding of their experiences, so choose questions that will provide detailed responses to demonstrate the challenges and successes of their experience in service.

Historical concepts: Perspectives, Empathetic understanding **Historical skills:** Empathetic understanding

Review 7.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify how many Australians became POWs during this war.
2. Describe what the Geneva Conventions were. Why did Japan not adhere to them?
3. Summarise the ways women could play an active role in the war effort.
4. Describe how the Japanese troops treated Australian POWs.
5. Why did Japanese captors treat the POWs so poorly?
6. Explain why the Aboriginal and Torres Strait Islander communities were divided over the issue of service.
7. Explain what is meant by the 'the trials were tainted by victor's justice'?
8. Account for the different role played by Australian women in this war compared to World War I.

ISBN 978-1-108-89300-8 Dallimore et al.

7.6 Impact of World War II on Australia

Attacks on Australian soil

Unlike World War I, Australia faced direct attacks during World War II, both in the north and down the east coast.

The bombing of Darwin

On 19 February 1942, just four days after the Fall of Singapore, Darwin was bombed. An estimated 90 Japanese aircraft were involved in bombing raids, the objective of which was to damage the airbase, destroy any military facilities, and prevent Darwin and its harbour from being used as a base for counter-attacks aimed against Japanese advances in South-East Asia. The two raids inflicted considerable damage to the town. Eight ships were sunk in the harbour, 23 planes were destroyed, the airfield suffered significant damage (along with some other buildings in town) and 243 Australians were killed. It would prove to be just the first of many bombing raids.

Source analysis 7.8

Source 7.35 On 21 February 1942, the *Brisbane Courier-Mail* reported on the bombing of Darwin

Darwin was bombed twice yesterday by Japanese warplanes. Ninety-three bombers, with fighter escorts, took part in the raids, the first on the mainland of Australia. Four raiders were brought down. Damage to property was considerable. There were some casualties. Details are not yet available. The first attack was made at 10:52am by 72 twin-engined bombers, and lasted an hour. It was concentrated on the town and shipping in the harbour. There were some casualties and some damage was done to service installations. The second raid was made in the afternoon by 21 bombers.

Brisbane Courier-Mail, 21 February 1942

Source 7.36 Extract from the article 'War came to Australia' in *Soldiering On,* the 1942 annual published and distributed among troops by the Australian War Memorial, and eventually available to the public.

[A description of the Kittyhawks' tragic challenge to the bombers ended with the statement] 'four of the American pilots lost their lives in a vain attempt to get into the air and fight [then] the first bomb to fall on Australia – a 1,000-pounder – scored a direct hit on the wharf, killing 20 labourers' [Then] 'Burning oil from an oil tanker spread over the water of the harbour, adding to the holocaust. Men drowned because they could not swim in the heavy oil. Men burned because they could not escape the flames.' [Then] 'The Peary sank with two-thirds of her compliment.' [However, the author carefully avoided any mention of chaos, looting or the civilian exodus. Those facts were still not for public consumption.]

Quoted in Grose, P., 2009, *An Awkward Truth: The Bombing of Darwin, February 1942,* Allen & Unwin, p. 185–6

Source 7.37 Darwin bombing, July 1942

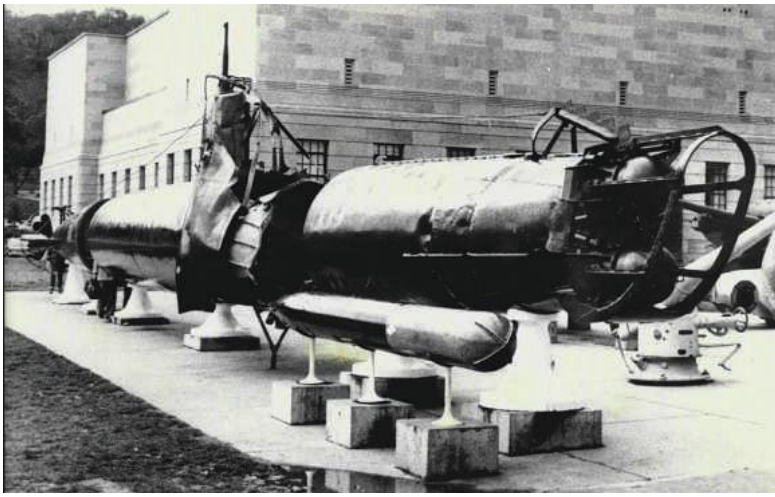
1. Describe the reaction to the bombing in Source 7.35.
2. How does the article underplay the magnitude of the damage inflicted by the bombers?
3. Explain the motive of the author of the newspaper article.
4. Identify the differences between these two versions of the bombing raid.
5. Why do you think the Australian public at the time were not given the full details of the raid and its effect?
6. The film footage (Source 7.37) is from July, by which time Darwin had been bombed on multiple occasions. Identify differences in approach between this report and the earlier ones.

ISBN 978-1-108-89300-8 Dallimore et al.

The attack on Sydney Harbour

On the night of 31 May 1942, three Japanese midget submarines entered Sydney Harbour. They had launched from a mother submarine stationed 11 km off the coast, and intended to target Allied battleships and cruisers anchored in the harbour. Each craft had a two-man crew.

- The first submarine became entangled in the anti-submarine boom net that guarded the entrance to the harbour; realising the hopelessness of their situation, they detonated a self-destruct charge at 10:30 p.m., killing themselves.
- A second submarine was detected and fired upon by the USS *Chicago*. The submarine retaliated by firing its two torpedoes, but both missed their planned target; one torpedo detonated beneath the hospital ship HMAS *Kuttabul* instead, killing 21 and injuring 10. The submarine's wreckage was discovered off northern Sydney in 2006.
- The third was detected by HMAS *Yandra* and depth-charged. Unable to fire its torpedoes due to damage inflicted by the depth charges, this submarine was eventually located and destroyed the next morning; its crew members had committed suicide.



Source 7.38 The Japanese two-man submarine captured in Sydney Harbour

Japanese submarines also shelled coastal suburbs in Sydney and Newcastle, causing mass alarm.

Wartime controls

Due to the close proximity of the war and the direct threat of Japanese aggression, the Australian Government played a far greater role and enjoyed a wider range of powers than it had during World War I.

The 1939 *National Security Act* gave the federal government the power to make laws beyond the scope of the constitution, and without the approval of parliament. This allowed the government to take control of the nation's resources. **Rationing** was introduced and covered basic foodstuffs, petrol and other items that were in scarce supply, including clothing and footwear. Businesses could also be redirected to war production, and the *Trading with the Enemy Act* prevented trade with enemy nations. In addition, the *National Security Act* increased the government's control over the national economy. A federal income tax was introduced in 1942, replacing the states as the main collectors of income tax. Banking, wages and prices were regulated and controlled by the government. The *National Security Act* also gave the government the power to arrest people without warrants and to hold trials in closed courts.

Censorship

Censorship was introduced by Prime Minister Menzies within days of the outbreak of war. The government's Department of Information monitored and restricted the content of newspapers, radio stations and films, while also encouraging the reporting of positive news stories that would lift morale and maintain support for the war effort. For example, newspapers reported that 17 people were killed during the Japanese raids on Darwin in February 1942, when the death toll was actually 243.

rationing limiting specific goods to a certain amount per person

All forms of communication were subject to censorship, including telegraphs, telephones and mail. Even soldiers' letters home were heavily censored lest they unintentionally divulge sensitive strategic information that could advantage the enemy. Servicemen and women were also prohibited from writing diaries for the same purpose.

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Propaganda

The Australian Government produced propaganda in the forms of newspaper articles, posters, cartoons, films and leaflets. The intended purposes were much the same as in World War I: encouraging men to enlist, boosting national morale, maintaining support for Australia's involvement in the war, or encouraging people to contribute to the war effort by rationing vital products or investing in war loans. The techniques employed did not change much either: racist stereotypes of the Japanese were regularly reinforced to help encourage support for the war effort.

Source 7.39 Australian propaganda poster emphasising the Japanese threat

Conscription

Conscription, in the form of a militia, was introduced by the Australian Government in October 1939. Initially, all men over the age of 20 were required to complete three months' training. From June 1941 all unmarried men aged 21 and over were conscripted into the Citizens Militia Force (CMF), the same name used for the Australian militia in New Guinea. This was extended to all childless married men and single men aged 18–35 in 1942. The maximum punishment for failing to turn up was six months' jail with hard labour.

Source analysis 7.9

Source 7.40 The *Daily Telegraph* (London) explained the purpose of the Australian militia

> It was a sound democratic principle that sacrifices should be borne as equitably as possible … It is the Government's policy to maintain the strength of the militia at not less than 75,000. The question for Cabinet was how the additional men for Australia's defence should be recruited. I emphasise the word Australian defence because it must once more be made clear that there is no obligations for service abroad except in the case of volunteers for such service. Cabinet decided that the strength of the militia should be kept up by the reintroduction of compulsory training …
>
> *Daily Telegraph* (London), 21 October 1939

1. Identify the origin of this source.
2. Explain what you think is meant by the phrasing 'sacrifices should be borne as equitably as possible'. How is this democratic?
3. Identify the question Cabinet was attempting to answer, and their solution.

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The AIF could be sent anywhere in the world to fight, but the CMF could not be sent overseas. However, they went to New Guinea in 1942 because it was an Australian territory at the time. The 1943 *Defence Act* extended the area in which conscripts could serve to include the major war zones in the Pacific. Prime Minister Curtin argued that because American soldiers were fighting in these zones, it would be unjust if Australia did not send its own soldiers to do their bit for the defence of Australia.

The 1943 *Defence Act* allowed the government to conscript women into the auxiliary branches of the armed forces, while the 1939 *National Security Act* gave the government the power to direct people into war-related industries, or to prevent men from enlisting if their occupation was considered an essential service.

Unlike in World War I, there was little controversy surrounding the issue of conscription, although opposition still came from trade unionists, the Labor Party and conscientious objectors. Most Australians were supportive of the new laws, because they considered them an acceptable sacrifice to make given the threat of a Japanese invasion and the loss of more than 20 000 Australian servicemen who were held as POWs.

The changing roles of women

When World War I war ended, those women who had entered the workforce were expected to resume their traditional roles in the home. When war came around again in 1939 the women of Australia were able to play a more active and significant role, mostly because of the urgency placed on national defence.

Many women took on volunteer work: knitting items of clothing to be sent to men serving overseas, organising entertainment for men on leave, or raising funds that allowed for the Red Cross to continue its services both at home and abroad. Some women supported the war by volunteering in hospitals as part of Voluntary Aid Detachments (VADs) or Red Cross Aid Units, while others drove and serviced army vehicles, ambulances and aircraft as part of the Women's Australian National Service (WANS), or trained with the Women's Emergency Signalling Corps.

Source 7.41 Women prepare care packages of chocolate, tobacco, cigarette papers, toothpaste, razor blades, and soaps for Allied troops, all gifts from the South Australian Fighting Forces Comfort Fund.

ISBN 978-1-108-89300-8 Dallimore et al.

Source analysis 7.10

Source 7.42 Dorothy Skov, who enlisted in 1941 and became part of the Officer's School, describes her time in the AWAS

> At first, it was a total battle to get men to accept us as workers. They were very hostile … Articles in the press didn't help. 'Servicewomen keep their femininity' and 'Girls don't lose their femininity in barracks'. This type of article abounded. The soldiers saw us as playing at war. Women had gone into the services with such a load of enthusiasm; they'd go from dawn to next daylight. Soon officers said, 'The morale and behaviour of the men have lifted since women joined the service' … Every girl who enlisted expected to release a man for active service. The returned men appreciated this when they got used to seeing us around.
>
> Quoted in Adam-Smith, P., 1984, *Australian Women at War*, Penguin, Melbourne, p. 195–6

1 How does Dorothy Skov describe initial attitudes towards servicewomen?
2 Identify the reasons she gives for the change in attitude towards servicewomen.

Female participation in the workforce dramatically increased in World War II as many women stepped up to make up for the shortage of male workers lost to the war. Large numbers of women also left traditional, low-skilled jobs for war work. By 1943 there were 184 000 women directly involved in war work, helping to produce food, steel, munitions and other military equipment needed for the war against Japan. Receiving the same training as men, women were also now working as mechanics, truck and bus drivers, technicians, radar operators, delivery drivers, welders and signallers. In late 1942 women were even permitted to join the police force, although in supporting positions only.

Women were also encouraged to enlist in the auxiliary branches of the armed forces for the first time. By mid-1943 there were almost 850 000 women involved in paid employment throughout Australia.

Source 7.43 A woman works as a ticket seller at Wynyard train station in Sydney in 1942. Before World War II this job had been carried out by men.

Source 7.44 Women replaced male employees at the Government Munitions Factory at Footscray, Victoria, Australia. Some of the women are loading bullets in machine-gun belts.

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In July 1942 the Commonwealth Government formed the Australian Women's Land Army to help to free farm workers to enlist in the armed forces. In NSW 69 camps were established, and more than 6000 women between the ages of 18 and 50 volunteered, travelling constantly to various areas where the work was needed or volunteering to help in a seasonal role in their local area. Most assisted with herding livestock, harvesting crops or milking cows.

Source 7.45 Members of the Women's Land Army work on a property in NSW, 26 July 1943

As in World War I there was still some resistance to women entering the workforce and working in traditionally male-dominated industries. Some religious leaders were concerned that it would undermine families and working women were invariably criticised as being neglectful of their children or criticised for taking time off to care for them. The majority of female workers still only earned approximately 54% of the male wage. From 1943 onwards women involved in essential war work received 75% of the male pay rate. The low wages and poor conditions endured by the majority of Australia's working women was made worse by the lack of support provided to enable them to balance their jobs with raising children, often in the absence of their husband.

For the most part, however, the involvement of women in paid employment was accepted out of necessity. Government-led propaganda campaigns targeted women, portraying working women in a positive and patriotic light. But this radical change in attitude towards the traditional role of women was short-lived. Working women were not taken seriously, and when the war ended women were again expected to return to their traditional role as wives and mothers.

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Treatment of 'enemy aliens'

The treatment of 'enemy aliens' during this war was similar to World War I because it was feared that they could not be trusted to refrain from acting against Australian interests as spies, or to sabotage the war effort. The 1939 *National Security Act* gave the Commonwealth Government the power to detain individuals designated as enemy aliens in internment camps. 'Enemy aliens' was a rather vague label and included Germans and Italians living in Australia. From late 1941 onwards it also included Japanese individuals, naturalised Australians, Australian-born people of German and Italian descent, enemy POWs, Nazi sympathisers and anyone else branded 'enemies' due to their political stance. During the years 1939 to 1946 there were about 7000 Australian residents, 8000 overseas internees and 19000 enemy POWs held in camps throughout Australia. Men, women and children were interned, but most were released after a short period then kept under surveillance. They were seemingly treated well while interned. While the conditions in the internment camps may have been better than the Japanese camps, it is hard to imagine the indignity suffered by the many people who were interned solely based on their nationality, heritage or even acquaintances. Among those locked up with no evidence of wrongdoing were the Dunera Boys, a group of mostly Jewish men who had fled persecution in

Source 7.47 A group of Italian POWs interned at No. 6 POW group, who formed themselves into a camp orchestra, Hay, Australia, 1943

and almost 300 Indigenous Australians who were interned because their pastor was German.

Even for the enemy POWs, the conditions in these camps were favourable when compared to the treatment experienced by Australian POWs in Japanese camps. This was mainly a result of Australia's decision to obey the Geneva Convention. Many Japanese POWs viewed this humane treatment as a sign that the Australian authorities were afraid of them. This was a perceived weakness they intended to target.

Review 7.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify when the first bombing raid on Darwin occur. How many people were killed in the bombing raids?
2. Explain what rationing is and why you think it had to be introduced.
3. Identify when and why the government introduced conscription into a militia.
4. Identify the groups of people considered enemy aliens.
5. Explain the Japanese motive for bombing Darwin.
6. Explain why government controls were more wide-ranging than they were in World War I.
7. Why did people accept government restrictions placed on most aspects of their lives during the war?
8. Discuss the importance of the 1939 *National Security Act*.
9. Account for the relative lack of controversy and division over the introduction of conscription in this war when compared to World War I.
10. Compare and contrast the role of women in both wars.

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7.7 Significance of World War II to Australia

The end of the war

Europe

From 1943 onwards the tide of war had turned against Nazi Germany, as German forces were being gradually pushed back into German territory. By late April 1945 American, British and Soviet forces had captured most of Germany. Knowing that German defeat was inevitable, German leader Adolf Hitler committed suicide in his bunker in Berlin on 30 April 1945. Representatives from the German armed forces negotiated Germany's formal surrender to the Allies on 8 May, now known as VE (Victory in Europe) Day.

The Pacific

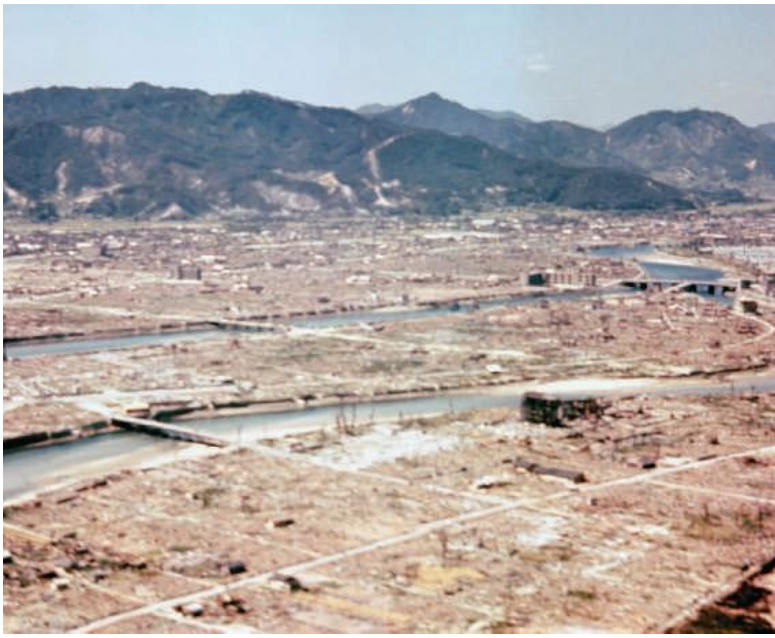
Throughout 1944 Allied forces retook Saipan, Tinian and Guam. These strategically important islands were within range of the outer Japanese islands and allowed the American navy to begin bombing raids. In February and March of the following year, American forces captured the island of Iwo Jima, and by June they took the island of Okinawa. Allied forces were now in a position to launch an attack on the Japanese mainland. Tokyo and other major cities were firebombed in preparation for a planned invasion of Japan.

At the Potsdam Conference in July–August 1945, the Allies called on Japan to surrender unconditionally. They refused, and on 6 August the United States dropped an **atomic bomb** on the city of Hiroshima: upwards of 80 000 people were killed instantly. Two days later the Soviet Union declared war on Japan and invaded Manchuria. The next day the United States controversially dropped a second atomic bomb, this time on the city of Nagasaki, which again caused devastation and the deaths of tens of thousands of Japanese civilians. Japan's Emperor Hirohito signed the formal surrender of Japan on board the USS *Missouri* in Tokyo Bay on 2 September 1945. World War II had finally come to an end.

Source 7.47 Young men and women celebrate VE Day in Kings Cross, Sydney, 8 May 1945

atomic bomb a bomb that relies on nuclear fission for its destructive power; the United States dropped two atomic/nuclear bombs on the Japanese cities of Hiroshima and Nagasaki, ending World War II in the Asia-Pacific

Source 7.48 View of Hiroshima after the explosion



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Source 7.49 shows Emperor Hirohito with General Douglas MacArthur, Supreme Commander of the Allied Powers. The emperor was considered a living god, rarely seen by the Japanese public, and his photos were traditionally staged to reinforce his height. Also, according to Japanese tradition, men would stand to the right of women in photos. The Japanese government attempted to ban this photo but MacArthur ordered all newspapers to print it.

A US force of about 160 000 personnel led the Allies in occupying Japan until April 1952, when full sovereignty was restored to the country. Australia supported the occupation and provided up to 12 000 personnel at any one time to the 40 000-strong British Commonwealth Occupation Force (BCOF). This was responsible until 1951 for supervising demilitarisation and the dismantling of Japan's war industries.

Source 7.49 General Douglas MacArthur and Emperor Hirohito after Japan's formal surrender

Activity 7.6

Tug of War

You have been presented with the following dilemma: 'The use of atomic weapons on civilian targets can be a necessary evil that may eventually save more lives than it takes'.

Think of a series of justifications, both for and against this statement, and write them on post-it notes.

When your teacher has drawn a line on the board, writing FOR and AGAINST at opposite ends, place your ideas where you think they best fit.

When the class has done this, generate 'what ifs': questions, issues, factors or concerns that might need to be explored further to resolve the issue. Write and post these above the line.

Reflect on the activity. What new ideas do you have about the use of atomic weapons on civilian targets? Do you still feel the same way about it? Have you made up their mind or changed your mind?

Historical concepts: Perspectives, Empathetic understanding **Historical skills:** Perspectives and interpretations

The impact of the war on returned soldiers and civilians

Soldiers

As was the case in 1919, the approximately 250 000 Australian servicemen and women serving overseas faced a long and arduous journey home due to a lack of shipping, and the paperwork involved in organising their discharge from the armed forces.

Priority was given to Australian POWs due to their obvious ill-health and poor physical condition. By the middle of 1946 over 80% of service personnel had been discharged and returned home, and in February 1947 the final discharges were organised.

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Source analysis 7.11

Source 7.50 Australian enlistments per branch (thousands), 1939–45

Service	Males	Females	Persons
Royal Australian Navy	45.8	3.1	48.9
Australian Military Forces	691.4	35.8	727.2
Royal Australian Air Force	189.7	27.2	216.9
Total	926.9	66.1	993.0

Source 7.51 Casualties against Germany 1939–45

	Royal Australian Navy	Australian Military Forces	Royal Australian Air Force	All services
Killed	913	3536	7095	11 544
Missing	-	9	-	9
Prisoners	26	7055	1012	8093
Wounded and injured	26	8577	1601	10 204
Total	965	19 177	9708	29 850

Source 7.52 Casualties against Japan, 1939–45

	Royal Australian Navy	Australian Military Forces	Royal Australian Air Force	All services
Killed	2007	18 676	10 006	30 689
Missing	-	20	33	53
Prisoners	263	20 920	1247	22 430
Wounded and injured	579	21 852	3231	25 662
Total	2849	61 468	14 517	78 834

1 In the war against Germany, identify which branch of the armed forces was the most dangerous for service personnel. Can you think of any reasons for this?
2 Identify which theatre of war was more costly in terms of deaths for Australian military personnel. Why do you think this was the case?
3 Identify how many Australians were killed in total. How does this compare to World War I?

Like the veterans of World War I, many returning soldiers struggled to return to a normal civilian life. Many veterans suffered lifelong pain as a result of wounds inflicted during the war. Some required hospitalisation, rehabilitation and intense therapy to overcome their injuries, both physical and psychological. While there was now some awareness of post-traumatic stress disorder (PTSD), there was very little understanding of the treatment, nor adequate numbers of people with expertise to treat the symptoms. This meant that affected individuals were likely to suffer anxiety and depression for the remainder of their lives.

Some attempted to self-medicate with alcohol, and suicide rates were also high. Families often broke up – sometimes due to domestic violence committed by the returned soldiers, and sometimes because family members could not image the horrors undergone, and so were unable to reconnect with their loved ones.

Again, the federal and state governments made a number of arrangements designed to smooth the transition to a civilian life, including providing advice about careers and employment, retraining options and affordable housing, but many of these were ineffective.

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Civilians

The population of Australia coped surprisingly well with the effect of the war on the home front. They largely viewed government controls as necessary in the fight to defend Australia. The government removed minor restrictions fairly quickly but maintained its control of prices and the rationing of some goods into the immediate post-war period. Any hopes that the traditional role of women had been permanently changed as a result of their participation in the workforce during the war proved unfounded. They were expected to return to their families and fulfil traditional domestic duties.

Australia's changing relationship with other countries after World War II

The war helped to transform Australia into a more independent nation. When Britain declared war on Germany in September 1939, Australia was 'also at war' by default. However, Australia declared war on Japan in December 1941 autonomously. Prime Minister Curtin fought for the return of the 2AIF to assist in the defence of Australia, and in 1942 the Federal Government passed the *Statute of Westminster Adoption Act*, restricting the ability of Britain to legislate and make decisions on Australia's behalf. The signing of this act demonstrated to the world Australia's independence from Britain. However, some historians would suggest that Australia swapped Britain for a new master – the United States of America.

The United States

After the Fall of Singapore and the attacks on Australia, it became clear to Prime Minister Curtin that Britain was preoccupied fighting Germany in Europe and would not be able to guarantee the security of Australia. Furthermore, the relationship between Australia and Britain was strained by the clash between Curtin and British Prime Minister Churchill over recalling the 2AIF from the Middle East.

Source analysis 7.12

Source 7.53 As early as December 1941, Prime Minister Curtin had recognised the need to forge a closer defensive relationship with the United States.

> I make it quite clear that Australia looks to America free of any pangs as to our traditional links or kinship with the United Kingdom. We know the problems 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 the shaping of a plan, with the United States as its keystone, which will give our country confidence of being able to hold out until the tide of battle swings against the enemy.
>
> Prime Minister John Curtin, *Melbourne Herald,* 27 December 1941

1. Describe what you think Curtin meant when he said 'but we know too that Australia can go, and Britain can still hold on'.
2. How does this source assist our understanding of Curtin's motives for wanting to forge a stronger relationship with the United States?
3. Describe what impact the Fall of Singapore in February 1942 would have on this decision to move towards the United States.

Curtin invited the Commander of Allied Forces in the Pacific – General Douglas MacArthur – to establish his base command in Australia. MacArthur had a direct influence on the Federal Government's attitude to conscription, leading to the 1943 *Defence Act*. He questioned why American conscripts should protect Australia, when Australian conscripts could not contribute

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Source 7.54 US World War II poster depicting an Australian ally, 1943

to the war against Japan beyond New Guinea. By mid-1943 there were 100 000 US troops stationed in Australia, and by the end of the war, approximately one million American troops had spent some time either stationed in Australia, or on leave in Australian cities. Australia's foreign policy since the end of World War II has been closely tied to that of the United States, including during the following skirmishes:

- Australian troops fought with US troops to contain the threat of communism in Korea, 1950–1953
- Australia, New Zealand and the US formed the ANZUS defensive treaty in 1951
- Australian troops fought alongside US troops in Vietnam, 1965–1972
- Australian and US troops fought together more recently in the Gulf War, Iraq War and in Afghanistan.

From the 1960s onwards, Australia has relied heavily on the United States for military support. To this day the United States is still Australia's most important defensive ally and one of its most important trading partners.

Britain

While forging this relationship with the United States, the Commonwealth Government also went to great lengths trying to maintain the traditional bond with Britain and to encourage its continued military presence in the region. In January 1944 both Australia and New Zealand signed the Canberra Pact, which protected British interests in the South Pacific. Australian troops fought alongside the British during the Malayan Emergency from 1948 to 1960, and when Queen Elizabeth II made a state visit to Australia in 1954, adoring crowds flocked to catch a glimpse of the monarch, who continues to be Australia's head of state.

Asia

In the immediate post-war period, Australia treated many Asian countries with suspicion. The White Australia Policy restricted Asian immigration, and Australia supported Western intervention in countries such as Korea and Vietnam. Over time this attitude towards Asian nations has changed.

United Nations

The United Nations was created in 1945, as a reaction to the tragedy of World War II. It effectively replaced the League of Nations that was formed after World War I, and aimed to prevent future conflicts. Australia was one of the founding members and has supported the work of the UN in its work towards peacekeeping and other global issues.

Review 7.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify what VE Day is, and when it is commemorated.
2. Identify which two Japanese cities were devastated by atomic bombs.
3. Identify how many Australian servicemen and women were still serving overseas when the war ended in 1945.
4. Summarise how the war came to an end in the Pacific.
5. Explain the reasons for the United States' decision to use atomic bombs on Japan.
6. Explain the significance of the 1942 *Statute of Westminster Adoption Act*.
7. Describe the challenges faced by returning soldiers after the war.
8. Assess the effect of World War II on Australia's relationships with Britain and the United States.

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7.8 Changing scope and nature of warfare

Nature of World War I

World War I is often regarded by historians as the first 'modern technological war'. One of the long-term legacies of the Industrial Revolution was **industrialisation**: methods of mass production were refined and enhanced, allowing nations to produce **armaments** in ever greater amounts. World War I required vast amounts of resources and the nations that were able to adequately reorganise their economies to adopt the strategy of 'total war' had the advantage.

industrialisation the transition from peasant farming to large-scale manufacturing

armaments military weapons i.e. bullets, shells, rifles, etc.

Everyone expected the first modern technological war to be over in a matter of weeks. However, by October 1914 the 'war of movement' had been replaced by a stalemate and trench warfare. Unfortunately, Allied commanders were still thinking in terms of nineteenth-century tactics: they hoped to achieve a breakthrough by attacking enemy fortifications which usually involved a heavy artillery barrage followed by infantry soldiers going 'over the top' carrying rifles and bayonets. In this war these infantry soldiers were met with machine-gun fire, high explosive artillery and shrapnel. As a result, these 'frontal assaults' resulted in horrendous casualties.

To break the stalemate both sides launched offensive actions, adopted the strategy of attrition, opened new fighting fronts, and introduced new weapons such as poison gas, aircraft and tanks.

The war was not just fought on land. German defeat in the Battle of Jutland reinforced British naval supremacy, which was used to impose a naval blockade of Germany. The German High Command responded by launching a campaign of unrestricted submarine warfare, targeting Allied merchant and naval ships, sinking them without warning. Unfortunately for Germany, this campaign contributed to the entry of the United States into the war on the side of the Allies, which boosted Allied morale. Germany

Source 7.55 An artist's representation of trench warfare

Women played important roles on the Western Front. This included being nurses at medical posts or as drivers of lorries. They were often dangerously close to the firing line.

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could not win a prolonged war on two fronts against the Allies' superior economic and military strength, which was bolstered by the infinite supply of resources and manpower that came from their empires.

Nature of World War II

If World War I was the 'war to end all wars', World War II has been described as the bloodiest conflict in human history. Estimates vary, but historians generally agree that somewhere in the vicinity of 50–75 million people were killed in this conflict. World War II was also fought on a much larger scale: it covered western and eastern Europe, the Mediterranean, North Africa and the Middle East, Asia and the Pacific, beneath the waves of the North Sea and the Atlantic Ocean, and in the skies.

Having learnt the lessons of World War I, most belligerent nations adopted the strategy of 'total war' early on. However, World War II was to have a far more devastating impact on civilians, who found themselves under constant threat. More civilians were killed in this war than soldiers. This includes those who perished as a result of aerial bombardments, those who died from hardship and starvation while working as forced labour, and the victims of the atomic bombs dropped on the Japanese cities of Hiroshima and Nagasaki.

Holocaust destruction or slaughter on a mass scale

ghetto a segregated area of a town or city inhabited by a deprived minority group

World War II also brought on one of the most horrific episodes in human history – the Nazi regime's attempted annihilation of Europe's Jewish population. From 1939 onwards the **Holocaust** began in Poland where the Nazis rounded up the Jews and forced them into overcrowded **ghettoes**. In 1942 plans were made for the systematic extermination of Europe's Jewry. Jewish people in Nazi-occupied Europe were shipped to death camps and concentration camps in the east and it is believed that six million Jews were killed during the war.

Source 7.56 A large group of Jewish people, escorted by SS soldiers, are taken to a concentration camp while crowds look on, Berlin 1934

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Theatres of war

World War I was generally fought in trenches, with the same ground being contested for the better part of four years, and often with very little advancement. By contrast, the nature of warfare in World War II depended on the theatre of war:

- German **blitzkrieg** tactics in Europe – this combined rapid attack by aircraft, tanks, armoured vehicles and shock troops to penetrate or outflank the enemy's defences.
- Desert warfare in North Africa – logistics, fuel supplies, speed of movement, the use of mines, and armoured vehicles and tanks were key.
- Jungle warfare in South-East Asia and the Pacific – camouflage, snipers, guerrilla warfare and skirmishes were a constant aspect of jungle warfare.
- The air war – the Royal Air Force (RAF) and the German *Luftwaffe* fought for supremacy of the skies during the Battle of Britain; German bombers targeted Britain's major cities during the Blitz; Britain's Bomber Command retaliated by fire-bombing German cities; Japanese pilots often resorted to **kamikaze** actions to inflict maximum damage on Allied targets.
- War in the Atlantic Ocean – Britain was heavily dependent on the shipment of resources from the United States via the Atlantic, so the German navy and its U-boats (submarines) targeted any non-German shipping. This resulted in the sinking of nearly 15 million tonnes of Allied shipping and the loss of 60 000 Allied and German lives.

blitzkrieg 'lightning war'; a term used by the media to describe the German combination of manoeuvrability, technology and localised decision-making that allowed them to keep their opponents off-guard and outflanked

kamikaze 'divine wind'; the Western term used to describe the Japanese suicide pilots who often flew their planes into targets with the aim of inflicting maximum damage

Source 7.57 Divisions of motorised German troops retreating from the area of El Alamein, 1942

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Advances in technology

The nature of fighting in World War II was also influenced by advances in technology during the period immediately after World War I. Tanks were faster, stronger and deadlier this time, and were mass-produced by both sides. Aircraft were more advanced, and were used for reconnaissance, aerial battles, bombing raids and torpedoing ships. Aircraft carriers replaced the battleship as the main naval weapon, while improved German submarine technology and tactics almost forced Britain's surrender. World War II also witnessed the birth of radar and the jet engine. The means of communication were also far more advanced during World War II, with an increased use of secret codes for communicating, such as the German Enigma Machine.

The greatest change in the nature of how future wars would be fought was the use of atomic bombs right at the end of the war. Having learned the technique of a controlled nuclear explosion from the British, American scientists built three atomic bombs, two of which were dropped on the Japanese cities of Hiroshima (6 August) and Nagasaki (9 August) in 1945.

Unfortunately, no one knew what the precise effect of these bombs would be, nor the contaminated fallout that would result from a nuclear explosion. More than 150 000 Japanese civilians were killed instantly, not to mention the tens of thousands who later died from wounds, burns or cancer. This was the first and last time atomic bombs were used in war, although the threat of nuclear weapons have continued to influence international conflict in the decades following World War II.

Source 7.58 Treating an atomic bomb victim's burns

Activity 7.7

Using your knowledge of the changing scope and nature of warfare from the beginning of World War I to the end of World War II, draw a Venn diagram in your book and work in pairs to complete it, demonstrating the similarities and differences between the two wars.

Historical concepts: Continuity and change **Historical skills:** Comprehension

Review 7.8

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the World War II weapons that favoured the defensive side.
2. Explain what a 'frontal assault' was.
3. Identify how many people are estimated to have been killed in World War II.
4. Describe the main features of World War II.
5. Explain the German army and airforce tactics called 'blitzkrieg' in the media.
6. Compare and contrast the impact of both wars on civilian populations.
7. Compare and contrast the nature of fighting in both wars.

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7.9 Commemoration of World War I and World War II

The scale of World War I, and the high casualty rate suffered by Australian forces, inspired many within Australian society to formally honour and recognise the efforts of Australian servicemen, including those who paid the ultimate sacrifice. Many traditions and practices have been adopted in the century since the end of World War I.

Memorial days

Every year since 1916, communities all around Australia pause on 25 April to reflect and remember the servicemen and women who have served, not just in the Gallipoli campaign, but in all conflicts. Veterans from all branches of the armed forces take part in parades and wreath-laying ceremonies to commemorate the efforts of our servicemen and women. Many Australians make the journey to Anzac Cove in Gallipoli or Villers-Bretonneux in France to attend a dawn service that commemorates the first landings of the campaign.

World War I ended at 11 a.m. on 11 November 1918. This day was known as Armistice Day until World War II, and is now known as Remembrance Day. Each year, Australians pause for one-minute's silence to honour the men and women who have died in conflicts involving Australians.

For many years after World War II, Australians also celebrated both VE Day (Victory in Europe) and VP Day (Victory in the Pacific).

Source 7.59 The Cenotaph in Sydney on Anzac Day 2017. People gather to lay wreaths after the Dawn Service, while images of soldiers are projected on the buildings.

Memorial sites

The bodies of Australian soldiers killed in action were buried in Allied cemeteries overseas, so it was important for many families and communities who lost loved ones to keep their memory alive. It brought them comfort to have a special place to visit and honour the deceased, given that many were unable to travel overseas to visit their loved ones' graves, if there was a grave to begin with. Many towns and communities raised funds to construct local war memorials to honour the men who went off to fight in the wars. Additions have also been made to reflect Australian involvement in later conflicts, like Korea and Vietnam.

The Australian War Memorial in Canberra was the brainchild of Australia's official World War I correspondent and historian, C.E.W Bean. Funded by the Australian Government, the Memorial houses a large collection of military artefacts, primary sources and mementoes either collected by servicemen and women, captured in war or donated by foreign governments or families of military personnel. The Memorial also contains the Roll of Honour which lists

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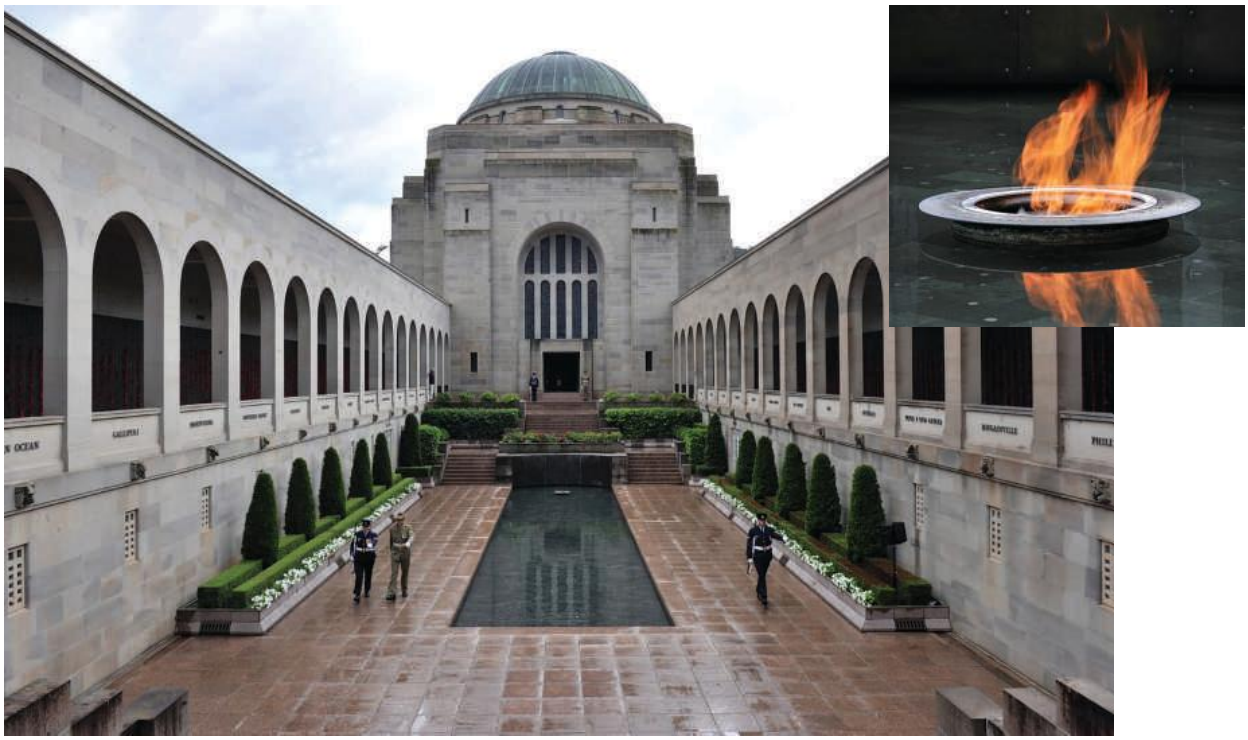
the name of every Australian serviceman and woman who has died in service of Australia. One of the most revered features of the Memorial is the Tomb of the Unknown Soldier. In 1993 the Australian Government transported the remains of an unknown Australian soldier from World War I and reburied them in the Memorial. He is a symbolic representation of the approximately 20 000 Australian soldiers of that conflict who have no known graves.

The Commonwealth War Graves Commission maintains the graves and memorials of all Commonwealth graves overseas. Many Australians also visit key battlefield sites to participate in commemorative services to mark specific anniversaries of battles, including the approximately 5000 Australians who walk the Kokoda Track in Papua New Guinea annually.

Australian involvement in both world wars has been commemorated in numerous documentaries and films. For example, *Gallipoli*, *Beneath Hill 60*, *The Water Diviner*, and *Kokoda*.

Memorial sites



Source 7.60 The Australian War Memorial, Canberra. In the foreground is the Pool of Reflection, which holds the Eternal Flame (see insert). At the back is the entrance to the Tomb of the Unknown Soldier. The Roll of Honour is in the elevated levels on either side.

Review 7.9

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Explain why special Anzac Day services are held at Gallipoli and Villers-Bretonneux.
2. Identify the person who thought of the idea for the Australian War Memorial.
3. Describe what the Roll of Honour is.
4. Explain why it is important for families to have a special place to visit and honour the deceased.
5. Explain why the date of Remembrance Day is so important.
6. Explain the significance of the Tomb of the Unknown Soldier.
7. In your own words, describe the significance of Anzac Day. Do you consider this to be our true national day rather than Australia Day? Give reasons for your answer.

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Site study: War memorial

Almost every city and town in New South Wales contains a war memorial, funded and constructed by the local inhabitants to remember and honour the service of their men, and oftentimes women.

Source 7.61 The Duke of Sussex waits to unveil a plaque as New South Wales Premier Gladys Berejiklian speaks during the official opening of the refurbished Anzac Memorial at Hyde Park, Sydney, 20 October 2018.

Your task is to visit your local memorial and answer these questions:

1. **What does it commemorate?** For example, specific battles or conflicts, particular individuals, branches of the armed forces.
2. **When was it constructed?**
3. **Who does it commemorate?** All those who served or just those who died in combat? Servicewomen and nurses as well or just servicemen?
4. **How was it funded?** Was it paid for by the local council? Community donations? Government grants?
5. **Why was it built?** Was there a specific purpose for its construction? Was it built by a local school to commemorate former students who served?
6. **What are the main features of the memorial's design?** Does it contain common symbols found on most memorials throughout Australia, such as plinths, arches, obelisks, captured enemy guns, etc.?
7. **What is the significance of this memorial to the local community?** How is it used for commemorative events such as Anzac Day, Remembrance Day and other local events? Where is it located – central to the town or on a road approaching town? Is it located at a historically significant site in the town? (Your local RSL, library, or historical society may be able to assist in this regard. www.trove.nla.gov.au also contains historical newspapers that might provide valuable information).

You should also take some photos to include in your finished work, which may be presented as a digital poster, a digital presentation or slide show, or an extended response.

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End of chapter activities

Extended response questions

1 Describe the treatment of Australian POWs at the hands of their Japanese captors.

2 Explain the impact of the war on Australian society.

3 'The imposition of government controls is justified in times of war.' To what extent do you agree with this statement? Include specific examples in your response.

4 Account for the changing roles of women during World War II.

5 Explain how and why Australia's relationship with the United States grew stronger in this period.

Group work activity

In groups of three to four, research one of the following aspects of Australia in World War II:

- The changing scope and nature of warfare from the trenches of World War I to the end of World War II
- The changing role of women
- A comparison of the Gallipoli and New Guinea campaigns
- How the war has been commemorated
- The stories of individual soldiers or nurses
- Or another choice supported by your teacher.

Once you have finished researching, write a script and record a podcast lasting 10–15 minutes. You should give it a catchy name. Remember that you need to consider your audience and ensure that your script is historically accurate and detailed.

Make sure that you clearly assign roles and ensure everyone in the group contributes. You will also need to include a bibliography that acknowledges all the sources you utilised in your research.

Research activity

Choose one of the following topics to research and write a report on:

- The evacuation of Dunkirk
- The Rats of Tobruk
- Weary Dunlop
- Nancy Wake
- Reginald Saunders
- The Cowra Outbreak.

Ensure that your report contains an introduction, body paragraphs, a conclusion, and a bibliography including all the websites, articles and books referenced.

Creative task

Choose one of the following creative tasks. Make sure you really think about your message, audience, choice of medium, and remember to incorporate accurate historical detail.

- Create a short children's picture book that explains the war to primary-aged children
- Sketch or paint an important moment, battle or campaign involving Australian men or women
- Imagine yourself as either a soldier, a nurse, or a loved one waiting at home in Australia, and write a poem conveying how you feel.

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- Design a poster encouraging women to join the workforce or one of the branches of the armed forces
- Create a comic strip depicting the Japanese bombing of Darwin or the midget submarine attack on Sydney Harbour
- Develop an idea for a movie about Australia's involvement in World War II. Write a brief description of the plot and design a movie poster to go with it.

You may wish to hold a classroom exhibition and peer-review each other's work using the 'Two Stars and a Wish' strategy. This involves identifying two positive aspects of a piece of work, and then express a wish about what might be done next time in order to improve.

Visible thinking routine

I used to think … Now I think …

Reflect on your thinking about Australians at War: World War II and how and why this thinking may have changed now that the unit is complete. Using the prompts below, write a couple of sentences explaining what you used to think about the topic and what you think now. Share your thoughts with the class.

- I used to think…
- But now I think…

Cross-curricular task

Australia's engagement with Asia

Explain Australia's changing relationship with Japan since the end of World War II. Using the internet, research and provide a brief summary of the following points:

- Australian involvement in the occupation of Japan in the immediate post-war period
- The trials of Japanese war criminals by the International Military Tribunal for the Far East
- Post-war economic ties and agreements
- International cooperation and defence
- The Australia-Japan Foundation and social and cultural exchanges
- Tourism and migration
- Humanitarian aid and support following disasters, such as the 2004 Boxing Day tsunami
- Official commemoration of the war including recognition of Japanese servicemen
- The importance of our relationship with Japan today.

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The Modern World and Australia

Efforts to achieve peace and security

The global community has relied on the United Nations as the body responsible for maintaining or restoring peace and security and promoting human rights across the world since 1945.

Eleanor Roosevelt holding a copy of the Universal Declaration of Human Rights

Universal Declaration of Human Rights

The Universal Declaration of Human Rights consists of 30 articles outlining the rights of individuals. It was adopted by the United Nations General Assembly, and has formed the basis of numerous international treaties, human rights instruments, economic agreements and other laws.

UN peacekeeping

One of the main activities carried out by the UN is peacekeeping – sending troops or police into an area experiencing conflict in an effort to maintain or restore peace.

Australia's contribution

Australia's contribution to UN peacekeeping has seen military personnel sent to places such as Cambodia, Somalia, Bougainville, Rwanda and East Timor. The UN has also led military action in different parts of the world, including Korea in the 1950s and Libya in 2011.

SOVIET UNION
MONGOLIA
CHINA
INDIA
ALGERIA
EGYPT
FRENCH & WEST AFRICA
AUSTRALIA

- The founding member states of the United Nations
- United Nations founding members, which celebrated their independence after the creation of the United Nations
- Territories administered under a League of Nations Mandate
- States with a special treaty relationship with a United Nations member state
- Territories that by 1949 were under the United Nations Trusteeship System
- Non-member states of the United Nations
- Other dependent territories

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Overview videos

Rights and freedoms

The modern world has increasingly focused on the rights and freedoms of different groups since the 1960s.

Prime Minister Gough Whitlam and Gurindji leader, Vincent Lingiari, 1972

ALASKA

CANADA

USA

BRAZIL

Civil rights movements
The push for civil rights for ethnic groups, including African Americans and Native Americans in the United States and Aboriginals and Torres Strait Islanders in Australia, resulted in major campaigns in both countries. Among other issues, land rights became a particular focus for many Indigenous peoples.

Feminism
'Second wave' feminism in the 1960s and 1970s focused on ending discrimination against women in areas such as employment, pay, family law and sport.

LGBTQIA+
Similarly, decriminalising homosexuality has improved the rights and freedoms of lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and many other terms (such as non-binary and pansexual) people in many parts of the world.

National independence
The end of World War II and founding of the United Nations saw the independence of former European colonies, which has become a key part of the modern world. From India to Kenya, Indochina to Algeria and Indonesia to Malaysia, former European colonies have either campaigned or fought for national self-determination.

The world in 1945

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The Cold War

Between 1945 and 1991 the world was unofficially divided into two 'camps' during the Cold War between the United States and the USSR (Union of Soviet Socialist Republics). Although the two countries were allies during World War II, the ending of the war saw increasing mistrust and hostility.

Korean civilians during the Korean War, 1951

Nuclear arms race
The development of the nuclear bomb at the end of World War II saw many countries focus on developing and stockpiling nuclear weapons. The conflict of political ideology, underpinned by fear, was a key element of the Cold War.

Cuban Missile Crisis
When the United States discovered the USSR had established ballistic missiles in Cuba, it set up a naval blockade and demanded the missiles be removed. After several days of negotiations, during which many people believed nuclear war was imminent, an agreement was reached.

1945
End of World War II and founding of the United Nations

1948
Signing of the Universal Declaration of Human Rights

1950–53
The Korean War

1955–75
The Vietnam War

1956
Television arrives in Australia

1962
Cuban Missile Crisis

1964
US *Civil Rights Act* passed

1967
Australian federal referendum on Aboriginal and Torres Strait Islander peoples

1969
Apollo XI makes the first manned landing on the moon

1975
The passing of the federal *Racial Discrimination Act*

1976
The *Aboriginal Land Rights (Northern Territory) Act* passed by the Australian Government

1979–87
Soviet War in Afghanistan

War by proxy
Although there was little direct conflict between the United States and the USSR, they instigated and supported opposite sides in several other wars, in places such as Korea, Angola and Vietnam.

The end of the Cold War
The fall of the Berlin Wall and collapse of the USSR by 1992 saw the end of the Cold War.

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Technology, health and the environment

The post-Cold War world is characterised by rapid urbanisation and global population growth, as well as increasingly fast-paced technological change.

Nintendo Game Boy, first released in 1995

Activity – Overview 2

1. List two former European colonies which gained their independence after World War II.
2. What is the difference between the UN's peacekeeping activities and direct military action?
3. Outline three key groups which gained greater rights and freedoms in many parts of the world during this period.
4. Why might the United States and the USSR have avoided directly fighting one another during the Cold War?
5. In what ways has the development of gaming devices, such as the Game Boy, influenced the modern world?

Technology
Key technological innovations since World War II, such as televisions and fridges, have become a part of modern life, in addition to computers, satellites, gaming devices and 3D printing.

Environment and sustainability
In the twenty-first century, scientific research has focused on developing alternative ways to generate energy to limit the effects of human-induced climate change. Globally, climate change activism is growing as young people and their supporters demand action from governments across the world.

1984
Commonwealth Sex Discrimination Act passed

1989
- The fall of the Berlin Wall and the beginning of the end of the Cold War
- Tiananmen Square massacre of student protesters, China

1990–91
First Gulf War

1991
The World Wide Web becomes publicly available

1992
The High Court releases its judgement on the Mabo case

1994
Rwandan genocide

1999
Passing of the *Border Protection Act* in Australia

2001
Attack on the World Trade Center, New York, USA

2001–present
War in Afghanistan

2003
Second Gulf War

Public health and longevity
Widespread vaccination against childhood diseases, such as measles and polio, since World War II has lowered infant mortality rates and increased life expectancy across much of the world. Other medical breakthroughs include the HPV and influenza vaccines.

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Depth Study 4

Rights and Freedoms

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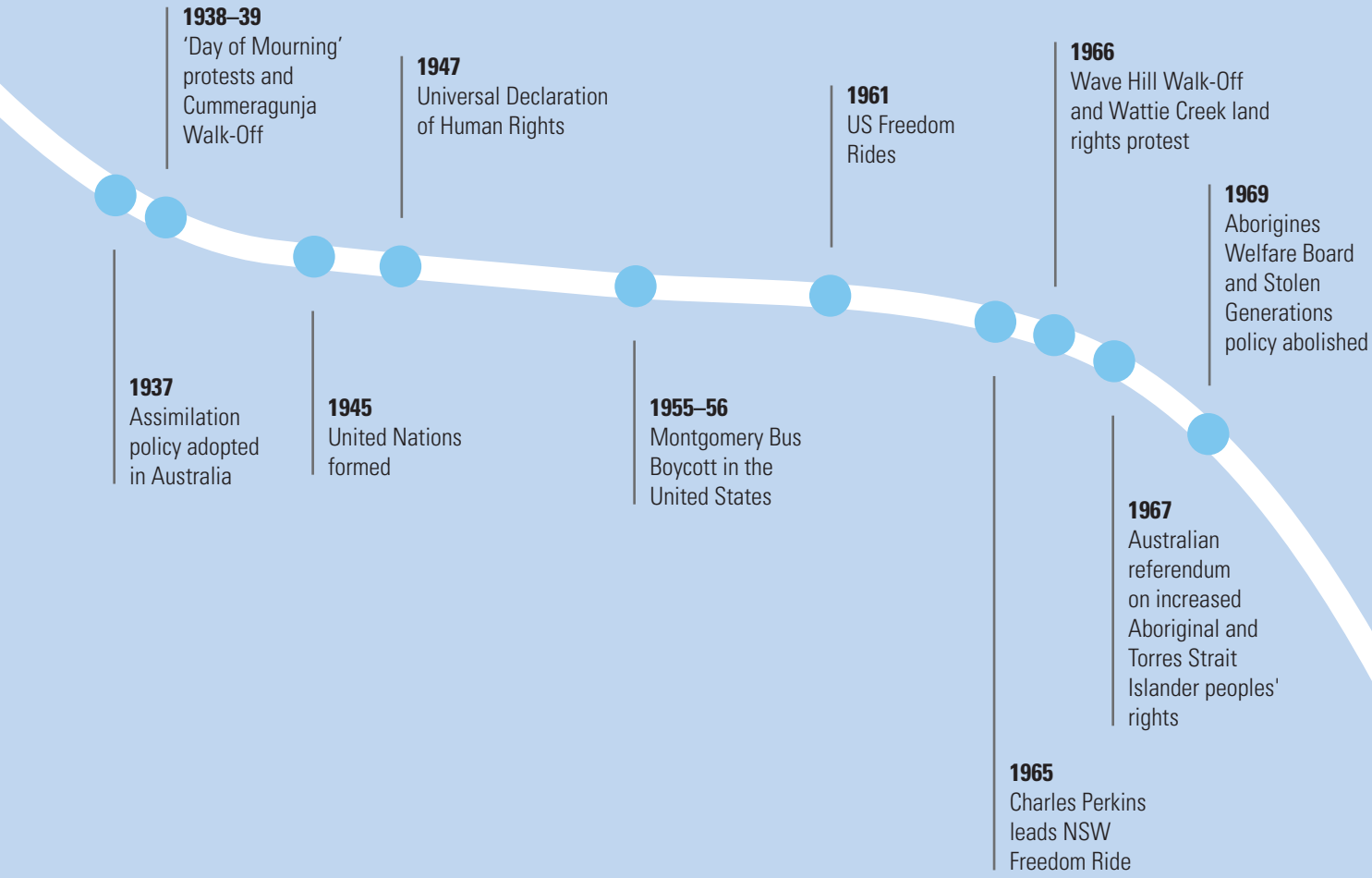
CHAPTER 8

RIGHTS AND FREEDOMS 1945–PRESENT



After World War II and the Holocaust, the international community wanted to prevent further tragedies. The formation of the United Nations in 1945 was a direct result of this, leading to the development of international policies that attempted to guide all countries in their treatment of people. This included the United States, where the African American community still faced widespread discrimination, and Australia where Aboriginal and Torres Strait Islander peoples also faced a range of issues as they struggled to improve their rights and freedoms. The world has witnessed an expansion of campaigns calling for fairer treatment of all peoples since 1945, and the United Nations has been a guiding force in many of these developments.

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

Please note that in this chapter Indigenous (capital I) refers to the original inhabitants of Australia, and indigenous (lower case i) refers to all first nations peoples of the world.

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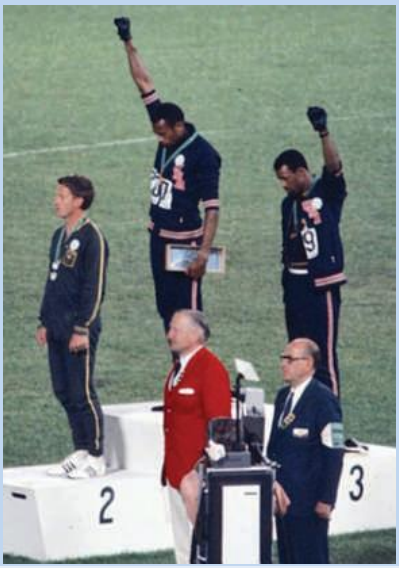
THINK, PUZZLE, EXPLORE

Source 8.1 Stan Grant, 2016, *Talking to My Country,* HarperCollins Publishers

Black America fascinated me. I looked to the civil rights movement, the oratory of Martin Luther King, the 'by any means necessary' fire of Malcolm X, the Nation of Islam or 'black Muslims' and the Black Panther Party. I had a poster of Tommie Smith and John Carlos, their gloved hands raised in a Black Power salute of defiance on the victory podium at the Mexico Olympics in 1968. These were people who stood up …

Back then we were impatient and angry young men. We marched in demonstrations and wore T-shirts carrying the black, red and yellow Aboriginal flag. I listened to Bob Marley and the Aboriginal rock-reggae band No Fixed Address, finding defiance in their lyrics of the horror and torment of the white man's world. This was a new identity; I didn't have to hide away to fit in.



Source 8.2 Tommie Smith (centre) and John Carlos (right) display the Black Power salute at the 1968 Mexico City Olympics. The Australian athlete, Peter Norman, stands in second place wearing a badge for the Olympic Project for Human Rights, in solidarity with the other two runners.

What does the source reveal about the influence of the US civil rights movement on **activists** such as Stan Grant?

- Take a few minutes to think about your response.
- Write down your ideas.
- Turn to a nearby student and share your answer.
- Listen to the response of your partner and follow up with any questions you may have about their interpretation.
- Write down any ideas that came out of your discussion.

Peter Norman

1972
Aboriginal Tent Embassy set up in Canberra

1992
Mabo native title High Court decision

1997
Bringing Them Home report released

2000
Sorry Day marches in Sydney

2007
UN Declaration on the Rights of Indigenous Peoples

2008
Rudd Government apologises for the Stolen Generations

2017
Uluru National Park Board votes to ban climbing of Uluru

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Key questions

- Why were Aboriginal and Torres Strait Islander peoples disadvantaged in the twentieth century?
- In what ways were Aboriginal and Torres Strait Islander peoples actively discriminated against in Australia during the twentieth century?
- What was the nature of the US civil rights movement?
- In what ways did the US civil rights movement affect Aboriginal and Torres Strait Islander activism?
- What factors led to changes in the treatment of Aboriginal and Torres Strait Islander peoples in Australia in the twentieth century?
- To what extent did the treatment of Aboriginal and Torres Strait Islander peoples improve by the early twenty-first century?
- How has government policy changed in response to the struggle for rights and freedoms?

Source 8.3 Areas of significance for Aboriginal and Torres Strait Islander rights and freedoms in Australia. (See Source 8.19 for a map indicating areas of significance for African American rights and freedoms in the United States.)

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8.1 The Universal Declaration of Human Rights

The question of whether all humans share the same rights is something that has been a prominent debate since at least the fourteenth century. It took the formation of an international organisation to make it possible to **universalise** equal rights for all people. In 1945 the former first lady of the United States, Eleanor Roosevelt, pushed the United Nations to create a committee of leading thinkers from different parts of the world to draft a **charter** on human rights. The declaration of human rights that this group created in 1947 became the template that most nations used when creating **legislation** to provide fair treatment for all citizens.

universalise to make something applicable to all cases

charter a document that defines the rights and privileges enjoyed by a group of people, nation, or company

legislation laws

Source 8.4 US President Harry Truman speaking at the first conference for the United Nations

Purpose of the United Nations

The United Nations was created in 1945 as an 'international body dedicated to peace'. It was developed as a solution to the tragedy of World War II and to replace the League of Nations, a similar organisation that emerged in the aftermath of World War I. More specifically, when the **Nuremberg Trials** took place, extensive details emerged about the six million Jews and other minority groups who had been murdered by the Nazi regime in the Holocaust. People were horrified by this attempted **genocide** and the need for world peace seemed more pressing than ever. Initially 51 nations joined the UN in 1945 and, as of 2020, there are 193 member states. There are also two non-member permanent observer states: the Holy See (Vatican City) and the State of Palestine. They have a standing invitation to participate as observers in the sessions and the work of the General Assembly, and maintain permanent observer missions at Headquarters.

Source 8.5 depicts both the events that led to the UN's creation and its general purpose.

Nuremberg Trials international court cases that took place after World War II, in which Nazis were tried for their war crimes

genocide the intentional act of destroying an entire group of people on the basis of their race, nationality, or religion

Over the first few decades the United Nations used its Human Rights Charter to develop objectives aimed at maintaining international peace and security. They did this by attempting to protect human rights across the world, deliver assistance to people in need through 'humanitarian aid', promote sustainable practices for developing countries, and ensure that international laws were upheld by all members.

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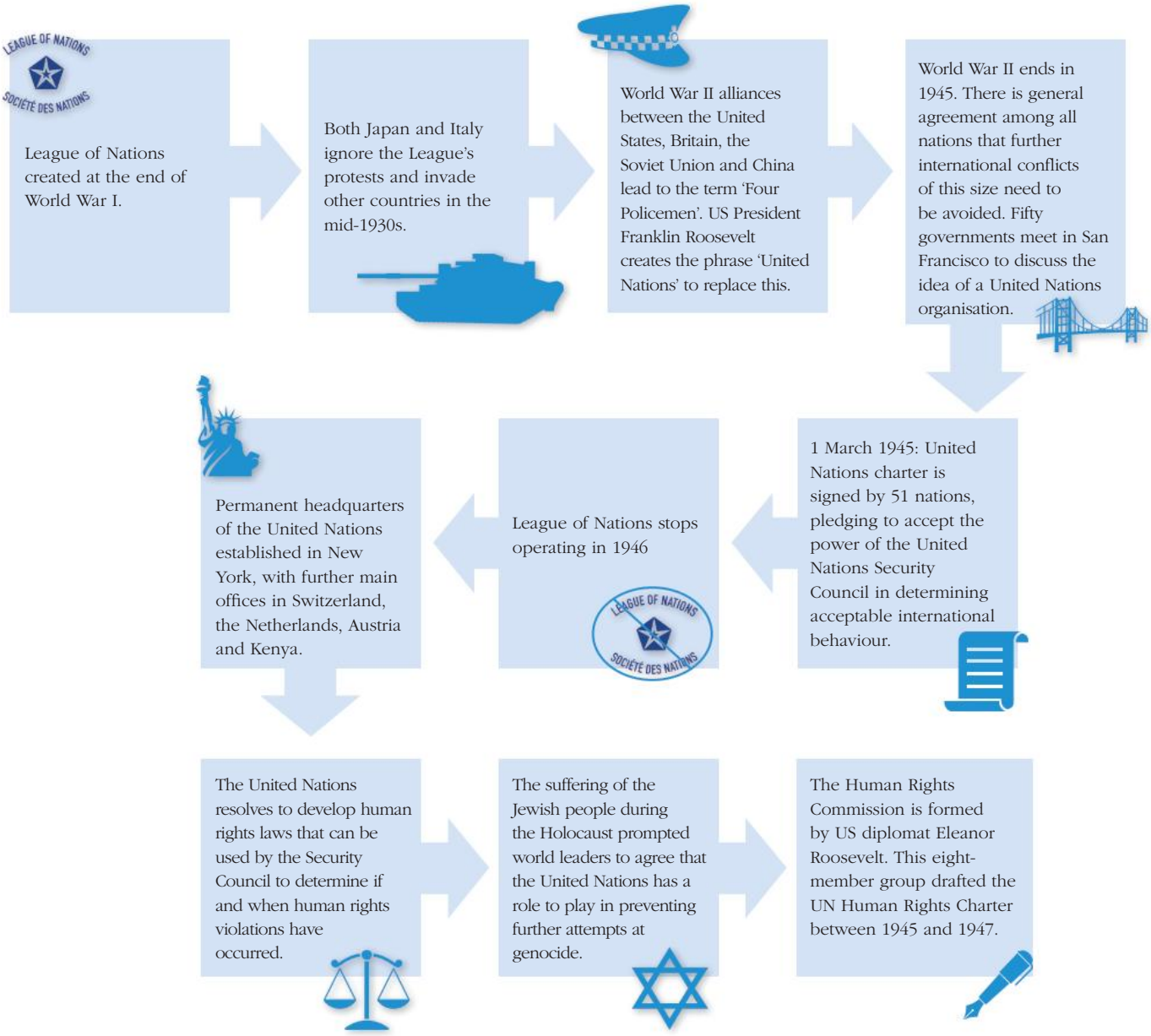

Source 8.5 Causes and purpose of the United Nations

Activity 8.1

Read the above infographic and then create a new version incorporating the following additional information:

- Why the League of Nations was not a success
- Why World War II is connected to the formation of the United Nations
- Why the United Nations has its headquarters in New York, United States
- Why the majority of the world's countries agreed that the Human Rights Charter was needed
- Why the Security Council is accepted as having power over international law.

Your version can be presented as a poster, PowerPoint, an infographic or an audio-visual presentation.

Historical concepts: Cause and effect **Historical skills:** Comprehension, Explanation and communication

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Origins of the Universal Declaration of Human Rights

In her campaign for increased recognition of human rights, Eleanor Roosevelt said: 'We could not have peace, or an atmosphere in which peace could grow, unless we recognised the rights of individual human beings … their importance, their dignity … and agreed that was the basic thing that had to be accepted throughout the world'. The Human Rights Commission that she worked on in 1945 created a framework from which all countries could determine whether they were violating the basic freedoms and rights of all humans. The United Nations needed all members to sign and pledge their commitment to a Universal Declaration of Human Rights (UDHR). This agreement established a shared understanding of how people should be treated and became the basis for a Human Rights Charter outlining the rights and freedoms of all people.

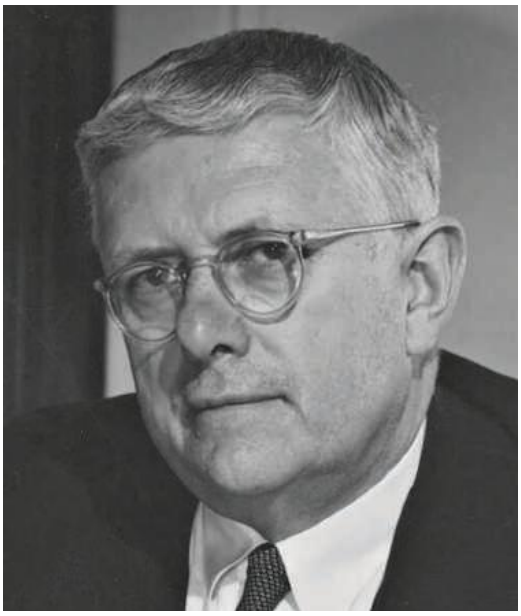
Australia's contribution

Australia, as a founding member of the United Nations, helped draft the UN Human Rights Charter from 1945 to 1947. The other nations involved were Chile, France, the Soviet Union, Britain, China, Lebanon and the United States. The Committee was headed by Eleanor Roosevelt, the Chinese playwright and diplomat Peng-chun Chang and Lebanese academic Charles Habib Malik. The drafting of the UDHR was a remarkable moment in history, representing one of the first global collaborations between radically different **world views**.

Australia's delegation was headed by lawyer and politician Dr Herbert Vere Evatt, later the leader of the Australian Labor Party. In 1948 Evatt became President of the UN General Assembly and campaigned for the adoption of the UDHR.

world view the way in which someone sees the world and its history; different religious and philosophical thinking, and different histories

On 10 December 1948, the UN General Assembly accepted the UDHR, with 48 member nations voting in favour, eight abstaining and two not voting. There were no votes against the UDHR.



Source 8.6 Dr H.V Evatt, 1951

Source 8.7 A picture taken during the third United Nations Assembly where the Universal Declaration of Human Rights was adopted, 1948

Ongoing significance

disadvantaged a person living in unfavourable conditions due to lack of opportunities

civil rights a set of rules designed to protect individuals from unfair treatment within their own society

The UDHR became the basis for the way many groups campaigned for human rights. **Disadvantaged** groups such as the African American population in the United States and the Aboriginal and Torres Strait Islander peoples in Australia both campaigned for **civil rights** that reflected the UDHR and aimed to achieve equality for people in their own nations.

Source 8.8 People in Milan, Italy, celebrate the 70th anniversary of the UDHR, 10 December 2018

Activity 8.2

1 Research and examine each of the 30 articles in the UDHR and consider the following questions.
   - a Evaluate whether Australia currently fulfils these rights.
   - b Discuss whether Australia has always fulfilled these rights.
   - c Could you foresee a time when some of these rights may not exist in Australian society? Discuss what could be done to ensure that human rights remain a priority in Australian society.

Historical concepts: Continuity and change **Historical skills:** Research, Perspectives and interpretations

Review 8.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Define 'human rights'.
2 Explain what the UDHR is.
3 Explain how the Holocaust led to the creation of the UDHR.
4 Identify who Dr Herbert Vere Evatt was and his role in the United Nations.
5 Describe in what ways specific groups in the United States and Australia were still disadvantaged when the UDHR was published.
6 Pick three articles from the UDHR and explain why you think they are the most important.
7 Discuss what difficulties there would be in trying to establish a universal declaration of human rights.

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8.2 Aboriginal and Torres Strait Islander peoples' rights and freedoms before 1965

In 1788 Britain colonised the Aboriginal and Torres Strait Islander peoples' country, and began disempowering Australia's original inhabitants. After the colonies federated in 1901 the Aboriginal and Torres Strait Islander peoples were barely mentioned in the constitution and were denied citizenship. Many who had been deemed 'half-caste' were essentially told that they were no longer Aboriginal or Torres Strait Islander people, but instead a separate race of people who should learn to be 'white'. Australian society did not encourage Aboriginal and Torres Strait Islander people to take pride in their traditions or cultures, and usual democratic rights (such as voting or equal representation in parliament) were not available to them.

In order to understand the conditions that Aboriginal and Torres Strait Islander peoples campaigned against it is useful to closely examine events between 1901 and 1963.

disenfranchised depriving a person or group of people of citizenship or the right to vote

Commonwealth international collective of states and countries that maintain a formal association with the UK, formerly part of the British Empire

treaty a formal agreement between two separate peoples or states

assimilation when a minority culture merges into a dominant culture, with the minority being required to leave its own culture behind

mission a reserve where Indigenous people lived under the control of white Christian managers

Key events for Aboriginal and Torres Strait Islander peoples' rights and freedoms in the first half of the twentieth century

- **1901** Federation of Australia
- **1902** *Commonwealth Franchise Act* determines that all 'native' people are to be **disenfranchised** in **Commonwealth** countries (with the exception of New Zealand, who had a pre-existing **treaty** with the Maori people)
- **1909–15** *Aborigines Protection Act* established, giving the Aborigines Protection Board power to remove Aboriginal and/or Torres Strait Islander children
- **1925** Aboriginal dock worker Fred Maynard forms the Australian Aboriginal Progressive Association to campaign for land rights and improved conditions for Aboriginal people
- **1926** Forrest River Massacre: two WA police officers charged with murder of 20 Aboriginal people. No trial carried out.
- **1933** Aboriginal activist William Cooper forms the Australian Aborigines' League in Melbourne to campaign for Aboriginal rights
- **1937** Government adopts formal policy of **assimilation** suggested by the Chief Protector of Aborigines, Auber Octavius Neville
- **1938** Australian Aborigines' League stages 'Day of Mourning' to protest against the 150th anniversary of Australian colonisation
- **1939** 200 Aboriginal people leave the Cummeragunja **Mission** without permission as a protest against the arrest of Aboriginal activist Jack Pattern
- **1950** Council for Aboriginal Rights pushes for the Australian government to abandon any laws that contradict the Universal Declaration of Human Rights
- **1952–57** Anglo-Australian nuclear weapons testing near Aboriginal communities at Maralinga, Montebello and Emu Field. Many Aboriginal people affected by radiation fallout.
- **1958** Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) forms to campaign for Aboriginal and Torres Strait Islander peoples' rights
- **1962** Commonwealth legislation passed to allow all Aboriginal and Torres Strait Islander adults to vote in some elections if they register
- **1963** Yolngu people from Arnhem Land present the Yirrkala Bark Petition to Federal Parliament to try to prevent a mining company from exploiting their traditional lands

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Rights and freedoms denied

Reserves and missions

There were at least 100 reserves and missions across Australia by the 1930s. These were areas of land set aside for Aboriginal and Torres Strait Islander peoples to live on so they could be kept separated from white settlements as a form of **segregation**. The first reserves were established between 1885 and 1895, some by Aboriginal and/or Torres Strait Islander people and some by governments. Some reserves were run by government appointed managers and others were Christian missions run by churches. The reserves and missions varied in their goals. Some white Australians believed that they served a purpose in teaching Aboriginal and Torres Strait Islander peoples to be self-dependent and more 'white', whereas others treated the reserves as simply a way to keep Aboriginal and Torres Strait Islander peoples away from white society until they 'became extinct'.

segregation a system where different races or ethnic groups are kept separate from one another as much as possible

half-caste outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

Wages

Many cattle and sheep stations made use of Aboriginal and/or Torres Strait Islander men from the reserves as a cheap labour force. These men were drastically underpaid in comparison to white workers and were often given food or other material goods instead of money. In Queensland, for example, only approximately 25% of wages owed to Aboriginal and/or Torres Strait Islander workers were given to them directly. The rest was 'deducted' and given to the Aborigines Welfare Fund to pay for management of the reserves, given to the government as 'tax', or paid into a joint account managed by the Queensland government. This money is sometimes now referred to as the Stolen Wages.

Aborigines' Protection Board

The reserve system was regulated by the Aborigines' Protection Board from 1909 and was formally ended by the government in 1969 with the *Aborigines Welfare Act*. The policies that governed treatment of Aboriginal and Torres Strait Islander people living on these reserves reflected legislation that was established by the various states. Some of these rules, as outlined by the Aboriginal Protection Acts, were:

- the term '**half-caste**' was applied to any Aboriginal people of mixed race and those people were to be treated as a separate race to 'full-blooded' Aboriginal people (unless they were over the age of 34 and living in an Aboriginal community, or they were a 'half-caste' woman married to a 'full-blooded' Aboriginal man)
- the government had the power to decide where any Aboriginal person or group of Aboriginal people could live
- all wages earned by Aboriginal people were to be collected by reserve managers and allocated in a way that they deemed appropriate
- care, custody and education of Aboriginal children was decided by reserve managers
- Aboriginal people on reserves were required to speak English, dress in a European fashion, cease their practise of traditional ceremonies and attend church. Marriage was only allowed with the reserve manager's permission.

Activity 8.3

1 For each of the following terms used in the early part of the twentieth century in relation to Aboriginal and Torres Strait Islander peoples, consider why it was used and why the term might be considered offensive:

- **a** 'half-caste'
- **b** 'full-blooded'
- **c** 'protection'
- **d** 'extinction'.

Historical concepts: Continuity and change, Perspectives, Empathetic understanding **Historical skills:** Empathetic understanding, Explanation and communication

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Early twentieth-century activism

There is a long history of activism on behalf of Aboriginal and Torres Strait Islander peoples in the nineteenth century, mostly organised by white Australians and often motivated by **paternalism**. When Australia became a federated nation in 1901 it was clear to many Aboriginal and Torres Strait Islander peoples that this society would exclude them. The Australian Government considered Aboriginal and Torres Strait Islander peoples as a 'problem' that needed to be 'fixed', and several Aboriginal and Torres Strait Islander figures and organisations emerged to campaign for increased rights aiming to change the way that the Australian government saw its Aboriginal and Torres Strait Islander population.

Three key moments for Aboriginal and Torres Strait Islander activism that occurred in the first half of the twentieth century were the Day of Mourning protest, the Cummeragunja Mission Walk-off, and the Yirrkala Bark Petition.

The Day of Mourning Protest, 1938

The Australian Aborigines' League was formed in Melbourne by William Cooper and several other Aboriginal **activists** in 1932. A few years later, activists Jack Patten and William Ferguson formed the Aborigines Progressive Association in Dubbo, to represent the Aboriginal people of New South Wales. Both organisations campaigned extensively for Aboriginal people to be included in Australian society, for better education to be provided for their children, and for better conditions on the missions and reserves. Patten also published the first newspaper created by Aboriginal people, *The Australian Abo Call*, which had six issues published in 1938. William Ferguson, however, objected to the paper on the basis that it was funded by a white extremist named P.R. Stephenson, and he felt that the paper was being used to push Stephenson's right-wing agenda. He also found the title of the newspaper offensive for its use of the word 'Abo'.

paternalism controlling or restricting a person in the belief that it will help them in the long run.

activist a person who campaigns extensively to bring about political or social change


The Australian

ABO CALL

THE VOICE OF THE ABORIGINES

EDITED BY J. T. PATTEN

Representing 80,000 Australian Aborigines

We ask for Education, Opportunity, and Full Citizen Rights

To all Aborigines!

OUR TEN POINTS

Deputation to the Prime Minister

Source 8.9 *The Australian Abo Call*, 1938

In 1938 when the rest of Australia was preparing to celebrate the 150th anniversary of the landing of the First Fleet on 26 January, the Australian Aborigines' League staged a 'Day of Mourning' demonstration in Sydney, with the help of the Aborigines Progressive Association. Because Sydney Aboriginal people refused to be involved in the Australia Day celebrations, the NSW Government brought Aboriginal men in from a reserve outside of Sydney to participate in a re-enactment of the First Fleet's arrival. At the time, Jack Patten wrote,'The 26th of January 1938 is not a day of rejoicing for Australia's Aborigines; it is a day of mourning. This festival of 150 years' so-called "progress" in Australia commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders of this country.'

The League and their supporters met at Sydney Town Hall and marched to Australian Hall located in the next street. Upon arriving, they were told they were only allowed to enter if they used the back door. At Australian Hall they hosted a meeting that was attended by 100 Aboriginal people. It was one of the first major protest events organised by Aboriginal activists.

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Source 8.10 Day of Mourning protest in Sydney, 1938. Left to right: William (Bill) Ferguson, Jack Kinchela, Isaac Ingram, Doris Williams, Esther Ingram, Arthur Williams Jr, Phillip Ingram, unknown, Louisa Agnes Ingram holding daughter Olive, Jack Patten.

Cummeragunja Mission Walk-Off 1939

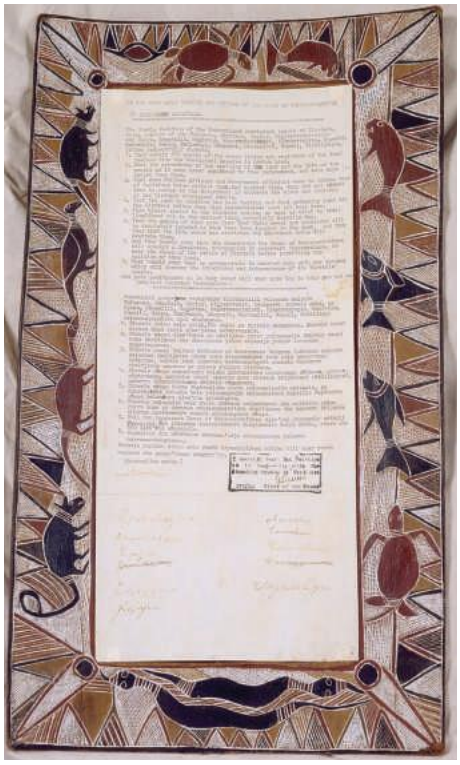
Cummeragunja was a mission and farm in southern NSW that became the scene of the first mass strike of Aboriginal people. The manager, Arthur McQuiggan, was moved there by the government after complaints were made about him for violent behaviour at the Kinchela Aboriginal Boys' Home near Kempsey in NSW. When he arrived at Cummeragunja, McQuiggan continued to use violence and intimidation. A member of the Australian Aborigines' League, Jack Patten, who had been born at Cummeragunja, was asked by his father to visit. Patten persuaded the residents to **strike** and on 4 February 1939 approximately 200 Aboriginal people left the reserve without permission and camped on a riverbank, with support from Melbourne workers' organisations. Having been informed by Patten of the NSW government's intention towards the removal of children, the residents crossed the border into Victoria, thus removing themselves from NSW jurisdiction.

strike refusing to work or follow instructions to protest against conditions or treatment by those in charge

With the onset of World War II, however, the Australian public's focus was elsewhere and the Aboriginal strikers soon ran out of resources. Some returned to Cummeragunja while others left to live in other parts of northern Victoria.

Yirrkala Bark Petition

In 1963 the Australian Government sold part of Arnhem Land in the Northern Territory to a bauxite mining company. The Yolngu inhabitants



Source 8.11 Yirrkala Bark Petition, Yolngu artists and elders, 1963

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who had lived there for thousands of years were angered by the decision so Wandjuk Marika, the only man among his people to own a typewriter, wrote a petition to the government and had it signed by the Yolngu elders. This document was inscribed on bark in the traditional manner of the Yolngu and sent to the House of Representatives in Canberra. It was the first legal document written by Aboriginal people to be recognised by the Australian Government.

The government began an investigation into the complaints made by the Yolngu but decided to allow the mining operations to go ahead. In response the Yolngu people tried to sue the government in the Gove Land Rights case, which ran from 1968 to 1971, but were ultimately unsuccessful. This was the first court case in which Aboriginal people sought to gain control over their own land.

Activity 8.4

Tug of War

When examining the previous information you may notice some patterns in the interactions between Aboriginal and Torres Strait Islander activists and the representatives of wider Australian society. Consider this question in connection to the information: 'How effective were Aboriginal and/or Torres Strait Islander people in this era in raising awareness of the problems they faced?' After reading the above information, write these key examples onto sticky notes:

- formation of the Australian Aborigines' League
- refusal to take part in the 150th anniversary re-enactment of the First Fleet landing
- the Day of Mourning protest
- publication of *The Australian Abo Call*
- the Cummeragunja Walk-Off
- the Yirrkala Bark Petition
- the Gove Land Rights case.

Create a line on the middle of your desk. At one end write 'Not effective' and at the other end, 'Effective'. Place each of your notes on it as determined by where it fits best. This will help you establish how you have evaluated these ideas.

Using your evaluation, write a paragraph response to the original question.

Historical concepts: Significance, Contestability **Historical skills:** Perspectives and interpretations

Review 8.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Describe the differing goals of various reserves and missions.
2. Identify who controlled wages for Aboriginal and Torres Strait Islander workers in this period.
3. Explain what the 'Stolen Wages' were.
4. Describe what event the Day of Mourning was organised in response to.
5. Identify some of the most important issues inspiring protest from Aboriginal and Torres Strait Islander peoples during this period.
6. Explain how one example of Aboriginal and Torres Strait Islander activism from this era sought to raise awareness of issues faced by Aboriginal and/or Torres Strait Islander people.

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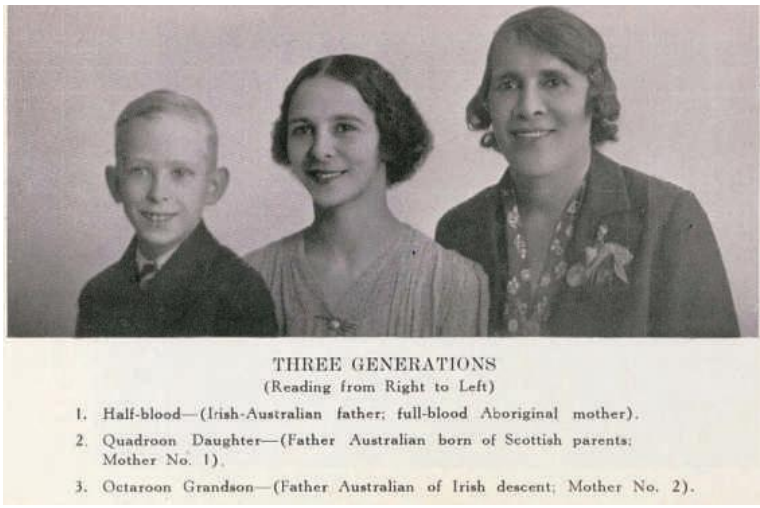
8.3 Assimilation and the Stolen Generations of Aboriginal and Torres Strait Islander peoples

The Chief Protector of Aborigines in Western Australia (1915 to 1936), A.O Neville, wanted to separate Aboriginal and Torres Strait Islander children who had a white parent or grandparent and absorb them into white society. At the same time, he wanted Aboriginal and Torres Strait Islander peoples with purely Aboriginal and Torres Strait Islander heritage to 'fade away' on the reserves. This process of assimilation was described by Neville as the policy of choice for the Australian Government at a 1937 conference and was subject to debate from this point on.

'Assimilation' did not mean the same thing to everyone. Some believed that it was designed to literally 'breed out' the dark skin of Aboriginal and Torres Strait Islander peoples over time whereas others thought that it should aim to erase Aboriginal and Torres Strait Islander culture and history. After World War I the Australian Government was concerned that the emerging 'third race' of half-Indigenous, half-European people would be difficult to manage in the same way as traditional Aboriginal and Torres Strait Islander peoples. The assimilation policy sought to classify all Aboriginal and Torres Strait Islander peoples into three categories:

1. 'de-tribalised' people who could be educated to a white standard
2. 'semi-civilised' people who needed passive supervision
3. 'uncivilised' people who could be preserved through un-managed reserves.


THREE GENERATIONS
(Reading from Right to Left)
1. Half-blood—(Irish-Australian father; full-blood Aboriginal mother).
2. Quadroon Daughter—(Father Australian born of Scottish parents; Mother No. 1).
3. Octaroon Grandson—(Father Australian of Irish descent; Mother No. 2).

Source 8.12 An image from Australia's Coloured Minority: Its Place in the Community, by A.O. Neville, 1947

The Stolen Generations

Between 1910 and 1969, many of the state-based Aborigines' Protection Boards had the power to remove any Aboriginal and/or Torres Strait Islander children deemed to be 'half-caste' from their parents and place them into government care. In many cases there were no official records kept of the children who were removed, but recent Federal government-endorsed estimates claim that 10–30% of all Aboriginal and Torres Strait Islander children were stolen from their families. This would mean between 15 000 and 40 000 individuals in total.

Once removed, these children were sent to missions and boarding homes where they were taught to reject their language, customs, family, and culture. The government's goal was for this generation of children to adopt white Australian culture, become labourers in white society, and eventually marry other 'half-caste' or white Australians.

These children lost their connection to cultural traditions and were, in many cases, subjected to abuse and neglect at the institutions to which they were sent. The Aboriginal and Torres Strait Islander children who were educated in 'white ways' also found that they were still not accepted by white Australian communities. These children became known as the Stolen Generations, a term first used by the historian Peter Read in 1981.

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Source analysis 8.1

Source 8.13 Elise Roughsey, a woman of the Lardil people, recalls the actions of missionaries

I can remember when I was young, I saw lots of girls, older ones, also boys being flogged with a piece of motor car tyre, saw blood streaming from their bottoms and legs where they'd been cut as they were flogged. They were cruelly treated and for days they would have these wounds with red sores. The missionaries did not care to cure or deal with the bruises and cuts. It healed by itself.

Roughsey, E., 1984, *An Aboriginal Mother Tells of the Old and the New*, Penguin Books

Source 8.14 Evidence from a woman taken from her parents with her three sisters when the family, who worked and resided on a pastoral station, came into town. She was placed at Umewarra Mission.

Y'know, I can remember we used to just talk lingo. [In the Home] they used to tell us not to talk that language, that it's devil's language. And they'd wash our mouths with soap. We sorta had to sit down with Bible language all the time. So it sorta wiped out all our language that we knew.

Confidential evidence 170, Queensland, 'Bringing Them Home' report, 1997

Source 8.15 Evidence from a NSW woman removed to Cootamundra Girls' Home in the 1940s

I remember once, I must have been 8 or 9, and I was locked in the old morgue. The adults who worked there would tell us of the things that happened in there, so you can imagine what I went through. I screamed all night, but no one came to get me.

Confidential evidence 10, Queensland, 'Bringing Them Home' report, 1997

Source 8.16 In 1990 Professor Peter Read, Deputy Director of the National Centre for Indigenous Studies at the Australian National University, presented a paper about the Stolen Generations.

… some managers cut a long story short when they came to part of the committal notice, 'Reason for the Board taking control of the child'. They simply wrote, 'For being Aboriginal'.

Peter Read, *The Stolen Generations: The Removal of Aboriginal Children in New South Wales 1883–1969,* Occasional Paper (No.1), New South Wales Ministry of Aboriginal Affairs, Sydney, 1990

continued...

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Source analysis 8.1 continued

Source 8.17 An Alice Springs Newspaper clipping advertising re-educated children for adoption, 1934, with notes from a white Australian responding to the advertisement. The handwritten note at the bottom of the article reads, 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.'

Homes Are Sought For These Children

A GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the Darwin half-caste home. The Minister for the Interior (Mr Perkins) recently appealed to charitable organisations in Melbourne and Sydney to find homes for the children and rescue them from becoming outcasts.

I like the little girl in Centre of group, but if taken by anyone else, any of the others would do, as long as they are strong

1 In Source 8.13, identify the elements of the author's recount that are factual and those that are opinion.
2 Discuss in what way Source 8.14 is useful for a historian studying white Australian attitudes towards Aboriginal and Torres Strait Islander peoples culture.
3 Compare Sources 8.13, 8.14 and 8.15 and describe similarities and differences within the experiences of the Stolen Generations.
4 Analyse what Source 8.16 reveals about the difficulty of examining primary sources from the government perspective.
5 Discuss the purpose of Source 8.17 and what this reveals about an alternative perspective of the Stolen Generations.
6 After examining all sources, analyse whether the intention of government policy for the Stolen Generations matches up with the reality of what happened.
7 Many of the sources included here are the recollections provided by members of the Stolen Generations. Why might historians value oral testimony like this when they try to research the experiences of this group?
8 Using any two of the sources and other evidence, describe the common experiences of the Stolen Generations.

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Activity 8.5

One of the difficulties with establishing the history of the Stolen Generations is the lack of official records. Why do you think this is the case? (You may need to conduct additional research.)

Historical concepts: Cause and effect **Historical skills:** Research

Effect of the assimilation policy

Lack of citizenship and legal equality for Aboriginal and Torres Strait Islander peoples between 1901 and 1965 explicitly contradicted the goals of assimilation. For example, many Aboriginal and Torres Strait Islander people who had been educated on the missions to work in menial, unskilled jobs were unable to find employment, and Aboriginal and Torres Strait Islander men were allowed to serve in both World Wars but were denied citizenship when they returned to Australia.

In 1965 there were growing concerns that the assimilation policy intended to destroy Aboriginal and Torres Strait Islander peoples' culture. Attempts were made to adopt the word 'integration' instead, though there was little difference between the policies.

The policy of assimilation drew increased criticism in the 1970s as no real, large-scale assimilation had taken place despite decades of children being removed from their families. However, some politicians in the 1970s and 1980s, such as Sir Paul Hasluck (Governor-General of Australia, and before that a member of Federal Parliament), continued to believe that any Aboriginal and Torres Strait Islander person who found success was someone who had benefited from the assimilation policy.

Review 8.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Describe what the term 'Stolen Generations' refers to.
2. Explain what the assimilation policy was.
3. Discuss how the assimilation policy affected Aboriginal and Torres Strait Islander peoples.
4. Analyse some of the possible motives for implementing the assimilation policy.
5. Evaluate the impact of the loss experienced by the Stolen Generations.
6. Discuss what the assimilation policy might reveal about attitudes towards Aboriginal and Torres Strait Islander peoples that were prevalent in Australian society when it was implemented.

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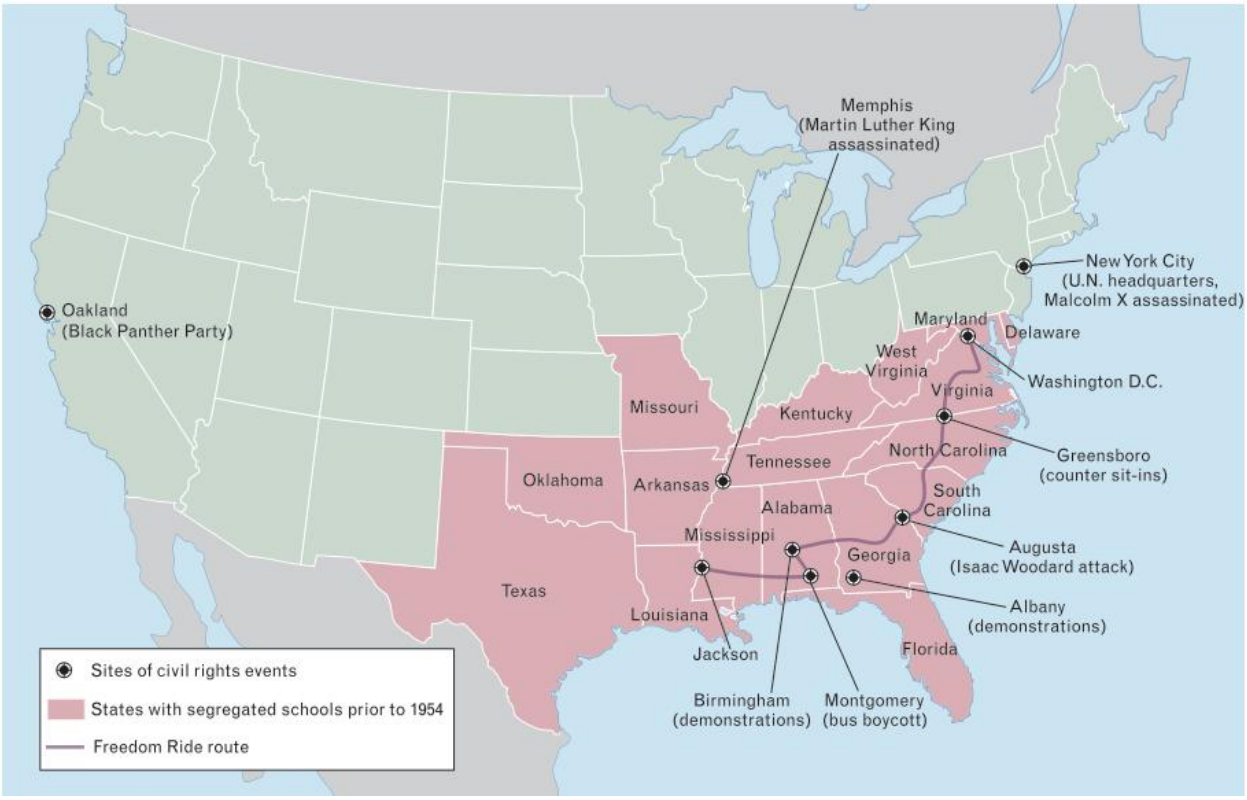
8.4 The US civil rights movement

While the Aboriginal and Torres Strait Islander peoples fought to have their voices heard in Australia between 1930 and 1965, the civil rights movement was also in full swing in the United States.

Most African American people had originally come to the United States as slaves, abducted from Africa during the eighteenth and nineteenth centuries. At the end of the American Civil War the Constitution was amended to abolish slavery in 1865. But in 1877 the southern states introduced laws to segregate freed black slaves from the white population in public places, such as schools, restaurants, hospitals and public transport. These became known as 'Jim Crow' laws. In the early twentieth century President Woodrow Wilson supported segregation because he believed that keeping the black and white races separate was for the good of American society.

Source 8.18 From the 'Nkyinkim' sculpture by Kwame Akoto-Bamfo. This sculpture, in Montgomery, Alabama, is dedicated to the memory of victims of the transatlantic slave trade



Source 8.19 Areas of significance for African American rights and freedoms in the United States

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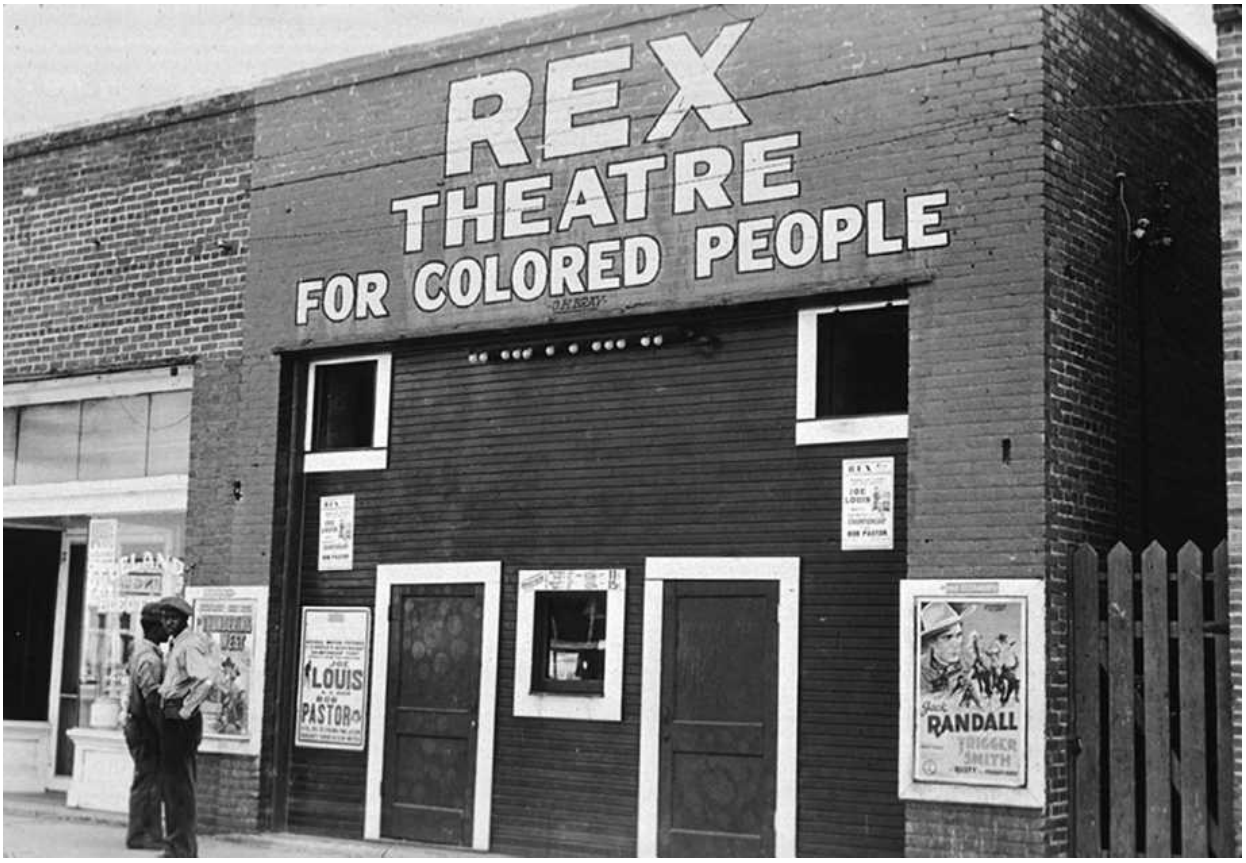
Source analysis 8.2

Source 8.20 Segregated drinking fountains

Source 8.21 Protest outside a school in Montgomery, Alabama, 1963

Source 8.22 A segregated cinema in Mississippi, 1939



1 Evaluate the quality of the two drinking fountains in Source 8.20.
2 Discuss the effect the protesters outside the school would have on parents.
3 Identify what type of films are being shown at the Rex Theatre in Source 8.22. Discuss if this is what you would have expected at a cinema 'for colored people'.
4 Analyse the practical effects of having segregated cinemas and schools.

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Aims and methods of US civil rights movement

Mahatma Gandhi a lawyer and spiritual leader in India who pioneered a method of protesting in a passive, non-violent way that would force discriminatory attitudes out into the open

Ku Klux Klan a white supremacist hate group that terrorises African Americans and other minority groups

Nation of Islam an African American Muslim organisation formed in 1930 with the goal of improving conditions for African Americans and creating a separate African American nation

integration a society in which segregation between the races would no longer exist, allowing peaceful co-existence between all races

The US civil rights movement had several specific aims. These included:

- ending desegregation in schools, transport and other aspects of American life
- improving the economic outcomes of African American citizens, such as employment and home-ownership
- improving political participation and representation by increasing the number of African American voters
- reducing the widespread violence and intimidation experienced by many African American people.

The unofficial leader of the movement was Dr Martin Luther King Jr., a Christian minister and Boston University graduate. King gained prominence due to his intelligence and skill in public speaking, his courage in the face of a seemingly never-ending string of death threats from white racists, and his use of non-violent demonstration inspired by the Indian activist **Mahatma Gandhi**. King travelled across the United States and spoke at rallies to gather support, strategically campaigning in key cities known for their discriminatory laws. While visiting Memphis on one of his tours in 1968, King was shot dead by a lone racist gunman named James Earl Ray.

Another prominent figure was Malcolm X (whose birth name was Malcolm Little), who provided a contrast to Martin Luther King's carefully staged non-violent demonstrations.

When he was a child, Malcolm X's house was burned down and his father was murdered by members of the **Ku Klux Klan**. In 1946 he was imprisoned for drug dealing, and while incarcerated he joined the **Nation of Islam**, changing his name to 'Malcolm X'. 'X' represented his rejection of his 'slave' name. Unlike King, Malcolm X believed that African Americans needed to defend themselves against racism by any means possible and that they should actively fight for the creation of a separate nation just for themselves. He publicly criticised King and other non-violent civil rights activists who wanted to achieve racial **integration**. In later years he fell out with the Nation of Islam and began to speak of a 'bloodless revolution' that would not rely on violence. In 1965 he was shot dead while delivering a speech in Harlem, New York.

Source 8.23 Malcolm X, photographed by *Ebony* magazine in his home, 1963

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Key events for the US civil rights movement:

1954	*Brown v Board of Education* case in Supreme Court ruled segregation in schools as unconstitutional
1955	Montgomery Bus Boycott – African American people refuse to use buses in Montgomery after the arrest of Rosa Parks
	Malcolm X advocates for African American separation from white society
1956	Supreme Court rules that buses in Montgomery are to be desegregated
1960	Greensboro Counter sit-ins – African American teens break segregation rules by sitting at the front counters of restaurants throughout the city of Greensboro
1961	Freedom Rides – African American and white activists drive buses through segregated towns in the American south as a means of drawing attention to local discriminatory laws
1962	Martin Luther King, Jr. leads non-violent demonstrations in the city of Albany
1963	Martin Luther King, Jr. leads non-violent demonstrations in the city of Birmingham. Ku Klux Klan launches a series of bombings against African American families in the area. White business leaders are eventually forced to negotiate desegregation after African American people boycott their stores.
	Malcolm X and the Nation of Islam gain attention from the media through their advocacy of violence against white racists
	March on Washington – mass protest led by Martin Luther King, Jr.
1964	New president Lyndon B. Johnson passes the *Civil Rights Act* after John F Kennedy's assassination
	Martin Luther King, Jr. wins the Nobel Peace Prize
1965	Martin Luther King, Jr. leads demonstrations in the city of Selma. King is arrested and imprisoned, and another activist named Jimmie Lee Jackson is murdered by police.
	Malcolm X assassinated
1966	Black Panther Party founded in Oakland, California
1967	Black Panthers hold rallies in California and release their 'Ten-Point Program'
1968	Martin Luther King, Jr. assassinated. Nation-wide riots erupt in response.
	Fighting between Black Panthers and police officers ends in the death of Black Panther, Bobby Hutton
	Black Power salute popularised by Black Panthers and other activists, including Olympians Tommie Smith and John Carlos.

Evaluating the effectiveness of a civil rights campaign: the Montgomery Bus Boycott

The Montgomery Bus Boycott is often credited as one of the most pivotal events of the US civil rights movement. The methods used in the campaign, the causes and effects that contributed to the course it took, and the event's ongoing significance in the wider story of the US civil rights movement can all be evaluated through a closer examination of the boycott's timeline.

In 1943 a white Montgomery bus driver ejected passenger Rosa Parks from the bus after she broke Montgomery rules by attempting to pay her fare at the front door rather than at the back. Rosa Parks had been involved with the National Association for the Advancement of Colored People (NAACP) from as early as 1932 and was an official member until 1943 when the Montgomery Chapter of the NAACP elected her as its secretary. She was to become a key figure in the Montgomery Bus Boycott more than ten years later.

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Source 8.24 Rosa Parks being fingerprinted by police after her refusal to move to the back of a bus

By 1954 the African American community in Montgomery were actively petitioning the city's mayor, W.A. Gayle, to desegregate the buses. A year later a 15-year-old African American activist named Claudette Colvin refused to give up her bus seat for a white person and was forcibly taken to the police station after resisting arrest. However, the NAACP decided against using this case as the starting point for a desegregation campaign.

On 1 December 1955, Rosa Parks, feeling tired and thinking about Colvin's arrest, refused to move from her seat so that a white passenger could sit down. She was arrested and kept overnight in the city jail. The NAACP responded by asking the African American community to boycott Montgomery's buses from 5 December onward. Dr Martin Luther King, Jr. arrived on this date and was voted in as leader of the newly-formed Montgomery Improvement Association (MIA). The MIA met with Mayor Gayle, who refused to negotiate any change to the bus segregation laws.

Facing the financial pressure of losing most of their customers, the Montgomery bus service cancelled routes and put up its prices. The MIA organised carpooling to assist the African American community to continue the boycott but, after six weeks of this, the Montgomery police began issuing traffic violations to any MIA members observed driving cars. Dr King dealt with arrest, death threats and the bombing of his home.

In June 1956 after Dr King had organised mass rallies of 5000 supporters and received fines from the Montgomery police for breaking 'antiboycott' laws, the US Supreme Court overruled the right of any state to segregate their buses. On 17 December 1956, a full year after Rosa Parks had been arrested, Montgomery's attempt to appeal the Supreme Court's decision was rejected once and for all and Mayor Gayle was formerly ordered to desegregate the buses.

Dr King spoke to his followers on 20 December and advised them to follow the 'integrated bus suggestions' pamphlet issued by the city. He instructed the African American community, 'Do not deliberately sit by a white person, unless there is no other seat,' and to ride on the bus with 'calm and loving dignity'.

Some elements of the white community responded in a violent manner. Dr King's front door was blown apart by a shotgun, and several buses and African American churches were bombed. On 30 January 1957 the Montgomery authorities arrested seven white men for these attacks.

Activity 8.6

1. Compare the arrests of Claudette Colvin and Rosa Parks. Why do you think the NAACP chose to use Parks' arrest as the basis for their campaign rather than Colvin's?
2. Describe the methods used by Martin Luther King in the course of this campaign.
3. How did the Montgomery city government resist the campaign or attempt to stop it?
4. Evaluate the most significant contribution to the bus boycott's success.

Historical concepts: Significance **Historical skills:** Comprehension, Explanation and communication

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Other campaigns

The Freedom Rides, 1961

On 4 May 1961 thirteen activists – both African American and white – spent nine days riding an interstate bus from Washington D.C. to Virginia, North Carolina and South Carolina. This was a non-violent protest, with the intention of 'creating a crisis' in segregated towns by confronting them with a mixed-race bus.

The bus was firebombed in Birmingham, Alabama, and the US Government sent federal police to protect it between cities. In Montgomery, Alabama, state troopers took over from the federal police and secretly organised to leave the buses unprotected so that a mob of racist people could attack them with chains and clubs. The media reported on the severe beatings that the Freedom Riders received.

The US Government became nervous and tried to stop the Freedom Ride but Dr King intervened. He argued that this demonstration was intended to draw this kind of racism into the open where the whole world could see it. Eventually the government realised that it could not stop the Freedom Riders and decided to put pressure on the Interstate Commerce Commission to ban all segregation on buses and bus-related facilities.

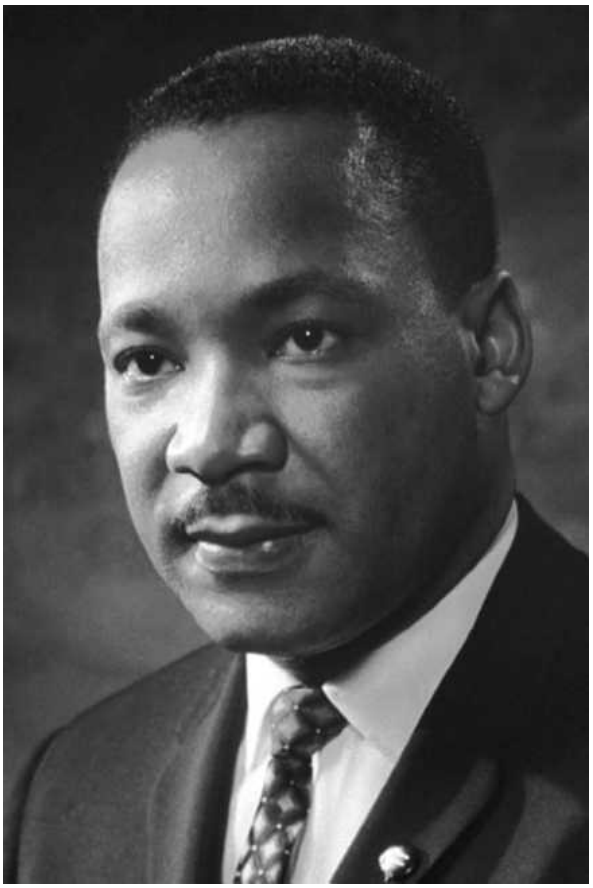
The Freedom Rides became a powerful example of non-violent activism prompting positive changes in legislation. They were the inspiration for the NSW Freedom Ride, discussed later in this chapter.

March on Washington, 1963

In 1963 Martin Luther King, Jr. led a march of 250 000 people in Washington D.C., at which he delivered his most famous speech, 'I have a dream'. This event pressured President John F. Kennedy to begin drafting new civil rights laws that would overrule racist policies still operating in many states.

Black Power salute at the Olympics, 1968

After the assassinations of Malcolm X and Martin Luther King, Jr., some younger African American people began to look to the Black Power movement for inspiration and support. This was an **ideology** that encouraged black Americans to resist discriminatory laws made by the white majority. They wanted to take power into their own hands to achieve **self-determination**. This movement inspired prominent figures such as American athletes Tommie Smith and John Carlos to raise the 'Black Power salute' at the 1968 Olympics in front of the world.



Source 8.25 Martin Luther King, Jr., 1964, portrait from the Nobel Foundation

Source 8.26 Extract from 'I have a dream' speech

I have a dream

Black Panther clashes with police and FBI

The Black Panther Party was formed in 1966. It advocated for **communist revolution** as a way to gain true equality for African American people. During the late 1960s and 1970s there were several

ideology a set of ideas or beliefs that form a framework for a person's or country's point of view and actions

self-determination the right for a group of people to have their own government and laws

communist someone who follows Marxism (or communism); a belief that everything is owned by the entire community and in which there is equal distribution of all resources

revolution an attempt to completely renew society usually involving an overthrow of a government

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outright battles between Black Panthers and the police, with some even ending in death. Some Black Panthers were also part of an underground organisation called the Black Liberation Army, which formed as an illegal **paramilitary** group in response to FBI sabotage.

paramilitary an organised force, either official or unofficial, with a military structure

Activity 8.7

1 Create a mind map or other infographic to demonstrate the different aims and beliefs of the individuals and groups already mentioned.
2 Select one of the individuals or groups and conduct further research into their significance in the civil rights movement. Present your research to the class by making an argument about their significance.
3 Write a paragraph analysing the extent to which the lives of African American citizens had improved by the late 1960s.

Historical concepts: Perspectives **Historical skills:** Research, Explanation and communication

Source 8.27 Illustrated dramatic recreation of Rosa Parks sitting in the front of the bus, where she refused go give up her seat for white passengers

Review 8.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 How did most Africans arrive in the United States in the eighteenth and nineteenth centuries?
2 Describe the treatment of African American people in the United States in the twentieth century.
3 Identify what the US Freedom Rides aimed to achieve.
4 Describe the methods used by one key African American activist.
5 Identify one key event in the US civil rights movement and justify its significance.
6 Evaluate to what extent the Montgomery Bus Boycott could be considered a success.

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8.5 Significant events for the civil rights of Aboriginal and Torres Strait Islander peoples from 1965

Right to vote federally

The rights of Aboriginal and Torres Strait Islander peoples had varied from state to state in Australia since before federation, and not all states allowed Aboriginal and Torres Strait Islander adults to vote. The first major freedom granted to all Aboriginal and Torres Strait Islander peoples came about in 1962 when Prime Minister Robert Menzies' government amended the *Commonwealth Electoral Act* to allow any and all Aboriginal and Torres Strait Islander adults to vote at a federal level if they wanted to. A special committee recommended this change after the organisation Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) had campaigned for Aboriginal and Torres Strait Islander peoples to be granted 'equal citizenship with other Australians'. The *Commonwealth Electoral Act* did not, however, require Aboriginal and Torres Strait Islander people to register to vote – a sign that they had still not been given full citizenship in the eyes of the government.

1967 Referendum

The campaign for equal citizenship and recognition continued after the *Commonwealth Electoral Act*, with both FCAATSI and other activists pushing for media support. This culminated in a 1967 referendum that proposed two changes to the Australian constitution:

1. Section 51 of the original Constitution prevented the federal government from making laws for Aboriginal and Torres Strait Islander peoples and gave all responsibility for this to the states. The referendum proposed to give the Commonwealth (federal government) power to create laws relating to Aboriginal and Torres Strait Islander peoples that could overrule any state legislation.
2. Section 127 of the Constitution prevented Aboriginal and Torres Strait Islander people from being counted in the national census. The referendum proposed to include Aboriginal and Torres Strait Islander peoples in any future census undertaken by the government.

A referendum is a vote of the Australian people on a proposed change to the constitution - it is the only way constitutional change can be effected in Australia. There have been 19 referendums held since 1901, proposing 44 constitutional changes. However, only eight of these changes received a 'yes' vote. The most successful referendum in Australia's history was the one held in 1967.

In the referendum 90.77% of Australia's eligible population voted in favour of the change. No political party opposed the alteration to the constitution, and the only active campaign was the 'yes' campaign. In response to this reaction, the government established the Council of Aboriginal Affairs, designed to deal with complaints and claims made by Aboriginal and Torres Strait Islander peoples in the future.

Source 8.28 Poster for the 'yes' campaign, 1967, authorised by Faith Bandler

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Source analysis 8.3

Source 8.29 The results from the 1967 referendum

State	Enrolled	Votes	For		Against		Informal
			Votes	%	Votes	%	
New South Wales	2 315 828	2 166 507	1 949 036	91.46	182 010	8.54	35 461
Victoria	1 734 476	1 630 594	1 525 026	94.68	85 611	5.32	19 957
Queensland	904 808	848 728	748 612	89.21	90 587	10.79	9529
South Australia	590 275	560 844	473 440	86.26	75 383	13.74	12 021
Western Australia	437 609	405 666	319 823	80.95	75 282	19.05	10 561
Tasmania	199 589	189 245	167 176	90.21	18 134	9.79	3935
Total for Commonwealth	6 182 585	5 801 584	5 183 113	90.77	527 007	9.23	91 464

1 Identify which Australian state was most in favour of the changes proposed by the referendum.
2 Identify which Australian state was least in favour of the changes proposed by the referendum.
3 How might this source be useful to a historian studying the 1967 referendum?
4 Using Source 8.29 and other evidence, explain the significance of the 1967 referendum.

The government also established a budget to help state-run welfare authorities pay for Aboriginal and Torres Strait Islander peoples' housing, education and health services, and provided support for organisations working with Aboriginal and Torres Strait Islander people to achieve greater economic independence.

Mabo and Wik decisions

In 1982 three Torres Strait Islander people, led by Eddie Mabo, took the State of Queensland to the High Court of Australia. Their goal was to prove that the Murray Islands had been continuously occupied by the Meriam people since before European arrival and that the land therefore belonged to them. The legal proceedings were long and complicated, and the court eventually decided in 1988 that a conflict had arisen in the Australian legal system.

- The *Land Act 1910* had established that the Murray Islands formally belonged to Queensland, as they had been absorbed as part of Australia's territory.
- The *Racial Discrimination Act 1975* meant that any attempts by the government to erase Aboriginal and Torres Strait Islander peoples claims to ownership (known as 'native title' after 1993) were illegal.

In 1992 the High Court ruled in favour of Mabo and the Meriam islanders, overturning the concept of *terra nullius* (uninhabited land). The Mabo case clearly showed that the continuous occupation of the Meriam islanders disproved the idea of *terra nullius* and removed a key justification for British colonisation in 1788.

The following year Prime Minister Paul Keating created the *Native Title Act 1993* which asserted that, as in the case of Mabo, if Aboriginal or Torres Strait Islanders could prove that they had continuously inhabited the land since before 1788 then the territory could be handed back to them as native title lands.

Source 8.30 Demonstrators calling for Aboriginal land rights in Sydney around the time of the bicentenary of British arrival in Australia (1988)

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Although a big win for the Aboriginal and Torres Strait Islander peoples in terms of their rights, the Mabo decision was problematic because traditional owners had to prove that they occupied land *continuously* from 1788 to the present day. In some cases, such as the Yorta Yorta in Victoria, proof relied on written evidence that was more than 100 years old. This evidence was not strong enough and their claim to native title failed.

Further gains were made in 1996 with the Wik court case, where the High Court ruled that the colonists who drove Aboriginal people from their country acted illegally. This now meant that native title could still exist for an area of land even if the Aboriginal and Torres Strait Islander peoples had been moved on from it, and that native title could coexist on some pastoral lands. This provoked widespread political debate in Australia, as some felt it was now unclear who legally owned a piece of land. When disputes arose, however, the courts mostly ruled in favour of pastoralists so there were clear limitations to the gains made by the Wik decision.

Reconciliation and the *Bringing Them Home* report

While Australia celebrated the bicentenary of European settlement in 1988, Prime Minister Bob Hawke proposed a Council for **Reconciliation** designed to 'promote a process of reconciliation between Aboriginal and Torres Strait Islander peoples and the wider Australian community'. This council was formed in 1991 and began to work on building partnerships throughout Australian companies and organisations to facilitate a greater sense of togetherness, seeking to establish a version of Australia in which Aboriginal and Torres Strait Islander heritage was valued and there was 'justice and equity for all'.

In 1996 the Australian Government launched an official investigation into the Stolen Generations. The result was the *Bringing Them Home* report, a 680-page document which collected the testimony of 777 individuals and revealed the full dimensions of misery experienced by the Aboriginal and Torres Strait Islander peoples affected by the policies of removal and assimilation. This report was tabled in parliament on 26 May 1997. The historian Henry Reynolds wrote in 2013 that the release of the *Bringing Them Home* report 'had a dramatic impact on the Australian community. People cried in public meetings. Individuals queued to sign "sorry books" and institutions and state governments issued formal apologies. It was an unprecedented outpouring of emotions about historic injustice'.

reconciliation the process of reaching a point where opposing viewpoints become compatible

A new ten-year process of reconciliation was initiated in 2001 with a framework built on recognising the four cornerstones of reconciliation.

1. Acknowledging the traditional owners of the land
2. The 1967 referendum
3. Native title
4. Contributions made to Australia by Aboriginal and Torres Strait Islander peoples.

The Apology (2008)

One of the recommendations of the *Bringing Them Home* report was that the federal government should offer official apologies to the members of the Stolen Generations. Prime Minister John Howard refused to do this, and instead expressed 'regret' at the treatment many Aboriginal and Torres Strait Islander people experienced. This prompted the beginning of a 10-year campaign to pressure the government to make a formal apology. It included events such as:

- Establishing an annual National Sorry Day in 1998
- The 'Sorry Day March', an event where 250 000 people marched across Sydney Harbour Bridge on 26 March 2000
- Michael Long, Aboriginal activist and ex-AFL player, undertook the Long Walk from Melbourne to Canberra in 2004 to gain media attention for Aboriginal and Torres Strait Islander issues before meeting with Prime Minister John Howard.

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Source 8.31 The 'Sea of Hands' near the Sydney Opera house. Each hand represents an Australian supporting reconciliation. This photo was taken two days after the Sorry Day March in 2000.

Source 8.32 is an example of some of the debates within the community during this period.

Source 8.32 In 2002 an article in *The Age* identified the positions of people supporting and opposing an apology.

Those supporting an apology suggest that it is a sign of maturity, of a willingness to face mistakes that caused suffering. It heals divisions between people and shows a deepening understanding on the life of a nation and reflects humility and honesty. The acknowledgement of guilt is not to be confused with personal guilt; rather, it acknowledges a historical responsibility. In the case of Indigenous Australians, many of whom lost family, culture and tribe, it helps to soothe the anger and frustration of those who feel affected.

Those who argue against apologising ask questions such as: What practical effect does an apology have? Wouldn't it be better to face up to current injustices? How can one atone for the past? In the case of American slavery, thousands of lives were lost in the war to end slavery. Isn't that enough reparation? How can people now be made responsible for what happened in the past? How can there be a 'collective' guilt, when there should only be an individual one? How can suffering be measured?

There seems to often be a fear, once guilt is acknowledged, of triggering action for compensation. Where do you draw the line? Will future generations be held accountable for policies and actions that are being conducted today?

The issue seems to be partly a debate about remembering the past.

'Why Apologise?', *The Age*, 22 May 2002

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Finally, on 13 February 2008 the Labor Prime Minister Kevin Rudd delivered a formal apology to the Aboriginal and Torres Strait Islander peoples from the federal government for their part in the Stolen Generations.

Source analysis 8.4

Source 8.33 Apology to the Stolen Generations

Source 8.34 An Aboriginal elder from Sydney, Nancy Hill-Wood, holds up a sign before the Apology to the Stolen Generations delivered by Prime Minister Kevin Rudd in Canberra in 2008.

1 Based on the wording of the sign, describe the probable background of the woman holding it.
2 Why do you think she felt the apology was important enough for her travel from Sydney to Canberra?
3 From the video, identify the actions for which Prime Minister Kevin Rudd is saying sorry.
4 What does Prime Minister Rudd hope for the future?

Activity 8.8

Using the information from Section 8.5 of this chapter and your own research, complete the following questions.

1 Create a timeline of the events in this section.
2 Explain how the legislation changes of 1962, 1967 and 1993 affected Aboriginal and Torres Strait Islander peoples.
3 Evaluate the significance of Aboriginal-led activism in bringing about these changes.
4 Account for the factors that contributed to the rise of the reconciliation movement. Present your answers in a written or audio-visual format.

Historical concepts: Cause and effect, Significance **Historical skills:** Comprehension, Research

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Site study: Mt Annan Stolen Generations Memorial

Source 8.35 Mt Annan Stolen Generations Memorial

In response to the reconciliation movement and the release of the *Bringing Them Home* report, there was a growing sense that the Stolen Generations needed to be appropriately remembered through **memorials**. One such memorial is the Australian Botanic Garden's Stolen Generations Memorial at Mt Annan in New South Wales, which was conceived by Stolen Generations survivor, Carol Kendall, in 2003. The Botanic Gardens Trust worked with the NSW Stolen Generations Committee and Link-Up NSW, both organisations who seek to assist those most affected by the government's past assimilation policies, to establish a memorial that would 'acknowledge these events in Australia's history' and demonstrate a commitment to reconciliation.

memorial a plaque, sculpture, statue or structure intended to encourage people to remember a person or historical event

Badger Bates, an artist of the Paakantyi people, was commissioned to create a sculpture that would signify the legacy left by the government's policy of removing children. The result was unveiled to the public in 2007, just one year before Kevin Rudd's Apology.

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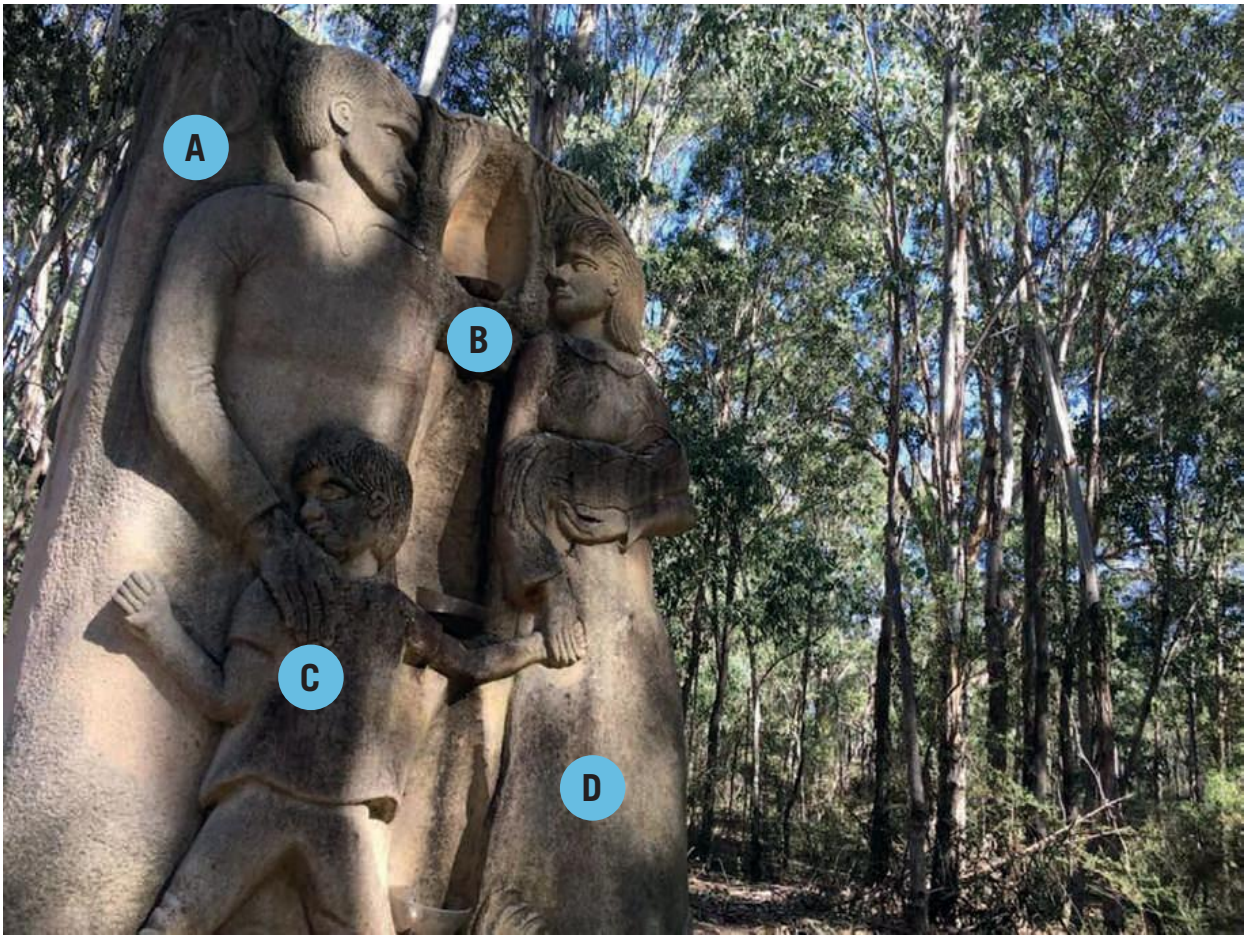
Source 8.36 The website of the Royal Memorial Gardens contains the following description of the Stolen Generations Memorial

> Mount Annan was known as Yandelora, which means 'a meeting place of all peoples', with the Stolen Generations Memorial site located in a pristine section of the critically endangered Cumberland Plain Woodland. Visitors will experience the memorial as a journey of healing and reflection, as they walk through the forest via a series of boardwalks leading to a peaceful meeting place with water and a sculpture space.
>
> Megan Harvey, Royal Memorial Gardens website, 2018

The following photographs have been annotated with information collected from primary sources found at the memorial site – combining the words of the artist, Badger Bates, and official statements from the Royal Botanic Gardens, as depicted on plaques and information signage near to the sculpture.

Source 8.37 Front panel of the sculpture



A The sculpture is at home in this place and brings a feeling of peacefulness

B Mother and father depicted looking at one another with an engraved boundary between them

C Child looking away from parents

D 'The water feature represents the tears of sorrow shed by all affected by the Stolen Generations – tears that are still being shed today.' Badger Bates

continued...

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Site study: continued

Source 8.38 Footprints on the ground. 'The child-sized footprints ... represent the child being taken away, and the adult footprints on the other side represent the grown-up child returning to find his/her people'. Badger Bates

Source 8.39 Back panel of the sculpture. 'The back panel is my gift to the Stolen Generations. It represents a thundercloud and rain called up by the Ngatyi or Rainbow Serpent, who is angry and sad over the hurt done to his people who were taken away from their Country.' Badger Bates

1 Why do you think the memorial was built before the official apology issued by the federal government?
2 Identify how the legacy of the Stolen Generations has been represented in the form of a memorial.
3 Account for the repeated use of the word 'peace' or 'peacefulness' in the official statements created by the Royal Botanic Gardens.
4 Explain the body language of the figures depicted in the sculpture.
5 Explain why it is important that those involved in the construction of this memorial were Aboriginal and/or Torres Strait Islander people.

Review 8.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Explain what the 1967 referendum aimed to change.
2 Discuss the aim of the Mabo case.
3 Describe the efforts for reconciliation in the late twentieth and early twenty-first centuries.
4 Identify the aims of the reconciliation movement.
5 Why are land rights so important to many Aboriginal and Torres Strait Islander communities?
6 Why are land rights so difficult to achieve for Aboriginal and Torres Strait Islander peoples?
7 Explain the significance of the *Bringing Them Home* report.
8 How important do you feel the ongoing campaign is for reconciliation in Australia?
9 'The 1967 referendum was the single-most important event for Aboriginal and Torres Strait Islander rights and freedoms in twentieth-century Australia.' To what extent do you agree with this statement?

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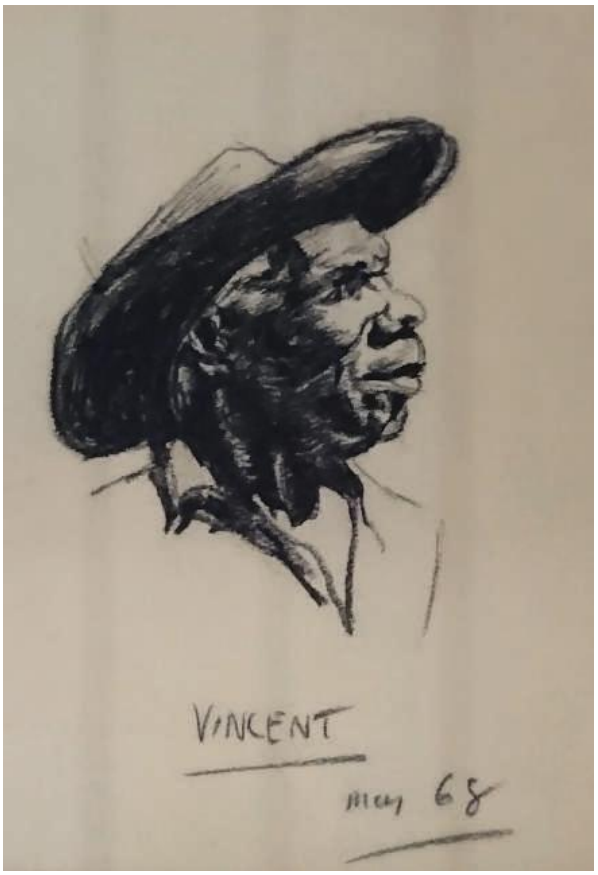
8.6 Methods used to achieve change for Aboriginal and Torres Strait Islander peoples

The period from 1965 to the present has been characterised by an increase in Aboriginal and Torres Strait Islander-led activism and a push for self-determination. Younger Aboriginal and/or Torres Strait Islander activists, bolstered by the referendum result and the support of FCAATSI, drew inspiration from the Black Panthers and the Black Power movement to empower themselves against the Australian government in their mission to increase rights and freedoms for their people.

Significant individual: Vincent Lingiari



Source 8.40 Sketch of Vincent Lingiari, drawn by Frank Hardy

In outback areas of Australia many Aboriginal and Torres Strait Islander groups did not have access to waterholes or traditional food after pastoralists took over the land with cattle and sheep stations. In 1914 a British pastoral company called Vesteys was established at Wave Hill in the Northern Territory. The Gurindji people became the workforce on this station, mainly because it was the only real means of survival after attempts to continue living off the land were punished by the white community.

Vincent Lingiari began working at Wave Hill when he was 12 years old. By the 1950s he was the head stockman and considered a leader on the station.

Conditions were clearly below acceptable standards. The Gurindji workers had very little food or money, and their lodgings were tin sheds without electricity or running water. Some workers made complaints, and this led to a 1945 government inquiry revealing that Vesteys had not paid workers the minimum five shillings a day required by the government. Despite the inquiry's findings, the government did nothing to improve the situation and Vesteys continued to underpay their Gurindji workers.

The government ruled that any Aboriginal and/or Torres Strait Islander person working on a pastoral station should at least receive the basic minimum wage. This decision was announced in 1965 but the pastoral industry was given three years to 'adjust'.

Vincent Lingiari did not want to wait any longer. With the assistance of trade unionist Brian Manning and Aboriginal activist Dexter Daniels, Lingiari declared that the Gurindji would 'no longer work for unjust wages' and in a letter to Gordon Bryant, a Labor politician who in 1972 would become the Minister for Aboriginal Affairs, tried to enlist support for the land to be returned to his people. In 1966 the Aboriginal

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workforce at Wave Hill cattle station gathered to hear Lingiari speak. He told them that their requests for proper wages had been refused and that they should 'walk-off' the stations. The workers all agreed and 200 stockmen, servants, and their families all relocated to traditional Gurundji land at nearby at Wattie Creek.

One of the station managers went to see Lingiari and offered him money to return to work. Lingiari famously replied, 'You can keep your gold. We just want our land back.' Vesteys fired all the striking workers and the white Australian public showed little sympathy at the time. Minister for the Interior, Peter Nixon, said, 'If they wanted their land so much they should save up for it and buy it like any other Australian'.

With other Gurindji elders, Vincent Lingiari created maps establishing traditional land boundaries and sent them to the Governor-General. The trade unions helped finance Lingiari so he could travel around Australia, and he spoke publicly and met with politicians to continue his request for the land to be returned to the Gurindji. In 1971 Lingiari collaborated with musicians Galarrwuy Yunupingu and Ted Egan to record *Gurindji Blues*, which sold 20 000 copies.

Source 8.41 Vincent Lingiari on didgeridoo and Jim Gallarwuy on guitar during the recording of *Gurindji Blues,* 1971

Source 8.42 Gough Whitlam pours sand into the hand of Vincent Lingiari at the 1975 handback ceremony

Knowing that Vesteys was frustrated by the bad publicity these events had caused, in 1975 Prime Minister Gough Whitlam's government purchased the land so that it could be formally returned to the Gurindji people. The Gurindji went on to run their own cattle station on that land and it was the first pastoral station to be owned-and-operated by Aboriginal people.

Source 8.43 Gurindji elder Billy Bunter stands with his grandson at Jimbarak, the site of the Gurindji stockmen's camp on Wave Hill station

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Source analysis 8.5

Source 8.44 The *Canberra Times* of 27 August 1966 reported on the strike action

The pastoral manager for Vesteys, which owns the station, Mr Peter Morris, flew to Wave Hill yesterday to try to talk the Aborigines into returning to work. Mr Morris admitted the station depended on aboriginal stockmen and he said it employed 100 stockmen and domestics.

Mr Morris talked the issue out on a river bed with aboriginal leader Mr Vincent Lingiari before a crowd of 200 employees and their families.

The talk was friendly with Christian names used on both sides between Mr Lingiari and Wave Hill manager Mr Tom Fisher. But Mr Lingiari was adamant that at this stage the men wanted $50 a week and wages paid fortnightly instead of monthly.

Mr Morris told Aborigines there would soon be an interim wage rise and he could arrange for payment fortnightly.

Mr Lingiari said the men would discuss the situation with the union organiser and Aboriginal Rights Council representative Mr Dexter Daniels (a fullblood) at the weekend and give their answer on Monday.

(…)

Members of the Aboriginal Rights Council claim that men on many other stations are ready to pull out at any time.

There are 1,500 Aborigines employed in the NT cattle industry and application of the award wage is expected to cost pastoralists about $1 million a year in larger pay packets if they keep on a full quota of Aborigines.

The Wave Hill group is reported to be almost out of food as kangaroos are scarce in the area at present.

The station is so far providing Aborigines with meat and the local welfare branch officer is feeding the children.

'Aborigines strike on NT station', *The Canberra Times*, 27 August 1966

1 Describe what the discussions between Vincent Lingiari and Vesteys were like.
2 Identify one of Vincent Lingiari's main aims.
3 Describe the immediate problems the Aboriginal people at Wave Hill were facing.
4 Explain why sources like this newspaper report on the negotiations at Wave Hill are useful for historians.

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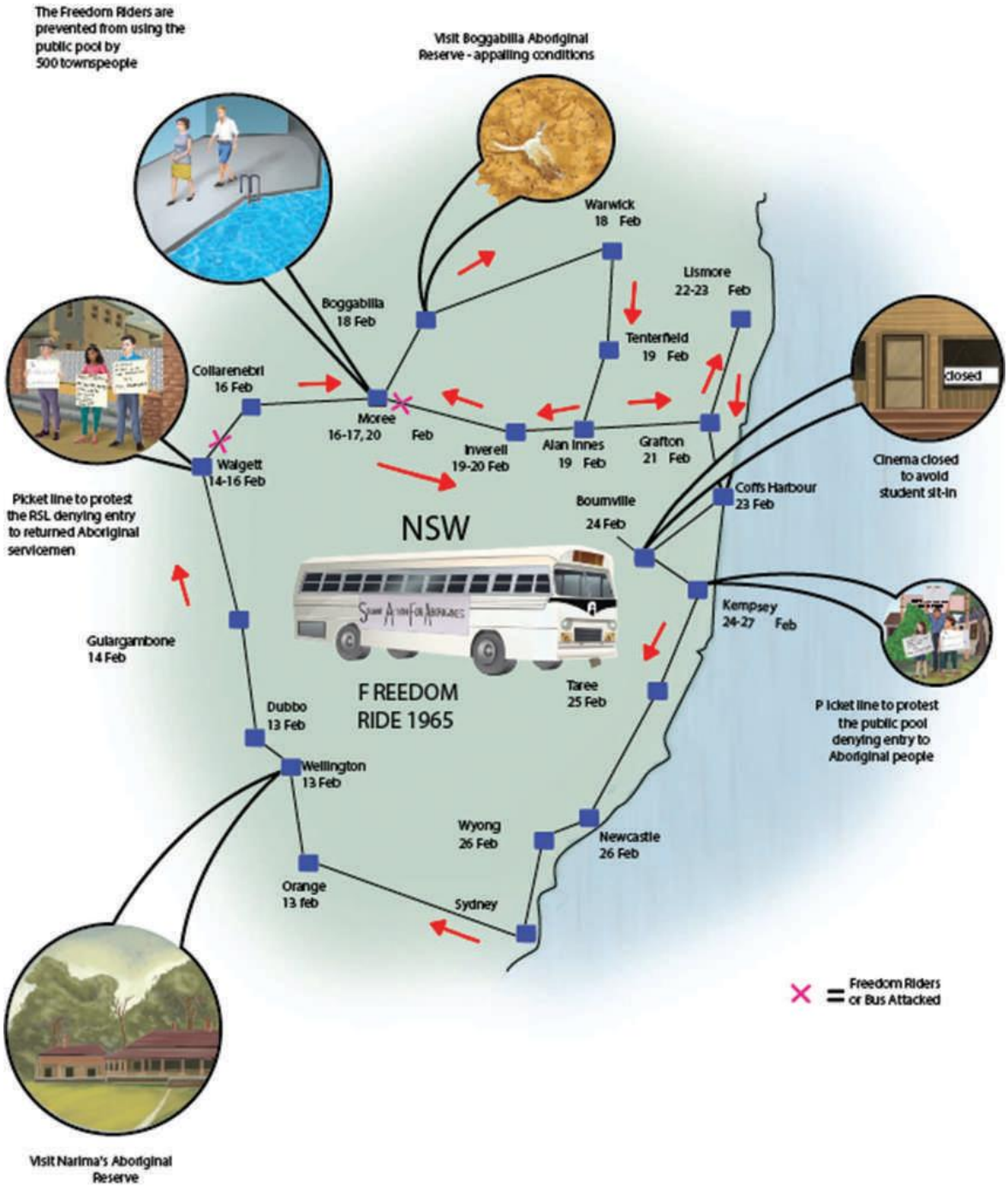
NSW Freedom Ride

In 1965 Aboriginal activist Charles Perkins and white Christian activist Ted Noffs had learned about the Freedom Rides in the United States. They worked together to plan a similar event in Australia.

Source 8.45 The 1965 Australian Freedom Ride



Perkins and Noffs wanted to expose the racism in some of NSW's most prejudiced towns, and challenge practices that unfairly discriminated against Aboriginal and Torres Strait Islander people. They visited public swimming pools, pubs, cinemas, and hospitals which segregated Aboriginal and Torres Strait Islander people from the community or simply refused their business.

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They also visited reserves to speak to the people most affected by racism, hoping to inspire local activism. Some Aboriginal communities gathered to hear Perkins speak, but many white townspeople attempted to disrupt the Freedom Riders. In Walgett some local community members ran the Freedom Riders' bus off the road. Newspapers began to report on the story, pressuring many of the country towns to change their segregation policies. Within a year of the Freedom Ride, Moree and Kempsey lifted their bans on Aboriginal and Torres Strait Islander people swimming in the public pool, and Walgett desegregated its cinema.

picket line a human boundary line created outside of an establishment by workers or protesters to stop people from entering

Source 8.46 Daphne Wallace, Kamilaroi woman, speaking about being influenced by the Freedom Ride in her own community

(In the) Freedom Ride to Walgett and Moree in north-west New South Wales (we were) protesting in the fight for human rights, such as the right to walk into a bowling club, to swim in a public swimming pool, for Murri people to sit anywhere they want in a picture theatre.

Gilbert, K. and Williams, E. (ed), 1996, *Breath of Life*, Canberra Contemporary Art Space, ACT

Source 8.47 Charles Perkins described the Walgett **picket line** in his autobiography.

All the members of the RSL had to pass right past us and they read the banners. They either laughed at us or spat at us or on the banners. Some of them got banners and tore them up. Some of the local smarties wanted to bash a few of us up. They said, 'You're stirring up trouble. The dirty niggers don't deserve any better and they are happy how they are.'

Perkins, C., 1976, *A Bastard Like Me,* Ure Smith

Activity 8.9

True for who?

The Freedom Ride in Australia brought national media attention to the segregation faced by Aboriginal and Torres Strait Islander people in country towns across north-west NSW and started a national conversation about discrimination and prejudice. Some people believed that the Freedom Ride had created trouble where it wasn't invited, whereas others saw it as a necessary campaign.

1. **Discuss:** Was the Australian Freedom Ride a necessary campaign? What kind of situation prompted this campaign? What were the interests and goals of those involved?
2. **Brainstorm:** Make a list of all the different points of view you could look at this claim from.
3. **Dramatise:** Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would they think the claim is true? False? Uncertain? Why? Write this out in the following way:
   - My viewpoint is…
   - I think this claim is true/false/uncertain because…
   - What would convince me to change my mind is…
4. **Stand back:** Compare your viewpoint to those of other students in your class and take everything into account. What is your conclusion or stance? What new ideas or questions do you have?

Historical concepts: Empathtic understanding, Contestability **Historical skills:** Perspectives and interpretations, Empathetic understanding

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Foundation of Aboriginal Affairs and Aboriginal Black Panthers

A new wave of Aboriginal and/or Torres Strait Islander activists was empowered by the Foundation of Aboriginal Affairs in the 1960s. This organisation was set up in Redfern after the 1967 referendum in an environment of increased funding and recognition for Aboriginal programs. In the United States at this time, the civil rights movement began to shift from the peaceful protest of 'Black Rights' to the more revolutionary methods of 'Black Power'. The US civil rights movement was probably the single biggest influence on the growing Aboriginal and Torres Strait Islander peoples' rights movement at that time.

Activists travelled to America in 1970 and spent time with the Black Panthers. Upon returning to Australia, the Aboriginal Black Power movement forged links with the Polynesian Black Panthers and began organising a Moratorium for Black Rights to be held on National Aborigines Day on 14 July 1972. The Aboriginal Black Panther Party was founded in 1970 by Denis Walker and Sam Watson, who said they wanted to 'give the Aboriginal individual a sense of responsibility'. Unlike their US counterparts, the Aboriginal Black Panthers never followed through on their threats of violence.

The Aboriginal Tent Embassy

The Gove Land Rights case had drawn to a close in 1971 and Justice Blackburn, who had ruled against awarding the land to those who had submitted the Yirrkala Bark Petition, recommended to Prime Minister William McMahon that something still needed to be done to preserve the special relationship between the Yolngu people and their traditional country. McMahon struggled to come up with a compromise that would both please his own government and the Aboriginal and Torres Strait Islander peoples who sought the return of their land. McMahon's response did little to impress young Aboriginal activists, and in 1972 four young men began a protest by setting up a beach umbrella outside Parliament House with a sign declaring 'Aboriginal Embassy'. The beach umbrella was replaced by tents, and more people joined the original protesters. Gary Foley later said that it was called an 'Embassy' because 'Aborigines are treated like aliens in their own land'.

Source 8.48 Michael Anderson, Billie Craigie and Bert Williams photographed outside the original Aboriginal Tent Embassy in 1972

Key dates for the Tent Embassy

26 January 1972	Michael Anderson, Billie Craigie, Bert Williams and Tony Coorey spontaneously establish the Aboriginal Tent Embassy
February 1972	Harold Thomas, a Luritja man, designs an Aboriginal flag in 1971, and this is adopted by the Tent Embassy
February 1972	Eleven tents established as part of the Embassy. Gough Whitlam, leader of the Labor Party and not yet Prime Minister, and Dr H.C. Coombs, chairman of the Council for Aboriginal Affairs, both accept invitations to meet with the Embassy.
March 1972	A representative of the Liberal Government attempts to visit the Embassy but is refused entry
March 1972	A delegation from the Yolngu people of Arnhem Land visits the Embassy
April 1972	100 activists gather at the Embassy
May 1972	In response to a government request, 150 police dismantle the Embassy
May 1972	200 activists arrive to re-erect the Embassy and violently clash with police
July 1972	2000 protesters gather to re-establish the Embassy. Three hundred police arrive but are stopped by a human barricade around the tents. Police negotiate with the leaders of the demonstrations and the tents are quietly taken down.

The government insisted that most Aboriginal and Torres Strait Islander people did not agree with the Tent Embassy, believing that it only represented a minority. In July 1972, however, 2000 people gathered for the Moratorium for Black Rights to discuss their support for the Tent Embassy. Together they established demands for the Australian government:

1. Aboriginal and Torres Strait Islander ownership of all reserves and natural resources
2. Compensation for any lands taken since 1770
3. The right to self-determination for Aboriginal and Torres Strait communities
4. Better support for health, employment, housing, and education
5. No more discriminatory legislation

Source 8.49 Police officers remove tents and bedding from the Tent Embassy, 30 July 1972

The Tent Embassy still stands in Canberra today, having survived eviction, arson and protests. It continues to represent the Aboriginal sovereignty movement and hosts a Corroboree for Sovereignty every year on 26 January.

The campaign against Aboriginal and Torres Strait Islander deaths in custody

In the 1980s and 1990s Aboriginal and Torres Strait Islander activists began to shift focus onto issues that reflected long-term inequalities. For example, there was a need for better education, housing, employment opportunities and healthcare.

One of the most significant issues was the unexplained and disproportionately high number of Aboriginal and Torres Strait Islander people who died while held in police custody. In the 1980s Aboriginal and/or Torres Strait Islander people were 67 times more likely to be placed in police custody for specific offences than white offenders.

From 1987 until 1991, Aboriginal activists such as Pat Dodson and Sam Watson contributed to

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royal commission an inquiry (investigation) into a significant issue arranged by the British Commonwealth on the recommendation of the Australian Government

the **Royal Commission** into Aboriginal Deaths in Custody. The final report, however, found that the deaths were not deliberately caused by police and determined that Aboriginal and Torres Strait Islander prisoners did not die at a greater rate than non-Aboriginal prisoners. Despite this, the report still acknowledged that there were 'glaring deficiencies … in the standard of care afforded to many of the deceased'.

Source 8.50 Demonstrators protesting against Aboriginal and Torres Strait Islander deaths in custody, 2014

The royal commission did not address the related issue of Aboriginal and Torres Strait Islander people being arrested in higher numbers than the white population. This led to some criticism from Aboriginal and Torres Strait Islander activists who had hoped that the report would reveal the inequalities enforced by Australian police.

Since the royal commission findings in 1991, there have been 437 more Aboriginal and/or Torres Strait Islander deaths in custody (as of June 2020). In 2018 a further study established that half of the deaths that had occurred since 2008 were prisoners who had not even been convicted of a crime. In 2018 the Attorney-General of Western Australia announced a Custody Notification Scheme to ensure that no more Aboriginal and/or Torres Strait Islander people would be imprisoned for unpaid fines. Western Australia implemented the Custody Notification Scheme in October 2019. In 2020 the issue gained further attention in the media with a groundswell of support inspired by the Black Lives Matters protests beginning in the United States.

Review 8.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the factors that contributed to Vincent Lingiari leading a walk-off.
2. How was Vincent Lingiari eventually able to achieve his aims?
3. Summarise the different methods used to campaign for Aboriginal and Torres Strait Islander peoples' rights and freedoms in Australia.
4. Explain why there was a Royal Commission into Aboriginal Deaths in Custody.
5. Compare and contrast the US Freedom Rides with those in Australia.
6. How did the trade unions help early Aboriginal and Torres Strait Islander activists?
7. Compare the Aboriginal Black Panthers to their American counterparts.
8. Identify the most effective strategy for achieving positive change for Aboriginal and Torres Strait Islander peoples in Australia. Justify your choice in one paragraph of writing.
9. To what extent is there evidence that issues activists have campaigned to improve since 1965 are still concerns for Aboriginal and Torres Strait Islander peoples?

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8.7 Continuing efforts to secure civil rights and freedoms

While each member of the United Nations began to adopt legislation from the 1950s that reflected their commitment to the Universal Declaration of Human Rights, the UN also started developing other declarations and charters aimed at fostering fairer treatment for all people. The publication of these additional documents put pressure on many countries around the world to announce their endorsement of universalised human rights in specific contexts. This also meant that member states such as Australia were encouraged to adopt national legislation that reflected the recommendations of the United Nations.

United Nations instruments

United Nations Convention on the Rights of the Child (1990)

One of the key ideas to emerge from the UN after the UDHR was the eventual establishment of a convention on the specific rights of children. The underlying philosophy stated by the United Nations Convention on the Rights of the Child was 'the realisation that children are entitled to distinct human rights and that this entitlement encompasses both individual and collective rights'.

As part of the convention, a committee was established to maintain a universal understanding across all of the member countries as to how 'childhood' should be defined and protected. The UNICEF website claims that the UN Convention of the Rights of the Child is the most agreed-upon human rights treaty in history and 'has helped transform children's lives around the world'. However, it is worth noting that some countries argue that the UN's definition of children's rights is based on a Western viewpoint, and doesn't take into account the philosophies of some Asian and Middle Eastern countries.

Source 8.51 Colour engraving from the nineteenth century depicting child workers

The convention includes the following rights:

- non-discrimination relating to children
- protecting children from harm
- taking into account the best interests of the child
- the provision of basic needs for all children
- special consideration for the rights of children seeking refugee status
- special consideration for the rights of children who are mentally or physically disabled
- the survival and development of children as being of the utmost importance
- the views of the child as also being valid and allowing children to participate in their own rights.

The convention has been criticised for not adequately addressing the issue of child soldiers. In addition, some countries still practice 'child marriage', which has been compared to a form of slavery.

The Australian government responded to the convention by creating a Minister for Children and Youth position in 2002, and a Department of Family and Community Services to provide leadership in Australia for issues relating to children. Special laws were also created to help better deal with child homelessness and juvenile justice.

United Nations Declaration on the Rights of Indigenous Peoples (2007)

One of the most controversial ideas put forth by the UN is the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). This document has been labelled by the UN as 'the most comprehensive international instrument on the rights of **indigenous peoples**', highlighting the declaration's purpose in empowering indigenous peoples around the world to achieve better rights and freedoms in their countries.

indigenous people an ethnic group who are the original settlers or inhabitants of a region; they often coexist with other groups who have colonised their land more recently

According to the UN there are 5000 distinct indigenous communities across the world, accounting for about 375 million people in total. By creating a declaration, the UN was responding to worldwide calls for better acknowledgement of the rights of indigenous peoples.

Some key articles from the UNDRIP are listed in the following table.

Source 8.52 Extracts from the United Nations Declaration on the Rights of Indigenous Peoples, 2007

Article	Detail
Article 3	Indigenous peoples have the right to self-determination. By virtue of that right they may freely determine their political status and freely pursue their economic, social and cultural development.
Article 7.2	Indigenous peoples ... shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.
Article 8	Indigenous peoples have a right not to be forced to assimilate, and governments should prevent them from being deprived of their culture.
Article 14	Indigenous peoples have a right to control their own education systems and should have access to all levels of education.
Article 18	Indigenous peoples have a right to represent themselves in political matters that affect them.
Article 26	Indigenous peoples have a right to lands that they once traditionally owned.

Reasons for friction between governments and indigenous peoples around the world in response to the UNDRIP can be understood in the following ways.

- The UNDRIP includes a rule that denies indigenous nations the right to separate from their surrounding nation-states, which goes against the spirit of what indigenous people wanted from the UNDRIP.
- Generally, indigenous states are tolerant of difference in other states and are quite comfortable existing in an overlapping space with other people, provided each group can follow their own customs. Nation-states, in contrast, reject and undermine indigenous politics and prefer to exert control and restrictions over *all* citizens within their geographic boundaries.
- Some indigenous peoples around the world, such as the Sami in Scandinavia and the First Nations in Canada, are allowed a significant degree of self-determination and freedom to live by their own customs. Many other indigenous peoples, though, are no longer a majority in their own land, and their minority status means it is not likely or possible for them to create their own nation-state, and so self-determination is harder to attain.
- Some governments were concerned that their recent histories directly contradicted the UNDRIP and, more specifically, that the wording of the UNDRIP strongly implied that indigenous people had ownership of resources found within their traditional lands.

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Source 8.53 Protest in 2017 in Washington D.C., United States, against the government's construction of a pipeline through indigenous lands in Dakota

When the UN voted on the UNDRIP the various members responded in different ways.

	Votes
Countries in favour	143
Countries choosing not to vote	11
Countries absent during the vote	34
Countries against	4

Source 8.54 Results of the vote on the UNDRIP

Australia was among those countries who voted against endorsing the Declaration. This was due to concerns over the possibility that the Aboriginal and Torres Strait Islander peoples might use the UNDRIP to assert their rights to resources found on their land, such as coal, oil, uranium or bauxite. In 2009, however, Australia formally endorsed the Declaration.

Australia's responses to UN policies

In Australia, some of the new laws created in response to the policies of the UN include:

- the *Racial Discrimination Act 1975*
- the *Sex Discrimination Act 1984*
- the *Human Rights and Equal Opportunity Commission Act 1986*
- the *Disability Discrimination Act 1992*

Each of these changes to Australian law were designed to reflect the government's ongoing commitment to the UDHR.

Activity 8.10

1 In pairs, select one of the Australian laws identified. Conduct some research into your chosen law.
   a Why was it implemented? (what problems or issues was it try to prevent or help solve?)
   b How did it aim to achieve greater equality and/or better treatment of people?
   c How effective has it been in achieving its goals?
2 Share your findings with the class.

Historical concepts: Cause and effect, Significance **Historical skills:** Research, Explanation and communication

The Intervention and suspension of the *Racial Discrimination Act*

In 2007, the Australian government published the *Little Children are Sacred* report, which revealed human rights abuses committed by Aboriginal and Torres Strait Islander people in Aboriginal and Torres Strait Islander communities throughout the Northern Territory. It should be noted that these abuses were against both Australian law and traditional Aboriginal and Torres Strait Islander law.

In response to this report, the Australian Government took direct control over the territory's Aboriginal and Torres Strait Islander communities. This was called the Northern Territory Emergency Response, otherwise known as 'The Intervention'. It involved suspending the

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Racial Discrimination Act so that criminals in the Northern Territory could be targeted on the basis of race. This meant that the Federal Government also gave itself power to remove children from homes without first consulting the Aboriginal and Torres Strait Islander community. This power included the following policies:

- management of the government-based income of all Aboriginal and Torres Strait Islander people in the Northern Territory
- government to take 'exclusive possession' of land owned by Aboriginal and Torres Strait Islander peoples for a five-year period
- alcohol and gambling banned in specific Aboriginal and Torres Strait Islander communities
- Aboriginal and Torres Strait Islander people to no longer control who can and cannot enter their land.

Australian legislation and UN policy

The worldwide human rights organisation Amnesty International was highly critical of the Intervention, arguing that it did not directly benefit those affected by the abuses. Another argument was that it demonstrated a return to the government's assimilation policy. As of 2019, 94% of those who have their finances managed in the Northern Territory are Aboriginal and/or Torres Strait Islander people. The Menzies School of Health in Darwin also found in 2017 that cases of abuse in the Northern Territory had doubled since the *Racial Discrimination Act* was suspended, suggesting that the plan had not achieved what it set out to.

Source 8.55 A banner from a protest held against the Intervention in June 2008

Different methods used globally to attain civil rights and freedoms

Throughout the course of this chapter we have seen a variety of methods used by the disempowered to achieve civil rights and freedoms comparable to the rest of society, and the ways in which governments can assist in making this a reality.

Activity 8.11

Create a graphic organiser to summarise some of the key methods of obtaining civil rights and freedoms discussed so far, for example:

- the United Nations and its creation of International Laws and universal standards
- protests and marches designed to gain media attention
- strikes/walk-offs
- petitioning the government
- challenging the law in the High Court
- sit-ins/passive resistance
- non-violent protests designed to expose racism
- underground paramilitary action
- referendums
- royal commissions.

Historical concepts: Cause and effect **Historical skills:** Comprehension, Explanation and communication

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The twenty-first century

Non-governmental organisations

Non-governmental organisations, or NGOs, are organisations who exist independently from governments and are **non-profit**. In many cases NGOs aim to influence the political, economic or social decisions made by both governments and powerful people within societies. NGOs can be active in campaigning for human rights, education, health care and environmental issues, and may directly supply resources to disadvantaged peoples, provide services for disadvantaged peoples, or provide educational frameworks to empower disadvantaged people.

One of the most well-known NGOs is Amnesty International, a London-based organisation. Amnesty International was formed in 1961 after a British lawyer named Peter Benenson heard about Portuguese students who had been imprisoned for declaring their support for democracy.

The purpose of Amnesty International is to campaign for 'a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments'. Amnesty International uses its worldwide membership (which currently numbers in the millions) to fund campaigns that draw attention to human rights abuses. This encourages a response from the general public to pressure governments to follow the international laws established by the United Nations.

non-profit an organisation that seeks to provide charity or support for a particular cause; all profits go towards the organisation's aim or to provide assistance

Some other prominent NGOs are the Red Cross, BRAC, the Wikimedia Foundation, and CARE International.

Source 8.56 Amnesty International campaigns on a range of issues to protect and defend human rights across the globe

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The role of social media

The rise of the internet has enabled social media to spread activism simultaneously at both the grassroots and international level. The following are some key examples.

The Arab Spring

- A series of uprisings against governments across North Africa and the Middle East in the early 2010s.
- Started in response to government censorship, widespread poverty, and violations of basic human rights.
- Protests in Tunisia were shared on social media, and their success prompted further revolutions and protests in neighbouring countries who had learned of it through social media (most significantly in Libya, Egypt, Yemen, Syria and Bahrain).
- The slogan 'The people want to bring down the regime' spread across social media, and social media platform use in Arab countries doubled between 2009 and 2011.
- The use of blogs, Facebook, Twitter, mobile phones and YouTube made it possible for people living under strict and authoritarian governments to experience democracy in digital form, which raised awareness within the Arab world of universal human rights.

Black Lives Matter

- Protests against the death of Eric Garner and Michael Brown, both African Americans, who were killed in 2014 and 2015 by police.
- Eric Garner was held down on the ground after police suspected him of selling cigarettes illegally. He said 'I can't breathe' a total of 11 times until he died after losing consciousness. The resulting campaign across social media was characterised through the use of the hashtag, #ICantBreathe.
- Michael Brown was shot six times after getting into an argument with a police officer, leading to the hashtags #BlackLivesMatter and #HandsUpDontShoot.
- Both events suggested an underlying theme of racism as the police in question were white and perceived to have acted with overt brutality. The campaign spread across social media, mobilising large groups of people to demonstrate in the streets.
- In 2020, Black Lives Matter became very active again after George Floyd was killed by a police officer in May. This set off a wave of protests, first in the United States, and then these spread to many parts of the world within weeks.

Source 8.57 Demonstrators supporting the #BlackLivesMatter movement in Sydney, June, 2020

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The Umbrella Revolution

- In 2014 concerns of Hong Kong citizens grew that the Chinese Communist Party was restricting democracy in Hong Kong.
- Students and the general public began to protest throughout Hong Kong, with up to 100 000 protesters at a time in the streets.
- The protesters avoided Chinese authorities by constantly changing their hashtags and using a Bluetooth-based messaging app called Firechat that allowed communication even if the government shut down the internet.
- In 2019 new demonstrations began in response to restrictions from the Chinese government. These protesters used an online forum called LIHKG and an internet-based messaging app called Telegram.

Source 8.58 Pro-democracy protesters in Hong Kong, September 2019. This was five years since protesters occupied Harcourt Road, and used umbrellas to protect themselves from police pepper spray.

Review 8.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Make a list of recent campaigns for people's rights identified in this chapter.
2. Discuss what the Convention on the Rights of the Child hoped to achieve.
3. Define the UNDRIP and what difficulties it has faced in improving treatment of indigenous groups.
4. How did Australia respond to the UNDRIP?
5. How have NGOs been involved in the struggle for greater rights around the world?
6. Why might issues of rights and freedoms be so prominent in the twenty-first century?
7. How do hashtags assist activists on social media?
8. How important do you think NGOs are to ongoing issues of human rights?
9. Evaluate the impact of one of the following on campaigns for human rights around the world:
   - a the United Nations
   - b social media
   - c NGOs.

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End of chapter activities

Extended response questions

1 Describe in what ways has Indigenous activism displayed similarities with movements in the United States since the end of World War II in 1945.

2 Discuss what role the Universal Declaration of Human Rights has played in the development of Australian government policy regarding Aboriginal and Torres Strait Islander peoples.

3 Why do the Aboriginal and Torres Strait Islander peoples continue to campaign for better rights and freedoms?

4 'Australia has made significant progress with regards to the treatment of all people since the end of World War II.' To what extent do you agree with this statement?

Group work activity

Plus One visible thinking routine

Consider the following statement: 'The success of activism is wholly reliant on the kinds of methods used by the activists.' Using the Plus One routine, work in groups to consider the reasoning behind this statement and why someone would or would not think it was true. Using the Plus One routine will allow you to develop a detailed response to this debate.

1 Sit in a circle with your peers.

2 Read the statement and take one minute to write down as many ideas that you can, for and against the argument.

3 At the end of the minute, pass the list you have created to the person on the right. You will also receive a list from the person to your left.

4 Spend one minute reading the new list you have received and add more ideas to it.

5 Pass this list to the right again and repeat the process with the new list you receive.

6 At the end of the third minute, look for the writer of the list and return it.

7 Read the notes that have been added to your list.

What is your position in relation to the statement now? Consider how it might have changed as a result of the activity. Weigh up the evidence you have and decide whether you agree or disagree with the debate topic, then compose a 400–600 word response that explains your position.

Research activity

Undertake research on one campaign or individual and evaluate their significance to the struggle for rights and freedoms they hoped to address. In your research you will need to consider the key questions below and keep in mind that the movement in question may still be in process.

- How was the group in question disadvantaged in the twentieth or twenty-first centuries?
- In what way does the campaign or individual reflect the rights and freedoms you have already studied?
- How has government policy changed in response to this struggle for rights and freedoms?
  Below are some options to consider for your research.
  - Campaigns:
    - the Uluru Statement campaign
    - the 'Change the Date' campaign relating to Australia Day
    - the Birmingham Campaign of 1963

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  - the Alcatraz Island occupation of 1969
  - *Gay Lib v. the University of Missouri* 1971–77
  - Dakota Access Pipeline Protests 2016–17
  - the Marriage Equality campaign in Australia 2017.
- Individuals
  - Wandjuk Marika
  - Bonita Mabo
  - Cesar Chavez
  - Yami Lester
  - Stokely Carmichael
  - Angela Davis
  - Faith Bandler
  - Burnum Burnum
  - Harvey Milk.

Creative task

Imagine you were one of the people on the NSW Freedom Ride in 1965. Write a diary entry for at least one day of the ride. As well as describing events, include how you feel about them.

Visible thinking routine

Step Inside empathy activity

Source 8.59 African American protesters demonstrate in support of the Greensboro sit-ins, 1960

The Step Inside routine is designed to assist you in exploring different perspectives and viewpoints. It asks you to step inside the role of a figure within the photograph in Source 8.59 and imagine yourself inside that point of view.

- Step 1: Look at Source 8.59 and generate a list of various perspectives or points of view embodied in this picture.

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- Step 2: Choose a particular point of view and consider the following:
  - What does this person perceive?
  - What might this person know about or believe?
  - What might this person care about?
- Step 3: Create a written monologue from the point of view of this person.

Cross-curricular task

Numeracy

Prior to the 1967 referendum on changing the Australian constitution, each of the states and territories had very different ways of integrating Aboriginal and Torres Strait Islander peoples into their societies at a legislative level. The table below demonstrates the rights given to Aboriginal and Torres Strait Islander peoples on settlements and reserves in five states and the Northern Territory, c. 1960.

Source 8.60 Table demonstrating Aboriginal rights and freedoms by state, c. 1960

	NSW	NT	QLD	SA	VIC	WA
Voting rights (state)	Yes	Yes	No	Yes	Yes	No
Marry freely	Yes	No	No	Yes	Yes	No
Control over children	Yes	No	No	No	Yes	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	No	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

Bain Attwood and Andrew Markus, *The 1967 Referendum*, Aboriginal Studies Press, 2007

1. Consider first, in your opinion, the order of importance for each of the rights listed and number them in this order.
2. Attribute points to each state based on the order of the rights. For example, if it is the most important right, it will be worth 7 points. If it is the second most important, 6 points. And so on until the least important is worth only 1 point.
3. Use the total number of points to calculate a 'freedom index' for an Aboriginal or Torres Strait Islander person in each state. The highest possible amount will be 28 points, the lowest will be 0 points.
4. Create a graph reflecting Aboriginal and Torres Strait Islander rights per state. This can be a pie chart, a bar graph, or a choropleth map.
5. After examining the result, use the graphic representation to explain differences in policy between the states and what this might represent.

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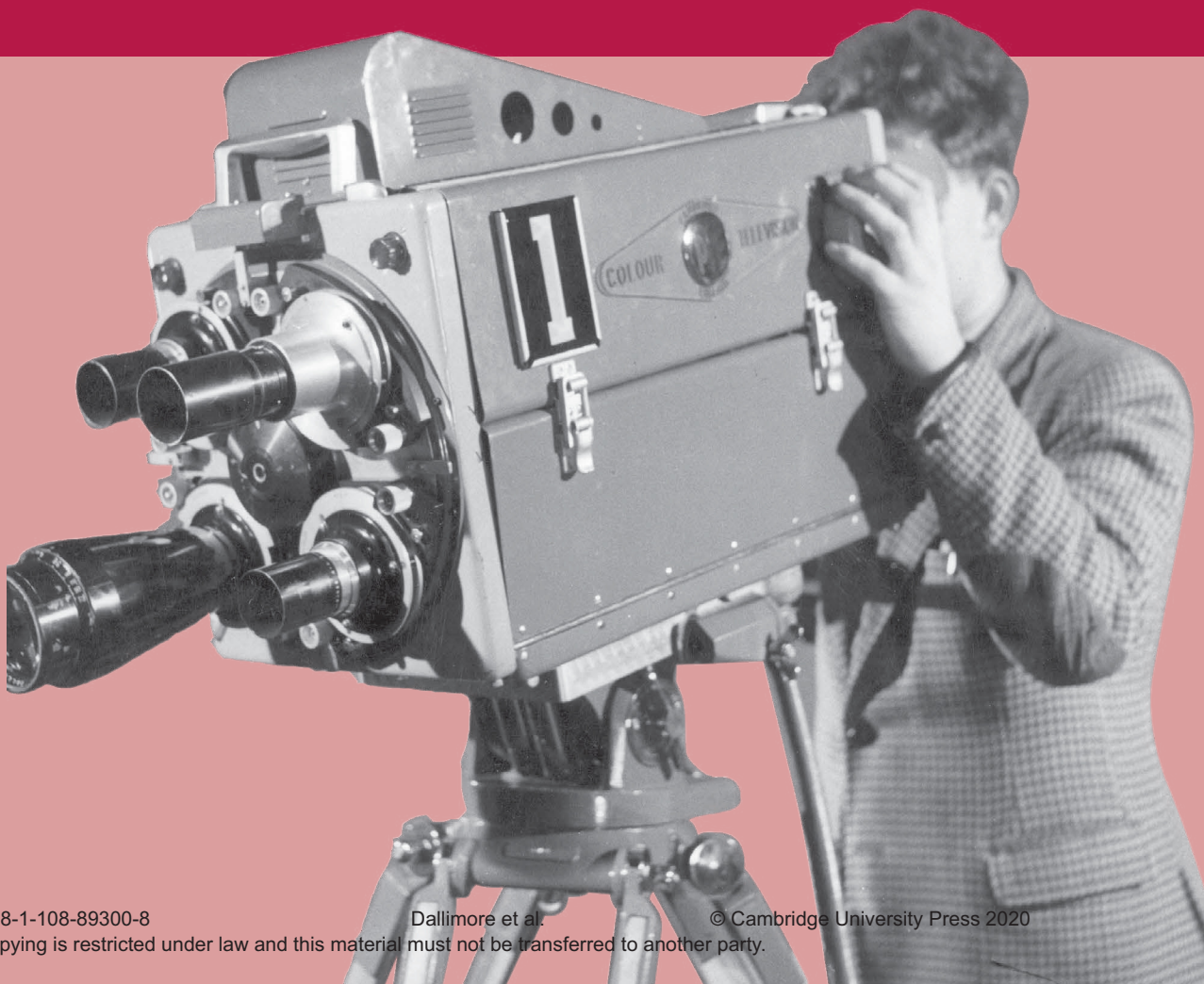
Depth Study 5

The Globalising World



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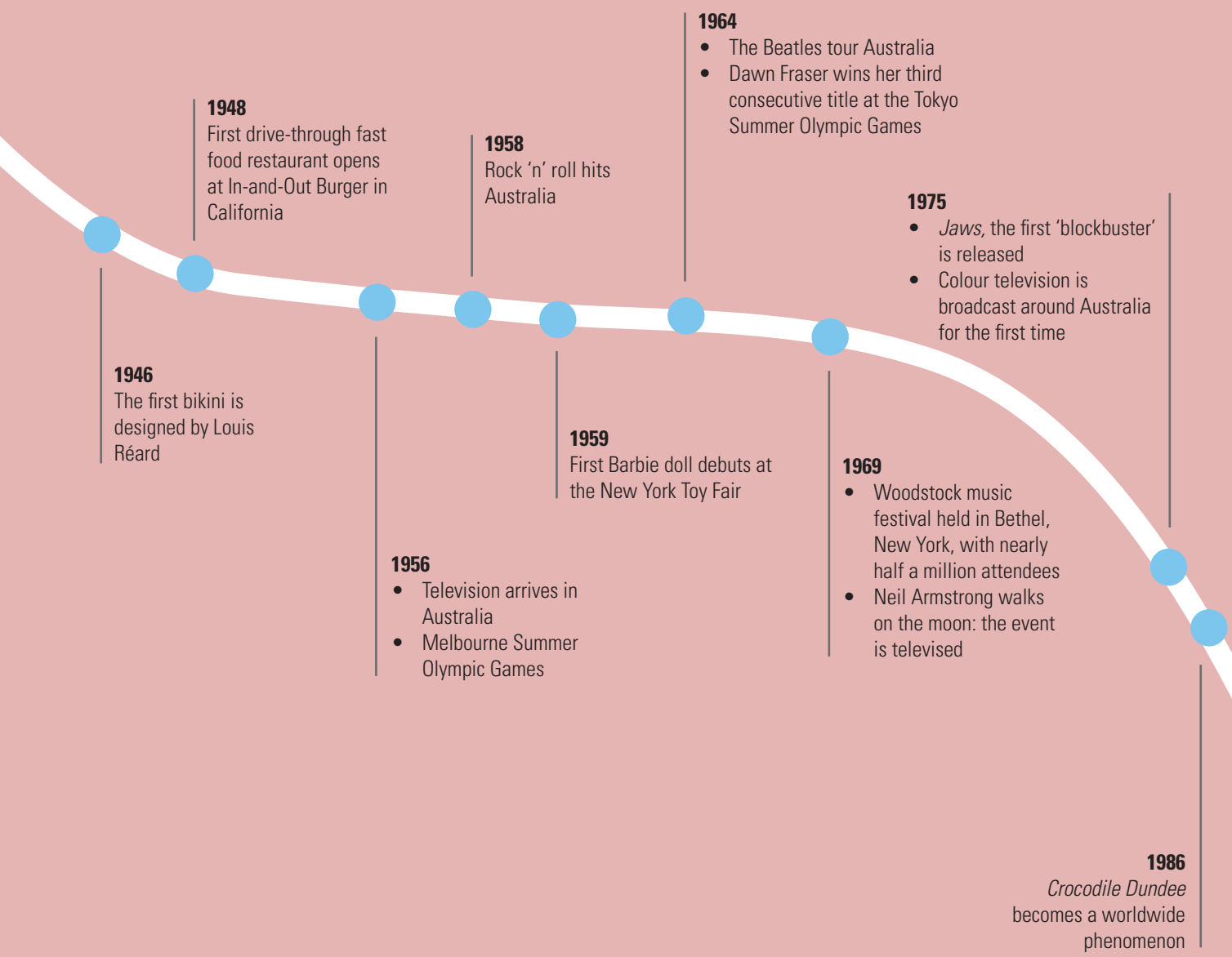
Dallimore et al.

CHAPTER 9

POPULAR CULTURE 1945–PRESENT



Popular culture reflects the general interests of society. In the words of US historian Lawrence Levine, ' … popular culture is culture that is *popular*; culture that is widely accessible and widely accessed … widely viewed or heard or read.' It has often developed overseas and then been adapted once it reaches Australia, based on the interests of our own community. There have been many significant changes to the nature of Australian popular culture since the 1950s, in areas such as music, film, fashion, sport and technology.

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SEE, THINK, WONDER

Source 9.1 Police hold back Beatles fans as Ringo Starr and Brian Epstein arrive at Sydney airport, 14 June 1964

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think that …)
- What does it make you **wonder** about popular culture in Australia? (I wonder if …)

1993
Shane Warne bowls his 'ball of the century' to dismiss Mike Gatting

1997
Publication of J.K. Rowling's *Harry Potter and the Philosopher's Stone*

2000
Sydney Summer Olympic Games, Cathy Freeman wins gold in the 400m track race

2005
Basketballer Andrew Bogut is the first Australian selected as the first overall pick in the NBA draft

2011
Cadel Evans is the first Australian to win Tour de France

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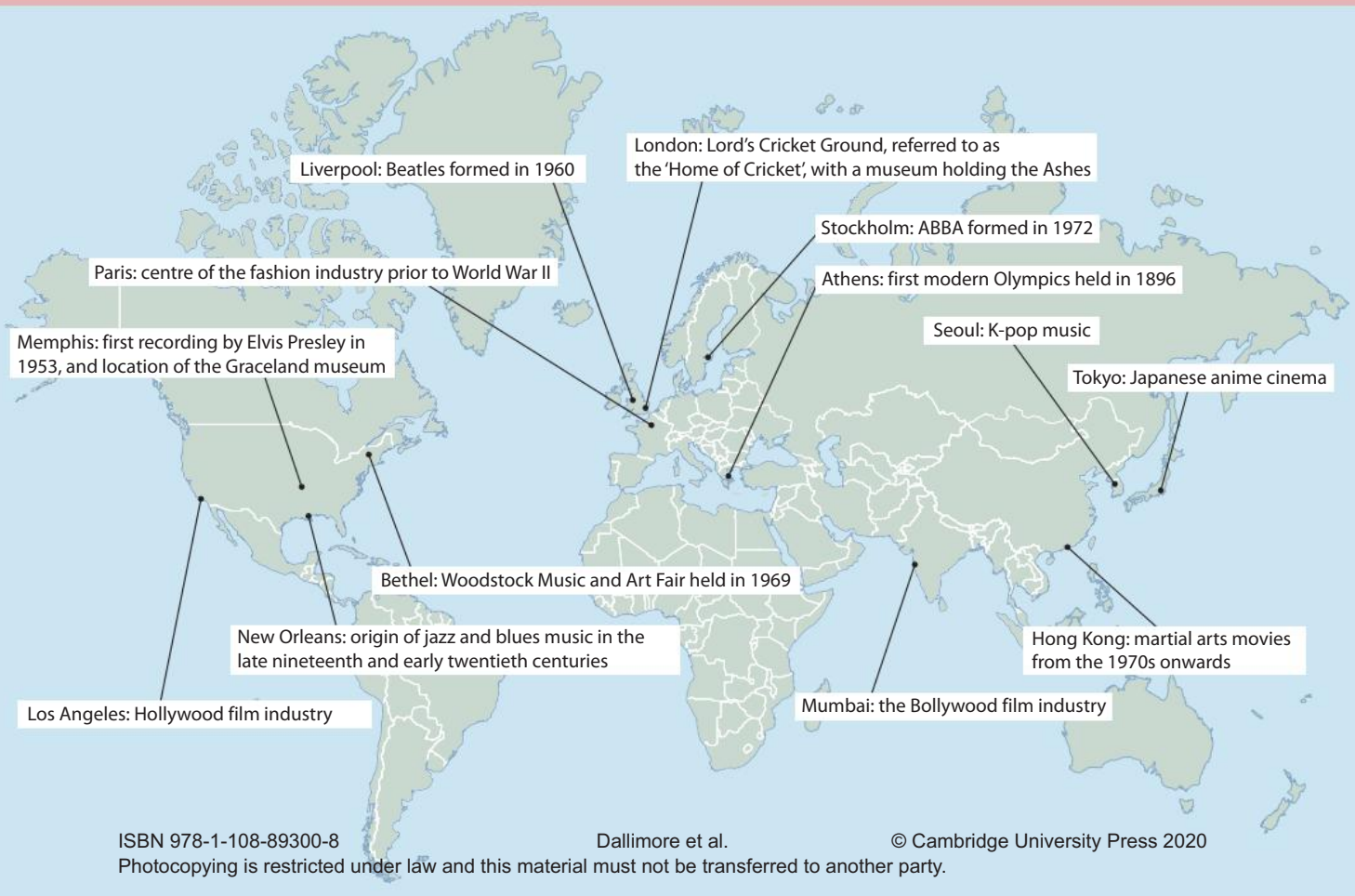
Key questions

- What was the nature of popular culture in Australia following World War II?
- How has popular culture changed in Australia since 1945?
- How has global popular culture affected Australian society?
- How have the United States and Britain influenced Australian popular culture since 1945?
- How has Australian popular culture affected the world?
- Who have been some of Australia's most prominent pop culture icons since the end of World War II?
- How have changing beliefs and values influenced the Australian way of life?

Source 9.2 Origins of significant popular culture movements that influenced Australia



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9.1 Popular culture at the end of World War II

By 1945, Australia and the world had suffered more than a decade of **economic depression** and war. During this time Australia had undergone profound political, economic, social and cultural changes. The Australian Government's policy of 'populate or perish' was introduced at the end of the war, encouraging many **immigrants** to arrive between 1945 and 1965, and bringing new types of entertainment and sport with them. The Australian culture began to shift and now bears little resemblance to Australian society before World War II.

The historian, Geoffrey Serle, stated that in the years after World War II many young Australians 'felt themselves to be a new generation of independent Australians … inspired by idealism for post-war reconstruction … contributing to the description and definition of Australian society'. Elements of Australian culture began to change owing to both growing multiculturalism and the rise of empowered young Australians who demanded change. To examine this, it is useful to start by considering what was popular at the end of World War II.

economic depression a long-term state of the economy categorised by extended periods of unemployment, declining income and lower production; often the result of a period of negative economic activity such as during a war

immigrant a person who migrates to another country to live permanently

Source analysis 9.1

Source 9.3 Census data highlighting changes to Australia's population from 1947–1961

	1947	1954	1961
Australia's total population	7 579 358	8 986 530	10 508 186
Top 3 countries of birth other than Australia	England: 381 592	England: 478 411	England: 556 413
	New Zealand: 43 610	Italy: 119 897	Italy: 228 294
	Italy: 33 632	Germany: 65 422	Germany: 109 320

**Please note that these numbers exclude Aboriginal and Torres Strait Islander people, who were not included in the census until after the 1967 Referendum

1 Using Source 9.3, explain how Australia's population was changing after World War II.

Source 9.4 British migrants prepare to embark for Australia, October 1948

Music

Some of the most important influences on Australian music have been wider popular culture trends, significant events and changes within society which have all shaped the various **genres** that developed over the **generations**.

genre a style or category of art, music or literature

generation a group of people born and living around the same time

conservative having traditional values and being averse to change or innovation

Until the early twentieth century, popular music was relatively **conservative** and most teenagers listened to the same music as their parents. By the start of World War II, music was more widely accessible and young people were increasingly listening to music they preferred. A number of highly influential musical genres originated with African American communities in the United States, such as:

- blues, which can be traced back to the 1870s, and focuses on expressing emotion through music
- jazz, which also dates back to the late nineteenth century, but spread widely from the 1920s
- boogie woogie, which became popular in the 1920s and is often associated with dancing
- gospel, a form of Christian music that draws on the African American oral tradition, which became more popular after it was played on the radio in the 1920s
- swing, a more danceable form of jazz that became popular in the 1930s and 1940s
- rhythm and blues, which developed in the 1940s from the earlier traditions: like the earlier blues music, the focus was often on emotions, particularly suffering and hope.

Source 9.5 Singer Bing Crosby, who was described by *Life* magazine in 1945 as 'America's number one star'

Many of these musical genres were adopted by white singers, such as Bing Crosby and Frank Sinatra. Country and western, which grew out of American folk music, was also popular.

While some of these music genres had made their way to Australia before the war, their popularity often increased here because American servicemen stationed in Australia were listening to them.

Activity 9.1

Create an interview with a teenager at the end of World War II who is a fan of one or more of the above genres of music. Get a description of the music, why they like it, and where and how they listen to it.

You can present your interview in written, audio or video format.

Historical concepts: Empathetic understanding **Historical skills:** Perspectives and interpretations, Empathetic understanding, Research

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Radio and film

Source 9.6 Poster from the 1943 Academy Award-winning movie, *Casablanca*

The early 1940s and 1950s are considered by many to be the 'golden years' of radio in Australia. In addition to playing music, the Australian Broadcasting Commission (ABC) and various commercial stations broadcast programs covering news, education, politics and culture. They also played radio serials that included adventure, comedy, drama, children's shows, chat shows, variety programs, quiz shows and soap operas. The radio was quickly embraced by Australians as an important form of communication and entertainment in their everyday lives.

A relatively large number of movies were produced in Australia during the silent film era. In fact, the 1906 Australian film *The Story of the Kelly Gang* was the longest narrative film that had ever been produced at the time.

After silent films gave way to 'talkies' in the 1930s, most Australian studios could not afford the new technology needed to capture the speech of actors. By the end of World War II, Australian cinemas showed almost exclusively imported films, predominantly from the United States.

Source 9.7 A family listening to the radio in 1948

Source 9.8 Still image from *The Story of the Kelly Gang*

Source 9.8 Extract from *The Story of the Kelly Gang*

The Story of the Kelly Gang

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Fashion

At the conclusion of World War II, the United States emerged as one of the most powerful countries in the world. Its booming economy and contributions to support the renewal of other regions increased American influence around the world. Many countries came to rely on the United States, and the growth of post-war **consumerism** meant that people were able to purchase goods beyond only their basic necessities, such as food. These developments were also fuelled by a thriving advertising industry linked to the popularity of radio and the introduction of television.

consumerism the purchasing of goods and services in great amounts

rationing limiting specific goods to a certain amount per person

One of the industries to benefit most from this new consumer economy was fashion. During the 1940s fabric was **rationed** to ensure supply for the war effort. Nylon and wool were required for the military, the amount of material allowed to be used per garment was monitored closely, and Japanese silk was banned in the United States after the attack on Pearl Harbor. People began to recycle other forms of fabric and produce clothing made from bed sheets, blankets and curtains. Restrictions on fabric use were relaxed after the war and growing demand from the middle-class population and teenagers contributed to a revival of the fashion industry.

Source analysis 9.2

Source 9.9 *Australian Home Journal* depicting women's fashion, 1930s

Due to the war-time restrictions of raw materials, as well as bans on some imported materials, man-made fibres were created and popularised. The impact of the war was seen not only in fabric choices but also in the style and silhouette of the clothing. There was a new simplicity seen in women's clothing that required designers and everyday women to tap into their imagination and make the government mandates fashionable. The silhouette lines of the clothing produced in this period are still found in clothing today, as are the man-made materials which were developed during the war. Because of rationing and unavailability of materials, the differences in social classes were not as visibly noticeable, as the dress and style of all women became similar under government mandates.

Mason, M., 2011, 'The Impact of World War II on women's fashion in the United States and Britain'. *UNLV Theses, Dissertations, Professional Papers, and Capstones,* 1390, pg iii

Source 9.10 Meghann Mason, a hair and makeup professional in the entertainment industry, researched the history of women's fashion as part of her Masters degree.

1 Using Source 9.9 describe women's fashion prior to World War II.

2 According to Source 9.10, explain why women's fashion was forced to change during and immediately after World War II.

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Sport

Australia is widely regarded as a country characterised by a love of sport, something that has become an unquestionable aspect of Australia's popular culture and overall identity. Many Australians participate in community sport, attend sporting events and watch sport on television and through other media services. Sport is said to connect to Australian values such as **mateship** and it has become a large part of the lifestyle, helped by a climate that encourages unlimited playing.

mateship an ideal that encompasses equality, loyalty and friendship

The devastation of World War II affected all aspects of Australian life, including both professional and community sport. When war broke out in 1939, participation rates in sport decreased due to men enlisting in the armed services.

Source analysis 9.3

Source 9.10 The Sport Australia website describes Australia's relationship with sport

> Australians love sport – it is a defining characteristic of our national culture and one that brings our diverse population together. Whether it is for the friendships, fitness, the thrill of the competition or the pure love of the game, sport is important to Australians. We are fiercely proud of our international sporting reputation and respected for the achievements of our athletes on the world stage.
>
> Australian Sports Commission, 'Sport in Australia'

1 Describe the perspective of this source.
2 In what ways might it be considered a reliable, or unreliable, description of the Australian character?

Review 9.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Define 'consumerism'.
2 Describe the situation of the Australian film industry during and after the silent film era.
3 Why did the fashion industry decline during World War II?
4 Explain the effect that World War II had on participation in sport.
5 Account for music from the United States becoming particularly popular in Australia during and after World War II.
6 Explain why Australian culture began to shift at the end of World War II.
7 Explain how consumerism affected Australia in the post-war period.

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9.2 Developments since World War II

The United States and Britain in our backyard

Before 1945, many individuals considered Australia to be simply another British colony with an identity and culture very similar to Britain's. After the end of World War II, the United States emerged as a dominant global power and Australia became much more dependent on them for support. The United States became Australia's largest trading partner and its culture filtered into Australia via music, cinema and television. This drastically altered the choices many Australians made with regards to entertainment, fashion and social activities.

Film

In the period immediately following World War II, there were few Australian-made films. The 1950s is generally considered to be a low point in Australian film history. Film-makers were unwilling to risk using unknown Australian actors or compete with the big budget productions of Hollywood companies. As a result, it is estimated that in 1952, almost 75% of films screened in Australian cinemas were American and 18% were British. Despite this, a few key developments in the Australian film industry in the 1950s paved the way for further changes in the following decades.

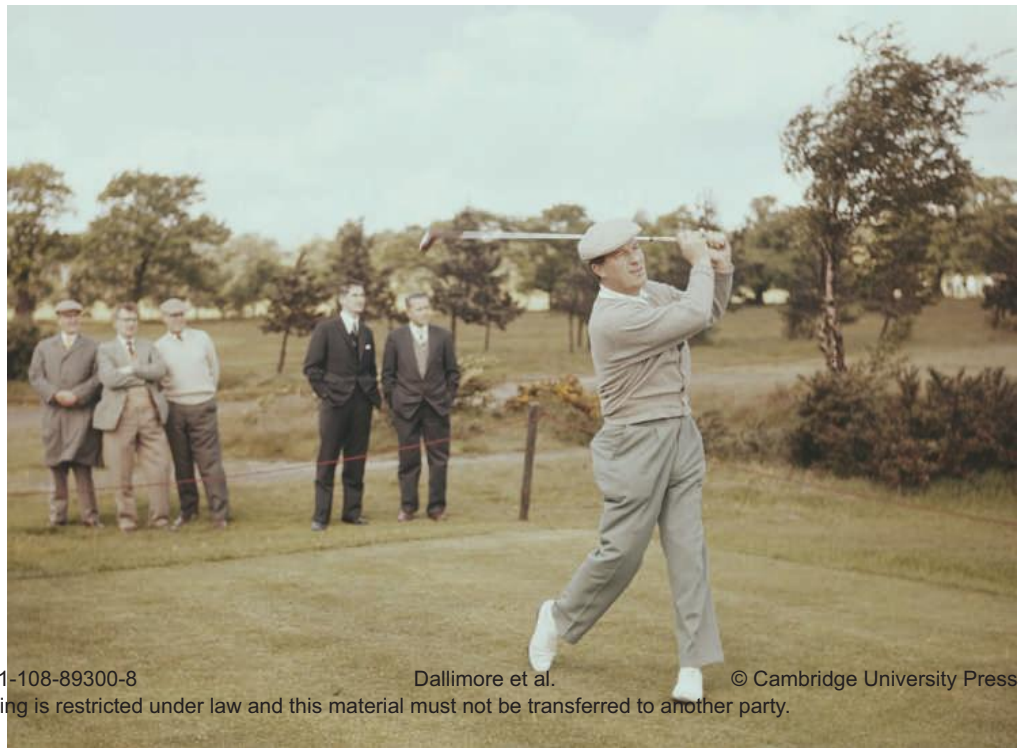
Television

Broadcast television was launched in the UK in 1936 with the state-run BBC1 channel, and in the United States in 1939 with the commercial network NBC. However, it did not become widespread until after the war. By 1954 nearly 50% of US homes had a television, but the technology did not arrive in Australia until 1956.

Sport

Australian community sport enjoyed a revival after World War II, for several reasons. As the middle class grew and the average Australian became more wealthy, access to leisure games such as tennis, golf and bowls (previously reserved for those with more money) increased. In addition, an influx of European migrants brought new enthusiasm for different sports. Many popular sports in Australia had been connected to British heritage, such as cricket and the rugby codes. Australian Rules football had always been popular, but it was soon joined by other sports popular across Europe outside of Great Britain, such as soccer, gymnastics and volleyball.

Source 9.11 Australian golfer Peter Thompson at The Walton Heath Golf Club, September, 1965



The influence of American and British music

Music in Australia began to alter dramatically as American culture gained popularity. In the 1950s rock 'n' roll developed as a distinct genre in the United States, and the fast, rhythmic and exciting beats associated with this style of music increasingly dominated the Australian airwaves. It was a **hybrid** of blues and country, and was categorised by a heavy beat and simple melodies. A key early figure in the development of this tradition was Chuck Berry, who started out in a jazz and blues group, but reworked the musical style and added great showmanship to performances. He was described as laying 'the groundwork for not only a rock and roll sound but a rock and roll stance'.

In 1953 Bill Haley and His Comets released a song called 'Rock Around the Clock'. The song was not widely popular until it was featured in the movie *Blackboard Jungle*, eventually soaring to the top of the charts in 1955. The song and movie of the same name, coupled with some perceptions of rock 'n' roll in general, were linked in the minds of the older generations to themes of teenage misbehaviour and rebelliousness. Despite the fact that there were other songs during the same time period, 'Rock Around the Clock' became an **anthem** for mid-1950s youth. It has been widely labelled as the first major rock 'n' roll song, originating a unique sound, offering a contrast to previous genres, and setting popular music on a new course.

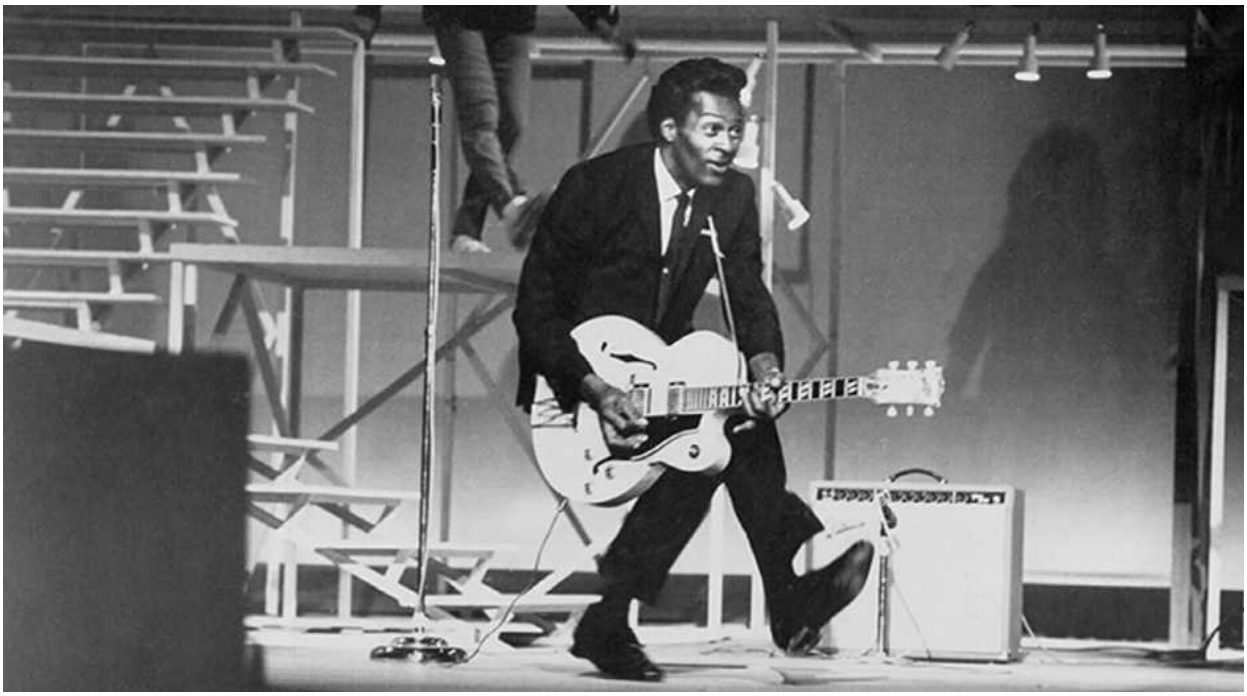
A combination of radio, film and television helped to ensure that the influence of rock 'n' roll spread quickly. Soon Australian performers, such as Johnny O'Keefe, began to shift their style. O'Keefe was the first Australian rock 'n' roll artist to tour in the United States, and the first Australian whose songs made it onto the local Top 40 charts. He rapidly gained the reputation of 'The Wild One' thanks to his frantic stage antics and flamboyant personality. By the 1960s O'Keefe had become the most successful singer in Australia and a major TV personality, appearing with his band, The Dee Jays, on ABC's *Six O'Clock Rock*. He released over 50 **singles** in his career. Johnny O'Keefe is widely considered to have pioneered rock 'n' roll in Australia, contributing to the development of Australian talent by writing, producing and managing other national artists.

hybrid combining two different elements in order to create something new and innovative

anthem a rousing or uplifting song identified with a particular group or cause

single a record that typically has just one main song on the 'A' side, and a secondary song on the 'B' side

Source 9.12 Chuck Berry in 1964, with one of his signature moves, the 'duck walk'



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The King of Rock 'n' roll

Undoubtedly, the ultimate 'King of Rock 'n' Roll' was US-born Elvis Presley, who **revolutionised** music and entertainment in the 1950s. Presley began singing in 1954 and quickly rose to international fame in 1956, dominating the music charts until 1958. His **swagger** and unique performance style, consisting of gyrating hips and other body movements, thrilled his audience and he ultimately became the teenage idol of the decade. Often the subject of much controversy, Presley provoked strong opinions from both the public and press. The 'King' was considered to be responsible for corrupting the minds of the youth and promoting **juvenile delinquency**. When Elvis released 'Hound Dog', crowds screamed and girls began to hyperventilate, mesmerised by his rebellious on stage movements. Presley was renowned for altering his musical style to suit each song, with variations ranging from early country **rockabillies**, **ballads** and more mature aggressive rock 'n' roll. From humble origins to his untimely death in 1977 at the age of 42, his contributions to popular culture shaped fads, fashions and inspired thousands of musicians worldwide, including Australian musicians such as Lonnie Lee, Johnny Devlin and Barry Stanton.

revolutionise the radical change of something

swagger having a very confident and arrogant manner

juvenile delinquency the habit of committing criminal acts or offences by a young person

rockabilly a type of popular music developed in the 1950s which combined elements of rock 'n' roll with country music

ballad a slow sentimental or romantic song

Source 9.13 American singer and actor Elvis Presley performing to a young crowd, 1957

Source 9.14 Statement from US President Jimmy Carter 16 August 1977, about the death of Elvis Presley

'Elvis Presley's death deprives our country of a part of itself … his music and his personality … permanently changed the face of America popular culture … '

Quoted in 'Elvis Presley: Remembering the Singer on the 34th Anniversary of his Death', *Huffington Post*, 2011

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Protesters

During the 1960s rock 'n' roll continued to gain popularity in Australia. Surf rock, which originated in California, became an important aspect of Australian popular culture because many young Australians could identify with what John Blair described as '… surfing sounds [with] surfing lyrics'. In 1963, five of the most popular songs on Australian radio were surf rock tracks, including two produced by Australians. Following on from surf rock, a more substantial culture of rock 'n' roll began to form around bands such as the Easybeats and Billy Thorpe and the Aztecs, both of whom enjoyed great success. In 2001, the Australasian Performing Right Association (APRA) would name the Easybeats song 'Friday on My Mind' as the most significant Australian song of the last 75 years.

psychedelic music designed to replicate and enhance the use of perception-altering hallucinogenic drugs

The 1960s saw more young people challenging many of the traditional social, political and economic views of society. In Australia, as in the United States and the UK, protest marches were held about matters such as civil rights, the women's movement, freedom of speech, the environment, the nuclear threat and opposition to the Vietnam War. These concerns were reflected in some of the music of the era, such as in Bob Dylan's peace anthem, 'Blowin' in the Wind'.

Hippies and Woodstock

The protest movements of the 1960s paved the way for what has been coined the 'hippie movement'. **Psychedelic** tracks and folk music gained wider popularity. In August 1969 a three-day music festival was held on a dairy farm 65 km south-west of the town of Woodstock, in New York State. This festival, the Woodstock Music and Art Fair, has become widely acknowledged as a pivotal moment in popular music history, with 400 000 people camped in wet, muddy conditions to hear artists such as Jimi Hendrix, Grateful Dead and Richie Havens. Australia, following on from this trend, held similar rock festivals, the Pilgrimage for Pop on the NSW Central Coast in 1970, and the Sunbury Pop Festival, held on the outskirts of Melbourne in Victoria, each year from 1972 to 1975.

Source 9.15 People attending the Woodstock festival in August 1969

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Beatlemania

In the early 1960s, English rock band the Beatles became a huge success in Britain. They also began to attract fans in many countries around the world, including Australia and the United States. Radio hits and successful marketing strategies quickly heightened demand for the band, and they toured Australia in 1964. The arrival of the Beatles was the biggest popular culture event to hit Australian shores during that decade. **Beatlemania** in Australia is widely considered to have been more intense than anywhere else in the world. Lawrence Zion writes that, 'at the time even Britain had yet to experience Beatlemania …'. Before the growth of television and introduction of the internet, Australia was somewhat isolated from the rest of the world. The Beatles' two-week tour provided a sense of connection to the wider world and brought their new and exciting sound to inspire a generation of Australian musicians.

Beatlemania extreme enthusiasm for the Beatles, as manifested by the frenzied behaviour of their fans in the 1960s

Source 9.16 Excited fans wait to greet the Beatles in Australia. Photo by Central Press.

Source 9.17 Police hold back fans outside the Sheraton Hotel in Potts Point, where the Beatles were staying, 14 June 1964

Source 9.18 The Beatles

Activity 9.2

1 Collect three or four images of Beatlemania in Australia and create a small photo-essay to describe what it was like. Each image should have 50–100 words of accompanying text to explain what it reveals about Beatlemania in Australia.

2 Watch the video of Source 9.18. Imagine you are a fan present on the day the Beatles leave their hotel. Write a diary entry describing what you experienced on that day.

Historical concepts: Perspectives, Empathetic understanding **Historical skills:** Analysis and use of sources, Empathetic understanding, Explanation and communication

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Australia welcomes television

In 1956, television in Australia was officially launched. Channel TCN9 in Sydney became the first national television station to begin regular transmission in January 1957.

Broadcasts were originally in black and white and were limited to only a few hours a night, so sitting in front of the television was considered a 'special treat'. Many Australian programs were essentially visual depictions of existing radio shows, or broadcasts of popular US and British programs. Between 1956 and 1963 almost all televised programs broadcast in Australia were sourced from overseas – approximately 83% were American. Some of the most popular of these programs were *Perry Mason, I Love Lucy, The Flintstones, Bewitched* and *I Dream of Jeannie*. However, television also arrived just in time to allow families to watch the 1956 Melbourne Olympic Games, because the Australian government allowed GTV9 to broadcast the Games for test transmissions.

Activity 9.3

Think Pair Share

How were events communicated before television?

- **Think:** Take a few minutes to think about your response, then write down your ideas.
- **Pair:** With a partner, talk about your ideas and justify them to each other.
- **Share:** In your pairs, share your ideas with the class as a whole.

Historical concepts: Continuity and change **Historical skills:** Explanation and communication

Source 9.19 A family watches a television program in the television lounge at the Grace Bros store, Broadway, Sydney, 24 November 1956

In November 1958, Channel TCN9 Sydney launched the musical variety program, *Bandstand,* inspired by the US version of the show. It was hosted by radio and television presenter, Brian Henderson, and introduced the 'who's who' of Australian music. *Bandstand* attracted a weekly audience of two million viewers and was voted the best youth show of 1961. It was pre-recorded in front of a studio audience with singers **lip-syncing** their performances, offering a clean-cut and family-oriented program, with a regular roster of musical artists and a cast of hundreds of guests.

lip-syncing moving the lips silently alongside a pre-recorded soundtrack in order to mimic actually singing

By 1959 it was estimated that half of the families in Sydney owned a television set, providing unprecedented access to important historical, sporting and cultural events. Despite the dominance of US and British programming, locally produced Australian shows were gradually increasing their appeal, eventually proving that local talent was just as popular.

Source 9.20 Important programs and events in Australian television during the 1960s

Year	Name of program/Event	Description
1956	Melbourne Olympic Games	International multi-sport event that set an important precedent for the filming of all future Games. It was the first time an Olympic Games was held outside of Europe or the United States.  **Source 9.21** The Melbourne Olympic Games, 1956
1958	*Bandstand*	Live variety music program hosted by Brian Henderson. It introduced new musical acts to Australia through small studio performances.
1959	*Six O'Clock Rock*	Famously hosted by Johnny O'Keefe, it was the first Australian music program aimed at teenagers.
1959	*Mr. Squiggle and Friends*	Australian children's television series created by Norman Hetherington. It became one of the longest-running children's programs on Australian television.
1959	First *Logie Awards*	The first time awards to be associated with the Australian television industry. However, despite other cities producing television shows, the awards (at the time) were for Melbourne television only.  **Source 9.22** A Logie award from 1965

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Year	Name of program/Event	Description
1960	First live broadcast of the Melbourne Cup	The first time the race was telecast directly to Sydney, it included the race, the presentation of the Cup, and interviews with the winning jockey, trainer and owner.
1960	*Pick-a-Box*	Began as a radio program but was one of the first Australian quiz shows to be broadcast on television.
1961	*Four Corners*	Australian current affairs program broadcast on the ABC. It is the longest-running television show of its kind, still broadcast nationally today.
1966	*Skippy*	The biggest international success for Australian television. The children's program followed the adventures of a boy and a kangaroo in the Australian bush and was sold to at least 80 foreign markets including France, Britain and West Germany.  **Source 9.23** Skippy in 1970
1966	*Play School*	Australian version of the British program. It is the second longest-running children's television show in the world.
1969	The moon landing	Live broadcast of the Apollo 11 moon landing.  **Source 9.24** The Apollo 11 astronauts

Source 9.24 Moon landing

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Activity 9.4

1 To what extent did the arrival of television have a significant effect on Australian popular culture? Use a variety of sources to support your response.
2 Watch the video of Source 9.24, and imagine you are seeing it live on television. Write a conversation with a friend who does not have television, describing the experience.

Historical concepts: Cause and effect, Perspectives, Empathetic understanding, Significance **Historical skills:** Analysis and use of sources, Empathetic understanding, Explanation and communication

Source 9.25 Television broadcast of a debate in which Liberal politicians Harold Holt and Billy McMahon oppose Labor's Arthur Calwell and Doc Evatt. 16 November 1958.

Review 9.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify the important international event that was one of the first broadcasts on Australian television.
2 Define 'protest music'.
3 Describe the genre of rock 'n' roll, including the two musical styles that influenced it.
4 How did Elvis Presley influence post-war entertainment?
5 Why were some people concerned about the influence of rock 'n' roll on young Australians?
6 Explain why the term 'Beatlemania' was coined during the Beatles' Australian tour.
7 Explain why most early television programs broadcast in Australia were sourced from overseas.

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9.3 The post-war period in Australia

Australia's film, television and music industries were constantly changing thanks to advances in communication technology and greater overseas influence. One of the most important changes following the war was the recognition that teenagers were now identified as a distinct group separate from their parents. These post-war teenagers were targeted through film, television, music and fashion with the latest trends in clothing, hairstyles and entertainment. As the Australian economy grew, people could afford to spend more on entertainment. Increasing wealth and new technological developments helped to speed up the process by which international influences were brought to Australia.

Music

Other genres of music also developed after the 1960s.

1970s

The 1970s saw the emergence of pop and disco (released by bands such as ABBA and the Village People), heavy rock (Deep Purple, Led Zeppelin, AC/DC), glam rock (David Bowie) and punk (The Clash, The Ramones). All of these were successful in the United States, Britain and Australia. In Australia, bands such as Daddy Cool, Skyhooks, Sherbet, Midnight Oil and Cold Chisel all formed in the 1970s. Daddy Cool's song 'Eagle Rock' was recognised by APRA as number 2 on their 2001 list of top Australian songs from the past 75 years. Cold Chisel's iconic song 'Khe Sanh', about a returned veteran from the Vietnam war, was released in 1978.

1980s

One of the most important influences on the international music industry and Australia during the late twentieth century was the invention of more complex digital recording mechanisms that were capable of creating new and experimental sounds. Synthesisers and non-traditional instruments were widely used, with genres such as electro, techno, house and freestyle gaining popularity. However, the 1980s also saw the rise of new pop music with the reinvention of Michael Jackson and the rise of artists such as Prince, Madonna and Whitney Houston. At the same time, a resurgence of rock allowed bands and musicians such as Queen, U2, Bon Jovi and Motley Crue to grow in popularity. In Australia the most popular bands were American and British but some Australian artists continued to enjoy major success. In the 1980s these included Kylie Minogue and INXS. John Farnham, who had been a teen pop idol in the 1970s (as Johnny Farnham) also forged a new career in the 1980s.

1990s

During the 1990s music continued to shift and change with genres such as hip hop, alternate rock, pop and electro developing. Australia witnessed a resurgence in the popularity of music festivals after Big Day Out was established in 1992. During this decade alternative rock, grunge and punk bands became more dominant on radio and in record sales. In Australia, international artists such as Pearl Jam, Nirvana, Red Hot Chili Peppers, Green Day and No Doubt were extremely popular and similar Australian artists included Silverchair and Powderfinger.

2000s

During the 2000s, the teen pop genre enjoyed widespread popularity. This began in the late 1990s with artists such as NSYNC, Backstreet Boys, Britney Spears and Christina Aguilera, all of whom continued to release regular hits in the first half of the new decade. The 2000s also saw the rise of reality television in Australia with demand for programs such as, *Popstars* and *Australian Idol*. Home-grown talent such as Delta Goodrem, the Veronicas and Rogue Traders enjoyed success overseas. This was also the period during which Australian hip hop gained traction, with Hilltop Hoods releasing the first Australian hip hop album to reach the top of the ARIA charts.

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New distribution platforms

The way in which Australians consume music has altered again more recently with the establishment of iTunes, Spotify and YouTube as digital platforms for distribution. TikTok has also become a major platform through which teenagers discover and share music. In the last decade, the genre of teen pop has made a comeback with the likes of One Direction, Justin Bieber and Ariana Grande. Australian artists have continued to produce popular music and climb the charts, with Sia, Gotye, Birds of Tokyo and 5 Seconds of Summer all featuring in the top charts of various overseas countries. Even though these streaming services offer consumers cheap access to music, many critics have pointed out that they have damaged the income of artists who are only paid a very small fee for each download.

Activity 9.5

Divide the class into groups. Each group is to research one music genre of the 1970s/1980s and one of the 1990s/2000s. Ensure there is no overlap between groups.

1. Find out the features of the genre, its background, and how Australia was influenced by the international music scene.
2. Compare and contrast one aspect of the genres (for example, style or how it came to Australia)
3. Include an investigation of at least one Australian and one overseas artist or band – you can use the examples given in this section, or research others.
4. Present your findings in an audio-visual format, such as a video, podcast or presentation

Historical concepts: Continuity and change **Historical skills:** Research, Explanation and communication

Film

In 1952 the first Melbourne Film Festival was held on the Australia Day long weekend in the town of Olinda. According to the program notes, the Olinda Festival hoped to 'encourage even higher standards of film production in Australia, and help develop in our people a love of good films of every kind'. It showcased eight feature films, including *La Belle et la Bête (Beauty and the Beast)* and 79 short films. To this day the Melbourne Film Festival is still held annually, making it one of the longest running film festivals in Australia.

The mid-1950s also witnessed dramatic changes to the Australian film industry.

In 1954 another major film festival was held at Sydney University over a four-day period, and in 1955 the Australian film *Jedda* was released. It was the first Australian feature film shot in colour, and the first to star Aboriginal actors. *Jedda* premiered at the Star Theatre in Darwin and tackled controversial Aboriginal and Torres Strait Islander and colonial themes. This set a strong standard and influenced future Australian films. The film was nominated at the 1955 Cannes Film Festival and won significant acclaim worldwide. The Australian Film Institute (AFI) was founded in 1958, with the aim of developing Australian film culture. The first annual AFI Awards (now known as the AACTA Awards) were presented that year, receiving 30 nominations across the six categories. Until 1968, only educational and documentary films were submitted, as during the 1960s the Australian feature film industry underwent something of a slump, before the 'new wave' of the 1970s. This is discussed in more detail in section 9.7.

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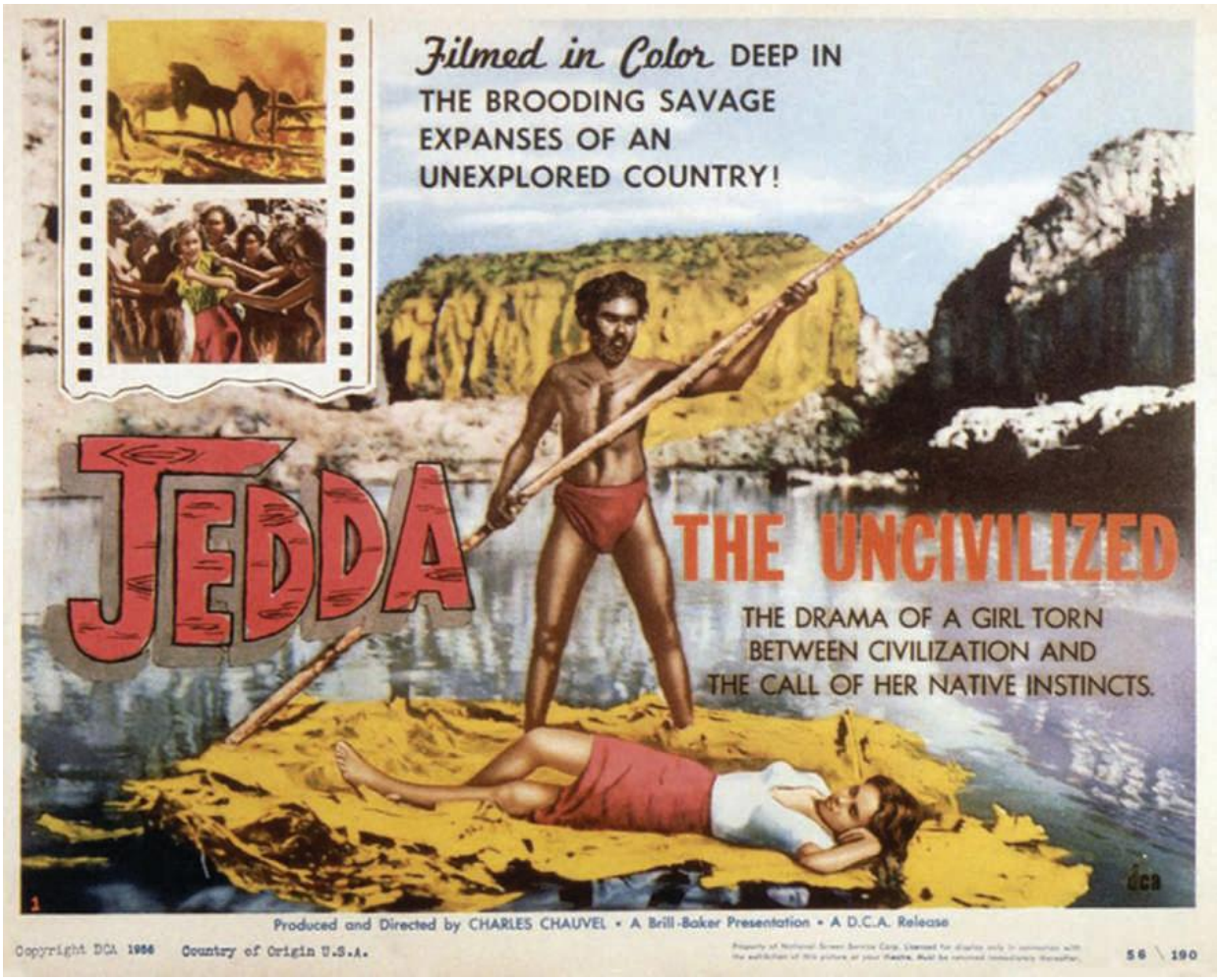
Source analysis 9.4



Source 9.26 *Jedda* film poster

1 Describe the content depicted on this film poster.
2 Explain why terms such as 'savage', 'uncivilised' and 'native' might have been used on this film poster.
3 How might sources such as this film poster be useful to historians studying the Australian film industry in the 1950s?

The ways in which Australians watched films also underwent changes. The first **drive-in cinema** opened in 1952 in Burwood, Melbourne. It was based on the popular American version and designed with high-quality projectors manufactured in South Australia. Drive-in cinemas in Australia quickly achieved wide popularity linked to the rapid increase in car ownership and the growing number of young families who believed that the drive-ins were a convenient and family-friendly form of entertainment. As the popularity of the **VCR** rose in the 1980s, however, drive-ins began to lose their appeal and the number of these cinemas began to decline rapidly. In 2017 only 16 drive-ins remained open in Australia compared to the peak of 330.

drive-in cinema an outdoor theatre that consisted of a large outdoor movie screen, projection booth, concession stand and a large parking area for cars. These cinemas allowed customers to view films from the comfort of their own car.

VCR (video cassette recorder) a device used for recording and playing back television programs and films

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Fashion

The way people dress has always reflected their attitudes about the changing social and political conditions of the period. Teenagers during the mid-1950s rejected many of the values and **conventions** set out by their parents, while also being inspired by new forms of music to adopt a more rebellious style.

conventions general rules or ways in which something is usually done

risqué slightly indecent or shocking behaviour, comments or attitude

During the 1960s the rise and dominance of youth culture meant that women were moving away from the typical A-line and tailored look of the 1950s. Instead they increasingly opted for less conservative styles that were bolder in design and brighter in colour. During this period film stars began to influence the general public's fashion and more **risqué** styles were designed and worn by many celebrities. In Australia, one of the biggest scandals that reflected this change was Jean Shrimpton's outfit for Derby Day at Melbourne's Flemington Racecourse on 30 October 1965. She arrived in a white shift dress with a hemline five inches above her knees. She was also not wearing a hat or gloves; both were considered standard for women of the time, particularly at a formal event such as the races. This shocked the nation and made headlines around the world. The British model had unintentionally brought the 'swinging sixties' Down Under and allowed the women of Australia to embrace bolder, less conservative fashion choices.

Towards the end of the 1960s many people began to reject fashion altogether, turning against the consumerism they once supported. Instead, during a time of protest and changing expectations of women, fashion choices now began to reflect how people felt about the world around them, encompassing their individuality and proclaiming peace and love to all. This was the era of peasant-style tops and dresses, peace symbols emblazoned on clothes and accessories, and long flowing hair.

Fashion continued to transform throughout the 1970s as miniskirts became even more popular with the rise of disco music. The fashion choices of previous decades altered significantly when, during the 1980s, social and economic change

Source 9.27 An A-line dress from 1955

Source 9.28 Jean Shrimpton and her companion Terence Stamp arrive at Essendon Airport in Melbourne to attend the 1965 Spring Racing Carnival

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accelerated. In 1989 the **Cold War** ended, leaving many countries across the world in economic strife. Clothing manufacturing began to move out of Australia to countries with cheaper labour and Australian women moved into the professional workforce in greater numbers. **Power dressing** became a trend (especially after Britain elected a female prime minister, Margaret Thatcher), and styles included padded shoulders, suit-pants and jackets. Bright colours, neon, oversized shirts, jeans and tight leather pants were also popular following the influence of celebrities like Madonna and Cyndi Lauper who endorsed the changing styles. An emphasis on living a healthier lifestyle contributed to the success of fitness videos, promoting casual clothing and gym wear, such as leotards, leggings, leg warmers and elastic headbands. A single bare shoulder, oversized jumpers and big hair were all popular trends of this period.

Cold War the state of hostility that existed between Soviet countries and Western powers from 1945 to 1990

power dressing dressing in a style intended to show that one holds an important position in business, politics, their career, etc.

Fashion trends have continued to evolve since the 1990s but styles often reflect previous decades. Fads are often inspired by music and film, but now there is a greater choice available and comfort, practicality and individuality are important features of modern Australian fashion.

Source analysis 9.5

Source 9.29 *Australian Home Journal* depicting women's fashion, 1940s

Source 9.30 *Australian Home Journal* depicting women's fashion, 1950s

Source 9.31 *Australian Home Journal* depicting women's fashion, 1960s

1 Examine the three sources. What do they suggest about changes to women's fashion over time?
2 What limitations do these magazine covers have as a source of women's fashion in Australia between the 1940s and 1960s?
3 Outline the possible purpose behind *Australian Home Journal* magazine.
4 Using the above sources, compare and contrast the fashion of Australian women and how it evolved post-war.

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Activity 9.6

Using your school library and the internet, choose a decade between the 1960s and 1990s and prepare a feature article for a magazine or newspaper detailing a new fashion trend. Your feature article should be designed using common stylistic features of your chosen decade include the following:

- a bold and catchy title
- a detailed description of the new trend
- a series of images displaying the new trend you have chosen
- an explanation of why this trend has become popular
- a list of stores from which readers could buy similar pieces.

Historical concepts: Continuity and change **Historical skills:** Research, Explanation and communication

Source 9.32 Fashion shows today are very different from the 1960s

Review 9.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Explain why Australia's film, television and music industries constantly changed after World War II.
2. Identify significant influences on Australia's music industry during the late twentieth century.
3. Identify the recent platforms for music distribution and explain why they are popular.
4. Explain what critics have suggested is a negative effect of these music streaming services.
5. Describe two dramatic changes to the Australian film industry after World War II and their effects.
6. Describe the influences behind fashion changing from conservative to bold and bright designs.
7. Explain why comfort, practicality and individuality are accurate descriptions of modern Australian fashion.

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9.4 Advances in technology: Television

Colour

For the first eighteen years of television in Australia, all broadcasting was in black and white. Colour television had been available in the United States since the mid-1950s, but this advance did not reach Australia until 1974. Every commercial television network embraced the new technology (at a high price) because it encouraged a powerful new advertising tool. Originally, three of Australia's commercial networks insisted on the US spelling of 'color' in their new logos, while the ABC network maintained the Australian spelling of the word 'colour'.

It was not only the networks that had to spend up big to install the necessary colour-compatible equipment. Everyday Australians also had to purchase new television sets in order to witness the new and exciting change. By 1978, 70% of those living in Sydney and 64% of households in Melbourne owned colour television sets, meaning that Australia had one of the most rapid changeovers to colour television in the world.

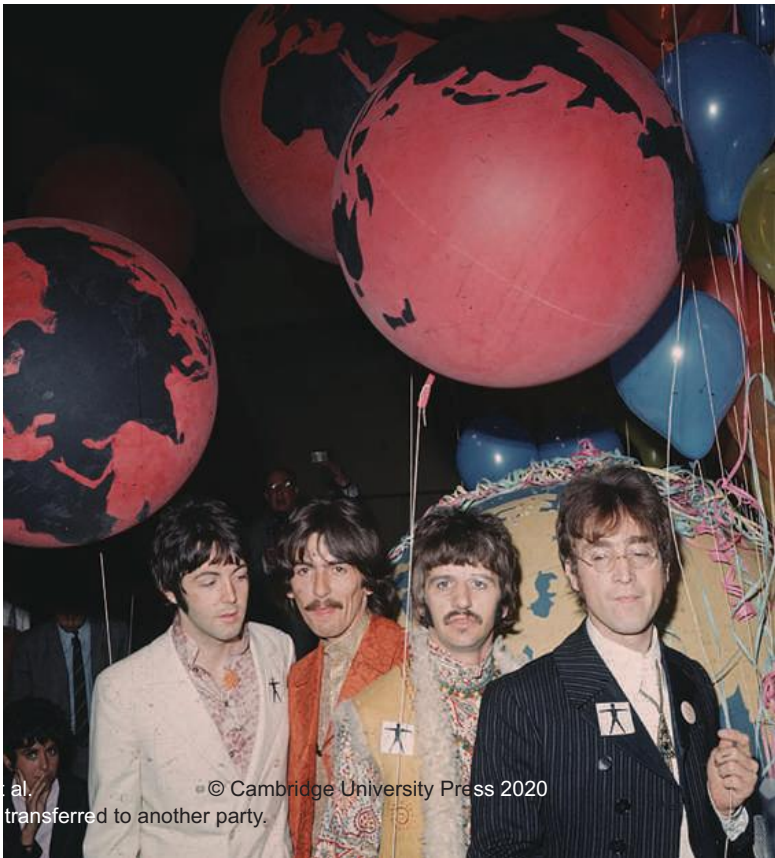
Although Australia was often behind in getting new technologies, Australians were quick to adopt them when they did arrive.

One of the first programs to transfer to colour television broadcast was the ABC's *Aunty Jack*. On the special edition episode, aired on 28 February 1975, the characters could be seen comedically attempting to combat the incoming impact of colour television. Other shows transferred to colour soon after, while some new shows such as the ABC's pop music show, *Countdown*, made their debut in colour. The four big Australian networks updated their logos to include colour.

Advances in technology did not simply change how Australians watched television. It also affected what was seen. The arrival of coloured television meant that scheduling re-runs was suddenly frowned upon, and networks had to discard much of the black-and-white footage from their collections because it was no longer as popular.

International satellite system

In the late 1960s Australian television was also connected to the international satellite system. Along with the rest of the world, Australians could now watch worldwide events televised live. The first of these live broadcasts, titled *Our World*, went to air on 25 June 1967. It was the first live international television production shown around the world, and ran for two hours to over 350 million viewers. *Our World* involved 14 countries highlighting important features of their cultures through musical renditions, interviews or portrayals of ordinary everyday life. In an article commemorating the fiftieth anniversary of this event, journalist Damien Murphy wrote, '*Our World* was a promise of things to come and a formal dress rehearsal for television's great moment 25 months later, when much of humanity gathered around sets to watch the first moon landing'.



Source 9.33 *Our World* included the Beatles giving the debut performance of their song 'All You Need Is Love'.

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Home recording and playback devices

For more than 20 years, Australians could only watch television at the time it was broadcast. If they missed a program due to arriving home late, it could be gone for ever. This would all change in the 1980s.

Video cassette recorders

The commercial video cassette recorder (VCR) allowed people at home to record broadcast television onto tapes to watch later, and also to hire or purchase pre-recorded material, particularly movies. This meant that viewers were no longer chained to television station programming. The first VCRs arrived in Australia in 1979, and quickly became affordable.

As with colour television, Australians embraced the new technology: take-up was faster than any other country, except Kuwait, and by 1990 nearly 70% of homes had a VCR. The market was initially fragmented, as there were two competing, non-compatible formats: Sony's Betamax, and JVC's Video Home System (VHS). While Betamax was arguably a better technology, VHS tapes offered a longer recording time, and came to dominate the market.

Source 9.34 A Panasonic VCR from 1989

Digital versatile discs

The 1990s saw the release of a new type of media: the digital versatile disc (DVD). DVDs had a much greater capacity than VHS tapes, and, unlike tapes, they did not degrade over time. However, where VCRs offered both recording and playback, DVD players were typically playback only. In addition, many discs were 'region-encoded', meaning that a disc purchased overseas could not be used on an Australian player.

Nevertheless, Australians again welcomed the new technology, with many people replacing their purchased or recorded-from-television VCR tapes with the new discs, enjoying the improved quality, added elements (such as featurettes, commentaries and 'director's cut' versions) and easier storage.

Digital video recorders

The next development was the digital video recorder, which allowed television to be recorded directly to a hard disc drive (HDD). The 2000s saw the release of combination DVD/HDD boxes in Australia. Now Australians could start watching a recorded program while the recording was still in progress, unlike with a VCR where the recording had to be finished and the tape rewound before it could be watched. For some people this meant a complete change in viewing habits – they could set up to record a program and begin watching about 15 minutes after the start time, skipping the advertisements but still seeing the program as soon as it came out.

Blu-ray discs

The early 2000s saw the introduction of a new type of disc with greater capacity than the DVD. As in the early days of VCRs, there were two competing formats – in this case, HD-DVD and Blu-ray – but the Blu-ray quickly dominated, aided by the fact that the Sony PlayStation 3 used Blu-ray. Blu-ray players – and Blu-ray/HDD combinations – began to replace DVD players, because they had the advantage of being able to play both Blu-ray and DVDs.

Cable, satellite and streaming services

Until 1995 Australian television was only broadcast via the main networks, which used radio waves to deliver a signal to a television receiver with an antenna. The first three networks were the Australian Broadcasting Commission (ABC), and two commercial

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stations, the Seven and Nine Networks. These were later joined by Network 10 in 1964, and another national network, Special Broadcasting Service (SBS), in 1977. There were also regional networks that typically co-branded with one of the main commercial networks. This meant that, even after the launch of SBS, Australians in regional areas often had access to just two or three networks (the ABC, SBS and a regional network). Metropolitan viewers might have five channels to choose from.

In 1995 subscription (pay) television arrived. The first provider was Galaxy, followed by OptusVision, Austar and then Foxtel. Customers needed a set-top box for the service, which was delivered via cable or satellite. Suddenly a much wider range of programs was available, particularly movies and sport.

Curiously, while Australians embraced all other new television technologies, the uptake of subscription television stayed relatively low – generally under 30%, which was below most other countries in the developed world. Many of the early providers were shut down or absorbed by Foxtel. In 2001 digital television was introduced, enabling the networks to offer multiple channels. This increased the options available to Australians who did not wish to pay for a subscription service.

The most recent game-changer for Australian television was the introduction of television streamed over the internet. YouTube has been in existence since 2005, and the ABC's streaming service, iView, was launched in 2008. However, it was the introduction of technologies such as internet-connected smart TVs, Chromecast and AppleTV in the last decade that brought internet streaming to the average Australian lounge room. In 2015 the Australian streaming company Stan was launched, and the US service Netflix arrived in Australia. These also removed the split between viewing on a computer and the viewing on a television – the same service can now be accessed via any number of different devices, allowing both individual and communal viewing.

Television in Australia has evolved almost beyond recognition since its introduction in 1956. As well as improvements in picture quality, the consumer now has a far greater choice of programs, information and viewing potential.

Activity 9.7

Create a small exhibit or poster titled 'The 10 greatest moments in Australian television'. Find film posters, photographs and other objects that help you tell this story. Each item should have a 50–100 word description to explain why it is important to the story of Australian television.

Historical concepts: Significance **Historical skills:** Analysis and use of sources, Empathetic understanding, Explanation and communication

Review 9.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the year when colour television was first broadcast in Australia.
2. Identify the development for which Australia had one of the lowest uptake rates in the developed world.
3. Explain why satellite television was an important development for Australia.
4. Summarise the strengths and weaknesses of DVDs over VHS tapes.
5. Explain how the introduction of the VCR changed how Australians watched television.
6. Why do you think some Australian television networks chose to use the US spelling of the word 'colour' for their logos?

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9.5 Overseas influences: Japanese anime

International influences on Australian culture became more diverse over time. The influence of Britain and the United States after World War II was important, but other countries also began to shape Australian culture. One of those countries was Japan, which gained an international reputation for technological advances and its **anime** industry. Anime became extremely popular in Australia owing to its unique art, plots and themes of gender, politics, identity and culture.

anime a style of animation originating in Japan characterised by bright colours and highly stylised graphics, depicts vibrant characters in action-filled plots with fantastic or futuristic themes

propaganda information, especially of a biased or misleading nature, used to promote a political cause or point of view

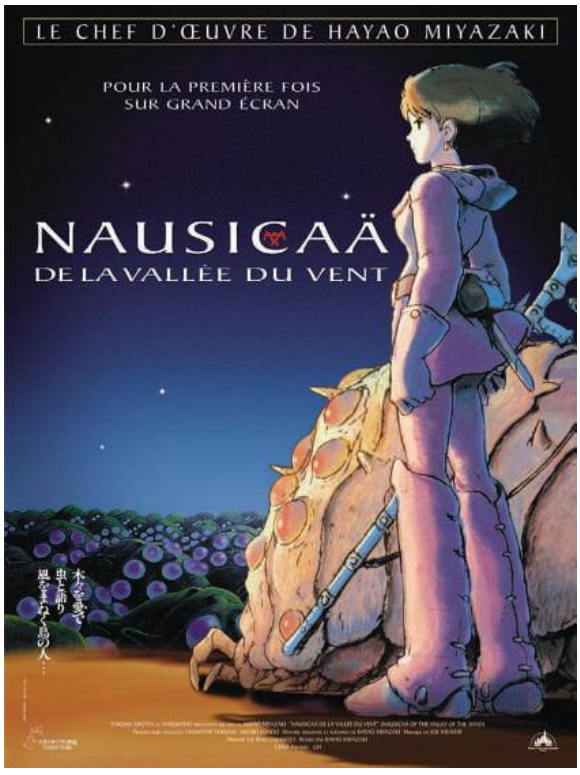
Initially anime was strictly used as a **propaganda**-based tool by the Japanese government in the development of videos designed to encourage national service. Modern anime began in 1956 and found major success in 1961 when Osamu Tezuka established Mushi Productions. With artists such as Tezuka, anime became much more experimental and creative.

During the 1960s, children's cartoons were commonplace on television in Australia, and included Japanese animes that were broadcast in black-and-white, such as *Astro Boy*. However, because they were dubbed into English many viewers at the time did not realise that these programs originated in Japan.

In 1964 the very first live-action Japanese series aired in Australia: *The Samurai*. By 1965 it was the highest-rated and most-watched program, lasting for 10 seasons and screening a total of 128 episodes. Interestingly, the series was more popular in Australia than anywhere else in the world. It is also reported by some that more people turned out to meet the show's star, Ose Koichi, at Melbourne airport than the Beatles.

The second half of the 1960s saw an increase in the number of anime series exported to the West, dubbed by American actors. During the 1970s and 1980s, morning and afternoon cartoon programs aimed at children and young teenagers became popular on Australian television, and anime series such as *Kimba the White Lion*, *Speed Racer* and *G-Force* would become staples of children's television viewing. However, as with the earlier *Astro Boy*, many young viewers did not realise these programs were not American.

Towards the end of the 1970s and into the 1980s, anime became more mainstream and entrenched in Japanese popular culture. One of the most influential anime movies ever created, *Nausicaa of the Valley of the Wind* (1984) inspired more experimentation within the genre and many new projects were undertaken. The success of this anime allowed directors Hayao Miyazaki and Isao Takahata to create Studio Ghibli, which went on to produce some of the most popular animes of all time. However, these were not yet being screened in Australia, where cartoons were still seen as children's entertainment.



Source 9.35 Poster for *Nausicaa of the Valley of the Wind*, 1984

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In 1988 the anime film *Akira* became an international success. Despite being considered a commercial failure in Japan, the success of this film on an international scale, especially in Australia, opened up a wider fan base for this popular culture medium.

At the end of the twentieth century and with the dawn of the internet, anime continued to grow in popularity around the world and it has continued to have a significant influence in Australia. During the 1990s, the genre became respected as an '**underground media**' among parts of the Australian population. It was first circulated on imported VHS tapes and viewed by large groups in mini lounge room screenings. In 1994, Siren became the first dedicated anime **distributor** in Australia (going on to distribute the first *Pokémon* VHS in 1998). In 1995 the cartoon show *Cheez TV* aired on Channel 10 in Australia and quickly gathered a **cult following** among young people. The show captivated thousands of children and teenagers and created a new Australian fan base for anime, which was also beginning to become popular in the form of video games and toys. Over the 10 years that it aired, *Cheez TV* released several anime series that dominated Australian television. These included *Dragon Ball Z, Yu-Gi-Oh, Beyblade, Transformers, Sailor Moon, Digimon* and *Pokémon*.

By 1998 over 100 anime shows were regularly aired on television in Japan, many of which became popular in Australia. The popularity of these shows also contributed to the international recognition of a variety of **subgenres** such as the martial arts superhero, the magical girl and the action-adventure. In 1996 Madman Entertainment was established as Australia's leading independent distributor of anime. As of 2012 the company had been responsible for 90% of animation sales in Australia.

In the twenty-first century, anime has continued to be popular. In 2002 *Spirited Away* was the first anime feature-length film to be screened in Australia. The Studio Ghibli production went on to win the Golden Bear at the Berlin International Film Festival and at the 75th Academy Awards it won the award for Best Animated Feature. It was the first non-American film to win in this prestigious category. *Spirited Away* has since become the highest grossing anime film in the world. Some estimates claim that it made US $274 million at the worldwide box office.

underground media media that is distributed in secret or without the knowledge of the wider spread population

distributor an agent, organisation or company who supplies goods and/or services to retailers

cult following a highly dedicated and passionate group of fans that closely follow a work of culture

subgenre a smaller subdivision of a genre of literature, music, film, etc.

Source 9.36 Poster for *Spirited Away*, 2002

Source 9.37 Poster for another Studio Ghibli film, *Howl's Moving Castle*, 2004

Activity 9.8

Study Sources 9.35, 9.36 and 9.37 and visit https://cambridge.edu.au/redirect/9319 to answer the following questions.

1. Write a summary of the plot for two Studio Ghibli films of your choosing.
2. Compare and contrast the use of anime conventions in each (think about plot, character styling and themes).
3. Based on your viewing and further research, explain why Studio Ghibli productions such as these have seen such great success.

Historical concepts: Cause and effect, Empathetic understanding **Historical skills:** Analysis and use of sources, Research, Explanation and communication

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The consumption and distribution of anime in Australia was also altered significantly when Madman Entertainment released an online streaming service, The Screening Room in 2008, followed by Anime Lab in 2014. Proof of the ever-growing popularity and obsession of this pop medium within Australia is showcased by the variety of conventions dedicated to the anime. In 2016 the first of these conventions in Australia was held in Melbourne (Madman Anime Festival) but this was soon followed by others such as SMASH and Supernova Expo which have also proved popular.

The first official Australian cosplay competition is believed to have taken place in 2002 at Supernova, and in 2016 Australia had its first International Cosplay champion with Sam Mansfield, aka Major Sam, taking out the title at the C2E2 event in Chicago dressed as Sakizo Julietta Necromancer.

Most recently, the demand, popularity and influence of anime in Australia was affirmed by the release of the *Pokémon Go* app, with a 2018 study by *Discovery Content* showing that '47% of online Australians have already played Pokémon Go'. Australians followed millions of gamers worldwide to chase and capture characters in various places with the game, by early 2019 having over a billion downloads worldwide and grossing over $3 billion in revenue.

Source 9.38 Madman Entertainment's 2017 Top 20 Anime of All Time

1	*Neon Genesis Evangelion*
2	*Fullmetal Alchemist*
3	*Attack on Titan*
4	*Your Name*
5	*Code Geass*
6	*Naruto*
7	*Ghost in the Shell*
8	*Dragon Ball Z*
9	*Cowbody Bebop*
10	*Akira*
11	*Steins;Gate*
12	*One Piece*
13	*Sailor Moon*
14	*Fairy Tail*
15	*Howl's Moving Castle*
16	*Assassination Classroom*
17	*Spirited Away*
18	*Cardcaptor Sakura*
19	*Death Note*
20	*Love Live!*

Activity 9.9

Create a brief timeline outlining the history of anime and its influence on Australian society. Your timeline should include eight to ten events.

Historical concepts: Continuity and change **Historical skills:** Comprehension, Research

Review 9.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the origins of anime.
2. Identify the anime film that won Best Animated Feature at the 75th Academy Awards.
3. Explain how Australians experienced anime during the 1960s–80s.
4. Account for why Australia may have begun to be influenced by Japan during the post-war period.
5. Summarise evidence that anime has been popular in Australia.

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9.6 Australia's contribution to sport

On the world stage of sport, Australia has continued to occupy a commanding presence. Australia's cultural identity is often linked to sporting prowess, partly because many Australian men and women are highly successful in many international sports. Australian cities also host internationally recognised events, such as the 2000 Olympic Games, the Melbourne Cup Carnival, the Australian Grand Prix, and the Sydney to Hobart Yacht Race. Over the decades, Australia has also witnessed a number of great sporting achievements that have helped to raise the national profile. All of this contributes to a sense of Australia being a 'sporting nation'.

The golden era

The 1950s gave Australia opportunities to hold major international sporting events and showcase the talents of globally competitive athletes. In 1956 Melbourne hosted the first Olympic Games in the southern hemisphere, which were broadcast on live television. Australia performed extremely well at these Olympics, winning 35 medals in total, which placed it third on the overall medal tally. The fact that the Olympic Games were held on Australian soil, broadcast on television and demonstrated national success, helped to foster national pride and contributed to a growing sense of Australia's independent identity from Britain and the United States.

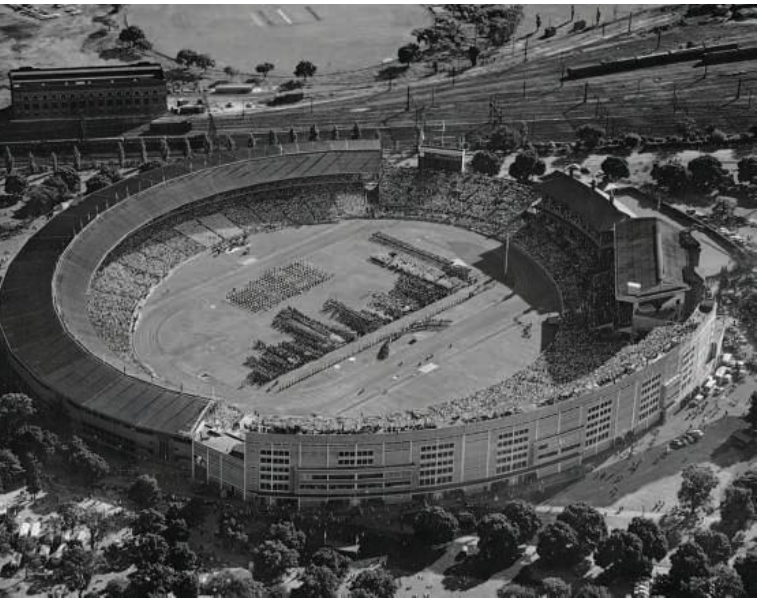
Australia performed well in the cricket, retaining the **Ashes** for 19 years (eventually losing to England in 1953). Meanwhile, the Australian rugby union team also faced off against its first international rivals since the end of World War II, and Australian rugby league players travelled internationally to compete.

Australia was also internationally successful in tennis during the same era. In fact, Australia won the Davis Cup, a global tennis competition, eight times in the 1950s and seven times in the 1960s.

Soccer grew in prominence in Australia as many newly arrived migrants formed local teams, often tied to their country of origin. The broader Australian population embraced soccer, helping it to grow from an amateur game to a more professionalised sport.

Ashes a test cricket series played between England and Australia

Source 9.39 The Opening Ceremony of the 1956 Summer Olympics held at the Melbourne Cricket Ground



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Commercialisation

As Australian society became more **commercialised** and heavily influenced by US culture, so did sport. From what was a locally based pastime, sport eventually evolved into a professional industry. Modern, 'Americanised' sport such as basketball began to penetrate the wider culture and greater international competition was facilitated through events and sponsorships.

commercialised managing organisations or activities in a way designed to make a profit

During the 1970s and 1980s, media coverage of Australian sport continued to change. Television broadcasts of sport included multi-camera set-ups, action replays and sometimes even special effects. In 1977 Kerry Packer founded the World Series cricket. This was a response to the Australian Cricket Board's refusal to give him a licence to broadcast the cricket on his Channel Nine network (it was only shown on the ABC). Players were poorly paid at the time, so many from Australia and the West Indies, as well as other countries, joined his rival tournament. It was slow to gain traction initially, but because of Packer's wealth and aggressive marketing, the second series saw greater success. Following this, the Channel Nine was given exclusive rights to broadcast Australian cricket.

In 1981 the Australian government attempted to increase the profile of Australian sport and promote the ideal of healthy, active living. The Aussie Sports and Active Australia programs were founded and in the same year the Australian Institute of Sport (AIS) opened in Canberra. The AIS, which was founded partly in response to disappointing Australian performances at recent Olympics, aimed to help talented Australian athletes reach their potential using the support of expert coaches and state-of-the-art facilities. Australia once again dominated on an international level when the yacht *Australia II* won the America's Cup in 1983, breaking the 132-year winning streak from the United States.

As Australia moved into the 1990s, sport continued to be an important part of national life and identity. Club sport became very popular with tens of thousands of teams popping up all over the country. Sport continued to commercialise and huge amounts of money were spent on improving infrastructure in Australian stadiums as well as advancing technology in order to make games fairer and more entertaining. One of the most important achievements of this period was the announcement in 1993 that Australia would host the summer Olympics in Sydney in 2000. Today, sport is something that many Australians still consider a valuable part of their recreational lifestyle.

Source 9.40 Sydney Olympic Park was constructed for the 2000 summer Olympic Games

Source analysis 9.6

Source 9.41 Map of Sydney Olympic Park

1 Identify which events took place in The Dome and Pavilions 2, 3 and 4.

2 Identify the largest venue, and which events took place there. Suggest reasons for this.

3 Identify at least one event that took place in a venue outside Olympic Park, and explain why this was necessary. (Hint: you may need to look up a list of events at the 2000 Olympics.)

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Site study: Allianz Stadium

Allianz Stadium, located in Moore Park, Sydney, was built in 1988 and has been home to countless significant national and international sporting and cultural events. As the oldest top-tier rectangular stadium in Australia, this premier field has held events including cricket, soccer, rugby league and union, boxing, and various music concerts, ultimately becoming an iconic symbol of Australian history.

Source 9.42 View inside Allianz Stadium, 2012

In 2017 the NSW Government committed to redeveloping Allianz Stadium into a 'modern world class venue, to ensure Sydney has a sporting and entertainment precinct of international standard'. There was much debate about whether the improvement of this infrastructure was necessary, and it was a significant issue in the 2019 state election. There were also legal attempts to block destruction of the stadium.

However, work on the demolition began in March 2019, and was completed later in the year. The company that had managed the demolition, Lendlease, had its contract for the subsequent construction phase cancelled by the government, as it would not be able to complete it within budget. A different company, John Holland, was awarded the construction contract, and began work in April 2020.

Source 9.43 Aerial view of Allianz Stadium after demolition, 2019

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Source 9.44 Artist's impression of the new Allianz Stadium

Source 9.45 Structural details and crowd statistics of Allianz Stadium according to *Austadiums*

The Sydney Football Stadium opened in 1988 to much acclaim for its wave-like structure. However, the roof can cause issues when it rains with it not covering the majority of seating on level 1 … The stadium plays host to Rugby League, Union, Football and concerts. Capital works back in 2006 increased the capacity of the old stadium from 42 000 to 45 500, of which 44 000 was seated. The majority of seating is located on the two flanks. Two video screens are location within the venue, one at either end. The playing arena measures 140m x 79m … The record crowd for a sporting event is 43 967 for the Australia v Argentina World Cup Qualifier in 1993, while the largest Rugby League crowd is 42 482 for the 1997 ARL Grand Final between Manly & Newcastle. The largest concert crowd is 52 838 for Robbie Williams in 2006.

'Allianz Stadium', *Australian Stadiums and Sport website*, www.austadiums.com

Source 9.46 Sports Minister Stuart Ayres gave one reason for demolishing the stadium

I am not going to be a Sports Minister that locks out women and people with a disability from coming to experience the best sport and entertainment here in NSW.

Sport Minister Stuart Ayres, quoted in Macmillan, J., 'NSW Government reveals reasoning behind knocking down of Olympic and Sydney Football stadiums', *ABC News*, 25 November 2017

continued...

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Site study: continued

Source 9.47 Journalist Garry Maddox talked about an unusual request from fans

Some fans have requested chunks of turf, even though it has been regularly replaced since such historic events as Gregan's famous tackle on All Blacks star Jeff Wilson in 1994.

Maddox, G., 'Weekends with Bernie: 30 years of history at a famous stadium', *Sydney Morning Herald*, 22 September 2018

Source 9.48 Chris Maltby, treasurer of community group Local Democracy Matters, explained why the group was considering legal action against the council

The local community is very concerned about the hundreds of millions of dollars being spent on this wasteful project, from a government that can't even get the basic legal requirements in place.

Chris Maltby, quoted in Davis, A., 'Demolition of Sydney's Allianz stadium facing new legal threat', *The Guardian*, 5 February 2019

Source 9.49 David Shoebridge, a Greens member of the NSW Legislative Council, responded to the announcement that Lendlease would not be constructing the new stadium

Now they have demolished the stadium and are just now finding out they can't get it rebuilt for their initial estimate. What kind of government knocks down a functioning piece of infrastructure before they have designed or priced its replacement?

Shoebridge, D. (ShoebridgeMLC), Twitter, 26 July 2019

1. Using Sources 9.42, 9.43 and 9.44, compare and contrast Allianz Stadium before and after demolition as well as what it is proposed to look like.
2. Explain why Allianz Stadium is considered a significant popular culture site. Refer to Source 9.47 in your response.
   - a. Using the sources, create a table in your book listing the reasons for and against the rebuilding of Allianz Stadium.
   - b. Can you think of any extra reasons to add to each column (consider the cost, the amount of waste it would cause, safety concerns, etc.)?
   - c. Evaluate the reasons for and against the rebuilding of Allianz Stadium.
3. Research important sporting and cultural events held at Allianz Stadium. Create a timeline depicting these events.

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Australian sportspeople on the world stage

Cricketer Don Bradman, often described as the greatest batsman of all time, was one of the first Australian sportspeople to gain international recognition when he led the Australian team in the 1940s. There have been many others since him, across a wide range of disciplines. Some more recent examples are shown below.

Shane Warne – cricket

Generally considered Australia's greatest bowler, Shane Warne holds several Test Cricket Series records and in 2000 was named as one of the five most important cricketers of the twentieth century. He continues to work in commentary boxes around the world during major cricketing events and his influence beyond the sport can be seen through the considerable television commitments he has secured since retirement. Warne's influence on popular culture could also be seen in the Australian sitcom *Kath & Kim*, starring Magda Szubanski as a sports-mad Sharon Strzelecki, who idolised Shane Warne. Additionally, video games such as *Shane Warne Cricket* have been developed and he has appeared as a personality on the popular Channel 10 show *I'm a Celebrity … Get Me Out of Here!*

Cathy Freeman – athletics

Cathy Freeman, a 400 m sprinter, was chosen to light the Olympic flame at the Sydney Olympic Games opening ceremony in 2000. She won the hearts of people worldwide when she became the first Aboriginal person to win an individual Olympic gold medal. During her victory lap of the track, she paraded both the Aboriginal and Australian flags with pride, becoming a legendary icon who inspired the next generation of athletes such as Sally Pearson, Patty Mills, Kyah Simon and Taliqua Clancy.

Andrew Bogut – basketball

Andrew Bogut, a professional basketball player, made headlines both nationally and internationally after being selected as the first overall pick in the 2005 NBA draft for the Milwaukee Bucks. This made him the first Australian to be the NBA's first overall pick. To add to this, he was then named as the national player of the year while playing in the US college basketball competition for the Utah Utes. He has been a long-time member of the Australian Boomers squad, representing Australia regularly since his first appearance at the Athens Olympics in 2004.

Source 9.50 Cathy Freeman proudly draped in the Aboriginal and Australian flags after winning her gold medal at the 2000 Sydney Olympics

Australian sportspeople

Samantha Kerr – soccer

Samantha Kerr has played soccer for clubs in both the US (Western New York Flash, Sky Blue FC, Chicago Red Stars) and the UK (Chelsea) as well as her home town of Perth. Her first game for the Australian national team (the Matildas) was in 2010, when she was 17, and she was named captain in February 2019. In the 2019 World Cup match against Jamaica she scored all four of Australia's goals, making her the first Australian player, male or female, to achieve a World Cup hat-trick. She is the leading scorer in both the US and Australian leagues.

Jonathan Thurston – Rugby League

Until his 2018 retirement, Jonathon Thurston played Rugby League for the Canterbury-Bankstown and North Queensland teams, as well as being a member of the Indigenous All Stars team in all but one of the matches from 2010 to 2017. He was a member of the Australia World Cup team from 2006-2017, and won the *Rugby League World* Golden Boot award three times (the first player ever to do so). He is Managing Director of the Jonathon Thurston Academy, which supports Australian youth.

Chloe Esposito – modern pentathlon

Chloe Esposito competes in the sport of modern pentathlon (fencing, swimming, show jumping, running and pistol shooting). She represented Australia at the 2012 and 2016 Summer Olympics, placing seventh in 2012, and achieving the gold medal in 2018. Her 2018 performance set an Olympic Pentathlon record of 1372 points.

Activity 9.10

Using the school library and internet, conduct research in order to complete the following activities:

1. Create an outline of Donald Bradman's life and sporting career.
2. Identify five Australian sportspeople who were successful internationally before 1970, and five from the past decade. Compare and contrast the two groups.
3. Consider racism in Australian sport.
   - **a** Locate four sources that discuss the racism experienced by AFL players Nicky Winmar and Adam Goodes. Write a paragraph comparing and contrasting their experiences, ensuring that you refer to your sources in your response.
   - **b** Conduct further research into racism in Australian sport. How serious has racism been as a problem in this context since the early twentieth century?
   - **c** To what extent have the attitudes and actions of sporting authorities changed towards racism since the early twentieth century?

Historical concepts: Continuity and change, Significance, Contestability **Historical skills:** Analysis and use of sources, Research, Explanation and communication

Review 9.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify some events that allow Australians to contribute to international sport.
2. Identify the sport in which Australia won the most medals at the 1956 Melbourne Olympics.
3. Identify the first Australian person to win an individual Olympic gold medal.
4. Explain the purpose of the Aussie Sports and Active Australia programs. Why do you think the government supported these?
5. Discuss reasons why the Australian Institute of Sport might have been founded.

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9.7 Australia's contribution to music, film and television

Since 1945 Australia has made substantial contributions to global music, film and television. In 2019 a study conducted by the University of Pennsylvania surveying 20 000 people ranked Australia eighth in the world for cultural influence. This cultural influence rating was based on national characteristics such as worldwide influence in entertainment and fashion, how happy the people are considered to be and how modern, prestigious and 'trendy' they are.

Music

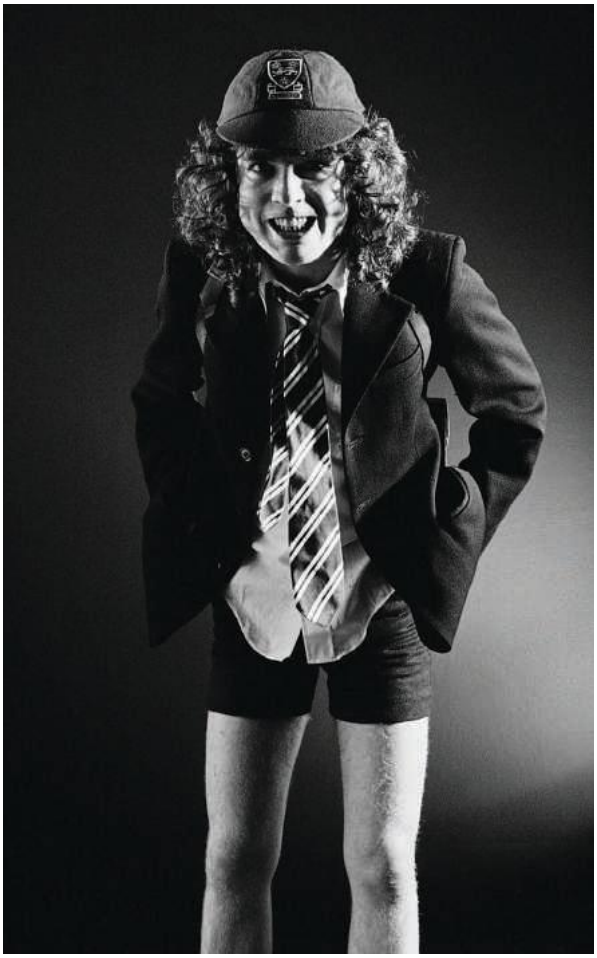
Australia continues to make major contributions to international popular culture through music. Many Australian artists go on to shape the genres of music they are associated with.

AC/DC – rock 'n' roll

One of the first Australian bands to have a major influence on the global music scene was AC/DC, popularly referred to as 'Acca Dacca'. Over the 40 years that they have been touring, AC/DC have totalled 200 million album sales. During the 1970s the band produced and delivered an aggressive form of rock with catchy rhythms and guitar riffs matched with lyrics about sex, alcohol, love and the rock 'n' roll lifestyle. The band was known for their trademark sound, mood, personality and style (the guitarist Angus Young consistently wore a school tie, jacket and shorts). This was a stark contrast to the glamorous rock stars who were popular in the same time period. Eventually the band made it onto *Rolling Stone's* list of the 100 Best Albums of the 80s. In 1988 AC/DC was **inducted** into the Australian Recording Industry Association (ARIA) Hall of Fame and in 2003 was inducted into the US Rock 'n' Roll Hall of Fame. The unparalleled influence this Australian band had on the international music scene, as well as popular culture, is demonstrated through their countless references in a variety of films and television programs such as *The Simpsons, Gilmore Girls, How I Met Your Mother* and *Beavis and Butthead,* as well as an array of Adam Sandler films, reaffirming their relevance to American youth. Their continued success into recent decades was demonstrated by their world tour, 'Thunder from Down Under', which grossed more than $450 million and performed for nearly five million people between 2008 and 2010.

inducted formally admitting someone to a post or organisation

Source analysis 9.7



Source 9.51 A portrait of AC/DC's lead guitarist, Angus Young, in his iconic schoolboy outfit, 1976

1 Using Source 9.51 and other evidence, describe the unique style and sound of AC/DC.

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Sia – pop

Sia, the Australian singer, songwriter and music director, has been making waves internationally since 2000 with her ever-growing presence in the world of pop music. Her 2014 album, *1000 Forms of Fear,* debuted at number one on the US Billboard 200 which included her Top 10 single, *Chandelier.* Sia's unique voice, individual style (which helps to protect her privacy) and performances (including music videos) that feature dance and theatrical effects have led to worldwide fame. The official music video for her song *Chandelier* had 2.1 billion views by mid-2019.

Iggy Azalea and Havana Brown – rap and electro house

In the genre of rap and electro house, Australians such as Iggy Azalea and Havana Brown have reached international fame during the twenty-first century. Iggy's debut studio album in 2014 titled *The New Classic* topped the Billboard Top R&B/Hip Hop Albums, making her the first non-American female rapper to achieve this distinction. DJ Havana Brown has toured with international artists such as Britney Spears, Rihanna and Chris Brown.

Keith Urban – country

Keith Urban is a country music singer, songwriter and producer. He was born in New Zealand but grew up in Australia, where he began performing in the 1980s, both live and on television. He released his first album in Australia, before moving to Nashville, Tennessee in 1992. In 1993 and 1994 he toured as a backup act to another Australian country music legend, Slim Dusty.

His American debut album was released in 1999, and the third single from this album, 'But for the Grace of God', made it to number 1 on the US country charts: to date, he has had 20 number 1 singles in the US. The first single released from his 2006 album, *Love, Pain & the Whole Crazy Thing*, was the highest debuting song in the country charts, making number 17 in its first week.

Source 9.52 Australian rapper Iggy Azalea on the set of MTV's 'Hip Hop POV' show with Devi Dev and Charlamagne Tha God in New York, 2012

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Film

One of the largest industries that Australia is continuously shaping and contributing to, is the film and television industry. Many much-loved Australian screen personalities have achieved great success in Hollywood and elsewhere. Despite the events of the 1950s, Australia was still experiencing a lull in film making leading into the 1960s. Between 1960 and 1966 only seven feature films were made in Australia and due to this, in 1968 at the AFI awards, Prime Minister John Gorton announced a major funding boom that was set to change the Australian film industry significantly over the following decades.

The 1970s and 1980s saw a major expansion in the film industry following the introduction of a range of government-led initiatives. Coined the 'new wave' of Australian cinema, many of Australia's most famous films were produced in this era. On average, the number of feature films was doubling every decade, despite the sharp decline in cinema attendance in the 1980s because 50% of households owned VCR players by the end of 1985. During this decade, Australian **blockbusters** were prevalent and many films centred around Australian locations and storylines. *Mad Max, Gallipoli, Puberty Blues, The Man from Snowy River* and *Crocodile Dundee* all enjoyed great success at the **box office**. Some of these films were eventually turned into miniseries.

Over time, a greater international presence began to influence the Australian film industry and although many films continued to include Australian themes, actors and settings, international financing of these productions increased. This development began to blur the line for what could be considered an Australian film. In the 1990s the Australian film industry began to be more culturally diverse by involving a greater range of characters that reflected the nation's growing **multiculturalism**. Films such as *Strictly Ballroom*, *Heartbreak Kid*, *Muriel's Wedding* and *The Adventures of Priscilla: Queen of the Desert* were all successful and showcased different aspects of Australia's changing culture.

Australia's cultural similarity with the United States and Britain means that Australian audiences generally connect to films from these regions easily. This is partly why films from Hollywood continue to dominate the Australian box office. However, these cultural similarities also allow for an advantage in selling Australian films to overseas markets. According to Maureen Barron, former chair of the Australian Film Commission, the Australian film industry has developed a reputation for, 'producing interesting and noteworthy films' that often enjoy international success.

blockbuster a film, book or other product that is of great commercial success

box office the term used to refer to the commercial success of a film or play in terms of audience size based on tickets sold

multiculturalism the presence of, or support of the presence of, several distinct cultural or ethic groups within a society

Cinema is still a popular form of entertainment for many Australians. In fact, data from the Australian Bureau of Statistics shows that 403 films were screened in Australian cinemas in 2010 with a collective gross profit of $1.13 billion. Australian films such as *Red Dog*, *Rabbit-Proof Fence*, *Happy Feet*, *The Sapphires*, *The Water Diviner*, *Oddball*, *Jasper Jones*, *Moulin Rouge* and *Storm Boy* were all internationally successful (some grossing more than US $3 million) in the past decade. These films showcase Australian history as well as the nation's film-making talent.

Source 9.53 *Picnic at Hanging Rock* (1975) helped draw international attention to Australian cinema

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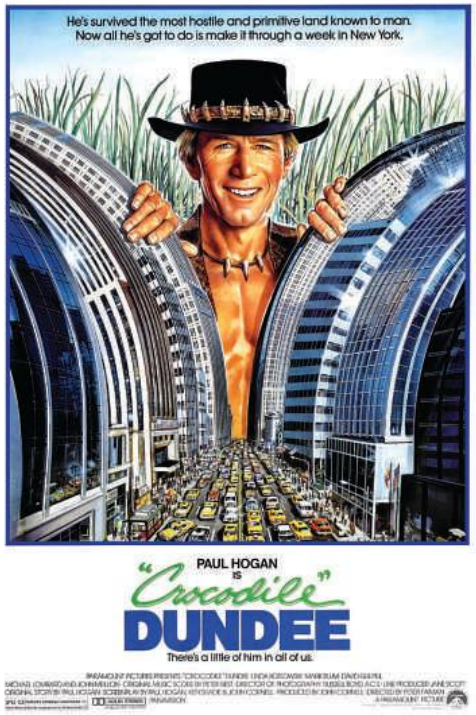
Source analysis 9.8

1 Using these four sources, analyse how Australian film posters have changed over time. You could also refer to Source 9.53 in your answer.

2 Why might film posters be useful to historians exploring Australian cultural history?



Source 9.54 Poster for *Crocodile Dundee*, 1986

Source 9.55 Poster for *Muriel's Wedding*, 1994

Source 9.56 Poster for *Happy Feet*, 2006

Source 9.57 Poster for *Storm Boy*, 2019

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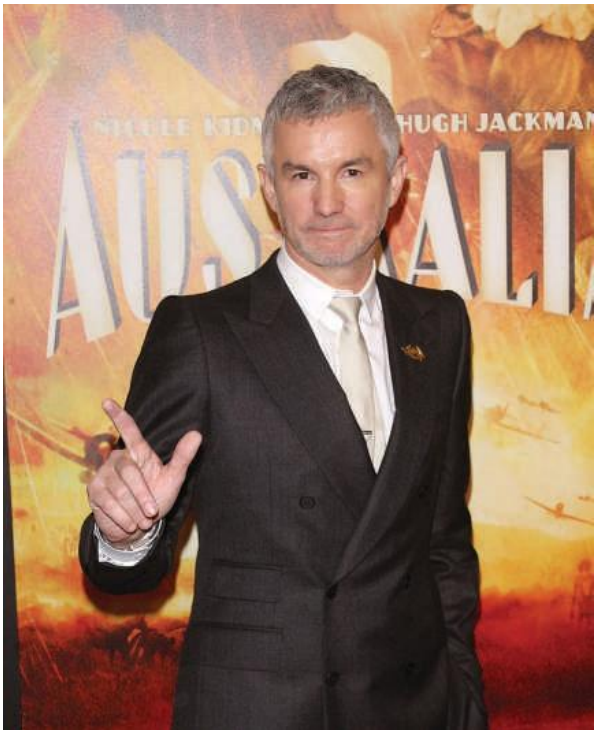
Directors

Australians directors such as Peter Weir, George Miller and Baz Luhrmann have continued to make an impact on both the Australian and international film industries since the 1970s. Weir was a **pioneer** in the Australian New Wave cinema movement, directing distinguished films such as *Picnic at Hanging Rock, Dead Poets Society* and *The Year of Living Dangerously.* Miller made waves with his *Mad Max* **franchise** but also directed Academy Award-winning films, such as *Babe* and *Happy Feet.* The most successful Australian commercial film director is Baz Luhrmann, who has four films among the highest-grossing Australian films of all time. Among other things, he has directed *Strictly Ballroom, William Shakespeare's Romeo and Juliet, Moulin Rouge!, Australia, The Great Gatsby* and a series for Netflix titled *The Get Down*.

pioneer to develop or be the first to use or apply a new method, knowledge or activity

franchise a collection of related literature in succession that share the same fictional universe or are marketed as a series

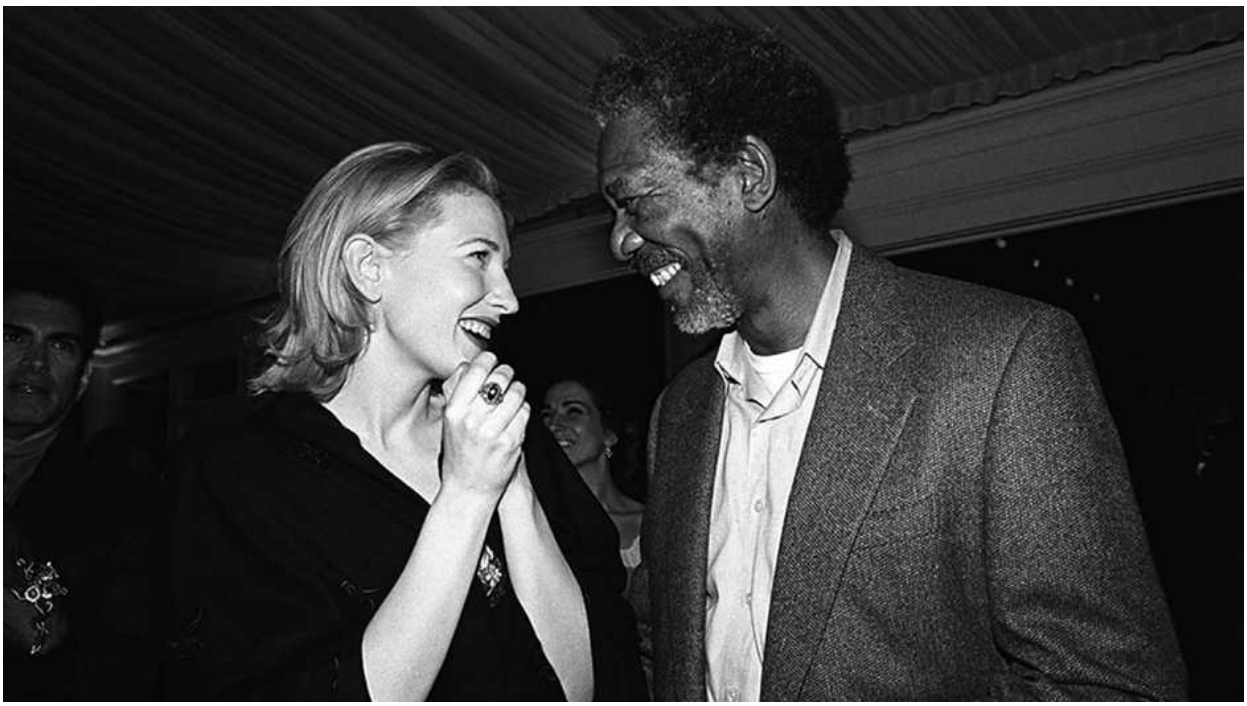
Source 9.58 Australian director Baz Luhrmann attends the premiere of *Australia,* 2008



Actors

Not only have Australians become successful film directors, but a significant number of actors have also reached global heights overseas and starred in many blockbuster films. An early example was Tasmanian-born Errol Flynn, who became a swashbuckling Hollywood star in the 1930s. More recent notable examples include Hugh Jackman, the late Heath Ledger, Mel Gibson, Cate Blanchett, Russell Crowe, Sam Worthington, Nicole Kidman, Chris Hemsworth, Margot Robbie and Rebel Wilson. Many of these actors have become part of a successful group of Hollywood stars who se careers originated in Australia.

Source 9.59 Australian actress Cate Blanchett with Morgan Freeman at the premiere of *Elizabeth*, 1998 in New York City. Blanchett starred in the film as Queen Elizabeth I of England.



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Television

Australia's impact overseas also extends to television. Some of the most popular homegrown television programs such as *Neighbours* and *Home & Away* witnessed great success in regions such as the United Kingdom. In fact, estimates suggest that *Neighbours* was more popular at it's height in the UK than in Australia. Some of the most popular Australian television personalities also achieved international fame. These include Jamie Durie (whose US career was supported by Oprah Winfrey), Steve Irwin becoming an Australian icon internationally (followed by his daughter, Bindi), and Barry Humphries (aka Dame Edna Everage) winning a Tony Award in America for his **satire**.

satire the use of humour, irony, exaggeration or ridicule to expose and criticise something

Source 9.60 Kylie Minogue and Jason Donovan on the set of *Neighbours*, 1990

Source 9.61 Barrie Humphries, in his persona as Dame Edna Everage

Review 9.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Why did Australian rock band AC/DC stand out in the 1970s?
2. Australian Barry Humphries won a Tony Award in the United States. For what did he win it, and who was his stage persona?
3. Identify the announcement that was made at the 1968 AFI awards, and explain the effect this had.
4. Select one of the Australians discussed in this section and explain their contribution to Australia and the wider world.

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9.8 Continuity and change

Australian society has continued to evolve between 1945 and the early twenty-first century. Technological advancements, the impact of **Americanisation** and significant global events have all contributed to these changes and this has altered the Australian way of life.

Americanisation the influence that US culture and business has on other countries outside the United States, including their media, cuisine, business practices, popular culture, technology or political techniques

Americanisation

The question of how much Australia has been influenced by the United States is one that divides opinion. The effect of Americanisation can be seen everywhere from the films we watch, the music we listen to, the type of food we consume, the language that we use and the current affairs that flood daily news platforms, all suggesting that the US lifestyle has been infiltrating our culture since World War II. Not only that, but many global events and movements that have shaped Australia, have also been very much connected to the United States. Examples include events such as the moon landing that was watched by an estimated 600–650 million people worldwide, the Freedom Rides that swept across the United States in the early 1960s, the September 11 terror attacks in 2001 and Barack Obama's presidency from 2009–2017. All of these help to showcase the significant influence that the United States has had in shaping the Australian way of life, government policies (especially foreign policy) and popular culture.

Source 9.62 McDonald's store at Sydney Airport, Australia. The US fast-food company has become a recognisable and common feature across Australia.

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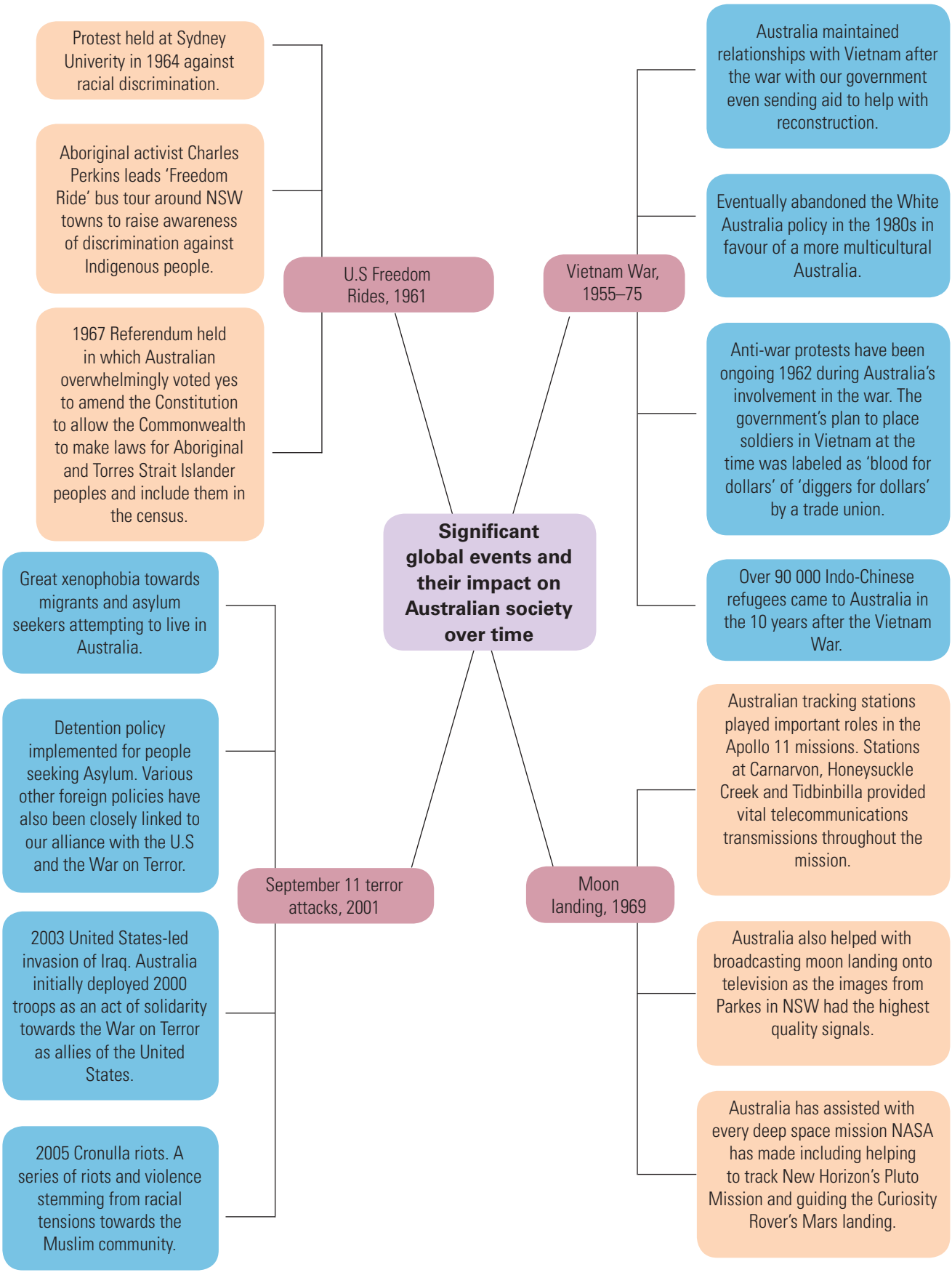
Global events

Significant global events and their impact on Australian society over time



Source 9.63 Significant global events and their impact on Australian society over time

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Source analysis 9.9

Source 9.64 In 2017, the Social Research Centre conducted a survey in which participants were asked to name the 10 most significant historic events of their lifetime

1	Same-sex marriage vote	30%
2	September 11	27%
3	The Apology (national apology to the Stolen Generations)	13%
4	Port Arthur massacre	13%
5	2000 Sydney Olympics	12%
6	The Dismissal (Whitlam government)	12%
7	Vietnam War	11%
8	Moon landing	9%
9	The internet/World Wide Web	9%
10	America's Cup win	8%
	Global Financial Crisis	8%
	First female Australian Prime Minister (Julia Gillard)	8%

1 Who do you think were interviewed for this survey?
2 Explain what you think the purpose was behind conducting a survey of this nature.
3 Summarise of all the different points of view for the top three 'most significant historic events' and explain why people might consider these to be the 'most significant'.
4 Explain why there is roughly an even split between national and international events that have been voted as 'most significant historical events' by Australians.
5 Account for why the same-sex marriage vote holds top place on the list. (Hint: Consider the timing of the survey.)
6 Think of at least one event you feel would be in the top 10 if the survey were conducted today. Give reasons to justify your choice.
7 Imagine you were alive to witness the immediate impact of World War II. What would you think of this list? Would you think that World War II belongs on the list, and if so, where? Or do you think the events listed are actually more significant than World War II? Write this as a reflective piece of writing that is structured in the following way:
   - My viewpoint is …
   - I think that this list is true/false because …
   - I believe that World War II deserves/doesn't deserve a place on this list because …
   - Something that would convince me to change my mind is …
8 Compare your imagined viewpoint to those of other students in your class and take everything into account. Do you still stand by your conclusion? What new ideas or questions do you have?

Activity 9.11

Write an extended response to each of the following questions.

1 Assess the impact of one event listed in Source 9.64 on Australian society.
2 Explain how and why popular culture changed after World War II. Include reference to major world events, such as those related to the Cold War, and changes in technology and standard of living.

Historical concepts: Continuity and change, Cause and effect **Historical skills:** Explanation and communication

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Popular culture today

portable technology a stand-alone digital device that may be carried easily in one hand which is used for communication, business and entertainment purposes

app an application, especially as downloaded by a user to a mobile or portable technology device

social influencer an individual who has established credibility in a specific industry

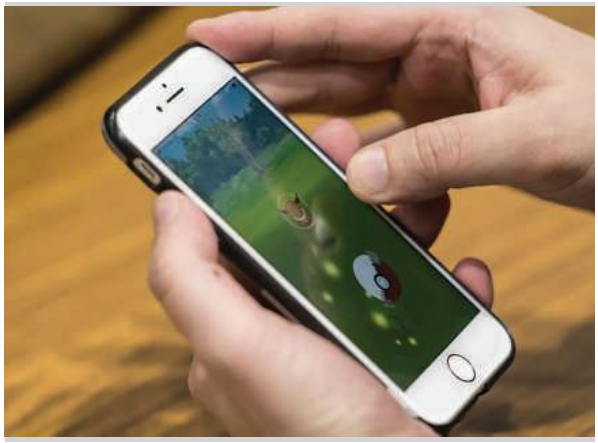
Australian society today is vastly different from the society that was experienced by Australians post-World War II. Despite the fact that there is continued influence from nations such as the United States and Britain, there are other global influences as well.

The rise of **portable technology**, such as smartphones, has given users the ability to communicate more easily with others and access various forms of popular culture such as music, games and the internet in a more convenient fashion. Furthermore, the popularity of devices such as these have encouraged millions of **apps** to be created for consumers worldwide. Apps such as Instagram, Twitter, YouTube, WhatsApp and Facebook are all popular because they allow users to communicate with others, foster greater connection and provide a platform to express thoughts and opinions in various forms. Also significant are apps that allow individuals the opportunity to play interactive games in the palm of their hands, and music apps that make music more accessible than ever, because consumers can stream online, download instantly and customise playlists.

No longer do Australians rely on landline telephones, radio transmissions, dial-up internet or video game arcades to interact with the same forms of popular culture as previous generations did. Today everyone can engage with their favourite video games in the comfort of their own homes using products such as PlayStation and Xbox. They can watch videos from any device thanks to free and subscription services such as iView, YouTube, Netflix and Stan. And they can educate themselves or listen to conversations with **social influencers** or celebrities through podcasts and other streaming services.

Source 9.65 Pokémon from 1999

Source 9.65 A child in September 1999 playing a then-new Pokémon game on a Nintendo Gameboy handheld console



Source 9.66 Pokemon Go player in January 2020

Activity 9.12

1. Use your school library and the internet to research how the playing of Pokémon has changed over time. Create a table with three columns provide details about how players interacted with the game during the 1990s, 2000s and since 2010.
2. Write a paragraph discussing how the legacy of original Pokémon games has shaped Australia's continued obsession with the game.

Historical concepts: Continuity and change **Historical skills:** Explanation and communication

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Source 9.66 Teenagers listening to the radio in 1940 (left), and using modern technology (right)

Australian society and culture continues to evolve each year, with key values and beliefs from the past now no longer as crucial as they once were. For example, there has been a decline in the role, prominence and influence of traditional organised religions. Meanwhile, popular culture is being influenced by our expanding multicultural society, the growing LGBTQIA+ community, Aboriginal and Torres Strait Islander voices and the prominence of women. These and more have opened avenues in Australia to a range of other voices and stories, and we are no longer being dominated so completely by the views of **Anglo** males. More women and Aboriginal and Torres Strait Islander people are making their voices heard through seats in government and reaching higher positions in their careers. The ever-changing multicultural population is encouraging a dynamic culture that is not only reflective of the past but also of the future to come.

Anglo a white, English-speaking individual of British or northern European origin

Activity 9.13

1 Choose an aspect of popular culture from the period immediately after World War II. Trace its influence and development by creating a detailed timeline.
2 To what extent has the legacy of this aspect of popular culture shaped Australian society today?

Historical concepts: Continuity and change **Historical skills:** Comprehension, Research

Review 9.8

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Explain what is meant by the concept of 'Americanisation'.
2 Explain why you think global events affect Australian society despite the country being relatively isolated.
3 Describe the impact of portable technology on the consumption of popular culture.
4 Explain how Australia's pop culture has changed from the period immediately after World War II.
5 Evaluate the extent to which Americanisation has affected Australian society over time.

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End of chapter activities

Extended response questions

1 Discuss the extent to which popular culture has changed in Australia since 1945.
2 Explain how changing beliefs and values influenced the Australian way of life since 1945.
3 Compare and contrast the nature of television from Australia's first broadcasts to now.
4 Evaluate the impact of Americanisation on Australian popular culture since 1945.

Group work activity

Tourism campaigns sometimes draw on features of popular culture. For example, the famous Australian tourism campaign of the 1980s featured Paul Hogan, drawing on his 'Hoges' persona, and later Crocodile Dundee, saying he will 'throw another shrimp on the barbie'. More recently, in 2019 the US state of Oregon had a campaign using animation in the Studio Ghibli style.

Collaborate with your peers to complete the following activities relating to local tourism.

1 Brainstorm various ways that you could increase tourism in your local area.
2 Brainstorm the various forms of popular culture that could influence your own tourist campaign.
3 Create a storyboard and/or mini tourist video for your local area inspired by one form of current popular culture.

Research activity

Undertake research about how the nature of dance in popular culture has changed since the end of World War II. In your research you will need to consider the following questions.

- What was the nature of dance in popular culture following World War II?
- How has dance in popular culture changed since 1945?
- How have popular forms of dance influenced and affected other forms of popular culture in Australian society?

Below are some dance forms you may like to use to start your research.

- Boogie Woogie
- Limbo
- Electric Slide
- The Macarena
- Dougie
- Whip/Nae Nae
- Flossing
- Gangnam Style
- Harlem Shake
- Moonwalk
- Running Man
- Twist
- Y.M.C.A.

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Creative task

Imagine you have the opportunity to interview one of your favourite Australians who is popular in either the television, music, film or sporting industry. Create an interview transcript between you (the interviewer) and your chosen Australian (interviewee) discussing some of the following:

- the influence that they have had in their industry
- whom they have gained their inspiration from and/or their role models
- why they have chosen this career path
- the impact that their industry has had on an international scale
- how advancements in technology have helped or improved their career or industry.

Visible Thinking Routine

I used to think … Now I think …

Throughout this chapter, the nature of popular culture from 1945 to the present has been outlined in detail. Popular culture is a way to understand everyday life and society as a whole. It changes over time, is influenced by various nations worldwide and Australian society also contributes to it on an international scale. Popular culture infiltrates music films and television sport video games technology and can indicate influences from the past, but also gives an insight into the future and what is to come.

From what you have read and learnt in this chapter, reflect and comment on the following statements:

- I used to think …
- But now I think …

Cross-curricular task

Numeracy

Conduct a survey of your classmates to determine their interactions with various forms of one aspect of popular culture. For example, their favourite movies of the past five years, the apps they most use on their phone, or their favourite music.

Now conduct the same survey on members from a different generation (your parents, teachers, grandparents).

Once you have conducted the survey on both groups, create a graph that shows a comparison of your findings and write a response to the following question: 'Compare and contrast the use of one aspect of popular culture on two different generations.'

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CHAPTER 10

THE ENVIRONMENT MOVEMENT 1960s–PRESENT

This digital chapter can be accessed via Cambridge GO

THINK, PAIR, SHARE

Source 10.1 Earthrise, a photo takem from the Apollo 8 spacecraft in 1968

This was first colour photograph taken of Earth suspended in space. It was described by wilderness photographer Galen Rowell as the 'most influential environmental photograph ever taken.'

- Why do you think this photo had an impact on environmental awareness?
- Find another student in your class and share your thoughts.
- Discuss your observations as a class.

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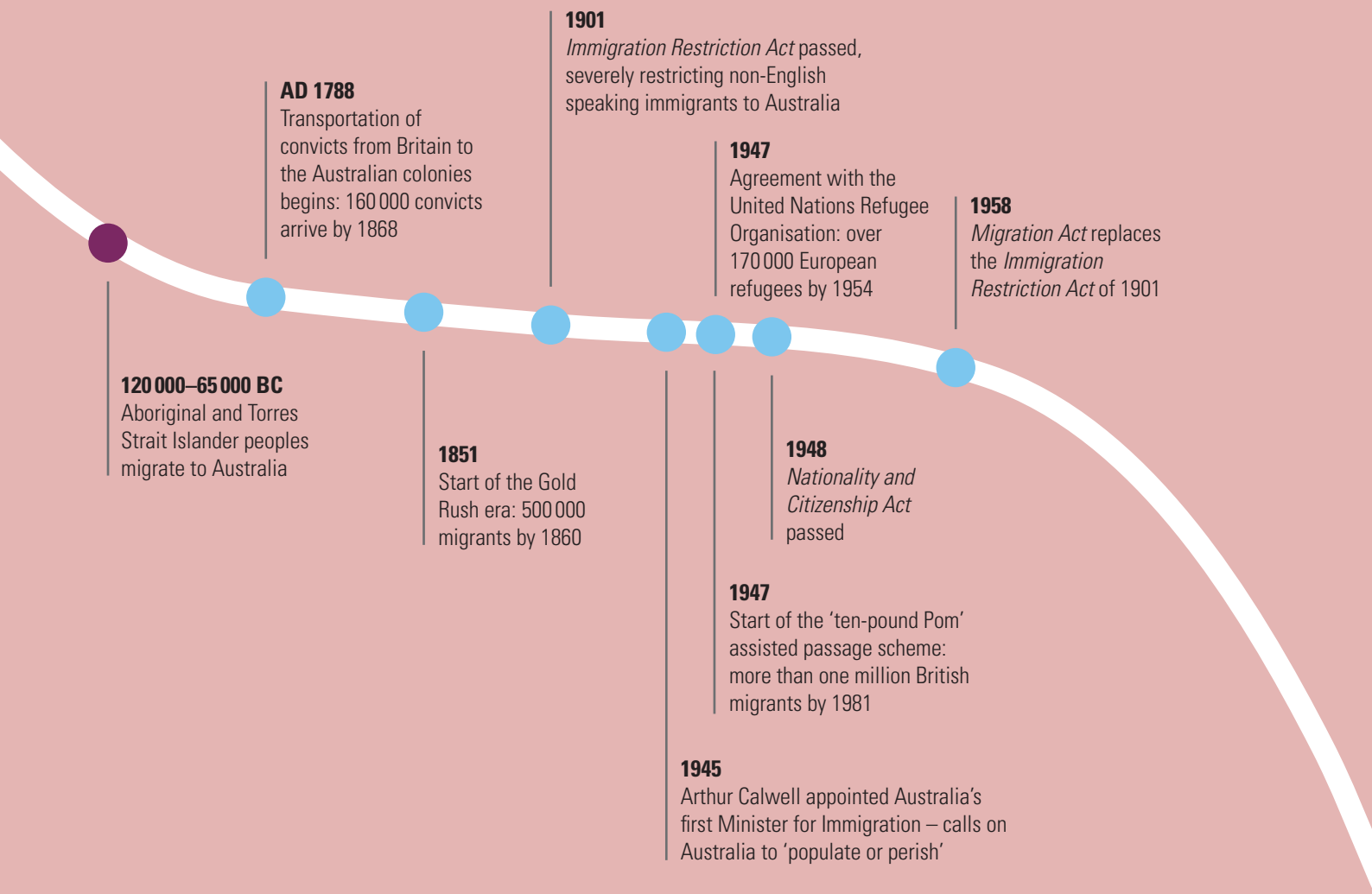
CHAPTER 11

MIGRATION EXPERIENCES

1945–PRESENT



Australia's first immigrants were Aboriginal and Torres Strait Islander peoples, who arrived on this land over 60 000 years ago. Since then Australia has witnessed a broadening range of migrants who have called Australia home. Australia's multicultural society has been built on waves of migration from countries in Europe, Africa, the Middle East, Asia and the Pacific. Despite the overwhelmingly positive contribution of migrants to the prosperity of Australians, their arrival has often been a point of tension. More recently, political decisions regarding refugees and asylum seekers trying to gain entry into Australia have created new debates.

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

Within this chapter, Aboriginal and Torres Strait Islander peoples are occasionally referred to as 'aborigines' in historical sources where we cannot change the wording.

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SEE, THINK, WONDER

Source 11.1 Ian Hamilton Clark of the Second Australian Imperial Force and his Russian wife, Olga, contemplate passage to Australia from London, 1945

Based on the image provided, consider the following questions for discussion.

- What can you **see** in this image? (I can see …)
- What do you **think** about this image? (I think that …)
- What does it make you **wonder** about human migration? (I wonder if …)

1973
Immigration Minister Al Grassby calls on Australia to adopt the policy of multiculturalism, signalling the end of the White Australia policy

1975
Racial Discrimination Act is enacted

1976
First group of Vietnamese asylum seekers reach Darwin in a boat

2001
MV *Tampa* rescues 433 Afghani asylum seekers travelling to Australia by boat. The Howard Government introduces the Pacific Solution.

2013
Rudd Labor Government announces that no asylum seeker who arrives in Australia by boat will ever settle in Australia, regardless of their status as a refugee

2014
Migration Amendment Act implemented

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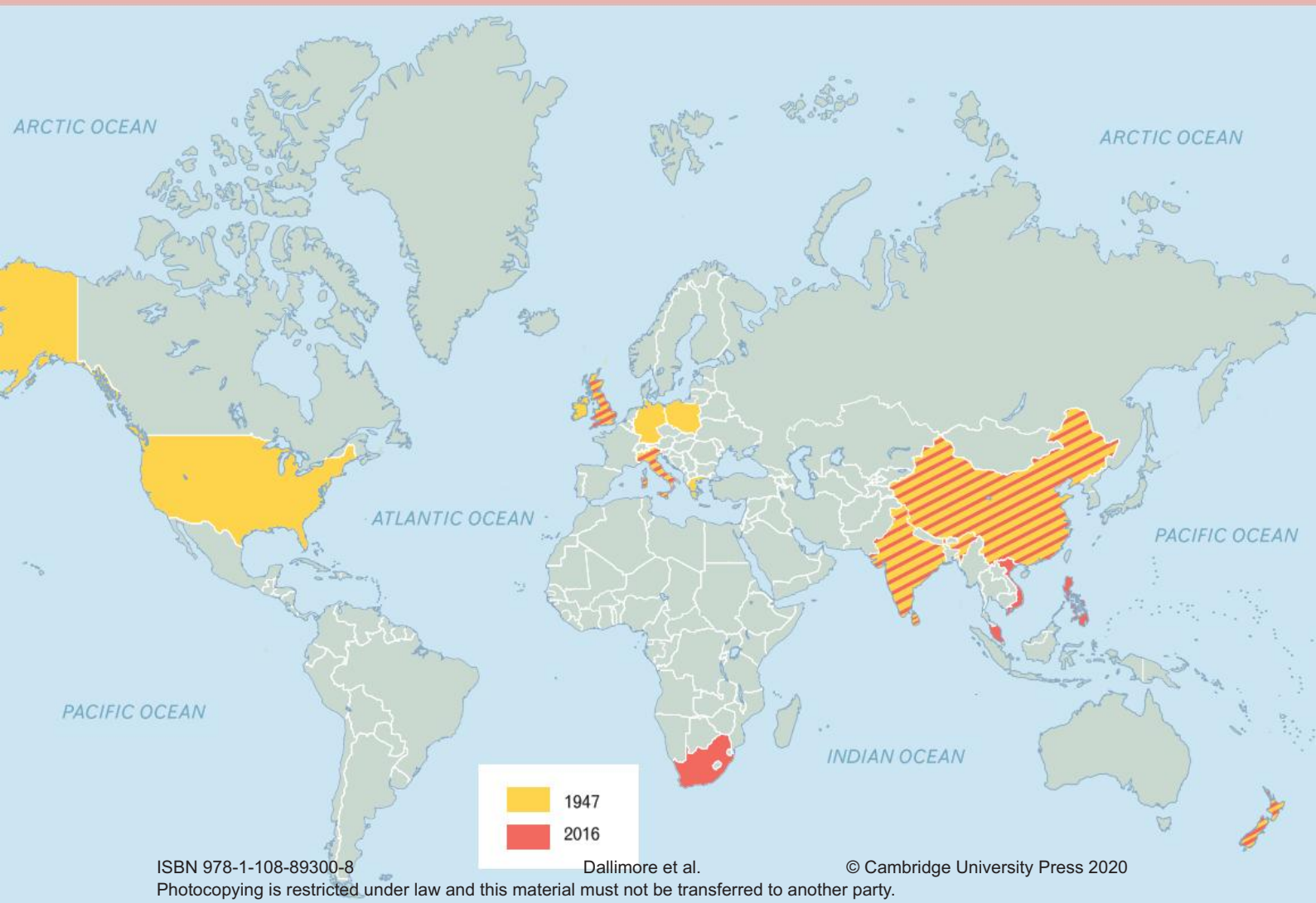
Key questions

- What has motivated Australia's migration policies since 1945?
- How has Australia's migration policy changed since 1945?
- What 'push' and 'pull' factors have shaped the patterns of migration to Australia?
- How has the demographic of Australia's migrant population changed over time?
- How have government immigration policies changed the nature of migration to Australia?
- How have global events shaped immigration to Australia?
- What challenges do migrants face when moving to Australia?
- To what extent does Australia comply with its international obligations towards refugees?

Source 11.2 Top ten countries of birth for the overseas-born population of Australia in 1947 and 2016



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11.1 Australia's population in 1945

Australia's population in 1945

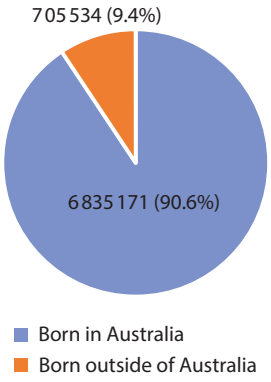
When World War II officially ended on 2 September 1945, Australia was still overwhelmingly British. The official population of Australia in 1947 was 7 579 358 persons. Respondents to the 1947 census were given the option of being of 'British' or 'Foreign' **nationality** and 99.5% identified as 'British'.

Within the category of 'British' the subsections were 'Born in Australia' or 'Born outside Australia'. 'Australian' was simply not an option.

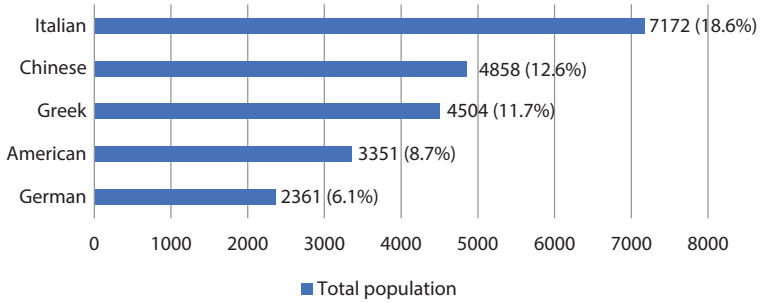
nationality belonging to a particular nation

The 0.5% of respondents who identified as being of a 'foreign' nationality came from across the globe.

Source 11.3 Place of birth for British nationality – 1947 Census (7 540 705)



Source 11.4 Top 5 Foreign Nationalities – 1947 Census (38 653)



Source for both charts: Australian Bureau of Statistics, Census of the Commonwealth of Australia, 1947

In 1947 people born in Australia represented 90% of the population. The remaining 10% were mostly born in the United Kingdom.

Source 11.5 1947 census results
Source: Australian Bureau of Statistics, Census of the Commonwealth of Australia, 1947

Country of origin	Number
1 United Kingdom	541 267
2 New Zealand	43 610
3 Italy	33 632
4 Germany	14 567
5 Greece	12 291
Total	744 187

Activity 11.1

Use the information in Source 11.5 and create a column graph to represent the data.

Historical concepts: Significance **Historical skills**: Explanation and communication

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The most populated states in 1947 were New South Wales, Victoria and Queensland, where 81% of people lived along the east coast and were heavily concentrated in the major cities of Sydney, Melbourne and Brisbane. There was an even split of males and females in Australia in 1947, and 64% of the population was under the age of 40. The overwhelming majority of people in Australia in 1947 identified as Christian. Out of the 81% majority Christian population, 44% identified as followers of the Church of England.

It is important to note that the reality of post-World War II Australia was quite different to the picture created by the 1947 census. The 1947 census, and those preceding it, excluded all persons with more than 50% Aboriginal or Torres Strait Islander 'blood'. The Australian Constitution at the time 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'. This section of the Constitution was changed following a referendum in 1967, and so the 1971 census was the first in which 'full blood' Aboriginal and Torres Strait Islander peoples were included.

The exclusion of 'full blood' Aboriginal and Torres Strait Islander peoples from the 1947 census tells us much about the nature of Australian society post-World War II. In 1945 Australia was unwilling to confront the truth about white settlement and the long history of Aboriginal and Torres Strait Islander peoples' occupation of the land. Consequently, Aboriginal and Torres Strait Islander peoples were excluded and marginalised from mainstream society.

Activity 11.2

Think Pair Share

- **Think:** Think of ten words to describe the 'average' Australian in 1947 based on the census data provided in this section.
- **Pair:** With a partner, share your list of words and justify them to each other.
- **Share:** In your pairs, share your ideas with the class as a whole.

Historical concepts: Significance **Historical skills**: Comprehension, Analysis and use of sources

Review 11.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. The map in Source 11.2 shows the top ten countries of birth for the overseas-born population of Australia in 1947 and 2016. Identify the countries that appeared in both lists.
2. Identify where most people in Australia lived in 1947.
3. Why do you think the majority of respondents to the 1947 census were Christian?
4. Discuss why Aboriginal and Torres Strait Islander peoples were not counted in the 1947 census.

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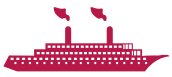
11.2 Waves of migration to Australia between 1945 and 1985



People have migrated for as long as they could physically move from one place to another. The reasons people migrate are varied and often complex. Broadly speaking these reasons fall into two categories, known as 'push' and 'pull' factors. Push factors are associated with the source country and may include conflict, natural disasters, famine, discrimination, political intolerance or persecution. Pull factors are associated with the destination country and may include better economic opportunities, more jobs and the promise of a better life.

The 'push and pull' model of migration was first proposed by Everett Lee in 1966. Lee's model of migration divided push and pull factors into economic, environmental, social and political reasons. These factors either drove people out of their homeland (push) or attracted people towards the destination country (pull). Lee also determined that it is often a combination of factors that contributes to a person's difficult decision to leave their homeland and move to another location.

World War II and its immediate aftermath witnessed one of the largest mass movements of people in history, due to 'push' factors such as widespread evacuations, deportations, forced displacement, expulsion and post-war reconstruction. The physical and psychological scars of World War II resulted in millions of people seeking a new life away from the conflict in Europe that had defined the twentieth century. A number of 'pull' factors made Australia a popular destination of choice for many of these people, despite its geographical isolation. Australia was keen to welcome British and then European migrants as part of its policy of 'populate or perish'. (This policy is discussed in more detail in section 11.2.)

Activity 11.3

As a class, make a list of examples for 'push' and 'pull' factors and categorise each one as either economic, political, social or environmental.

Historical concepts: Empathetic understanding, Significance **Historical skills**: Perspectives and interpretations, Empathetic understanding

Refugees from Europe

Europe was in chaos after World War II. Large sections of the continent were divided between the United States and the Soviet Union, with Western Europe supported by the United States and Eastern Europe dominated by the Soviet Union. The oppressive Soviet regime and the escalating Cold War between the United States and the Soviet Union caused migrants to flee Eastern Europe and seek refuge in places like Australia. As the threat of nuclear war increased, Australia became an increasingly attractive alternative for people looking to **emigrate**.

The war caused widespread destruction and enabled persecution of many groups of people, both of which resulted in millions of **refugees** living in camps across Europe. In July 1947 Australia formalised an agreement with the **United Nations International Refugee Organization**

emigrate leave one's country to permanently reside in another country

refugee a person who, due to a well-founded fear of persecution, is outside their country of nationality and is unable or unwilling to return to that country

United Nations International Refugee Organization a specialised agency dedicated to assisting and protecting displaced people and refugees

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to accept a minimum of 12000 of these refugees per year.

Australia welcomed over 170000 European refugees between 1947 and 1954, from countries including Poland, Yugoslavia, Latvia, Ukraine, Czechoslovakia and Hungary. Thanks to a strong and rapidly expanding economy that required a growing labour force, migrants during this period were generally able to find suitable accommodation and steady employment.

Source analysis 11.1

Source 11.6 Mr Andrew Havas, OAM, is a former refugee from Hungary who migrated to Australia in 1957, along with 15000 other Hungarian refugees, to escape the Soviet Union's violent suppression of the Hungarian revolution.

Source 11.7 Inta Golvers' story

I went to the local primary school, Darlinghurst Public, which would have had to be one of the worst schools in Sydney at the time. I was the ONLY non-English speaking kid. As a result there was never a day in my life, I wasn't called a WOG, or that I was not ridiculed, because of my salami sandwiches or because I wore proper school uniform while most kids wore thongs, no tie and a T-shirt, which was not the prescribed school uniform …

Australia has given me the opportunity to be whatever I want to be regardless of financial situation or social status. I have opportunities to study, freedom of association, freedom to express my views and a bloody good way of life.

'Andrew's Story', *Refugee Council of Australia* website, 15 June 2011

1 Why was Andrew bullied in primary school?
2 Define the word 'WOG' and explain why it is offensive.
3 Describe the opportunities that Australia provided to Andrew.
4 Compare Inta's story (video Source 11.7) with that of Andrew, and identify the similarities and differences between their early educational experiences.
5 Explain what questions around identity Inta experienced as a new migrant.
6 Inta states she did not feel the need to assimilate into Australian society, while her much younger brother did. Evaluate the role you think age plays in the motivation of a new immigrant to decide to either assimilate or integrate into Australian society.
7 Explain how these sources might be useful to a historian exploring the experiences of migrants who came to Australia in the 1950s.

Ten Pound Poms

Between 1947 and 1981 over one million British migrants settled in Australia. The large intake was actively encouraged as part of Australia's nation-building initiative. The normal cost of a passage to Australia at the time was about £120, but the British and Australian governments funded an assisted package scheme under which the Australian government gave successful applicants £110. That left **immigrants** with a cost of just £10 for the passage to Australia. The ten-pound assisted passage scheme attracted up to 80000 British migrants per year, and such migrants were known colloquially as Ten Pound Poms.

immigrate to come into a different country to live permanently

While migrants from diverse cultural backgrounds travelled to Australia during this period, a strong preference was placed on attracting people from Britain. Immigration Minister Harold Holt said in 1950, 'This is a

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British community, and we want to keep it a British community.' The targeting of British migrants was also aligned with the 'White Australia' policy, enacted in 1901 to prevent non-European immigration to Australia.

Despite this generous scheme, the Australian Ministry for Immigration failed to meet migration targets in the 1950s. Additional schemes were introduced such as the 'Bring out a Briton Campaign' (1957), which encouraged Australians to sponsor British migrants, and the 'Nest Egg' (1959) scheme, which targeted migrants with savings over £500 and enabled them to purchase a house in Australia.

Post-war reconstruction in Britain meant there were a number of significant 'push' factors that motivated people to emigrate abroad, including **austerity** measures, food shortages, rationing and high unemployment. The idolised Australian lifestyle also had a number of 'pull' factors for many British people, offering greater opportunities and the chance to start a new life in a warmer climate. The reality was usually more complicated than migrants imagined. Many faced significant hardships and challenges when they arrived in their new country.

The question of accommodation and housing for migrants was a key focus of the government. While accommodation was usually pre-arranged for migrants who had existing family in Australia or who worked for an Australian company, the majority who arrived with no connections or significant savings found themselves initially living in migrant centres and hostels outside the major cities.

austerity difficult economic circumstances created by a government's aim of reducing public spending

From the 1970s the number of British migrants travelling to Australia under the assisted passage scheme began to decline, partly because of a reduction in government subsidies. When the scheme finally ended in 1981 all immigrants to Australia, regardless of nationality, had to pay the cost of the journey themselves.

Diary of Colin Freeman

Source analysis 11.2

1 Identify the creator of this poster.
2 Identify the target audience of this poster.
3 Identify the 'pull' factors highlighted in this recruitment poster.
4 Why was this particular group of migrants targeted?

Source 11.8 Migrant recruitment poster, 'Australia: build your children's future!'

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Source 11.9 Tony and Denise Dapre's story

Australia and your future

Source analysis 11.3

Source 11.9 Tony and Denise Dapre

1. Using Source 11.9 (video) explain what motivated Tony to emigrate from the United Kingdom.
2. Explain the role assisted passage schemes played in Tony's decision to choose Australia as his destination country.
3. How did Tony and Denise feel about not having to stay at a migrant hostel when they first arrived in Sydney? From what you have learned about migrant hostels, why do you think they felt this way?
4. How easy did Tony and Denise find it to secure meaningful employment when they first arrived? How important do you think this was for their ability to successfully re-settle in Australia?
5. Describe the differences Tony and Denise noticed in social attitudes and cultural diversity in Australia compared with the United Kingdom.

European migrants

The two largest non-British European migrant groups in the 1950s and 60s were from Italy and Greece. Migrants from these two nations significantly influenced the direction and character of post-World War II Australia.

Italian migrants

Italian migration to Australia increased dramatically after 1945 due to the destruction and economic depression left behind by the war. For many Italian migrants, Australia represented a chance to start a new life. At the same time, Australia was attempting to boost its population to support greater industrialisation but was struggling to reach its goal through immigration from Britain. This combination of push and pull factors following the war resulted in 33000 Italians migrating to Australia between 1947 and 1950.

Source 11.10 An Italian immigrant, Lucia, explains why she left Italy

> Where we lived … the war had destroyed everything – our house and our farm. So we had to start again.
>
> Quoted in Wardrop, S.B., 1996, *By Proxy: A Study of Italian Proxy Brides in Australia*, Italian Historical Society, Melbourne, p. 24

Source 11.11 Italian immigrant, Vincenzo, talks about why he came to Australia

> I decided to come to Australia because of the poverty in Italy. Although I knew nobody in Australia, I did know that it was a new and underpopulated country. So I thought, 'In a new country there must be work, and where there is work there is money.'
>
> Quoted in Wardrop, S.B., 1996, 12

Source 11.12 Italian immigrant, Antonio, talks about coming to Australia

> I came to Australia when I was twenty-six years old. One came to Australia because one expected to find a better life economically.
>
> Quoted in Wardrop, S.B., 1996, p. 16

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The Italian government actively encouraged its citizens to emigrate abroad in an effort to reduce its burden during post-war reconstruction, which was largely characterised by high unemployment, low wages and austerity. Furthermore, Italian migrants sent money 'back home' to provide much needed financial support to their struggling families.

In 1951 the Australian and Italian governments signed the Assisted Passage of Relative Agreement, which allowed Italian migrants to apply for assisted passage for a relative or fiancée. The bilateral agreement subsidised 50% of the cost of the voyage to Australia and provided a loan for the remaining 50%. Between 1951 and 1968 approximately 42 000 Italians arrived under the agreement.

Source analysis 11.4

MIGRATION AGREEMENT WITH ITALY

ROME, Thurs. (A.A.P.).—An important Italo-Australian immigration agreement became law yesterday after approval by the Senate.

It is expected to result in 15,000 Italians going to Australia in the first six months of its operation.

Italy, with more than 2,000,000 unemployed, hopes that the number of migrants will increase steadily.

Transport costs will be shared equally by Australia and Italy.

The Italian Government has earmarked £1,150,000 for technical training of workers for jobs with a future in Australia.

Source 11.13 *The Mercury*, Tasmania, Friday 6 July 1951, p. 8

1 What aspect of migration was to be shared by the Australian and Italian governments?
2 What practical steps did Italy take to help its citizens immigrate to Australia?
3 Using this source and other evidence, explain the importance of the Assisted Passage of Relative Agreement to Australia's post-war migration.

In the 1950s, 170 000 mostly southern Italians immigrated and settled in the inner suburbs of Sydney and Melbourne, where they established thriving communities that became known as 'Little Italy'. By the 1960s whole suburbs were devoted to Italian businesses, shops, entertainment, coffee bars and restaurants. Italian social clubs and sporting teams were established, which helped develop a unique Italian-Australian culture.

A significant proportion of Italian immigrants arrived in Australia as a result of 'chain migration', which involved someone successfully establishing themselves in a secondary country before nominating a family member to join them. Usually the father came to Australia first, often with a brother, found work, settled and raised funds to cover fares to be sent to Italy for other relatives.

Source 11.14 Carmela, a proxy bride from Calabria, talks about the arrangement

In the 1950s marriage by proxy was very common, quite normal. Young people were a long way from home. Although it was a risk, marrying someone they hardly knew, the situation was that every young Calabrian, Sicilian, Triestino, Abruzzese preferred to 'call' a girl from his own paese [town or village]. Someone who did not know the customs of his region was too much of a risk. It was not because there were no attractive Australian girls, there were. However, to avoid language and other problems the young Italians tried to bring girls out from home.

Quoted in Wardrop, S.B., 1996, p. 20

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Another common migration pattern for Italian migrants was proxy marriage. This involved male migrants asking relatives in Italy to help them find a bride, usually from the same local district, who was willing to emigrate. Once the pair swapped correspondence, agreed to the union and filed the necessary paperwork, the woman was married by proxy in Italy, with a family member standing in for the absent groom.

By 1970 the Italian economy had improved and large-scale emigration out of Italy declined. In addition to lower numbers of migrants arriving in Australia, many Italian immigrants from the previous decade returned home.

Source analysis 11.5

Source 11.15 Vincenzo Tomaino talks about migrating to Australia after the war

My years in Italy had been very difficult. It was war time, we had nothing, worked for a landlord or share farming, and as my father was in Australia, life was very difficult for us all. Australia, for me, was out of this world. I saw and owned my first soccer ball! We had plenty to eat. The people and the country welcomed us with open arms and open heart. This place for me was the best in the whole world.

Quoted in John MacRitchie, Silvana Toia and Gina Polito, 'Italians on the Northern Beaches 1920-70s', *Migration Heritage Centre* website

Source 11.16 Italian-born population of Australia

Year	Italian-born population
1947	33 632
1954	119 897
1961	228 296
1971	288 300
1986	261 900
1996	238 246
2006	199 124
2011	185 402
2016	174 044

1 Closely examine the table in source 11.16. Describe any trends you notice in the data.

2 Using evidence from Sources 11.15 and 11.16 and your reading so far, summarise the key features of Italian migration to Australia since the 1950s.

Greek migrants

Many migrants from Greece arrived during the late 1940s with the intention to permanently settle in Australia. Greek immigration peaked in the 1960s with the number of Greek-born immigrants increasing from 77 333 in 1961 to 160 200 in 1971. Between 1947 and 1981 more than 250 000 Greek people migrated to Australia. For many years Melbourne was their destination of choice: 47% of Greek migrants lived there in 1971.

One of the reasons for this boom in Greek immigration was the assisted passage schemes offered by successive Australian governments. Between 1953 and 1956, 58% of Greek immigrants made the journey to Australia with the financial assistance of the federal government.

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As many of them were semi-skilled or unskilled workers, Greek immigrants often took work as general labourers, wharf and maritime workers, fishermen, tailors, market gardeners, domestic servants and waiters. To overcome their disadvantage in the labour force, many quickly set about becoming self-employed or employers. Greek Australians became small business owners, often running cafes, oyster bars and fish shops.

The now-famous Greek Australian milk bar was born out of these early catering businesses. Greek milk bars changed the way Australians thought about and consumed food, moving away from the inherited British model. Joachim Tavlaidis is credited with opening the first authentic milk bar after returning to Australia from a trip to the United States in 1932. The Black and White milk bar at 24 Martin Place in Sydney was the first of many iconic cafes opened around Australia by Greek Australians.

Many milk bars were opened in rural New South Wales, such as the Paragon Cafe in Katoomba and Niagra Cafe in Gundagai. These cafes were known for their great food and art deco architecture, which became a form of branding that was critical to the dining experience.

Source 11.17 Greek migrant John Comino talks about his experience of Australia

> No one can deny that a Greek coming to Australia suddenly finds himself in a strange and unknown world. Language, customs, social traditions, manners, occupations, sanitary arrangements, church, law, administration – everything is different.
>
> Turnbull, C. and Valiotis, C., 2001, *Beyond the Rolling Wave: A Thematic History of Greek Settlement in New South Wales*, p. 21

Source analysis 11.6

Source 11.18 Mercourios (Mark) Criticos

1. In Source 11.18 (video), what reason does Mercourios give for deciding to emigrate from Greece?
2. Describe the hardships Mercourios faced in resettling in Australia.
3. Identify the community organisations that helped Mercourios settle into Australian life.
4. Make a list of the jobs Mercourios did during his working life in Australia.

Source 11.18 Mercourios (Mark) Criticos's story

Arriving in Australia

ISBN 978-1-108-89300-8 Dallimore et al.

Asian migration

The Whitlam Labor Government (1972–75) is largely credited with ending the White Australia policy. The new government policy of multiculturalism encouraged and celebrated cultural differences. The switch to multiculturalism shifted the **demographic** away from British and Western European migrants, towards those from Asia. The new Immigration Minister, Al Grassby, was a vocal supporter of multiculturalism. He led the movement to educate the public on the benefits of cultural diversity and social harmony.

demographic characteristics of a population and the groups in it

On 31 October 1975 the *Racial Discrimination Act* was enacted. This remains one of the most important human rights protections in Australia, and a cornerstone of multiculturalism. The *Racial Discrimination Act 1975* was a significant contributor to the shift in immigration demographics from the late 1970s, which began with refugees from Vietnam following the end of the Vietnam War.

Source analysis 11.7

Source 11.19 Article in University of NSW student newspaper, *Tharunka*, 19 September 1977

Racial Discrimination Act - The First Two Years

By A.J. Grassby
Commission for Community Relations

For the first time in the history of Australia racial discrimination was prohibited on a national basis as a result of the Racial Discrimination Act, 1975 which came into force on October 31, 1975.

This Act prohibited discrimination on the grounds of race, colour ethnic background or place of birth and provided machinery for complaints to be received, assessed, investigated and resolved, preferably by conciliation.

This Act had its genesis 10 year before when Australia signed the United Nations Convention on the Elimination of All Forms of Racial Discrimination.

Australia was unable to ratify the Convention however because we had no prohibitions on racial discrimination and during a decade in which more than 80 countries ratified the Convention, including almost all those with whom we have close and continuing links, it was found difficult to achieve the necessary agreement to bring about an Australia wide prohibition of racial discrimination.

The Racial Discimination Act which enabled Australia to ratify the United Nations Convention passed through both Houses of the National Parliament and was deposited with the United Nations. After the requisite period ratification of the Convention was made and the law came into force in Australia on October 31, 1975.

The Convention binds Australia to continuing programs of education, information, cultural development and research to combat discrimination, prejudice and bigotry and promote the principles of the Convention and the United Nations.

My appointement as Commissioner for Community Relations was made as from October 31, 1975, and an effective team of eight was provided for my Office with a total expenditure of $159,000 for the period until June 30, 1976.

It can be seen that faced with nearly 200 years of discrimination in all aspects of national life an Act which was basically prohibitive and a Convention which required a whole range of positive steps to be taken it was obviously necessary to fix firm priorities.

The priorities I fixed were (1) Education; (2) Information and (3) Case by Case Work; . These priorities were fixed against a background of a multi-cultural andpoly-ethnic society. 40% of all Australians are a product of post-war migration. The median age is 26 so those alive in Australia at the time of World War II are in a minority but it is this hold minority which holds almost all the positions of power, influene and affluence in the society. We have the largest overseas born workforce in the world outside of Israel and 52% of the people who actually work with their hands come from somewhere else.

The great community change is reflected in cities such as Melbourne, now the third largest Greek speaking city in the world and suburbs such as Marrickville, which was 90% Irish and is now less than 9%. The average age in the new communities, such as Mt Druitt, is now 12 years.

EDUCATION

In our nearly 2 years of experience it is obvious that attitudinal discrimination is the major problem in Australia generally and to tackle this successfully it is necessary to bring the education system up to date with the reality of the Australian population, its composition and its needs. We therefore concentrated firstly on the teachers of the teachers and the teachers of those who provided public and private services. This involved contact with universities, colleges and institutions. We also conferrred with educational authorities and States, the Catholic Education Commissions and private institutions. The response has been encouraging as exampled by the development of of multi-cultural education in a number of centres and by a realisation by the instructors of such people as doctors and policemen, that they should at least be sensitised as to who their clients are likely to be.

It has been obvious that both training and curricula have been discriminatory in many ways and movements are now in train to correct this.

Yet our experience shows that too often inadequately trained and prepared locally born teachers are asked to stand before classes in which they are the only foreigner. The children from different backgrounds at least now how to swear at each other but the teacher cannot even recognise the differences between one student and another.

Too often the family, the student and the school represent three conflicting components and the school is seen by the family as an alien menace, while the school regards parents as migrant nuicances. Caught in betweeen
the children suffer disadvantage discrimination and active prejudice.

INFORMATION

Perhaps the most significant discrimination that we have been concerned in tackling in this area was revealed by the Health Insurance Commission Survey in Sydney and Melbourne which revealed 2.5 million people were beyond regular point of contact by authorities – Local, State and Federal. To overcome this it was an initative of my Office to launch the Ethnic Radio experiment which illustrated the need which existed by attracting more than 1 million listeneres in 3 months by two-low-powered experimental stations manned principally by volunteers.

It is obvious that there is a fragmentation of understanding by Australians of who Australians are in 1977 and this leads to discriminatory attitudes.

In Australia wide talks, lectures and writings we have tried to point out the multi-cultural nature of the society. Within cites there is deep misunderstanding which leads to discrimination.

The Anglo-Saxon lady living in an affluent North Shore suburb asks "Why do all the Italians

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By A.J. Grassby
Commission for Community Relations

live in Leichhardt?" She finds it strange that in Leichhardt they ask "Why do all the Anglo-Saxons live at Pymble?"

In the mind of the affluent, she is the Australian and the others are not. Constantly the attitude is encountered that non Anglo-Saxons can hardly be Australians.

It took 150 years for Australians to achieve their right to be pluralistic in having one religion of another or none. Today thebattle is to achieve the same right in linguistic and cultural heritage.

CASE WORK

Up until this point about 700 complaints have been received and investigated from people of 50 different backgrounds ranging from the large contributors such as the English and the Irish to the small contributors such as the Armenians and Assyrians. The complaints covered a very wide range of discrimination and also revealed the existence of long term endemic racial discrimination particularly against Aboriginal people against whom there is no doubt the greatest body of discrimination continues to exist.

CONCILIATION

The entire operation in the last 2 years has been carried out on the basis of conciliation. Every complaint which is received is regarded as evidence that someone is disturbed and we take it to be our duty not to make a legal or administriative judgement in the first instance on that complaint but to attempt to conciliate.

In all the cases so far we have been successful in achieving conciliation. There has been no recourse to the courts by complainants, there has only been on compulsory conference and in the main, co-operation and goodwill have been evident on nearly every side. Community Relations teams have helped to diffuse situations of potential violence and great tension. They have done this without publicity ad working with people of goodwill.

The development of Consultative Committees on Community Relations has built some new bridges of initiative and provided a basis from which people on the spot in their own community can tackle problems of discrimination which have been endemic in most areas for 200 years, particularly between black and white.

The Office has worked and those associated with it have worked long and hard to make a success of the conciliatory approach and the positive education and information programs have enabled us to use many hundreds of people throughout Australia to be active operators against prejudice and bigotry.

If we had adopted a legalistic and bureaucratic approach violence in some cases would have been unavoidable, tensions would have continued to grow as they do in some areas where we have no hope with our resources of making any presence felt and the whole purpose of the Racial Discrimination Act 1975 and the spirit of the Convention would have been unfulfilled.

I would sum up by saying that I do not believe that Australians in the main are racist but there is a great deal of racism and there is much work to be done but the greatest encouragement is the huge numbers of people of goodwill in every part of Australia who want to help in our task.

Australia now has assumed international obligations before the world and has before the United Nations Committee on the Elimination of Racial Discrimination on April 6 this year for the first time following the ratification of the United Nations Convention on the Elimination of All Forms of Racial Discrimination. It is also the most important single responsibility we have to bring about equality and justice at home after 200 years of enshrined discrimination in so many facets of Australian life.

A measure of the distance we have travelled can be gathered from the fact that the Founding Fathers once discussed including in theConstitution a ban on racial discrimination but this was abandoned when it was realised that nearly every law and every procedure in Australia at the time discrimination on the grounds of race, particularly in respect of Aboriginals whom we know were not even counted until recently.

WHAT OF THE FUTURE?

On July 1, 1977 the former Attorney-General, Mr Ellicott, introduced into the House of Representatives a Bill to establish a Human Rights Commission. This Commission is designed to operate in Commonwealth Territories only and as the Bill is set out it provides a mechanism for complaints to be made to the Commission, to be cosidered, investigated if the commission feels they warrant it and a report made. There is no further action provided for other than investigation and report.

The Racial Discrimination Act 1975 is to be administered by that Commission.

The Attorney-General has invited submissions on the Human Rights Commission legislation and in his Second Reading Speech encompassed a range of options and possible changes to the Bill as presented to the House.

My experience and the experience of my Office shows quite clearly that whatever structure exists the vital and important point is that there should not be a legalistic and bureaucratic approach to each complaint but that every citizen or resident who feels aggrieved should be the subject of conciliation.

Any other approach in the past 2 years would have made conciliaton impossible and in some cases would have meant that after the riot was all over we could have sent a message saying that either (1) the matter was not clearly legally covered by the Act or (2) we were too preoccupied with paper work.

Every complaint must be serviced in the spirit of constructive conciliation if confidence is to be won, if service is to be provided and if justice is to be seen to be done.

Above all, the Commissioner must always be seen to be on the side of the people.

continued...

ISBN 978-1-108-89300-8 Dallimore et al.

1 Identify the author of the article, 'Racial Discrimination Act: The First Two Years'.
2 Identify when the *Racial Discrimination Act* was enacted.
3 Describe what the *Racial Discrimination Act* prohibited.
4 Explain what had prevented Australia from formally ratifying the UN Convention on the Elimination of All Forms of Racial Discrimination.
5 Identify what percentage of the population in 1975 was the product of post-World War II migration.
6 Why do you think it was necessary for the Commission for Community Relations to focus on the education system in Australia in relation to race discrimination?
7 Explain what you think the author means by 'attitudinal discrimination' being a major problem in Australia.
8 How did the Commission of Community Relations plan to overcome communication issues with immigrants?
9 According to the source, in what way do misunderstandings lead to discrimination?
10 Identify who, according to the source, faces the largest amount of racial discrimination in Australia.
11 Why do you think the Commission placed an emphasis on conciliation?
12 Using the source and the knowledge you have gained, why was the *Racial Discrimination Act 1975* vital to Australia's changing migration policy in the 1970s? What role did it play? How is the *Racial Discrimination Act* connected to Australia's migration patterns?

The shift in migrant source countries following the *Racial Discrimination Act* in 1975 is one of the key moments of change in Australia's migration history. The shift resulted in a significant increase in Asian immigration and a steady decline in the proportion of European migration. In 1985 Asian migrants comprised 35% of new settler arrivals, rising to 40% by the early 1990s. In the 2006 census China and India (combined) surpassed the United Kingdom as the dominant source country of new migrants to Australia.

While the demographics and nature of Australian immigration changed in the 1970s, so too did the Australia that awaited migrants. Unemployment levels were significantly higher than they were in the 1950s and 60s and structural changes in the economy eliminated many of the unskilled or factory jobs that earlier non-English speaking migrants relied on for employment soon after arrival. Furthermore, the labour shortages that characterised the post-World War II economy and the requirement to 'populate or perish' were no longer the driving force behind government migration policy.

Source analysis 11.8

Source 11.20 European-born migrants to Australia

Year	Percentage of total migrant population arriving in Australia from Europe
1901	86.1
1954	79.8
2001	35.9
2016	20.5

Source: ABS census data

1 Using this source and your broader knowledge, describe the overall trend in European migration to Australia after 1945.

World events that influence migration

The 'pull' factors that have influenced migration to Australia are typically related to the government's policies towards migration, coupled with the perception of the lifestyle in Australia. By contrast, 'push' factors are often linked to significant world events. Many of these are linked to conflict, but events such as the Global Financial Crisis can also cause people to seek a better life in another country. Source 11.21 lists world events that have influenced migration since 1945.

ISBN 978-1-108-89300-8 Dallimore et al.

Key world events that have influenced migration since 1945

1945	End of World War II
1947	Beginning of the Cold War
1948–60	Malayan Emergency
1950–53	Korean War
1955–75	Vietnam War
1956	Civil unrest in Hungary
1968	Civil unrest in Czechoslovakia
1973	Overthrow of government in Chile
1975	Indonesian takeover of East Timor
1975–1990	Civil war in Lebanon
1979	Civil war in El Salvador
1979	Soviet Union invasion of Afghanistan
1980	Robert Mugabe elected Prime Minister of Zimbabwe
1983–2009	Sri Lankan Civil War
1989	Tiananmen Square massacre
1990–91	Gulf War
1991–92	Break-up of Yugoslavia
2001–2014	War on Terror (including the war in Afghanistan and the Iraq War)
2008	Global Financial Crisis
2010	Arab Spring protests
2011–ongoing	Civil war in Syria
2019–ongoing	COVID-19 pandemic

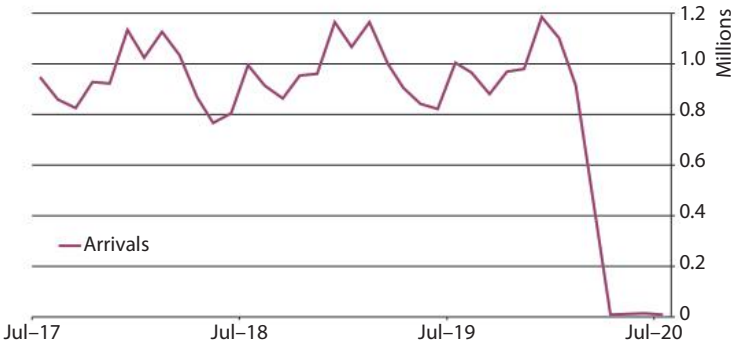
The impact of COVID-19

The declaration of COVID-19 as a global pandemic by the World Health Organization (WHO) on 11 March, 2020 completely disrupted the movement of people across the globe. The majority of countries around the world closed their borders and severely restricted the movement of people within their borders.

At 9 p.m. on 20 March 2020, Australia closed its borders to all non-permanent residents and non-citizens, as well as subjecting all returning permanent residents and citizens to fourteen days of mandatory quarantine. The Australian Bureau of Statistics (ABS) reported a 99% decline in overseas arrivals to Australia in the month of April 2020 compared with the same period one year earlier. Source 11.21 shows these low figures could still be seen in July 2020 (latest data available at time of writing). The effects of the border closures on the Australian economy, largely as a result of disruption to the tourism and educational sectors, has been profound and will be felt for many years to come.

Overseas arrivals in Australia, non-Australian citizens (provisional estimates)

Source 11.21 Provisional estimates of overseas arrivals in Australia, non-Australian citizens, July 2017–July 2020 (Australian Bureau of Statistics)



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The disruption to Australia's immigration program has severely affected the domestic economy and future economic outlook. The Reserve Bank of Australia's August 2020 Statement on Monetary Policy predicted said that the pandemic had 'led to the most sever contraction in global and domestic economic activity in decades'.

Source 11.22 Provisional estimates of arrivals in Australia, by visagroups, for July 2019 and July 2020 (Australian Bureau of Statistics)

Visa group	July 2019	July 2020
Permanent Family Visas	22 100	880
Permanent Other Visas	59 600	1200
Permanent Skilled Visas	48 570	1030
Temporary Other Visas	35 020	1720
Temporary Skilled Visas	22 280	270
Temporary Student Visas	150 690	40
Temporary Visitor Visas	479 860	900
Temporary Work Visas	16 420	40

Refugees and asylum seekers are particularly vulnerable to the affects of COVID-19. The closure of international borders denies them the ability to leave their country and seek asylum elsewhere. On 19 March 2020 the Department of Home Affairs suspended the granting of offshore humanitarian visas and the resettlement of refugees already granted a visa under the offshore humanitarian program.

In addition to the lack of access to countries of asylum or resettlement due to border closures, Australian refugee advocates have highlighted their concerns around the ability to maintaining safety measures in overcrowded and under resourced immigration detention centres and a lack of income support for those who have lost their jobs.

Human migration has been dramatically and long-lastingly affected by COVID-19. It is difficult to predict when the world will again see the kind of free global movement that had come to be the norm prior to 2020.

Activity 11.4

1 Using the information in this section, create a timeline of the waves of migration to Australia between 1945 and 1985.
2 Choose one event from the list of key world events that have influenced migration since 1945 and write a paragraph about how it influenced migration to Australia.

Historical concepts: Cause and effect, Significance **Historical skills**: Comprehension, Explanation and communication

Review 11.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Summarise Lee's model of migration.
2 Identify three examples of 'push' factors.
3 Identify three examples of 'pull' factors.
4 How did the Ten Pound Pom assisted passage scheme contribute to the White Australia policy?
5 Identify what 'push' factors motivated British citizens to emigrate from Britain after World War II.
6 Why do you think the Australian Government implemented the Nest Egg scheme?
7 Identify the first 'pull' factor in Greek immigration to Australia.
8 Summarise the influence that Italian and Greek migrants had on the direction and character of post-World War II Australian society.
9 Discuss the challenges and fears you think proxy brides would have faced in preparing to emigrate to Australia.
10 How important was the *Immigration Restriction Act 1975* to migration patterns to Australia?

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11.3 Changing government policies on migration

One of the central factors of immigration is the prevailing immigration policy of the government of the day. Australian governments of all persuasions have attempted to control immigration since colonisation.

The desire to 'protect' Australia from Asian and non-European immigration was one of the most powerful motivating factors in the decision of the six colonies to federate in 1901. Accordingly, Section 51 of the new Constitution enabled the federal government to enact laws targeting migration.

Source analysis 11.9

Source 11.23 Published in *The Bulletin* on 21 August 1886, 'The Mongolian Octopus – His Grip on Australia' cartoon was used as propaganda against Asian immigration.

1 According to the source, what threats do Chinese immigrants pose to Australia?
2 Describe the techniques the author of this propaganda image uses to influence the reader.
3 Describe the perspective of this source.
4 How might sources such as this be useful to historians studying attitudes to migration in Australia around 1900?

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White Australia policy (1901)

Source 11.24 Parliamentarian James Black Ronald, during a debate on the Immigration Restriction Bill in 1901

Let us keep before us the noble idea of a white Australia – snow-white Australia if you will. Let it be pure and spotless.

Ronald, J.B., 'Immigration Restriction Bill', House of Representatives, *Debates*, 11 September 1901, p. 4666

In 1901 when the six British colonies federated, 98% of the people living in the new nation were from British or Irish ancestry. Australians wanted to remain a predominantly **monocultural** country dominated by white people who identified as British. Accordingly, the newly elected parliament urgently adopted the *Immigration Restriction Act 1901*, known as the White Australia policy. The relatively small number of non-British immigrants who arrived in the 1850s due to the gold rush had energised Australians into taking action to restrict the entry of Chinese and Pacific Islander migrants who, it was feared, would undercut wages and take Australian jobs.

monocultural the policy of supporting the culture of a single social or ethnic group to the exclusion of all others

Source analysis 11.10

Source 11.25 Attorney-General Alfred Deakin put the case for national racial unity

That end, put in plain and unequivocal terms, as the House and the country are entitled to have it put, means the prohibition of all alien coloured immigration, and more, it means at the earliest time, by reasonable and just means, the deportation or reduction of the number of aliens now in our midst. The two things go hand in hand, and are the necessary complement of a single policy – the policy of securing a 'white Australia' …

Commonwealth Parliamentary debate: The Case for Racial Unity. House of Representatives, 12 September 1901, Vol. 4 Excerpts

1 In the context of Deakin's speech, explain what the term 'alien' refers to.
2 Identify what two things, according to Deakin, went 'hand in hand' in the 'White Australia' policy.

The *Immigration Restriction Act*

The *Immigration Restriction Act 1901* required all migrants to pass a dictation test. This test was not necessarily in English - it could be in any European language chosen by the person administering the test, regardless of the migrant's country of origin. This was a way of restricting non-British immigration, particularly Asian, without being viewed as overtly racist. Someone who failed the test was deemed a prohibited immigrant and deported. The discriminatory nature of the test proved highly successful in excluding unwanted non-European migrants and ensuring preference was given to desirable British migrants.

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Activity 11.5

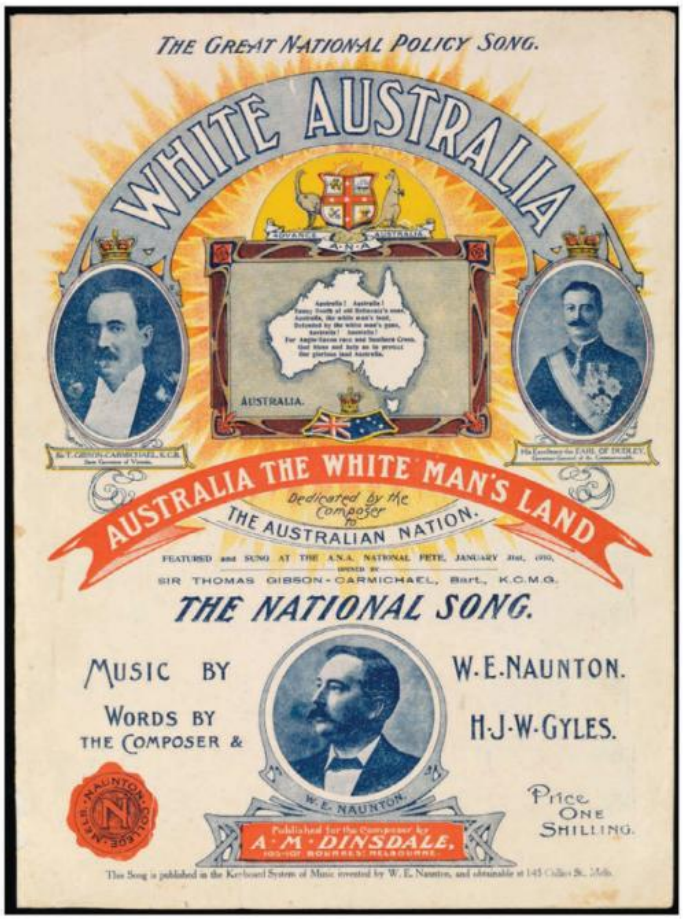
Sources 11.26, 11.27 and 11.28 are readings of some of the dictation tests given to new migrants in Australia. As a class, attempt one example. Compare your results and see how many of you would have passed the test. Think about how you would have felt if the test were given in a language other than English.

Historical concepts: Empathetic understanding **Historical skills**: Empathetic understanding

Source 11.26 Dictation test from 1–15 September 1925

Source 11.27 Dictation test from 1–15 July 1932

Source 11.28 Dictation test from 1–15 September 1932



Source 11.29 The front cover of sheet music for 'White Australia (Australia the White Man's Land)', composed by W.E. Naunton with words by Naunton and H.J.W. Gyles, 1910

'Populate or perish'

After World War II Australia viewed immigration from a new perspective. The advance of the Japanese through the Pacific highlighted to the Curtin Labor Government that they needed to prioritise raising Australia's population to secure the future of the nation. The strains of war had emphasised the need for Australia to 'populate or perish'.

Source 11.30 Prime Minister Ben Chifley talked about population needs in 1945

A powerful enemy looked hungrily toward Australia. In tomorrow's gun flash that threat could come again. We must populate Australia as rapidly as we can before someone else decides to populate it for us.

Prime Minister Ben Chifley, Commonwealth Parliamentary Debates, House of Representatives, 2 August 1945

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The government also faced labour shortages for the growing industrial sector and major nation-building projects, such as the Snowy Mountains Hydro-Electric Scheme. In response, the government enthusiastically embarked on a massive immigration program, spearheaded by the newly established Ministry of Immigration under Arthur Calwell. Unsurprisingly, Calwell sought these migrants from Australia's preferred source: the United Kingdom.

Source 11.32 Minister for Immigration, Arthur Calwell

Source analysis 11.11

Source 11.32 Arthur Calwell talks about immigration in 1945

Source 11.31 Speech by Arthur Calwell to Parliament on 2 August 1945

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.

Arthur Calwell, Commonwealth Parliamentary Debates, House of Representatives, 2 August 1945, Vol. 184

Source 11.33 Excerpt from Arthur Calwell's 'The days of our isolation are over' speech, 22 November 1946

It is my hope that for every foreign migrant there will be ten people from the United Kingdom … Aliens are and will continue to be admitted only in such numbers and of such classes that they can be readily assimilated. Every precaution is taken to ensure that they are desirable types, and … . people of good character … the days of our isolation are over.

Arthur Calwell, Commonwealth Parliamentary Debates, House of Representatives, 22 November 1946, Vol. 189

1 Identify the context in which Source 11.31 was created.
2 Describe the 'lesson' Australia learnt from the war in the Pacific.
3 Identify the reasons given for the need to increase Australia's population.
4 In Source 11.32 (the video), what does Arthur Calwell state would be the consequences for Australia in 1947 if they did not attract new migrants?
5 In Source 11.33, who does Calwell identify as the preferred migrant?
6 What other word is used for 'foreign migrant'?
7 Describe what characteristics you think a 'desirable' migrant might have.
8 Using these sources and other evidence, summarise the competing considerations in Australia's migration policy after World War II.

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Nationality and Citizenship Act 1948

Before the introduction of the *Nationality and Citizenship Act 1948* Australians held the status of British subjects. Australian citizenship came into effect on 26 January 1949 following the launch of the post-World War II migration program.

Australian citizenship has always been closely linked with Australia's immigration program, with citizenship law reflecting changes to immigration policies. In the twentieth century, citizenship legislation was regularly amended to reduce discrimination and make it easier to become a citizen, reflecting successive government desire to encourage immigrants to quickly become citizens. However, since the beginning of the twenty-first century, changes to citizenship legislation have begun to reverse this trend in an attempt to restrict citizenship. The adoption of more restrictive citizenship legislation is a retreat from the principles of multiculturalism that have underpinned Australia's growth and prosperity since the 1970s.

Activity 11.6

Split the class into two groups. One half of the class brainstorm reasons that citizenship should be encouraged and easily accessible to new migrants within two years. The other half of the class brainstorm why citizenship should be given sparingly and only after new migrants have been in the country for more than five years. As a class, discuss the arguments and then have each student write a paragraph on where they stand on new migrants and citizenship.

Historical concepts: Perspectives **Historical skills**: Explanation and communication

Assimilation to integration

The *Migration Act 1958* replaced the *Immigration Restriction Act 1901*, which had formed the basis of the White Australia policy. The 1958 Act introduced the visa system for entry into Australia and abolished the infamous 'dictation test'. However, it still maintained the preference for British immigrants. During parliamentary debates, Harry Bruce (the Member for Leichhardt) said it was important 'to build up a fine race of Australians, and to preserve the homogenous Australian community without any marked problems of racial minorities'.

The *Migration Act 1958* reflected the fact that despite the diversification of the population in the 1950s, the Australian government and large parts of the community refused to recognise the changing face of Australia. In accordance with this, **assimilation** was the official government policy post-World War II. Migrants were encouraged to cast off allegiances to their country of origin and become 'Australian' as quickly as possible by learning to speak English, blending into the community, living among Australians in the suburbs and marrying Australian-born citizens. The policy of assimilation for new migrants mirrored the forced assimilation of Indigenous peoples, including the removal of Indigenous children from their families during the Stolen Generations.

The policy of assimilation was promoted at the inaugural National Citizenship Convention in 1950, which called on all Australians to assist in helping the large number of post-war migrants to assimilate. The National Citizenship Convention became a biannual event where such initiatives as the Good Neighbour Councils were created. Under the Councils volunteers were recruited to provide grassroots community support for new arrivals by visiting them and instructing them on how to 'fit in' with the Australian way of life.

assimilation when a minority culture merges into a dominant culture, with the minority being required to leave its own culture behind

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Source analysis 11.12

Source 11.34 Second generation Greek Australian Tony Maniaty recalled how his father, George, had his surname Anglicised upon arriving in Australia as a migrant in 1937

The day George reached Australia he was no longer a Maniatis, but a Maniaty. This subtle and slightly ridiculous alteration meant nothing to him, believing it was the Australian way, but was to plague me for 20 years … It's about the Greek in me.

Maniaty, T., 2004, 'The Greek in me', *Griffith Review Edition 6 – Our Global Face: Inside the Australian Diaspora*

Source 11.35 Tony Maniaty's father explained the difficulty of assimilating in Australia

I wasn't really one of the Greeks in Australia because I didn't want to be, I wasn't an Australian yet because I was a dago and the Australians didn't want us here. So I wasn't anyone. I was a stateless person.

Quoted in Maniaty, T., 2004, 'The Greek in me', *Griffith Review Edition 6 – Our Global Face: Inside the Australian Diaspora*

Source 11.36 Tony Maniaty discussed how the pressure for his father to assimilate affected his identity and understanding of his cultural heritage

My father arrived in Australia in 1937 with the aim of assimilating as fast as he could. He was so keen to escape Greekness that he married an Australian, he learnt English as fast as he could and dropped most of his Greek friends. Most of his generation did the same, but I think that their children are now starting to re-embrace their culture.

I was quite clear about my culture when I was 15 years old. I was Australian and that was all there was to it. But now I'm confused about it … When I first went to Greece, it was as if I had discovered something that had been kept secret from me for 20 years.

In a way I'm more Greek than my father. He embraced Australianisms so much and so consciously got rid of his Greekness that I think he was pretty successful but maybe he didn't have much choice … I feel as if I am permitted to feel and be Greek.

The Age, 27 January 1986

1 Refer to Source 11.34.
   - **a** Why was George's surname changed upon arrival in 1937?
   - **b** Explain what you think Tony means when he states that 'it was about the Greek in me'?

2 Refer to Source 11.35.
   - **a** Explain what the term 'dago' meant.
   - **b** Explain in what way Tony was a 'stateless person'.

3 Refer to Source 11.36.
   - **a** Describe in what way Tony believed he was 'more Greek than [his] father'.

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Source analysis 11.12 continued

b Why do you think Tony's father and many of his friends tried to embrace 'Australianisms' as quickly as possible?

4 Using all three sources and other evidence, how did the pressure to assimilate affect new migrants and their children?

5 How did Australia's policy of assimilation result in new migrants, like Tony's father, feeling they had no choice but to embrace the idealised Australian lifestyle?

In the 1960s the policy of assimilation gave way to a policy of **integration**. Integration reflected the growing understanding that migrants with strong cultural connections to their birth country were more likely to successfully adapt to their new society. For example, while new migrants were still encouraged to learn English, **bilingualism** was viewed as an advantage, something to be supported and even celebrated.

The creation of the Special Broadcasting Service (SBS) in October 1977 reflected the government's change of policy and focus on communicating with new Australians.

integration a society in which segregation between the races would no longer exist, allowing peaceful co-existence between all races

bilingualism the ability of an individual to speak two languages

The beginnings of multiculturalism

In the 1970s Australia shifted away from assimilation and integration and began to embrace the idea of multiculturalism.

The Minister for Immigration in the Whitlam Labor government, Al Grassby, was the first to propose 'multiculturalism'. In a 1973 speech titled, 'A multicultural society for the future', Grassby spoke about Australia as a 'society based on equal opportunity for all … no matter how diverse [people's] origins, beliefs, wealth or ability' and said that, '[The White Australia policy] is dead, give me a shovel and I will bury it'.

One of the practical results of multiculturalism for immigration policy in the 1980s was the dominance of family reunions as the key driver of immigration. Family reunion-based immigration was believed to provide stability and continuity in immigration, and support networks for new arrivals.

While the merits of multiculturalism have been and continue to be debated by some sections of society, the overwhelming majority of Australians agree that it has resulted in a positive outcome. In 2015 the Mapping Social Cohesion survey found that 86% of Australians agree that multiculturalism has been a good thing for the country. The 2018 Scanlon Foundation survey on social cohesion found that 80% of Australians believe immigrants improve Australian society by bringing new ideas and cultures. Furthermore, respondents overwhelmingly stated that immigration provides an overall boost to the Australian economy and is a key component of Australia's strong economic performance and growth since the 1980s.

Source 11.37 Definition of multiculturalism by the former Australian Institute of Multicultural Affairs, established by the Fraser Government in 1979

> Multiculturalism recognises the ethnic, cultural and linguistic diversity of Australian society and actively pursues equality of opportunity for all Australians to participate in the life of the nation and the right to maintain ethnic and cultural heritages within the law and the political framework.
>
> Australian Institute of Multicultural Affairs First Annual Report, 1979–80, p. 5

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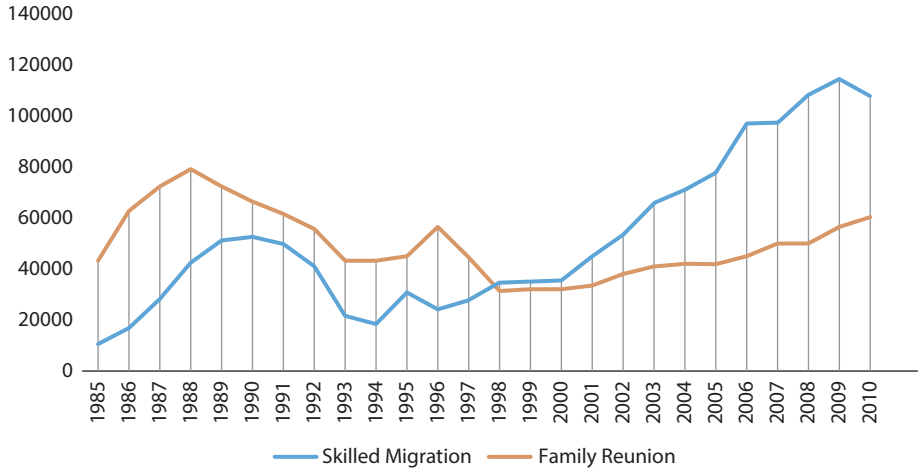
Skilled migration

A 1988 government report, *Immigration: A Commitment to Australia*, recommended that Australia's immigration policy should focus on its economic and social interests, in conjunction with social harmony. These findings resulted in a steady shift away from family reunion migration towards an emphasis on skilled and business-focused immigration.

The resulting skilled migration program aimed to attract migrants with particular skills that would fill gaps in the Australian workforce created by opening up the Australian economy to international business and competition under the Hawke Labor Government.

Source 11.38 Changes in levels of skilled and family reunion migration between 1985 and 2010



The change in focus towards skilled migration caused a shift in migrant demographics. In the 1980s the number of migrants arriving from the United Kingdom dropped to only 20% of total new arrivals. For the first time in Australia's history, the total number of migrants from the United Kingdom was surpassed by the total number from Asia.

Twenty-first century changes to migration

The beginning of the twenty-first century signalled the start of the government focus on stopping and deterring unauthorised boat arrivals. The central event in this period of immigration policy was the rescue of 433 Afghani **asylum seekers** in August 2001 by the Norwegian cargo ship, MV *Tampa*, weeks before the 2001 federal election. The asylum seekers were travelling to Australia on a small Indonesian fishing boat that was overcrowded and began to sink in international waters, 140 km north of Christmas Island.

asylum seeker someone who has fled their own country and applies to the government of another country for protection as a refugee

In breach of international law the Australian Government refused to allow the MV *Tampa* to unload the asylum seekers on Australian territory, with Prime Minister John Howard stating, 'I believe it is in Australia's national interest that we draw a line on what is increasingly becoming an uncontrollable number of illegal arrivals in this country'.

On 29 August 2001 the captain of the MV *Tampa*, Arne Rinnan, under extreme humanitarian pressure, decided to enter Australian waters and head towards Christmas Island with the intention of transferring the asylum seekers to Australian immigration officials. In response to this the government mobilised Special Air Service personnel to intercept the ship and prevent it from sailing further into Australian waters.

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Source 11.39 Refugees aboard the *Tampa*, 27 August 2001

The '*Tampa* affair' ushered in a new legislative era for refugee policy. The government's new framework included seven new laws for handling asylum seekers. This was known as the Pacific Solution. The new legislation imposed strict minimum prison terms for people smugglers and excluded parts of Australian territory from its migration zone, including Christmas Island. The exclusion of Australian territory from the migration zone was designed to prevent asylum seekers having the right to automatically apply for refugee status if they arrived in these locations as per international refugee conventions.

The new punitive migration laws also allowed the government to forcibly transfer asylum seekers to a third country and facilitated the establishment of offshore processing centres in Nauru and Manus Island (Papua New Guinea).

The Howard Coalition Government's response to the *Tampa* affair, and the subsequent implementation of the Pacific Solution, was met with strong international and domestic criticism. Supporters of the government's response pointed to the fact that as a result of the introduced measures, only 23 boats carrying asylum seekers arrived in Australia between 2002 and 2008. This is in comparison to 43 unauthorised boat arrivals in 2001 alone. Furthermore, supporters believed that the policies are saving lives by discouraging people from attempting the dangerous sea journey to Australia.

repatriated returning a person to their country of origin

On 19 July 2013 the Rudd Labor Government announced that no asylum seeker who arrived in Australia by boat would ever settle in Australia, regardless of their status as a refugee. Under these arrangements, which represented a further breach of Australia's obligations under international refugee conventions, those found to be refugees would be resettled on Manus Island or Nauru, and those who had their asylum claims rejected would be **repatriated** or sent to an alternative country.

Since August 2012, 4177 people, including children, have been sent to Nauru or Manus Island as part of the Australian Government's offshore processing arrangements. Despite 71% of arrivals having been found to be genuine refugees, they have spent years languishing in detention. As of March 2019, there were 359 people left on Nauru and 547 people left on Manus Island. Twelve deaths have occurred in Australian detention centres on Nauru and Manus Island, including suicides and the murder of asylum seekers by local residents, since 2013.

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Source analysis 11.13

Source 11.40 Extract from a statement by Abdul Aziz to the United Nations on 5 March 2019 on Australia's policy of offshore processing of asylum seekers. Aziz is a human rights defender who has been detained by the Australian Government on Manus Island after fleeing Sudan with his family.

I have been detained on Manus Island for six years by the Australian government … Many men and women are still being detained on Manus and Nauru.

We are held in cruel and inhumane conditions that amount to torture. 12 people have died. I witnessed my friend being beaten to death by guards.

Many others, including children, have attempted suicide – over 40 suicide attempts were made on Manus in just three months last year.

We have no rights. We are not safe. We cannot go to Australia, or elsewhere, because the Australian Government will not allow it. We cannot go home, as it is unsafe. We are all sick and we have lost hope. We are in limbo.

'Abdul Aziz statement to the UN on Australia's cruel offshore processing', *Asylum Seeker Resource Centre* website, 5 March 2019

1 According to Aziz, in what conditions do refugees live on Manus Island?
2 Identify the human rights Aziz states he does not have as a result of being in detention on Manus Island.
3 Why do you think he has lost hope?

Activity 11.7

1 Create a timeline of the changing Australian government migration policies since 1901 as outlined in Section 11.3.
2 Research the role played by Australia's SBS in developing and celebrating Australia's multiculturalism.
3 Research the conditions of refugees detained on Manus Island and Nauru by the Australian Government. Write a report to your local member detailing the conditions and experiences of refugees in detention and whether or not they comply with Australia's obligations under the United Nations Refugee Convention.

Historical concepts: Continuity and change, Empathetic understanding **Historical skills**: Comprehension, Research, Explanation and communication

Review 11.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Identify the aim of the *Immigration Restriction Act 1901*.
2 Discuss why the Australian government believed Australia needed to 'populate or perish' after World War II.
3 How have changes to Australia's citizenship laws reflected changes in Australian migration policy?
4 Outline the differences between the policy of assimilation and the policy of integration. Which policy do you prefer and why?
5 Describe the result of the shift away from family reunion migration towards skilled migration in the 1980s and 1990s.
6 Explain what 'offshore processing' is and how it was designed to deter asylum seekers arriving in Australia by boat.
7 Explain how Australia breached its international obligations uner United Nations conventions during the *Tampa* affair.

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11.4 Hardships faced by migrants: Displaced persons

The first wave of post-World War II migration began with **displaced persons**, whose countries had been decimated by war. Between 1947 and 1953 the Australian government assisted over 170 000 displaced persons to migrate to Australia. These refugees faced a number of hardships, including the decision to leave their home country and the long journey to Australia. Furthermore, upon arrival these refugees faced the daunting task of settling and adapting to a new and unfamiliar environment, while also maintaining cultural, historical and social links to their past.

displaced persons people who are forced to move from their homes and country due to a crisis such as a war

Challenges

Some of the challenges faced by post-World War II refugees when settling in Australia included language barriers, securing employment, social isolation, accessing education, as well as generally navigating a new and unfamiliar system.

Language

The post-war period saw the first significant influx of non-English speaking migrants to Australia, representing a key challenge to successful settlement. English-language proficiency is a key determinant of the social and economic outcomes for migrants, especially humanitarian migrants. The ability to communicate is vital for migrants in gaining employment, securing housing and engaging with their community to avoid social isolation.

Education

Education was not a high priority for post-war refugees, who were funnelled into work to fulfil the conditions of their immigration agreement with the Australian Government. The only relevant education was English language classes, which were run in migrant reception centres and offered through government programs. Prior educational attainment by refugees was also largely irrelevant and often not recognised by employers in Australia. Refugees were therefore often unable to work in their chosen professions and areas of expertise, which could result in a lack of job satisfaction and pride for people who were highly skilled and trained in their home country.

Source 11.41 English lessons at Bathurst Migrant Camp, 1951, courtesy National Archives of Australia

Employment

In return for their passage and settlement in Australia, post-war refugees had to enter into a two-year contract with the Australian Government which obliged them to work wherever directed, sometimes splitting families. Most employment available was unskilled or semi-skilled in nature. Some of the jobs undertaken included the building or maintenance of railway lines, working in mines or blast furnaces, harvesting sugar cane, fruit-picking and the building of the Snowy Mountains Scheme.

Social isolation

The slide into social isolation was a constant issue for refugees who had left family and friends to resettle in Australia. Language and cultural barriers made communication and inter-connection difficult. Discrimination was another challenge that frequently led to social isolation. Refugees were often called names, physically intimidated, not invited to social occasions and generally excluded from mainstream society. Many men felt lonely and therefore worked long hours and accepted overtime when it was available, further isolating themselves.

Migrant centres

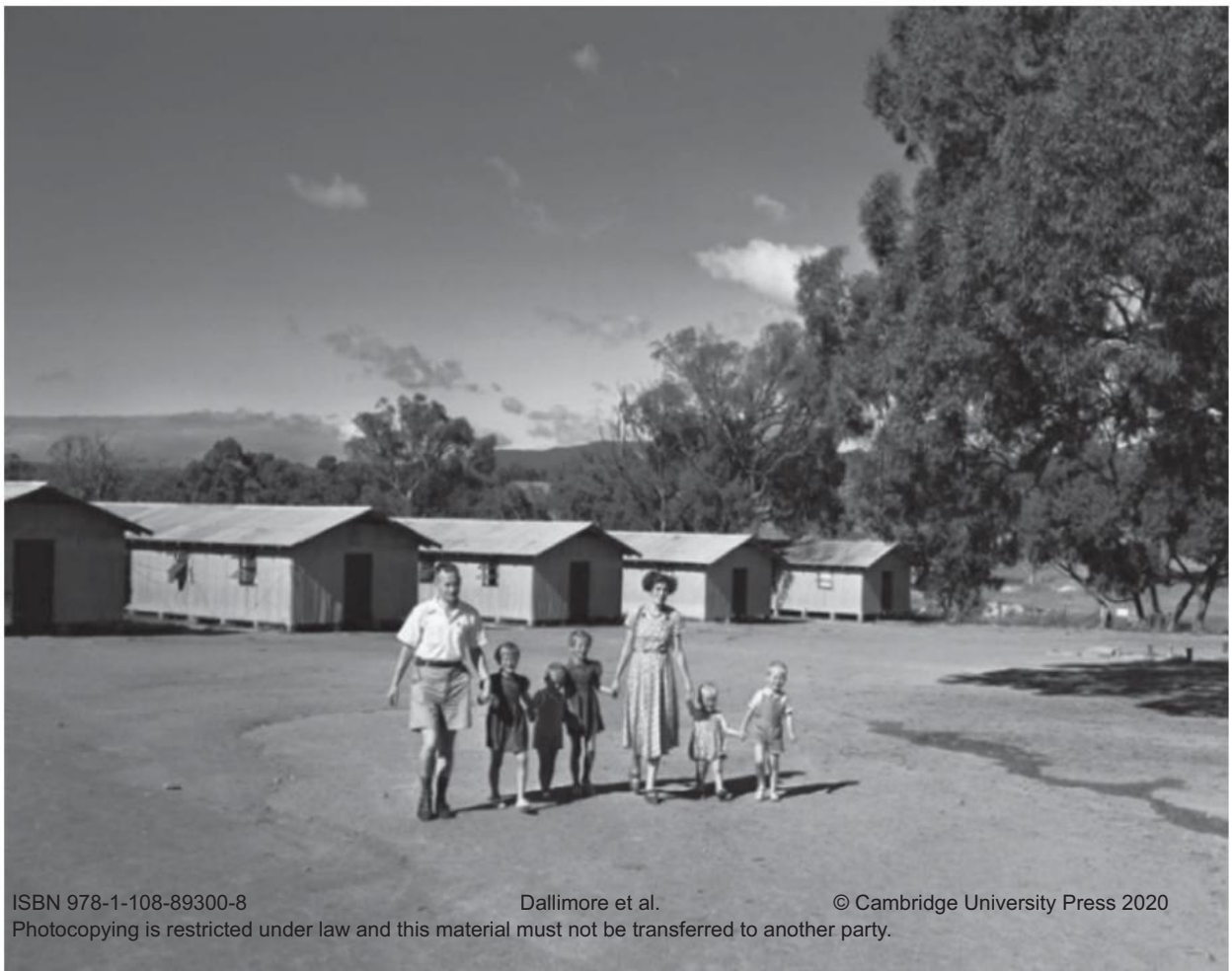
Source 11.42 Inta Golvers' story

Inta Golvers' story

Post-war refugees and migrants arrived in Australia by ship, disembarking at the major city ports of Sydney and Melbourne. They were then transported to migrant centres established after World War II to provide accommodation for European refugees and migrants arriving under the various assisted passage schemes. Refugees were able to stay in the centres for up to 12 months and received resettlement support. The largest migrant centres were in Bonegilla, Victoria, and Bathurst, New South Wales.

Bathurst Migrant Reception and Training Centre was one of the largest migrant reception centres established in Australia. Between 1948 and 1952 it was a temporary home to over 100 000 migrants from across Europe whose first experience of Australia was the unheated former army sheds and timber barracks that were freezing in winter and boiling hot in summer. The accommodation was in poor condition, in need of constant repair and provided no privacy for residents.

Source 11.43 A family in Bathurst Migrant Centre, 1951, courtesy National Archives of Australia



Source analysis 11.14

Source 11.44 Post-World War II migrant, Colin Freeman, aged 14, arrived at Bathurst Migrant Centre in 1951 with his family

> Although there were no locked gates we were effectively isolated from the rest of Australia … Everything seemed to take on a new dimension. The ants were huge as were the flies. Back in the hostel the spiders were the largest we had ever seen and caused hysterics amongst some of the mothers. Blue-tongued lizards lay out glistening in the sun causing even more hysterics amongst the mothers hanging washing on the lines. Again my brother recalls possums in the outdoors toilets sitting in the rafters and peering down with bright eyes and we should not forget the red back spiders in the toilets …
>
> Apparently migrants at the time had to go wherever the government told them to go and in our case it was not to be sunny Queensland, but Adelaide.
>
> Colin Freeman, 2008, www.ssasturias.net

1 What do you think Colin meant when he wrote 'everything seemed to take on a new dimension'?
2 What were the main challenges faced by Colin and his family when they arrived in Australia?
3 Try to imagine what the young Colin Freeman might have felt when his parents told him of their decision to move to Australia. Discuss how he might have felt leaving his home. What might he have missed? What might he have been worried or excited about?

Activity 11.8

1 Design a government program for new migrants arriving in your local community. The program's aim is to assist new migrants in social integration and engagement.
2 Compare and contrast the program you have designed with a program implemented in Australia. Why might there be differences between the programs?

Historical concepts: Continuity and change, Perspectives, Empathetic understanding **Historical skills**: Perspectives and interpretations, Empathetic understanding, Explanation and communication

Review 11.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Outline the hardships faced by new migrants.
2 Describe the importance of English-language skills for new migrants to Australia.
3 Explain how migrant centres were both a positive contribution to migrant resettlement and a source of hardship for new migrants.
4 Discuss the extent to which you think racism and discrimination contributed to the hardships faced by new migrants in Australia.

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11.5 Impact of a world event: the Vietnam War

One of the most prevalent and consistent drivers of global migration in the twentieth century was conflict. Conflict is a human-made crisis and a primary cause of refugee flows to Australia. Most people displaced by conflict are internally displaced, which means they stay within their country. People who are displaced across borders by conflict are deemed refugees, rather than migrants.

The impact of war goes deeper than those fleeing direct violence. The socio-economic consequences of war and its ongoing effect drive migration through negative effects on employment opportunities, livelihoods, food and health security, social service delivery, political instability, social tensions and the growth of criminal networks.

Vietnamese refugees

Activity 11.9

Referring to the Overview, your own knowledge, and with additional research if necessary, draw a mind map demonstrating how the Vietnam War was part of the Cold War. Include explanations of the terms 'domino theory' and 'war by proxy'.

Historical concepts: Cause and effect **Historical skills**: Comprehension, Research, Explanation and communication

The Vietnam War ran from 1955 to 1975. The conflict was between North Vietnam (supported by the Soviet Union, China and other communist countries) and South Vietnam (supported by the United States, Australia and other anti-communist countries).

In April 1975 Saigon, the capital of South Vietnam, fell to the forces of North Vietnam. Approximately 800 000 Vietnamese refugees fled Vietnam to escape the turmoil and violence, and 90 000 of these refugees settled in Australia. Vietnamese people were the first large group of migrants to arrive following the end of the White Australia policy.

Despite the dominant image of Vietnamese refugees arriving in Australia in boats, the overwhelming majority arrived by plane, after being assessed as refugees while living in refugee camps in South-East Asia. It was at this time that the term 'boat people' entered the Australian vernacular. The minority who made the journey by boat faced dangerous seas, overcrowded and unseaworthy boats, as well as pirate attacks. Unknown numbers died while attempting to navigate the difficult 3500-km journey to Australia.

Source 11.45 Vietnamese refugees arrive at Canberra airport from camps in South-East Asia, 1979

ISBN 978-1-108-89300-8 Dallimore et al.

Response to Vietnamese 'boat people'

During the early 1970s there were ongoing debates and internal divisions among the major parties about how to handle the future prospect of large numbers of Vietnamese asylum seekers arriving on Australia's shores after the Vietnam War. Despite this, following the fall of Saigon in April 1975 and the arrival of the first five 'unauthorised arrivals' in April 1976, there was barely a ripple among politicians, the media or the general public. The first five boats were allowed to land in Darwin and their occupants quickly granted permanent residency.

However, the political, media and public response began to turn away from sympathetic understanding of the plight of Vietnamese asylum seekers towards hostility and policies that sought to deter people from making the dangerous journey.

Halfway through the 1977 federal election campaign, boat arrivals became headline news across the country, featuring prominently in the media. 'Limit on Refugees Says PM' was a headline splashed across the front page of the Brisbane *Courier-Mail* newspaper. Sections of the press stoked public fears with references to an 'invasion' and the 'yellow peril'. Melbourne's *Sun-News Pictorial* warned of an invasion of Australia from the north 'by hundreds, thousands and even tens of thousands of Asian refugees'.

On 20 November 1977, three weeks before the federal election, six boats carrying 218 asylum seekers from Vietnam arrived in Darwin. The federal Labor opposition leader, Gough Whitlam, cynically politicised the arrivals in an attempt to secure votes. Whitlam unsuccessfully sought to play on the fears of the electorate by linking asylum seekers with drugs and infectious diseases, as well as questioning their legitimacy as refugees.

From 1976 the term 'economic migrant' entered the Australian migration discussion. In parliamentary debates Vietnamese 'boat people' were demonised as economic migrants who were attempting to circumvent immigration laws to secure a better way of life. The belief that many Vietnamese asylum seekers were solely economic migrants was also prosecuted by union officials who called for widespread industrial action to protest the 'preferential treatment' refugees were receiving.

The arrival of Vietnamese asylum seekers by boat in 1976 also saw the introduction of the term, 'queue jumpers'. Whitlam first introduced the idea when warning the Coalition government not to put refugees 'ahead in the queue' over migrants applying through the family reunion scheme. This imaginary queue has become a powerful image, serving to distinguish between 'deserving' and 'undeserving' immigrants.

Source 11.46 A group of Vietnamese boat people arrive in Darwin, in December 1977.

ISBN 978-1-108-89300-8 Dalimore et al.

Site study: The *Tu Do*

One of the boats that arrived at Darwin on 21 November 1977 was the *Tu Do* (meaning 'Freedom'), with 31 people on board. The boat, designed like a fishing boat, was built by 30-year-old Tan Lu and three friends, specifically to leave Vietnam.

Tan Lu and his family were granted asylum, and the following year he sold the *Tu Do*. It was sold again in 1985, and in 1990 it was acquired by the Australian National Maritime Museum. The intervening owners had made some changes, so in 2003 the museum started to restore the boat to its 1977 appearance.

The museum team researched Vietnamese fishing boat construction, and held discussions with the Lu family. During the first stage of the program (2003–08) the boat was repaired and stabilised, using materials and techniques as similar as possible to those Tan Lu had access to. For example, they used wooden pegs instead of nails. The engine and wheelhouse were also restored.

Source 11.47 The *Tu Do*'s arrival in Darwin Harbour

Source 11.48 The *Tu Do* in 1990, when it was first acquired by the National Maritime Museum

ISBN 978-1-108-89300-8 Dallimore et al.

Source 11.49 The Lu family back on board *Tu Do* in 2005, during the first stage of reconstruction. Left to right: Mo, Dzung, Dao, Tuyet and Quoc Lu.

The second stage of the restoration (2009–12) focused on reconstruction of elements such as the awning over the deck, and a plank toilet. A vital resource at this stage was a set of black-and-white photographs that had been taken of the *Tu Do*'s arrival in Darwin. When it came to restoring the original paint colours, the team took paint samples and consulted further with the Lu family, who identifyied the correct shade of blue from a paint chart.

The *Tu Do* is berthed at the Australian National Maritime Museum in Darling Harbour, Sydney. It can be viewed from the dock, but is not generally available for boarding except during special events.

Source 11.50 The *Tu Do* after completion of the restoration

1. Explain why the museum would have wanted to acquire the *Tu Do*.
2. Identify some of the challenges faced by the restoration team of the Maritime Museum.
3. Why do you think the *Tu Do* is not generally available for boarding?
4. Research the human aspect of the Lu family's migration story. Tell the story of the people, the context for needing to flee Vietnam and their experiences journeying to Australia. What hardships did they face?
5. Explain the significance of the *Tu Do* in telling both the Lu family's specific story of migration and the broader migration story of people seeking asylum in Australia.

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Impact on migration policy

Following the 1977 federal election, the Fraser Government sought assistance from governments in South-East Asia, asking them to prevent boats departing their shores so that refugees could be processed in United Nations High Commissioner for Refugees (UNHCR) camps. The government also increased the number of Vietnamese refugees that Australia would formally accept in an attempt to deter people from making the journey by boat.

In 1982 the Fraser Government introduced individual determination of status procedures for asylum seekers arriving by boat. Asylum seekers were individually assessed to determine whether they satisfied the criteria to be considered a refugee. Significantly, this was the first time the idea of a 'genuine' and 'non-genuine' refugee became part of the national discourse.

In 1983 the Hawke Government supported the 'durable solutions' proposition from the UNHCR. This policy introduced the voluntary repatriation of Vietnamese asylum seekers as a first preference, followed by social integration into the country of first asylum and finally, resettlement in third countries such as Australia.

In 1989 the Australian Government, in partnership with 77 other countries, endorsed the UNHCR Comprehensive Plan of Action for Indochinese Refugees. The plan dealt with the growing reluctance of third countries, such as Australia, to provide resettlement opportunities and the threat of first asylum countries in South-East Asia to reject asylum seekers. The plan required first asylum countries to grant temporary refuge and screen all asylum seekers to determine their refugee status. Those not classed as 'genuine' refugees were returned to their country of origin. Those accepted were resettled in third countries, such as Australia.

The policy changes after the arrival of Vietnamese asylum seekers following the Vietnam War laid many of the foundations for future government responses to dealing with those who seek **third-country resettlement**.

third-country resettlement one of three UNHCR endorsed durable solutions for refugees who have fled their home. This option includes settling in a country other than the country of first arrival.

Source 11.51 Vietnamese-born people living in Australia

Year	Number of people
1971	717
1976	2427
1981	41 097
1986	83 044
1991	122 347

Review 11.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Other than direct threats of violence, explain how else conflict drives the global refugee crisis.
2. The majority of asylum seekers arrive via plane now, as was the case in the 1970s with Vietnamese refugees. Why do you think politicians and the media focus on the small minority who arrive by boat?
3. How was the Vietnamese refugee crisis politicised? Explain what you think the motivation was.
4. Analyse how the terms 'economic migrant' and 'queue jumpers' were designed to undermine the legitimacy of Vietnamese asylum seekers arriving in Australia by boat in the late 1970s.

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11.6 Experiences of refugees: Syria

In response to the ongoing civil war in Syria and the resulting humanitarian crisis in 2015, the Abbott Coalition Government announced that an additional 12 000 Humanitarian Program places would be made available for people displaced by the conflict in Syria. As of 2019 the Syrian Observatory for Human Rights estimates the death toll for the conflict at over 500 000. The UNHCR has stated that the conflict has left 6.6 million people internally displaced and 5.6 million seeking asylum around the world.

Syrian refugees were identified, security screened and then selected from either UNHCR camps or directly from urban communities in Lebanon, Jordon and Turkey where many Syrian refugees immediately fled to following the outbreak of violence. Those selected for resettlement were then flown to Australia and provided with significant support services to assist them in successfully adjusting to life in a new country.

Activity 11.10

1 Research the Syrian civil war and create a presentation for your class that answers the following questions.
   - **a** Identify who are the belligerents in the Syrian civil war.
   - **b** Identify the causes of the civil war.
   - **c** Explain the roles the United States and Russia have played in the conflict.
   - **d** Describe how Syrian citizens have been affected by the civil war.
   - **e** How many refugees from Syria came to Australia as a result of this conflict? Discuss, giving reasons, whether Australia should have accepted more Syrian refugees.

Historical concepts: Cause and effect, Significance **Historical skills**: Research, Explanation and communication

Source 11.52 Iymen, 52, was forced to flee his home in Homs, Syria, with his family

> It was very hard moving from Syria to Australia. There are huge differences in the culture and tradition. I have been struggling and it is not easy …
>
> Quoted in Phil Mercer, 'How are Australia's Syrian refugees coping?', *BBC News website*, 1 January 2017

Like all refugees settled under Australia's Humanitarian Program, the Syrian refugees were granted permanent residency and therefore provided with access to Medicare and a wide variety of financial support services. They had access to English-language training, torture and trauma counselling, orientation programs, housing and income support, education and training, employment services and specialised case management to provide individualised support.

Despite the safe passage and support services provided to Syrian refugees, it is important to remember that they have experienced conflict and trauma unimaginable to the majority of Australians. As a result, many of them require ongoing assistance and intensive counselling to support them throughout the resettlement process. They have faced significant additional challenges to resettlement as refugees from countries with vastly different cultural, social and religious settings to those of Australia. Like all refugees and immigrants, Syrian refugees face the difficult experience of securing meaningful employment, learning a new language and building new social support networks, as well as navigating the unfamiliar cultural norms of a foreign country.

ISBN 978-1-108-89300-8 Dallimore et al.

Source analysis 11.15

Source 11.53 A 2017 report from the Boston Consulting Group identified the employment difficulties faced by refugees in Australia

If there is a weak link in Australia's settlement record, it is getting refugees into jobs soon after they arrive. There is overwhelming evidence that employment provides the bedrock for successful settlement. The best way to help humanitarian migrants to build flourishing lives is to help them find work. Yet the current expansion of Australia's humanitarian program comes at a time of profound changes in the economy that mean many of the jobs taken up by refugees in the past are becoming scarcer.

Two out of five recently arrived humanitarian migrants work as labourers, but the need for labourers in the economy is falling. Refugees may also find jobs as machinery operators or drivers, but demand for workers in these roles is stagnant.

On the best available evidence, 17 per cent of humanitarian migrants are in paid work after being in Australia for 18 months. While employment rates improve with time, to get more refugees into jobs more quickly would be a triple-win: it would benefit vulnerable people, boost the budget and improve social cohesion.

This report identifies five principal barriers to newly arrived refugees finding jobs: limited English, a lack of work experience, poor health, a lack of opportunities for women and having only been in Australia for a short amount time. If we want better employment outcomes then it makes sense to focus on removing these barriers or reducing their impact. There is much that we can learn in this regard from best practice from overseas.

Executive Summary, Centre for Policy Development Report, *Settling Better*, 2017

Source 11.54 A 2018 report by the University of Technology Sydney Business School also identified employment as an issue

The evidence strongly attests that for refugees and humanitarian immigrants getting access to the Australian labour market is perhaps the greatest settlement challenge that they face … Many Syrians were professionals. Finding a job in Australia – particularly one where they can use their education, skills and experience – is the most obvious challenge. … English language competency was seen by refugees as their biggest hurdle in accessing employment: most were delaying entry into the labour market while their English-language ability was getting up to speed.

Collins, J., Reid, C., Groutsis, D., Watson, K., Kaabel, A. and Hughes, S., 2019, *Settlement Experiences of Recently Arrived Refugees From Syria, Iraq and Afghanistan in Queensland in 2018*, University of Technology Sydney, p. 7

1 Identify the key to successful resettlement of refugees.
2 Describe the challenges refugees face in gaining employment due to changes in the Australian economy.
3 Describe the greatest challenge to finding meaningful employment faced by refugees.
4 Why do you think it is important for refugees to be able to find employment that recognises and utilise their previous education, skills and experience?

ISBN 978-1-108-89300-8 Dallimore et al.

Source analysis 11.16

Source 11.55 Statement from a young Syrian refugee, aged 12, 2018

> It was like I couldn't speak English and I didn't have friends. So I was by myself and then after two weeks, a month or something like this, I learnt English and I got new friends.
>
> Quoted in Collins, J., et al., 2019, p. 43

Source 11.56 Statement from an adult male Syrian refugee, 2018

> Also there is another factor, which is the social life. In Syria, we are very social people, so we used to have a lot of friends, a lot of families, and we have a lot of emotions to our family which stayed in Syria. So we feel that if we were together again, our families, maybe they would come here, and that would make us feel more settled.
>
> Quoted in Collins, J., et al., 2019, p. 68

Source 11.57 Statement from a young Syrian refugee, 2018

> I want to belong, but some people do not accept me because they think I'm a refugee and a terrorist.
>
> Quoted in Collins, J., et al., 2019, p. 71

1. With reference to Sources 11.55 and 11.56 and your own experiences, how does the ability to communicate affect a person's sense of belonging and social engagement?
2. Why do you think some people associate refugees from the Middle East with terrorism? Is this accurate? Is this fair?
3. Brainstorm ways in which you could help change this perception in your community.

Syrian and other refugee stories

Review 11.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Explain why the Australian Government took an extra 12 000 Syrian refugees between 2015 and 2017.
2. As part of what government program were the 12 000 Syrian refugees accepted into Australia?
3. Identify one resource to which Syrian refugees are given access and explain why it is important.
4. Explain one other challenge faced by Syrian refugees in Australia, and suggest ways to address this.

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11.7 Contribution of migration to Australia

Australia's identity

National identities are not fixed; they evolve over time. The identity of a nation is highly contested and dependent on the experiences of the individual. In many ways, trying to define national identity is highly problematic and even futile. What it means to be 'Australian' describes a broad range of characteristics, behaviours, attitudes and experiences. The act of defining a distinctive national identity also divides a society between those who are deemed 'insiders' and those who are designated 'outsiders'. National identities are often defined against the outsider, or the 'other', rather than designed to be inclusive and accepting, which breeds social disharmony.

Perhaps the most significant barrier Australia faces in attempting to articulate a national identity is its ongoing failure to acknowledge the central place of Aboriginal and Torres Strait Islander peoples within its history. The history of British colonisation and the language around the 'discovery' of Australia by Captain Cook denied the reality of Indigenous culture and law, creating a barrier to determining a national identity that incorporates all Australians.

One thing that is certain is that the Australia of today has been shaped by decades of successive waves of migration from all around the world. Over the past 50 years Australia's migration program has been built on multiculturalism, which has positively influenced the nation and contributed to the prosperity of all Australians.

Source analysis 11.17

Source 11.58 Noel Pearson, an Australian lawyer, academic and land rights activist who comes from the Bagaarrmugu and Guggu Yalanji peoples, talks about 'layers of identity'

I have long considered that individuals and groups possess 'layers of identity'. These layers include identification with cultural and linguistic groups; religions; places of birth, upbringing, residency and death; local and regional geographic communities; regional, provincial and national polities; professional, literary, recreational, philosophical and other sub-cultural groups. Each individual harbours many layers of identity. She shares many of these layers with her closest kin, but there are some layers that she does not share with them. She shares these other layers of identity with other members of society, sometimes long distant from and unknown to her. In the same way other members of her family share layers of identity with other strangers in society, which she does not share.

It is the same with groups. Groups may be formed around a dominant characteristic such as ethnicity or religion – but the individuals or subgroups that make up the group will also harbour layers of identity. Each member of the group will share layers of identity with people outside of the group. Some of the layers shared with non- members of the group will be shared with some members of one's group, but not with others.

Noel Pearson, 'Layered Identities and Peace', Earth Dialogue Brisbane Festival, 23 July 2006

1 Explain in your own words what Noel Pearson means by 'layers of identity'.
2 Analyse how Noel Pearson's theory of 'layers of identity' is related to Australia's national identity as a multicultural society.

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Contribution of migrants

It is widely accepted that migrants have a positive social, cultural and economic effect on Australia.

Generally speaking, migrants embrace the diverse opportunities offered by a life in Australia, demonstrated by high participation rates in all levels of education, high levels of labour market participation and citizenship take up, as well as their high rates of new business creation.

Migrants have provided a significant contribution to Australia's economy and overall prosperity since the end of World War II. The positive economic benefits of a strong migration program were highlighted in a 1985 study, *The Economic Effects of Immigration on Australia*. The study indicated that an average of 14 jobs had been generated by each migrant settling in Australia. The 2018 joint Treasury and Department of Home Affairs study, *Shaping a Nation*, referenced a 2017 International Monetary Fund report that estimates that Australia's current migration program will add between 0.5 and 1 percentage points to the annual average GDP growth from 2020 to 2050 by limiting the economic impact of Australia's ageing population.

Migrants are responsible for over 50% of Australia's annual population growth, which significantly increases consumer spending levels, resulting in increased GDP and economic growth. In addition, migrants are usually of working age and therefore contribute to government tax revenue, which is spent on essential services such as education and health. Importantly for Australia, new migrants are largely under the age of 40, which is helping to offset Australia's ageing population.

Since the 1980s Australia's migration program has focused on attracting skilled migrants, who have a higher employment rate than the overall population. Between 2016 and 2017, 67% of new arrivals were skilled migrants. The long-term effect of a multicultural migration program has been an increase in skills, knowledge and expertise for many professions and trades.

Migrants and refugees overwhelmingly embrace Australian values, with 80% of immigrants who have lived in Australia for over 10 years choosing to become Australian citizens. The positive contribution of migrants has been vital in repopulating and reinvigorating many rural and regional areas, which have faced population decline and significant challenges in attracting and retaining workers.

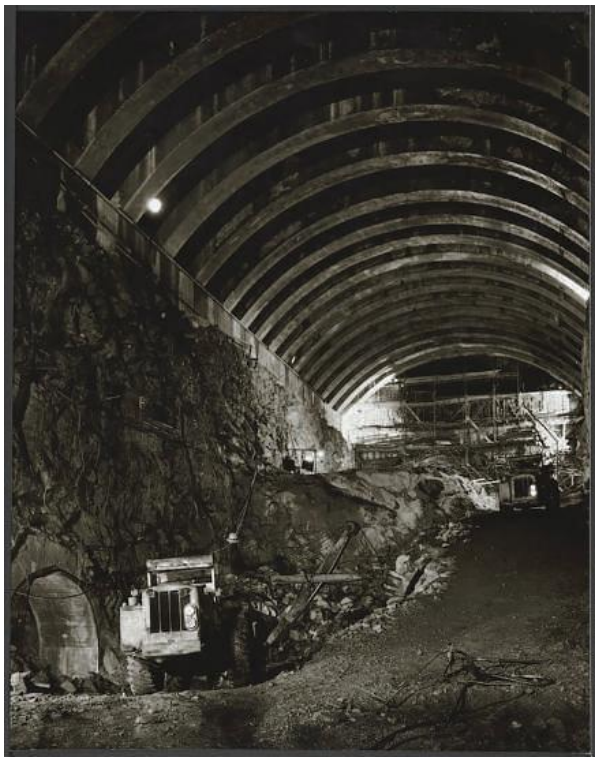
Source 11.59 80% of immigrants who have lived in Australia for over 10 years choose to become Australian citizens

Snowy Mountains Hydro-Electric Scheme

The Snowy Mountains Scheme was a significant public works project in Australia that benefited from the contribution of migrants. The Scheme is one of the greatest engineering feats in the world. There were 100 000 people who worked on the Scheme between 1949 and its completion in 1974. Two-thirds of the workers were immigrants, from over 40 countries including Italy, Germany, Ireland, Norway, Britain, Poland and Yugoslavia. Most of the migrant workers employed on the Scheme arrived under assisted passage schemes.

When the Snowy Mountains Hydro-electric Authority was established in 1949 there was a significant shortage of skilled labour, which led to an intensive government recruitment campaign overseas. As a result, many of the new recruits were escaping war-torn Europe and were eager to start a new life in a new land.

Working on the Snowy Scheme was hard and dangerous, and living conditions were basic.



Source 11.60 Tunnel work in the Snowy Mountains Scheme, 1957

Furthermore, living and working with a diverse mix of cultures was a challenge. In helping to build a world-class hydro-electric scheme the workers overcame conflicts, prejudice and racial tensions.

Source analysis 11.18

Source 11.61 Extract from *The Snowy: The People Behind The Power*, outlining the differences between workers and the potential hostilities that could arise.

Early tensions surfaced between Australians and the 'New Australians' – less polite terms for the immigrants included wogs, dagos, garlic-munchers and reffos (refugees). The locals were mystified by their food, their manners and their origins. Some, like the Germans and Italians, had been fighting Australia in the Second World War only a few years before. Among the immigrants, there were other scores to settle. Poles and Czechs had suffered terribly at German hands, while Serbs and Croats maintained ancient hostilities in their new land. Somehow racial differences were put aside, as the challenges of the construction welded the disparate workforce into a united team that set world records in tunnelling and earthmoving.

McHugh, S., 1995, *The Snowy: The People Behind The Power*, HarperCollins Publishers, Australia

1 Identify the countries of origin of the 'New Australians' described in this extract.
2 Describe the differences that existed between the 'New Australians' and 'local' workers.
3 How did World War II affect the working relationship of workers?
4 Describe the commonalities shared by the workers that brought them together.

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Relationships with other nations

Migrant communities play an important role in connecting and strengthening Australia's relationships with other nations. They are an important resource because they promote and encourage trade and investment through their local and international business networks. By implementing a strong multicultural social program in Australia, the government has supported **diaspora** communities to share links between Australia and their countries of origin, as well as strengthening dialogue and shared understanding. This deeper understanding of other nations also encourages better diplomatic relations and helps navigate potential conflict and disagreements. For example, international students contribute economically to Australia, but also develop and maintain long-term relationships in Australia while studying. They then often take up influential positions in their respective countries when they return.

The international connections facilitated by diaspora communities can also be utilised for positive social and political change in both Australia and the origin countries of migrants. For example, young Sudanese Australians are leading the global peace and reconciliation movement in Sudan following years of civil war. At the beginning of the twenty-first century Sudanese refugees were one of the fastest growing new migrant communities in Australia with an increase in population numbers from 5090 in 2001 to 25 540 in 2010. Sudanese Australians have leveraged the experience of living in both countries and the diverse skill set that this has given them to effect positive social and political change. Their initiatives include fostering inter-racial harmony in divided communities, conflict prevention and resolution in Sudan, broad based advocacy for global peace and lobbying politicians for action on conflict resolution.

diaspora a community of people who live outside their shared country of origin or ancestry but maintain active connections with it

Source 11.62 Sudanese and Somalian migrants attend training of the Sydney Swans. Sport is one of many ways of building positive social connections in diverse communities.

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Criticisms of Australia's refugee policy

Since 2001 and the Howard Government's response to the MV *Tampa* crisis, Australia's standing in the world as an upholder of human rights has been in decline.

The annual Human Rights Watch World Report has been highly critical of Australia's harsh treatment of asylum seekers since 2014, and it concludes that Australia's standing as a protector of human rights has been damaged. The 2014 report singled out Australia's Labor and Coalition governments for sending asylum seekers to Papua New Guinea and Nauru, instead of assessing their claims on the Australian mainland. The 2020 report placed a spotlight on the 12 refugees and asylum seekers who have died in Australia's offshore processing system since 2013 (six of them suicides) as well as highlighting the increase in self-harm and suicide attempts following the re-election of the Coalition Government in the 2019 Australian federal election.

Source 11.63 Statement by Elaine Pearson, Australia director at Human Rights Watch

"Last year Australia's two major political parties were hell-bent on using cruel policies to deter asylum seekers, even at the expense of the country's international reputation," said Elaine Pearson, Australia director at Human Rights Watch. "Sending asylum seekers to Papua New Guinea and Nauru feeds into the government's 'out of sight, out of mind' mentality."

'Australia: Refugee Stance Mars Rights Record', Human Rights Watch website, 21 January 2014

Source 11.64 2014 address to the UN Human Rights Council by Statement by UN High Commissioner for Human Rights, Zeid Ra'ad Al Hussein

Australia's policy of offshore processing for people seeking asylum arriving by sea, and its interception and turning back of vessels, is leading to a chain of human rights violations, including arbitrary detention and possible torture following return to home countries.

Quoted in *Rebuilding Our Damaged Reputation: A Strategy for Australian Leadership on Refugee Protection*, Refugee Council of Australia website, 1 September 2017

Source 11.65 Elaine Pearson, Australian director of Human Rights Watch during a press conference in Manila on 19 July 2011.

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A 2015 report by the UN Special Rapporteur on torture, Juan Méndez, concluded that Australia asylum seeker policies violate the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. The Australian Human Rights Law Centre Director of Legal Advocacy, Daniel Webb, commented, 'the Torture Convention prohibits subjecting people to cruel, inhuman or degrading treatment. The report confirms that by leaving people locked up indefinitely in appalling conditions on a remote island, Australia is failing to meet this basic standard'.

Source 11.66 In 2018, UN Special Rapporteur on the human rights of migrants, Professor François Crépeau, visited Australia's regional processing centre on Nauru.

> I remain deeply concerned that some of Australia's policies have eroded the human rights of migrants in contravention of its international human rights and humanitarian obligations. Of particular concern is the mandatory, prolonged and indefinite detention of undocumented migrants, asylum-seekers, refugees, stateless persons and unauthorised maritime arrivals.
>
> Crépeau, F., Remarks to the UN Human Rights Council, 2018

Source 11.67 Demonstrators protest to demand humane treatment of asylum seekers and refugees in Sydney, 20 July 2019.

Review 11.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Identify the difficulties in trying to determine a single national identity.
2. Explain how a single 'national identity' can act to exclude and marginalise some members of society.
3. Summarise the contributions of migrants to the prosperity of all Australians.
4. How does Australia's multicultural society help navigate international crises and potential conflict?
5. Describe the way in which Australia's treatment of asylum seekers been criticised by the international community.

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End of chapter activities

Extended response questions

1 What roles have assisted passage schemes played in Australia's migration history?
2 How have the population demographics of Australia changed between 1945 and 2020?
3 How have global events affected the demographics of Australia's migrants?
4 What role does the *Racial Discrimination Act 1975* play in Australia's history of immigration?
5 In what ways does Australia fail to comply with United Nations International Agreements on the rights of refugees?
6 Describe the changing motivations behind Australian migration policies between 1901 and 2020.
7 Outline the various methods Australian governments have employed to restrict and determine the demographics of immigrants to Australia.
8 What do you think should be the future direction of Australian immigration over the next decade?

Group work activity

- In small groups, design a government program for new migrants arriving in your local community. The program's aim is to assist new migrants in social integration and engagement.
- As a class, debate the topic, 'Should asylum seekers who arrive by boat be allowed to have their claims for asylum assessed on the mainland and be eligible to settle in Australia?'

Research activity

Research the Big Brother Movement and write an extended response to answer the following questions.

- Who founded the Big Brother Movement?
- What was the aim of the Big Brother Movement?
- What did child migrants do when they reached Australia under the Big Brother Movement?
- How do you think the British children would have felt migrating to an unfamiliar country?

Using the Snowy Mountains Hydro website (https://cambridge.edu.au/redirect/9217), research the scheme and create a presentation that answers the following questions.

- Outline the key features of the project.
- Identify the different cultural groups that worked on the Snowy Scheme.
- Summarise the numbers of the different cultural groups who worked on the Snowy Scheme in a table.
- Explain why the different cultural groups would have wanted to migrate to Australia to work on the Snowy Scheme. What was happening in their home countries at the time?
- Account for why racial and ethnic tensions arose between migrant groups working on the Snowy Scheme.

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Creative task

Create a marketing campaign to entice potential migrants from across the globe to migrate to Australia in the 2020s. Your campaign should focus on a variety of 'push and pull' factors and be targeted at a specific group of people, choosing from factors such as race, religion, ethnicity or country of origin. Your campaign could include some or all of the following marketing techniques – social media, email, internet advertising, product placement, television commercials, radio advertising, billboards, magazines, newspapers, viral marketing and event marketing. Your campaign should also use evidence from Australia's history of migration to convince your audience that moving to Australia could be a good option.

Visible thinking routine

I used to think… Now I think… .

The political discussion surrounding immigration in Australia can be negative and focused on securing votes, instead of providing a balanced and fair representation of the issues. Media coverage is often partisan and designed to sell 'news' through sensationalism and provoking outrage. As a result, public discourse is largely reduced to stereotypes and people's base instincts. Now that you have studied the history of Australian immigration and understand more about the experiences of migrants, including the reasons why people choose or are forced to migrate, complete the following activity.

Draw two columns on your page. On one side of the page write down the ideas you used to have about migrants, asylum seekers and refugees. One the other side of the page, write down what you now know and think about migrants, asylum seekers and refugees. Having completed your table, outline whether you think Australia should accept more or fewer migrants and refugees each year.

Cross-curricular task

Critical and creative thinking

Create a multicultural cookbook to give to migrants when they take up Australian citizenship. Your cookbook should include recipes from across the globe in order to accurately represent the Australian community, as well as information about the country of origin for the recipes and the population living in Australia, such as population numbers or location of significant populations across NSW. Each recipe should include ingredients and a method.

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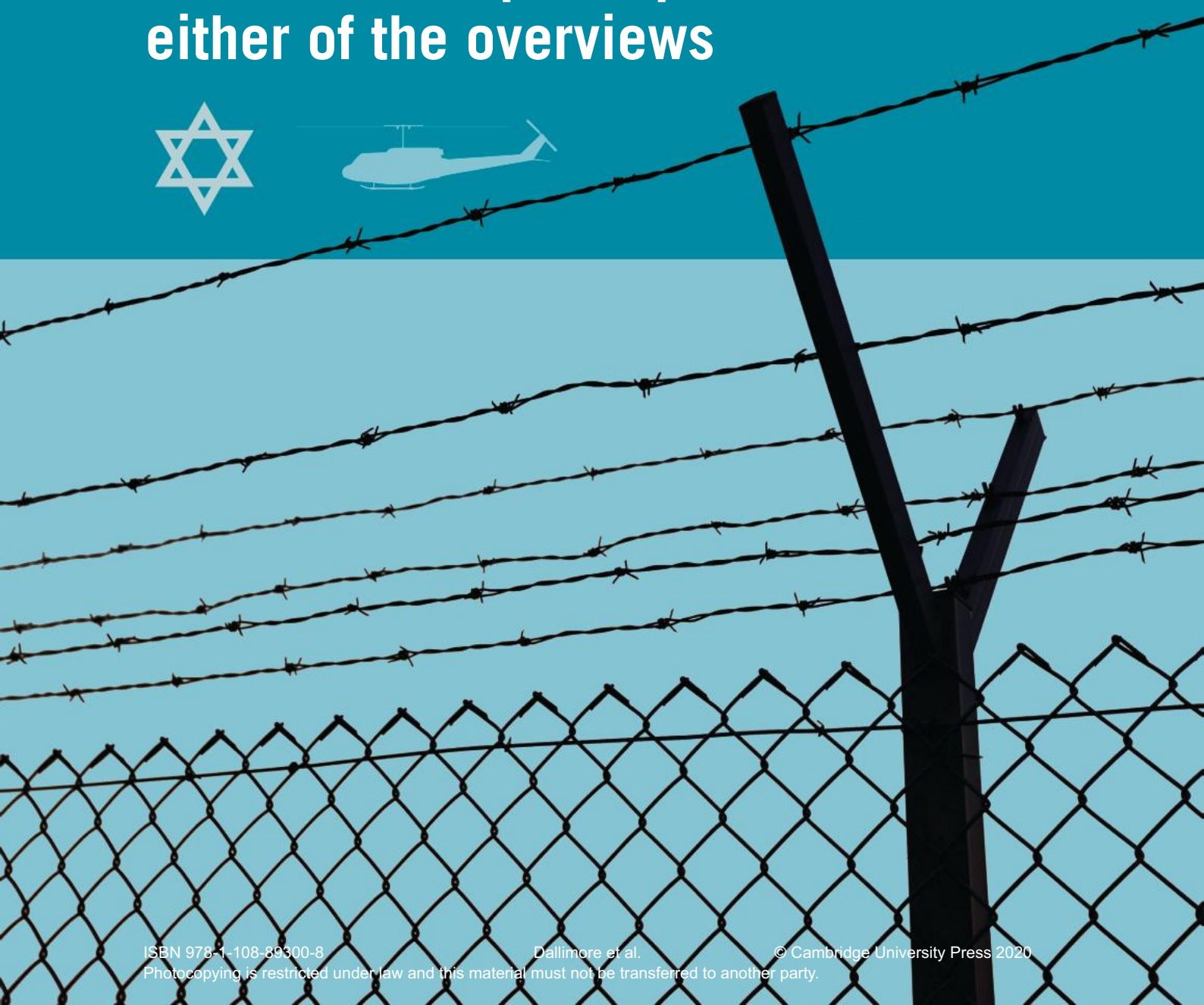
Depth Study 6

School developed topics drawn from either of the overviews



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CHAPTER 12
THE HOLOCAUST

This digital chapter can be accessed via Cambridge GO

THINK, PAIR, SHARE

Source 12.1 Korczak and the Ghetto's Children, 1978 sculpture by Boris Saktsier at Yad Vashem

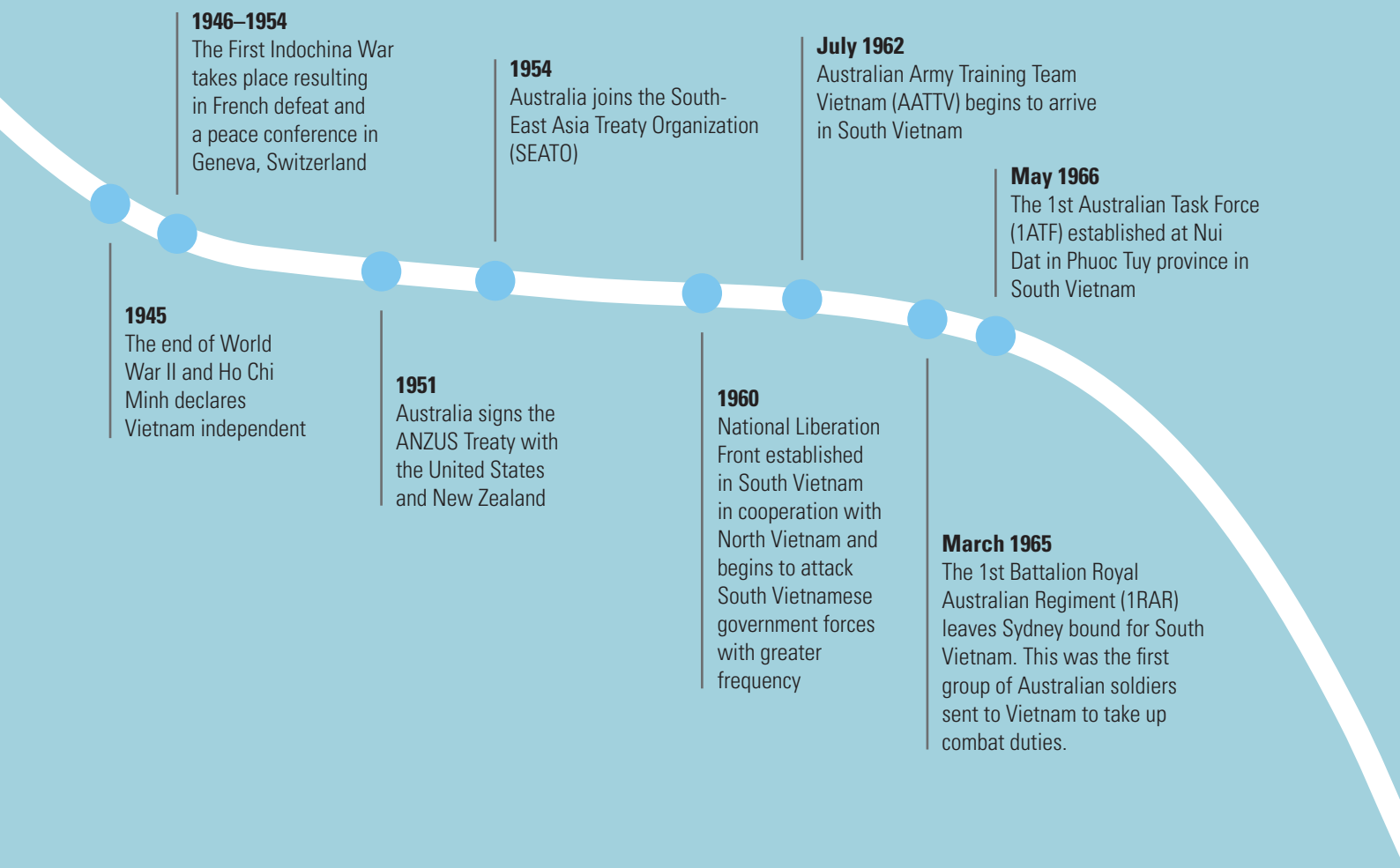
Watch the video as a class.

- **Think:** Consider the question 'What do you think the life of Janusz Korczak can teach Holocaust historians?'
- **Pair:** With a partner, discuss your response to both the story generally and the question specifically.
- **Share:** In your pairs, share your ideas with the class as a whole.

ISBN 978-1-108-89300-8 Dallimore et al.

CHAPTER 13

AUSTRALIA, THE COLD WAR AND VIETNAM



Australia began a process of expansion after World War II. Successive governments tried to attract migrants to Australia to increase the population, expanded educational services and became involved in a range of international and regional agreements. For many Australians, it was a time of great prosperity.

Tensions between the United States and the Soviet Union (USSR) following the end of the war, however, meant that Australia became tangled up in the Cold War. This had important consequences for Australia as a nation and the role it played in the wider world. Ultimately Australia became involved in the Vietnam War, fighting alongside the United States, in an event that had consequences that can still be seen today.

ISBN 978-1-108-89300-8 Dallimore et al.

SEE, THINK, WONDER

Source 13.1 A South Vietnamese officer places a medal on the coffin on one of three Australian 1st Battalion soldiers killed when a grenade was accidentally detonated near a truckload of troops, 1965

- What can you **see** in this photograph? (I can see …)
- What do you **think** might have been happening when this photograph was taken? (I think that …).
- What does it make you **wonder** about the Vietnam War? (I wonder …)

August 1966
The Battle of Long Tan, resulting in 18 Australian deaths and 24 casualties

20 January 1969
Richard Nixon sworn in as US President. He begins a process of 'Vietnamisation' which results in a gradual withdrawal of US and Australian forces.

November 1971
Last Australian combat unit (4RAR) withdrawn from Vietnam leaving only a small number of advisors and support crew

1975
Communist forces take over Cambodia (April), South Vietnam (April) and Laos (December)

30 January 1968
Tet Offensive begins

8 May 1970
First Moratorium march against the Vietnam War held across Australia following similar events in America in 1969

11 January 1973
Australia's contribution to the war in Vietnam officially ended by the Governor-General

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Key questions

- What challenges did Australia face after World War II?
- What was the Cold War and how did it develop?
- How did Australia respond to the growth of communism after World War II?
- Why did Vietnam become the focus of major conflict after World War II?
- How and why did Australia become involved in the conflict in Vietnam?
- How did Australian citizens respond to the Vietnam War?
- What were some of the main legacies of Australia's involvement in the Vietnam War?

Source 13.2 Key events in Australia and the region covered in this chapter

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13.1 Australia after World War II

World War II ended in 1945 after the defeat of **Nazi Germany** and Imperial Japan. Although Australia fought with the victorious Allies, the war created great fear and uncertainty. During this war Australia was attacked directly for the first time at Darwin, Sydney and other sites around the country. It was clear throughout the war that the small population of Australia was highly dependent on larger allies such as the United States for its security.

Australia then faced other challenges in the post-war period. There was a severe housing shortage following the war, and the 500 000 people who were involved in the military during the conflict had to be **demobilised** and reintegrated into everyday life. The Department of Post-War Reconstruction set up in 1942 was given the major task of guiding the nation and its economy towards a new future.

Nazi Germany dictatorship established in Germany between 1933 and 1945 by Adolf Hitler and the Nazi Party

demobilised released from the armed forces and sent back into civilian life

Population and prosperity

Important social changes took place in Australia in the 1940s and 50s. One of the most significant was the increase in migration encouraged by the government. Australia's first Minister for Immigration, Arthur Calwell, aimed to increase Australia's population by attracting migrants from Europe. He targeted British migrants first with a program of assisted passage, but when numbers were not sufficient for his aims, he was forced to consider other options. Most importantly, Calwell travelled to Europe to visit the **displaced persons** camps, and Australia began allowing non-British people from southern Europe (countries such as Italy and Greece) and northern and eastern Europe (countries such as Latvia) to migrate in greater numbers. After Calwell's first trip to these camps, 170 000 displaced persons were brought to Australia. At the end of the war in 1945 Australia's population was just over 7.4 million. By the end of 1960 it was nearly 10.4 million. At least 30% of this increase was a direct result of increased migration.

As the world began to recover from the interruptions and difficulties of World War II, global trade began to expand. The rapid improvement in the Australian economy that followed the war created new opportunities for many Australians. Wages improved and the cost of living was relatively low. More Australians were staying to finish higher grades in secondary school, and a growing number then completed university. Many Australians felt that they were becoming better educated and more prosperous.

displaced persons people who are forced to move from their homes and country due to a crisis such as a war

Source 13.3 An Italian migrant family arrives in Sydney, 1950.

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The challenge of decolonisation

As Australia became wealthier and more culturally diverse, it faced some significant regional problems. Prior to the war, European empires remained in firm control of much of the Asia-Pacific region to Australia's north and north-east. The war had weakened the empires' powers, and the 1950s brought new attacks on imperialism from nationalist movements calling for self-determination and self-governance. Britain, France and the United States all followed their own paths to **decolonisation** in the region, leaving Australia in a difficult position: how could Australia's security be guaranteed without friendly empires nearby? How would Australia relate to the new governments appearing in Indonesia, India, Vietnam and elsewhere?

decolonisation the process by which territories controlled by empires are given independence

Australia's fears were compounded by the historic distrust of Asian nations such as China and Japan. These countries were far more populous and the recent expansion of Japan prior to and during World War II fuelled fears that without powerful allies in the region, Australia might be vulnerable if future conflicts broke out.

Source 13.4 Signing of treaties that give Vietnam, Laos and Cambodia independence from France, 1954.

Review 13.1

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Summarise the challenges Australia faced in the period following World War II.
2. Identify which new government department was set up in 1942.
3. As well as British migrants, identify the other group of people that Calwell opened up Australia to.
4. Describe how Australia was changing in the 1950s.
5. Discuss what fears were prominent in Australia during the 1950s.

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13.2 The Cold War

The Cold War is generally understood as a period of extreme tension between the United States and the **Soviet Union (USSR)** and their allies from the late 1940s to the early 1990s. The tension between these power blocks was expressed politically, economically, socially and militarily. The reason many people use the term 'cold' to describe this conflict is that the United States and the USSR never openly used their military forces to fight each other on the battlefield. Instead they usually worked through smaller allies to try to damage each other's influence around the world.

There were many reasons why the United States and the Soviet Union did not experience open warfare during the Cold War. One of the most important was that both had **nuclear weapons**. This meant that if one attacked the other, there was always the threat of all-out nuclear war which was likely to have horrific consequences. As a result, both the United States and Soviet Union were generally cautious and tried to avoid pushing their opponent too far. There were, however, some clear exceptions to this.

Soviet Union the Union of Soviet Socialist Republics (1922–91); the successor to the Russian Empire

nuclear weapons weapons that use nuclear energy to cause explosions, created during World War II and used against Japan in 1945 at Hiroshima and Nagasaki

The origins of the Cold War

The origins of the Cold War stretch back to the early twentieth century when the first **communist** government came to power in Russia in late 1917. The details of communist ideology will be explained later but it is important to note that many people saw communism as a threat to peace, stability and prosperity. Shortly after the communists took power in Russia in 1917, several nations joined an alliance and fought to overthrow the communist government, but these efforts failed.

In the 1920s and 30s, tension between communists and other political groups continued. During the **Great Depression,** when unemployment was high and living standards declined, people were desperate for governments to solve these problems. Some thought that the best solution was offered by extreme nationalists such as the **Fascists** in Italy or the Nazis in Germany. Others looked to communism. In some countries (for example, Germany) communists and their opponents often clashed in the streets in violent demonstrations. The Soviet government tried to support some of these communist groups, but they failed to help any other communist group achieve government until after World War II.

From allies to enemies

During World War II the USSR became an important ally of the United States and Britain in the fight against Nazi Germany and their allies. Even though the United States and Britain were anti-communist, they agreed that the most important threat to world peace in the late 1930s was Nazism. When Germany attacked the USSR in June 1941 and after the United States joined the war in December 1941, the USSR received large amounts of US money and resources to help them fight against Hitler's Germany.

This alliance worked during the war, but once Nazi Germany and Japan were defeated in 1945, the United States, Britain, France and the USSR found it more difficult to work together. The leader of the USSR at the time, Joseph Stalin, did not trust US President Franklin Roosevelt or his successor Harry Truman, and

communist someone who follows Marxism (or communism); a belief that everything is owned by the entire community and in which there is equal distribution of all resources

Great Depression a period of severe economic hardship around the world between 1929 and about 1939

fascism a set of political ideas stressing national pride, destroying communism and ensuring national stability by creating a strong economy, promoted in Italy by Benito Mussolini

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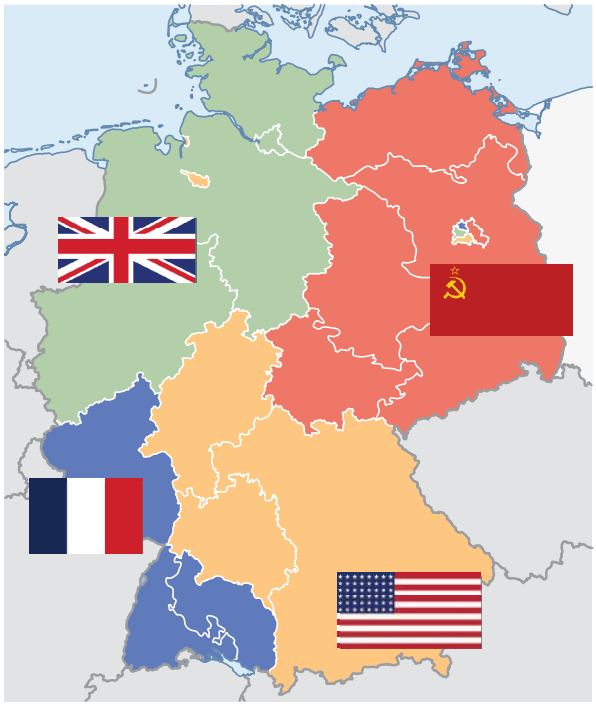
Source 13.5 Seated in front, Winston Churchill (Britain), Franklin Roosevelt (United States) and Joseph Stalin (USSR) at a meeting in Yalta, Ukraine in February 1945 to plan for the end of World War II

Iron Curtain the term used by Winston Churchill to describe the division between the communist countries of eastern Europe and the capitalist countries of western Europe

he did not trust the British Prime Minister Winston Churchill either. Stalin believed the US and Britain had kept important secrets from him during the war even though they were allies. For example, when the United States decided to use nuclear weapons against Japan in 1945, Stalin was not properly informed. The US and British leaders did not trust Stalin because they knew he wanted to expand communist influence beyond the USSR. If Stalin was successful, the United States and Britain might lose allies, trading partners and influence in Europe and other parts of the world. This was unacceptable for them and Stalin's efforts to expand communist influence had to be challenged.

The leaders of the USSR, Britain and the United States met several times towards the end of World War II to try to plan for the post-war future. They tried to make agreements designed to ensure peace and stability after the war, but none of these meetings or the decisions they reached alleviated the suspicions of each leader.

During the late 1940s a series of major crises broke out in Europe that damaged the relationship between the USSR and the other major powers beyond repair. Firstly, Stalin ensured that communist governments were permanently installed in important European countries such as Czechoslovakia and Poland, which angered Britain and the United States. Secondly, there was a major struggle over Germany and specifically its capital city, Berlin. During the war the major powers had agreed that Germany should be temporarily divided after the defeat of the Nazis. The country was split into four occupation zones – British, French, American and Soviet – and the capital city of Berlin was also divided, even though it was situated entirely within the Soviet zone. In 1948 Stalin tried to block all road, train and canal access to the western parts of Berlin controlled by the other countries. The British and US governments responded with a major airlift, using planes to overcome Stalin's aggression. The Berlin Airlift succeeded, but this event damaged relations further and by 1950 the division of Germany and Berlin looked more permanent. As early as 1946 the British Prime Minister Winston Churchill stated in a speech that an **'Iron Curtain'** had fallen between eastern Europe (dominated by the USSR) and western Europe (supported by the United States), suggesting that the leaders were already well aware of the sharp divisions between communist and non-communist nations.



Source 13.6 A divided Germany at the end of World War II

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Activity 13.1

1 In your own words, define the Cold War.
2 Describe the tensions between communists and their opponents before World War II.
3 Explain why the USSR, United States and Britain formed an alliance during World War II.
4 Summarise the events in Europe that helped make the division between the USSR and the other major powers more permanent after 1945.

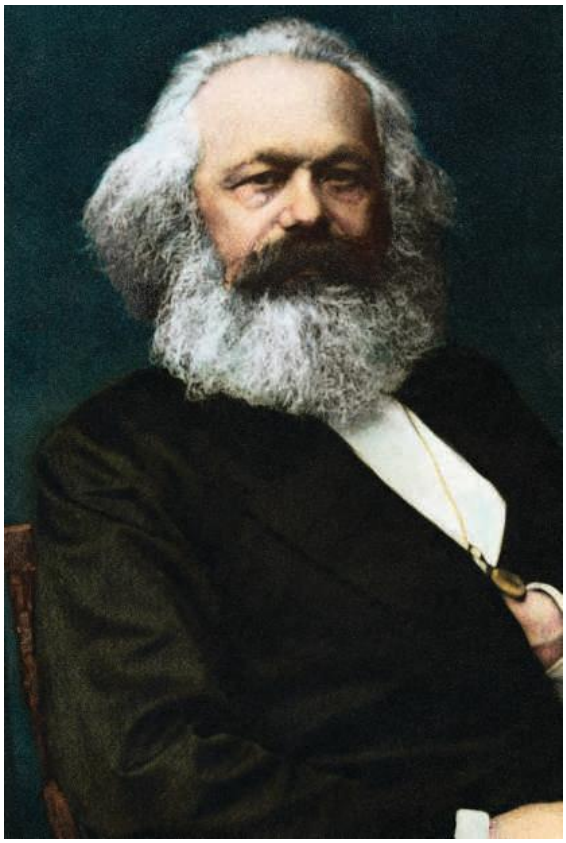
Historical concepts: Continuity and change, Cause and effect **Historical skills**: Comprehension, Explanation and communication

Communism and capitalism

Although a major reason for Cold War tension was the global power struggle between the United States and the USSR, it is also important to recognise that both nations supported very different **ideologies**.They both had different political systems and strategies for managing their economies and citizens because their ideas were so different. This was another source of great tension and fear.

Communism in the USSR

The modern version of communism followed by the USSR was influenced by the works of Karl Marx from the nineteenth century. Marx believed that as **industrialisation** continued to expand in Europe it would lead to a major **revolution** by workers who were treated poorly by factory owners and other wealthy groups. In theory this revolution would lead to a new way of organising society that would be fairer for all citizens (and not just favour the wealthy). He also believed that the revolution would eventually prevent individuals and large companies from storing up too much wealth while others lived in extreme poverty. Unfortunately, in the USSR the communist government that took power in 1917 also created a **dictatorship** by banning other political parties, enforcing close controls on the media and attacking religious groups who opposed the ideas of communism.While Marxist theory did allow for a 'Dictatorship of the Proletariat', this was only intended as a step on the path towards a true communist State.



Source 13.7 Karl Marx was the most important influence on modern communist thought. His many books and articles presented criticisms of the economic system which he believed to favour wealthy groups and suggested that a day would come when a better system was created.

ideology a set of ideas or beliefs that form a framework for a person or country's point of view and actions
industrialisation the transition from farming to large-scale manufacturing
revolution an attempt to completely renew society, usually involving an overthrow of a government
dictatorship a political system in which an individual or small group control all major decisions

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One extremely important aspect of Marx's thinking was the idea that once a communist revolution began, it would spread around the world. In other words, he believed that if communism began in Britain, it would spread to Germany, France, Italy and beyond. Political parties who agreed with Marx's ideas planned to help this process by actively spreading communism and this was the stated aim of the government in the USSR.

American capitalism

Many US leaders in the 1940s and 50s were critical of communist ideas, and especially the ways in which they were implemented in the USSR. Although there was a Communist Party in the United States, Americans were generally encouraged to fear communism.

Many Americans believed that if a government had too much control, it would become a dictatorship as happened in the USSR. They also believed that people should be free to vote for different parties in elections and that the media should be free to report news without interference from the government. Finally, many Americans feared that communism would lead to declining living standards and an attack on religion as it had done in the USSR.

Consequently, most Americans preferred to keep their democratic and capitalist system, with important features including:

Source 13.8 The famous American singer Bing Crosby (right) and his sons supporting the US anti-communist 'Crusade for Freedom' in 1951. Many US stars supported government initiatives to criticise communism and defend the United States' way of life.

- an economy that was not tightly controlled by the government
- the freedom to own property and accumulate wealth
- different political parties that competed in free elections for votes and power
- media organisations that were not state-controlled and allowed to report more freely on events
- freedom of religion.

Importantly, they saw communism as a direct threat to all of these features of their society.

Activity 13.2

1 Create two mind maps that summarise the main features of communism in the USSR and capitalism in the United States.
2 Imagine that you are an anti-communist living in the United States in the 1940s or 50s. Design a poster that highlights the main dangers of communism to the US system as you might have seen them.
3 Conduct some research into the McCarthy era in the United States. What does it reveal about US responses to communism?

Historical concepts: Continuity and change, Cause and effect, Perspectives, Empathetic understanding **Historical skills**: Research, Explanation and communication

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The expansion of communist influence

The first communist government was created in Russia in 1917. Although they tried to help other communist groups come to power, they mostly failed before World War II. After 1945, however, the USSR was able to establish similar governments in many nations in eastern Europe including Poland, Czechoslovakia and East Germany. This was often achieved by force and the use of the USSR's enormous military power.

Communism beyond Europe

Communist influence also began to extend to other parts of the world after 1945. In 1949 the Chinese Communist Party (CCP), led by Mao Zedong, came to power and ruled over the largest population in Asia. Powerful communist groups also emerged in Vietnam, Cambodia, Indonesia, the Philippines and Malaysia. These communist movements often received training and equipment from the CCP because of the nations' close proximity to China.

Even though many of these smaller communist movements received support, most were not directly controlled from the outside. For example, in Vietnam, communist leaders had strong links to China and the USSR, but they also had their own strong views about communism and the future of their country. They often disagreed with the larger communist powers, but had to be careful because they benefited greatly from their support.

In addition to Asia, communist movements also became influential in Africa, the Middle East, and South and Central America. In many of the countries outside Eastern Europe, successful supporters of communism had linked themselves with anti-colonial struggles, or by focusing on the corruption of the existing regime.

US responses to communist expansion in the 1940s and 1950s

Even though many communist movements outside the USSR and China were not directly controlled from Moscow or Beijing, most Americans held the simplistic view that all communists were 'puppets' of these larger powers. They believed that communists were secretly trying to expand their influence to all parts of the world, including the United States. This was considered totally unacceptable and had to be stopped.

Source 13.9 Communist countries by 1954

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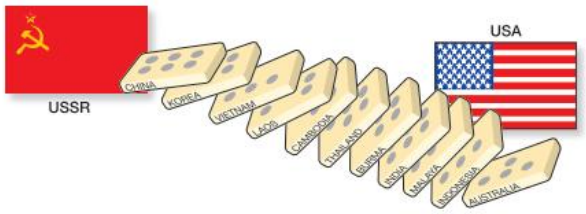
In 1947 US President Harry Truman initiated a policy of containment known as the Truman Doctrine. This policy promised US support to any nation under threat of a communist revolution. The aim was clear: to ensure that communism did not spread beyond the USSR. Importantly, containment did not aim to overthrow communist governments already in power. To prevent the spread of communism Truman planned to use money, training and military pressure if necessary. In 1948 the United States announced the European Recovery Program (or Marshall Plan) promising millions of dollars in aid to help rebuild Europe after the war. This plan was openly aimed at preventing the influence of the USSR in Europe. Then in 1949 the United States helped found the North Atlantic Treaty Organisation which was an alliance between the USA and anti-communist governments in Europe.

By 1950 it was clear that Truman's policy of containment had failed in some important areas: China had fallen to communists and Germany was permanently divided between non-communist West and communist East. As a result some US leaders wanted to move beyond the policy of containment to a policy of 'roll back'. This was a more aggressive idea because it aimed to remove communist governments that were already in power. For the remainder of the Cold War, containment and roll back were favoured by different US presidents at different times, but both proved very difficult and costly.

Citing the 'domino theory' was another way that US leaders expressed their fear of communist expansion in the 1950s and 1960s. This was first used by President Eisenhower during an interview in April 1954 where he tried to explain how communist influence might spread between neighbouring countries. Although this was not an official idea promoted by the US government, it did become a popular way to talk about the way communism might spread.

In 1959, the pro-US dictator of Cuba, Fulgencio Batista, was overthrown by communists led by Fidel Castro. This generated fear in the United States that a communist government was in power just 90 miles from their shores.



Source 13.10 A visual representation of the 'domino theory'

Activity 13.3

Create a table with two columns like the sample below. Use this to complete notes about how communism expanded following World War II and how the United States responded.

Expansion of communism	US responses

Historical concepts: Continuity and change, Cause and effect **Historical skills**: Comprehension, Explanation and communication

Review 13.2

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Describe the main differences between Soviet communism and US capitalism by the 1950s.
2. Describe the difference between the US policies of 'containment' and 'roll back'.
3. Explain the significance of the fall of China to communism in 1949.
4. Using Source 13.10, explain the 'domino theory'.
5. 'US responses to communist expansion were largely a failure in the 1940s and 50s.' Present arguments for and against this claim.

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13.3 The Cold War comes to Australia

Australia's alliances with Britain and the United States during World War II continued after 1945. Although the Australian military worked more closely with the US forces to defeat Japan after 1942, Australia still had strong ties with Britain.

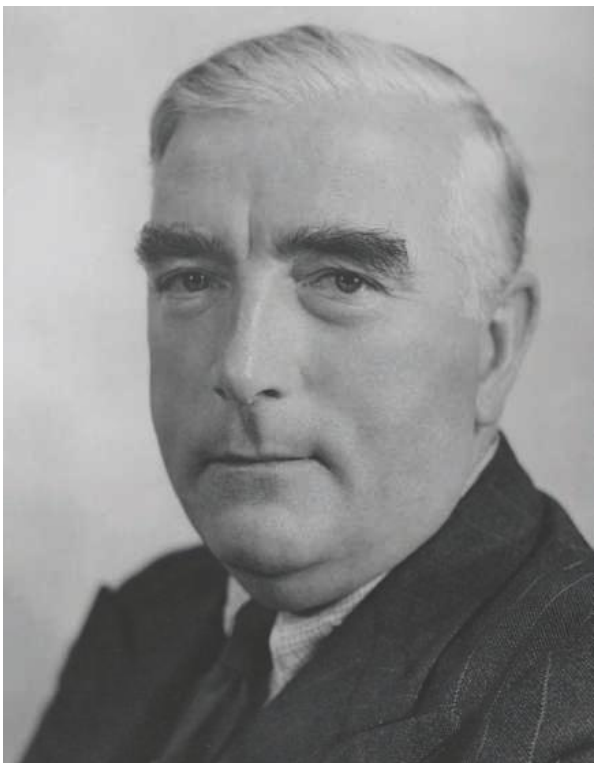
As the Cold War developed Australia sided with the United States and Britain against the USSR. During the late 1940s Australian Government became more worried about the threat of Soviet spies and also the links between Australian communists and the USSR. In early 1949 Prime Minister Ben Chifley established the **Australian Security Intelligence Organisation (ASIO)**. One of the main jobs of ASIO agents was to investigate people suspected of spying for the USSR in Australia. The organisation began with only 15 agents but grew quickly as new evidence of spying emerged.

Australian Security and Intelligence Organisation (ASIO) Australia's major national security agency established in March 1949; their main purpose is to protect Australia from spying, interference and terrorism

Australia's domestic response to Communism

In December 1949, Robert Menzies became the Australian Prime Minister. He remained in that position until 1966. It is common to refer to this period as the Menzies era because he was in power for so long.

During his election campaign in 1949 Menzies promised to take a tough stance against communism in Australia. The Australian economy began to recover from the war in the 1950s and life for many Australians began to improve with better access to jobs and education. Menzies believed that communism posed a serious threat to this prosperity. In his campaign speech Menzies said, 'communists are … opponents of religion, of civilised government, of law and order, of national security.' He also added, 'Communism in Australia is … [a] destructive pest. If elected, we shall outlaw it'.



Source 13.11 Sir Robert Gordon Menzies was Prime Minister of Australia 1939–41 and 1949–66. He is Australia's longest-serving prime minister, and one of only two to receive a knighthood during his term of office (he was appointed a Knight of the Order of the Thistle in 1963).

ACTION AGAINST COMMUNISM

Pledge By Menzies

NEWCASTLE, Monday.—The Leader of the Federal Opposition, Mr. R. G. Menzies, said at Newcastle to-night that the strongest action possible would be taken against the Communist Party if the Liberal Party was returned to power at the next election.

Source 13.12 *Sydney Morning Herald*, 22 March 1949, p. 3

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Who were Australia's communists?

Menzies' first target was the Communist Party of Australia (CPA). This group was established in 1920 and was an important part of Australian politics until the late 1950s. Generally, the CPA was aligned with the USSR. While the USSR was allied to Britain and the United States in World War II, the CPA was left alone by the Australian Government. After the war, however, the CPA became a target of both major Australian political parties – the Australian Labor Party and the Liberal Party of Australia – although the Liberals tended to be more aggressive. They believed that the Australian communists were a threat to the nation's peace and stability. This was particularly the case after the CPA supported major strikes from 1947.

Although the CPA tried to put forward candidates for election in state and federal governments, they rarely won more than a small percentage of the overall vote. The membership of the CPA was always much smaller than other political parties. Nevertheless, some politicians such as Menzies saw the CPA as a threat because of their links with the USSR and their belief in communist revolution. After he was elected in 1949 Menzies attacked the CPA, damaging the party's image. By the 1960s the CPA only had about 5000 members, and this continued to decline.

Source 13.13 The headquarters of the Communist Party of Australia's Central Committee, George Street, Sydney NSW, c. 1950

Activity 13.4

Imagine that you are a supporter of Prime Minister Menzies in the early 1950s. Create a poster that tries to convince Australians that communism represents a danger to peace and security.

Historical concepts: Perspectives, Empathetic understanding **Historical skills**: Comprehension, Explanation and communication

Menzies' attempts to ban the Communist Party of Australia

True to his promise, on 27 April 1950 Prime Minister Menzies introduced the Communist Party Dissolution Bill to the Australian parliament. The main aim of the bill was to outlaw the CPA and prevent former members of the party from being appointed to positions of power in important organisations.

High Court of Australia
Australia's highest and most powerful decision-making body for legal matters

The bill was passed into law on 19 October 1950 and became the *Communist Party Dissolution Act 1950*. There was strong opposition to this by the CPA and the Labor Party. The new act was taken to the **High Court of Australia,** and in March 1951 it was declared illegal by a vote of six to one. Menzies' first attempt to ban the CPA had failed.

In 1951 Menzies was re-elected and tried another strategy to eliminate the CPA. Instead of trying to pass a new law, Menzies initiated

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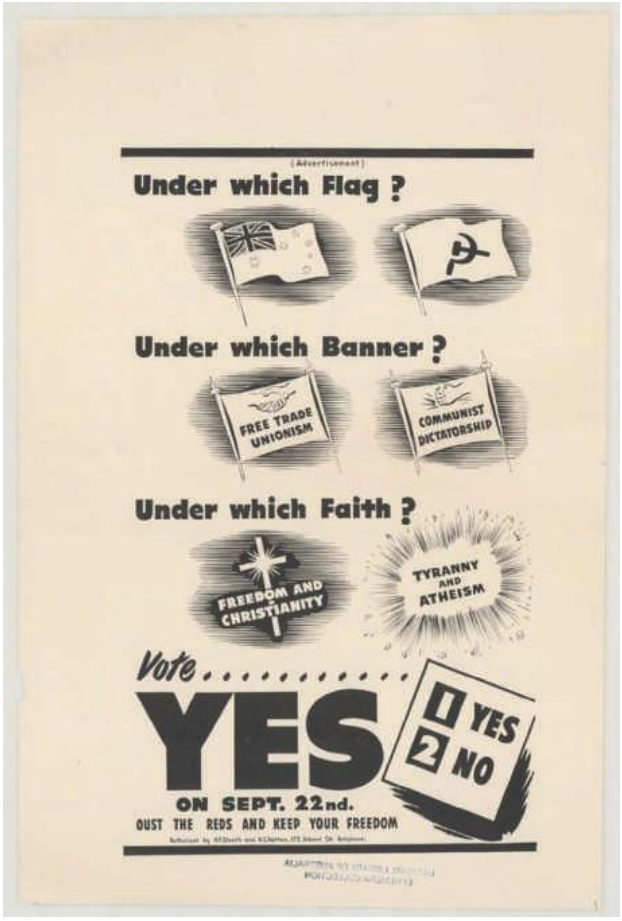
a **referendum** to change the Australian constitution so that his original bill could pass and remain in law. The referendum was held on 22 September 1951 but it was defeated by a narrow margin.

Although Menzies lost both attempts to ban the CPA, the process worked in his favour. The leader of the Australian Labor Party, Dr Herbert Evatt, spoke against the referendum but was criticised by many of his own party members who agreed with Menzies about the dangers of communism and the CPA. These divisions in the Labor Party grew more tense, and in 1955 a major group broke away to form their own **Democratic Labor Party (DLP)**. From this point on it was difficult for the divided Labor Party to challenge Menzies, which helped him retain his position of Prime Minister for many more years.

referendum a national 'yes' or 'no' vote to change the Australian Constitution

Democratic Labor Party (DLP) a group that broke away from the Australian Labor Party in 1955, mainly made up of Catholics

Source analysis 13.1



Source 13.14 Propaganda posters from the referendum – one for the 'no' vote, and one for the 'yes' vote

1 Identify the main idea used in the 'no' poster to convince citizens to vote against the referendum.
2 Identify the main idea used in the 'yes' poster to convince citizens to vote for the referendum.

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Source analysis 13.2

Source 13.15 Results of the 1951 referendum to ban the Communist Party

State	Enrolled	Votes	For		Against		Informal
			Votes	%	Votes	%	
New South Wales	1 944 219	1 861 147	865 838	47.17	969 868	52.83	25 441
Victoria	1 393 556	1 326 024	636 819	48.71	670 513	51.29	18 692
Queensland	709 328	675 916	373 156	55.76	296 019	44.24	6741
South Australia	442 983	427 253	198 971	47.29	221 763	52.71	6519
Western Australia	319 383	305 653	164 989	55.09	134 497	44.91	6167
Tasmania	164 868	158 596	78 154	50.26	77 349	49.74	3093
Total for Commonwealth	4 974 337	4 754 589*	2 317 927	49.44	2 370 009	50.56	66 653

*Including 9477 votes by members of the defence forces, of which 6478 were for, 2912 against and 82 informal

1 How close was the outcome of the 1951 referendum?

2 Explain what the results of the 1951 referendum might suggest about Australian attitudes to communism in the early 1950s.

Activity 13.5

True for who?

1 'Robert Menzies was right to try to ban the Communist Party of Australia.'

   a Brainstorm some different reactions people may have had to this statement.

   b Summarise some of the possible reasons behind these reactions.

Historical concepts: Continuity and change, Cause and effect, Perspectives **Historical skills**: Comprehension, Perspectives and interpretations, Empathetic understanding, Explanation and communication

Source 13.16 The 1949 coal strike, which lasted for seven weeks, was the culmination of the industrial action supported by the Australian Communist Party.

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The Petrov Affair, 1954

One of the most dramatic events following Menzies' attempts to destroy the CPA came just before the federal election in April 1954. Two diplomats living in Canberra, Vladimir and Evdokia Petrov, announced their **defection** from the USSR. As well as being diplomats of the USSR, they were both also working as spies for the **KGB**. They had been criticised by some leading members of the Communist Party of the Soviet Union for their work as spies, and feared that if they returned to the USSR, they might be arrested or killed.

Source 13.17 Two Soviet agents tried to escort Evdokia Petrov back to the USSR following the defection of her husband, Vladimir, in 1954

Vladimir was the first to defect. He had to be so secret that his own wife did not know. Vladimir was quickly taken away to a secret location so that other Soviet agents could not find him. His wife, Evdokia, was then placed under house arrest in the Soviet embassy by the KGB, in preparation for being sent back to the USSR. When Soviet agents tried to forcefully take Evdokia back to the USSR by plane, a national controversy broke out. Menzies stepped in, and when Evdokia's plane landed at Darwin airport to be refuelled, Australian agents from ASIO took Evdokia and offered to reunite her with Vladimir, who was now secretly living in Sydney. She accepted and was taken away to be with her husband.

defect a term used when a person working for one side changes their allegiance. For example, if someone was working for the USSR and agreed to help the United States instead, they had 'defected'.

KGB the Committee for State Security was the Soviet Union's main security agency between 1954 and 1991

This event gave Menzies a popularity boost. The Petrov Affair confirmed for many people that Australia was under threat from Soviet spies. When Menzies announced the defection in parliament, he also revealed that the Petrovs had provided evidence of more Soviet spy activity in Australia. He then established a royal commission to investigate these matters. Although no one was arrested after the investigation, it created a sense of immediate threat which greatly helped Menzies to present himself as a protector of Australians against communism. This was probably one of the factors that helped the Menzies government win the 1955 election.

Review 13.3

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Describe the political role of the Communist Party of Australia.
2. Summarise Robert Menzies' key motives for attempting to ban the CPA in the 1950s.
3. Explain why Menzies' attempts to ban the CPA failed.
4. Explain the significance of the Petrov Affair in Australia during the 1950s.
5. Evaluate the effect of the Cold War on Australia's domestic politics in the 1950s. Your response should be a full paragraph of at least 250 words.

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13.4 Australia's response to communism in Asia

While the Menzies Government tried to attack and weaken the CPA, it also had to make major decisions about how to combat growing communist influence in **South-East Asia**. This was complicated by the fact that Australia's two major allies in the region, Britain and the United States, had different ideas about how best to prevent communist expansion in the area. At times Australian governments had to make difficult decisions that risked angering either ally.

South-East Asia part of Asia consisting mainly of the region south of China

The expansion of communism in Asia

One of the most important events for the expansion of communism in Asia was the victory of the CCP in 1949. This meant that the most populous nation in Asia now had a communist government, and could support other communist movements in the region.

One of the reasons that communism became more influential in South-East Asia after World War II was decolonisation. As the major European empires were forced to give independence to the regions they had controlled, many new countries were created in South-East Asia.

This process of removing old empires and replacing them with new nations run by local governments created fresh opportunities for communists to seize power. As different groups fought for control of new governments, communists were often popular because they promised greater equality by looking after the interests of the poorest people. In Asia this was particularly important because many people still worked in small farming communities and had not been treated very well by colonial governments or their own wealthy elites.

In many South-East Asian nations, communist groups received support from the USSR and China, while anti-communist groups received support from the United States, Britain and other governments such as Australia.

Source 13.18 Australia in relation to South-East Asia

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Activity 13.6

1 In your own words define the term 'decolonisation'.
2 Explain why decolonisation was important for the expansion of communist influence after World War II.
3 In pairs or small groups, conduct some research into one nation in the Asia–Pacific region that gained independence following World War II. You should prepare a brief report or presentation for the class outlining the process through which your chosen nation gained independence.

Historical concepts: Significance **Historical skills**: Comprehension, Research, Explanation and communication

Australian policies

The growth of communist influence across South-East Asia worried many Australian leaders. Prime Minister Menzies, echoing the thoughts of many Australian citizens at the time, believed that it was important to prevent South-East Asia falling to communists because this would leave Australia in a very vulnerable position.

The Menzies Government began to take political steps towards supporting Britain and the United States within the Asia–Pacific region, with the aim of ensuring strong anti-communist allies.

Source analysis 13.3

Source 13.19 'Nearer, clearer, deadlier': cartoon published in *The Bulletin*, 1950

Source 13.20 'The spreading web': cartoon published in *The Bulletin*, 1950

continued ...

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Source analysis 13.3 continued

Source 13.21 'The red river': cartoon published in *The Bulletin*, 1954

1 Describe the perspective of Source 13.19.
2 Closely examine Sources 13.20 and 13.21. Identify the main message of each source.
3 Evaluate the usefulness of these three sources for a historian studying the attitudes towards communism in Australia in the 1950s.

Forward defence

One of the most important policies that the Menzies Government developed was called 'forward defence'. This suggested that it was best for Australia to fight communism in South-East Asia *before* it moved closer to Australia. Based on this policy, the Australian military was used to support anti-communist forces in the region. Sending Australian forces into South-East Asia could be seen as aggressive, but the Menzies Government stressed that it was designed to keep Australia safe from communism and this made it a defensive position.

Economic development

Australian leaders also tried to support economic growth to help stabilise the region, signing agreements such as the Colombo Plan. This was first signed in January 1950 in Colombo, Ceylon (now called Sri Lanka), and formally launched in July 1951. It involved nations such as Australia committing to educate and train students from Asia and the Pacific region. The idea was that these students could then help improve economic growth on their return to their home country.

For Australia, this meant taking in thousands of students from countries such as Malaysia, Thailand, Pakistan and Brunei. They studied technical skills such as engineering, factory management and nursing. By the mid-1980s about 20 000 students from the Asia-Pacific region had studied in Australia as part of the Colombo Plan.

Source 13.22 A group of librarians from India and the Philippines, who came to Australia as part of the Colombo Plan, with the President of the Library Association of Australia, 1952

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The Korean War, 1950–53

Australia's first major military commitment following World War II was the Korean War, fought between June 1950 and July 1953. Australians fought in Korea as part of a formal **United Nations** (UN) mission sent to save South Korea from invasion by communist North Korea.

During World War II Korea was occupied by Japan. After the war Japanese forces were replaced by Soviet troops in the north and American troops in the south. In August 1945 Korea was temporarily split into two separate areas along the 38th parallel of latitude. Over time these areas developed two separate governments. The north became the Democratic Republic of Korea (DRK), led by the communist Kim Il-sung, with the support of the USSR and China. The south became the Republic of Korea (ROK), led by Syngman Rhee, and was supported by the United States. Both the DRK and the ROK believed that they should rule one, united Korea and neither was willing to give up power.

Following ongoing tensions, North Korea launched an invasion of the south on 25 June 1950, using over 100 000 troops. They captured the southern capital, Seoul, and nearly succeeded in completely overrunning the southern Republic.

On 27 June 1950 the UN agreed to send a military force to save the south and push DRK forces north above the 38th parallel. The UN mission became known as United Nations Command (UNC) and it was led by the famous US General, Douglas MacArthur. UNC included personnel from 21 different countries including the United States, Canada, France, Belgium, Australia, New Zealand, Turkey, Thailand and the Philippines. UNC forces pushed DRK troops back above the 38th parallel and then invaded the DRK in September–October 1950.

Source 13.23 Australian forces in Korea, 1950

Source 13.24 President of the southern Republic of Korea, Syngman Rhee, with General Douglas MacArthur in January 1950

United Nations (UN) an international organisation established in 1946, primarily to promote world peace and security; member countries number 193

treaty a formal agreement between two separate peoples or states

Royal Australian Regiment (RAR) the name given to Australian infantry units from 1948

Fearing that UNC forces might reach China, Mao Zedong then approved Chinese intervention in the Korean conflict, and the USSR sent aircraft to support the DRK. The fighting dragged on for approximately two more years until an armistice was signed on 27 July 1953. No formal peace **treaty** was ever signed, so North and South Korea remain technically in a state of war.

Australia committed its army, navy and air force to the UNC to fight communist forces in Korea. Three Australian naval ships were sent to support the southern Republic after fighting broke out in 1950. Soon after, a squadron of Australian fighter jets were sent to Korea and then in September that year, the 3rd Battalion **Royal Australian Regiment (RAR)** arrived

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in Korea to fight alongside UNC infantry (army) forces. Australian troops fought in many important battles including Kapyong in April 1951. In total 10657 Australian soldiers served in Korea. Of these, 292 died during their service and another 1210 were wounded.

Activity 13.7

- Create a brief timeline for the key events of the Korean War.
- Conduct further research into the Battle of Kapyong. Explain Australia's role in the battle and describe how has it been commemorated by Australians.

Historical concepts: Significance **Historical skills**: Comprehension, Research, Explanation and communication

Alliances with larger powers: Britain and the United States

Australia continued to look for opportunities to establish strong alliances with anti-communist governments in South-East Asia following the outbreak of the Korean War. As a result, the Menzies Government became involved in some important regional treaties linking Australia to nations that shared their anti-communist views.

Source analysis 13.4

Source 13.25 Propaganda poster, 1942: 'Bar the gates with Beauforts' (a Beaufort was an Australian-built World War II bomber plane)

Source 13.26 Propaganda poster, 1942: 'He's coming south'

1 Explain how these posters reflect Australian fears about Japan during World War II.
2 Using both sources, explain Australia's historic concerns about its security in Asia.

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The first major treaty signed by the Menzies Government was the ANZUS Treaty, between Australia, New Zealand and the United States, on 1 September 1951 in San Francisco. The treaty stated that if any of the three signing powers was attacked, the signatories to the agreement would meet immediately to discuss potential contribution of military forces. This did not guarantee assistance in the event of war but it demonstrated that the three nations were interested in working closely together to maintain their security.

In September 1954 Australia became a member of the South-East Asia Treaty Organization (SEATO). This treaty was signed by the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines, all of whom were openly anti-communist. SEATO was modelled on the North Atlantic Treaty Organization (NATO), established between the United States and anti-communist European nations. SEATO was stronger than ANZUS because it committed all the signatories to contribute to the protection of South-East Asia from communist aggression. ANZUS and SEATO were important influences on Australian decisions to become involved in other South-East Asian conflicts in the 1950s and 1960s.

Source analysis 13.5

Source 13.27 Minister of External Affairs, R.G. Casey, explained why the government wanted to participate in the SEATO alliance

It might be asked why Australia need concern itself with what happens in South-East Asia. Apart from the interest that the whole free world has in checking the growth of communist tyranny wherever it may seek to make itself felt, the answer to this question can easily be seen from a study of the map. If the whole of Indochina fell to the Communists, Thailand would be gravely exposed. If Thailand were to fall, the road would be open to Malaya and Singapore. From the Malay Peninsula the Communists could dominate the northern approaches to Australia, and even cut our life-lines with Europe …

It is because of the Government's awareness of the reality of this danger that it took the historic step in August last when the Prime Minister announced that the Government was prepared to undertake, in peacetime, commitments extending beyond Australia's own borders. It is for this reason also that the Australian Government encouraged the idea that a system of collective defence should be established in South-East Asia, and has taken an energetic part in drawing up the treaty which we are now considering and which it is hoped will bring such a system into being.

Hon. R.G. Casey, Minister for External Affairs, Second Reading Speech on the Bill to Ratify the South-East Asia Collective Defence, 27 October 1954

1. In pairs or as a class, read the source carefully to ensure that you understand what Casey said.
2. Identify the threats Casey believed Australia faced in 1954.
3. Explain why Australia became involved in ANZUS and SEATO in the 1950s. In your response, refer to Source 13.27 and other evidence.

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The Malayan Emergency, 1948–60

In 1786 Britain established a trading post on the island of Penang, off the Malaysian peninsula. British influence over the kingdoms in the area extended from here until it had control of the whole region, which then became known as 'British Malaya'. During World War II Malaya was taken over by the Japanese Empire, but after they were defeated Britain began to negotiate a transition from British rule to independence.

guerrilla war a form of warfare that involves surprise attacks against an enemy usually by a smaller force

Because Malaya was diverse and included local Malay people as well as Chinese and Indian migrants brought in to work for British businesses, these negotiations were difficult. Britain wanted everyone in Malaya to have the right to become citizens of the new nation called Malaysia, but there were strong divisions between the different ethnic groups. When it was revealed that Malayan Chinese would not be granted citizenship under the new plans for independence, protests and riots broke out. The Malayan Communist Party (MCP) began to organise attacks on British and government officials. Over time many Malayan Chinese people joined the MCP, and it developed into a powerful and violent rebellion against the new Malaysian government, who still retained support of Britain.

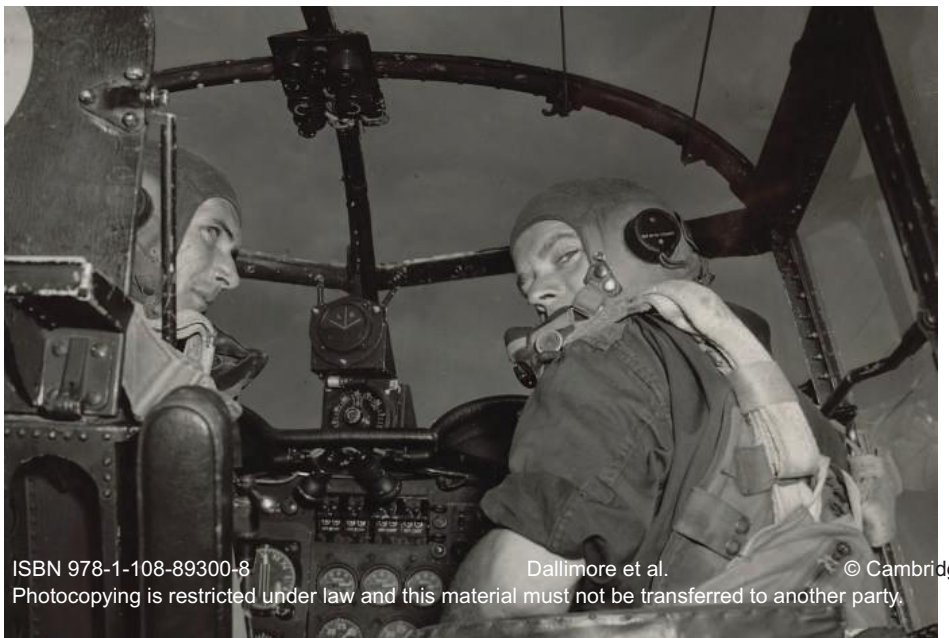
In June 1948 three plantation managers were murdered and the MCP was declared illegal. The Malayan Emergency was officially declared by Britain and, under the leadership of Chin Peng, the MCP began to organise larger attacks on the new Malaysian government. Because the MCP was only small, it mainly fought a **guerrilla war**.

Australia's initial commitment to the Malayan Emergency was through the air force. In 1950 Australia supplied British forces in Malaya with transport aircraft and six Lincoln bombers. Once the Korean War finished in 1953 and Australia became a member of SEATO in 1954, Britain requested infantry units for use against the MCP. The Menzies Government agreed and the first Australian troops from 2RAR (2nd Battalian, RAR) arrived in October 1955.

Australian infantry units performed very well during the Malayan Emergency. Their duties mostly involved patrolling the jungles and trying to prevent the MCP from gaining influence in the villages and towns. This experience became important during the early stages of the Vietnam War, which was fought under similar conditions against a communist guerrilla force.

By the late 1950s the MCP was largely defeated and many of its members had either left Malaya or wanted to negotiate a settlement to the conflict. The government finally declared the 'emergency' over in July 1960 but some Australian troops remained in Malaya until 1963 to ensure ongoing security. Fifty-one Australians died serving in the conflict, 15 of those in battle. Malaya became officially independent in 1957 once the threat of the MCP had largely been defeated. The Malayan states formed a larger federation called Malaysia in 1963.

Source 13.28 The cockpit of an RAAF Lincoln, 1950



Source analysis 13.6

Source 13.29 An injured member of the Commonwealth forces is removed from operations in Malaya, February 1953

1 Describe what you see in the source.
2 What limitations do photographs like this have as evidence for historians trying to research the nature of a conflict?
3 How might this source be useful for a historian studying the conflict in Malaya between 1948 and 1960?

Activity 13.8

For one of the conflicts Australia was involved with discussed in this section, complete the following questions.

1 Locate the website for the Australian War Memorial (AWM) and find the 'collections' area of the site.
2 Use the AWM's collections to find two other images that provide evidence of Australia's contribution.
3 For each source, briefly explain why the image is useful in understanding Australia's contribution in that conflict.
4 Use the images collected and other evidence to describe Australia's contribution to your chosen conflict. Your description should be written in a detailed paragraph of at least 250 words.

Historical concepts: Significance **Historical skills**: Comprehension, Analysis and use of sources, Research, Explanation and communication

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Australia's growing military commitments

By the early 1960s Australia's military commitments were beginning to seriously stretch the capacity of the armed forces. In 1962 a new conflict broke out between Indonesia and Malaysia, who were competing over the island of Borneo. Indonesia sent militia and troops across the border into the Malaysian side of the island to support a pro-Indonesian rebellion in Brunei. Indonesia then announced a policy of 'confrontation' ('Konfrontasi') against Malaysia, which considerably escalated the tension in the region.

National Service a system in which people, usually younger men, are forced to serve in the military for a specific period

At this stage Britain was still trying to help Malaysia in the early days of its independence, so it committed troops to protect Malaysia's territory in Borneo. Australia contributed by sending infantry to Borneo to help patrol the border between the Malaysian and Indonesian areas. When Indonesia staged some small raids against the Malaysian mainland in 1964, some observers worried that a major war might break out between the two nations. If this happened Australia would need to become involved to protect Malaysia, but many people believed that Australia's armed forces were simply too small to do so.

National service

The Australian Government made one of the most important decisions of this period amid these increasing tensions. In 1964 the Menzies Government reintroduced a **National Service** Scheme (sometimes referred to as conscription). The new scheme allowed the government to recruit more men into the Australian Army using a ballot system. Under this system men were forced to register for the ballot, and then a small portion were selected to enlist based upon a random selection of birthdates. Originally those who were selected by this ballot were only allowed to be trained and then used within Australian territory. In 1965 the government updated the requirement and made it legal to use conscripted soldiers to fight overseas.

The National Service Scheme remained operational in Australia from 1964 until 1972. In total about 63 000 Australian men were called up for service, out of a total 804 000 who were required to register for the ballot. In other words about 7.8% of all those who registered were called up to serve. Those who got called up were sent to Borneo (Malaysia), Vietnam and other parts of the world. The Australian Government began using conscripts in the Vietnam War from 1965, and from then on this became an increasingly controversial scheme.

Review 13.4

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Summarise the key ideas behind the policy of 'forward defence'.
2. Explain how Australia tried to prevent the spread of communism through economic development.
3. Compare and contrast the ANZUS and SEATO agreements.
4. Why did Australia implement a national service scheme for the army in 1964?
5. Evaluate the significance of one of the following on Australia's foreign policy in the 1950s and/or 1960s:
   - forward defence
   - ANZUS
   - SEATO.
6. Write an extended response of 500 words to address the following question: 'How did Australia respond to the threat of communism up to the mid-1960s?'

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13.5 Conflict in Vietnam

Although Australians fought in other parts of the world before the Vietnam War broke out, it was this conflict more than any other that defined this period. In Vietnam, Australians fought as an ally of the southern Republic of Vietnam (RVN) and the United States, but the war became a very divisive issue in Australia and the wider world.

Background to the Vietnam War

The Vietnam War was part of a longer conflict in **Indochina**, that began as a war of decolonisation in the 1940s but became increasingly influenced by the Cold War.

French colonialism

From the seventeenth to nineteenth centuries, France became increasingly involved in Indochina as French missionaries and businesspeople moved into Vietnam, Cambodia and Laos. In 1887 France proclaimed the **Indochinese Union**, officially making Indochina part of the French Empire. For nearly 70 years France ruled Indochina by exploiting the region for its natural resources and agriculture. The French built some infrastructure in Indochina such as roads, railways and schools, but most people saw little benefit from French Imperialism.

Most early Indochinese **nationalists** wanted to remove the French colonial government and return to the rule of their traditional monarchies, such as emperors or kings. Over time new ideas influenced Indochinese nationalism, including the communist ideas of Karl Marx.

Indochina the region made up of modern Vietnam, Cambodia and Laos. The name is drawn from the two larger nations that had a significant cultural influence on these nations: India and China.

Indochinese Union the formal name given to the five French colonies in Indochina (Cochinchina, Annam, Tonkin, Cambodia and Laos)

nationalism putting the interests of one nation above all others

Vietnam's most successful nationalist and communist leader was Ho Chi Minh. He organised and led many different groups, but the most important became the Vietminh, established in 1941.

Source 13.30 The five colonies of the Indochinese Union: Cochinchina, Annam, Tonkin, Cambodia and Laos

Source 13.31 One of Vietnam's most successful nationalist and communist leaders, Ho Chi Minh. He was born in 1890 in central Vietnam, travelled the world and became a dedicated communist. He died in 1969.

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World War II and independence

In 1940 the Indochinese Union was occupied by Japan. The Japanese were often more brutal than the French, so the Vietminh became an important fighting force against Japan. Because the United States were also fighting Japan, they helped the Vietminh. When Japan was defeated in August 1945 Ho Chi Minh declared Vietnam independent, but France was determined to regain control of its former colonies.

During 1945 and 1946 France tried to negotiate with the Vietminh but they could not reach an agreement. Throughout 1946 several major confrontations between the Vietminh and France took place, leading the Vietminh to declare war on France to secure their independence.

Activity 13.9

1 Create a timeline or flow chart outlining the history of Indochina in the lead-up to Ho Chi Minh's declaration of independence in 1946.
2 Conduct some research into the life of Ho Chi Minh. Create a brief timeline or 150–200 word account of his life in the lead up to 1946.

Historical concepts: Cause and effect **Historical skills**: Comprehension, Research, Explanation and communication

The First Indochina War, 1946–54

The First Indochina War is generally divided into two main periods.

1946–49

For the first part of the war France established a Vietnamese government in Saigon, the major city in southern Vietnam. French forces had more powerful military technology, such as tanks, artillery and aircraft, so the Vietminh planned to fight a guerrilla war against France. They tried to stage hit-and-run attacks and use hideouts in the mountains to avoid detection.

1950–54

In the second phase of the war China and the USSR began to support the Vietminh. At the same time, the United States supported France. With Chinese and Soviet support, the Vietminh had access to more powerful military technology such as artillery, and they began to attack the French with greater confidence.

Source 13.32 French forces discover a Vietminh soldier hiding in farmland in Vietnam in 1952

In March 1954 the French forces suffered a major defeat at Dien Bien Phu in north-western Vietnam. When they surrendered the Vietminh took 15000 French prisoners. After nearly eight years of war France was no longer willing to fight to retain Indochina.

Geneva Conference, 1954

World leaders agreed to meet at Geneva in Switzerland in 1954 to negotiate an end to the First Indochina War. The discussions at the conference were very tense and there were major disagreements. In the end the negotiations produced an agreement, called the Geneva Accords, but it was unpopular and not all the major powers promised to follow the terms.

The Geneva Accords produced in 1954 formally gave Cambodia and Laos independence. Vietnam was divided along the 17th parallel and separated into north and south by a **demilitarised zone (DMZ)**. Ho Chi Minh and the Vietminh were given control of the north with the support of China and the USSR. The south was controlled by a non-communist government led by the anti-communist President Ngo Dinh Diem. New elections to reunite Vietnam under one government were set to take place in 1956.

demilitarised zone (DMZ)
an area set out in or near a war zone, designed to be free of conflict; often set up to maintain peace between two groups at risk of war

Source 13.33 Negotiations taking place at Geneva in 1954. Representatives were present from the Vietminh, the French-backed government in Saigon, the United States, China, the USSR, Cambodia and Laos.

Source 13.34 A map showing the division of Vietnam at the 17th parallel following the Geneva Accords of 1954

Activity 13.10

1 In small groups or individually, create an infographic for one of the following options. If needed, conduct further research into your chosen topic.

a Describe the nature of the First Indochina War.

b Summarise the main features of the Geneva Accords created in 1954.

Historical concepts: Significance **Historical skills**: Comprehension, Research, Explanation and communication

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Tensions between North and South Vietnam

Vietcong the name given to communists in South Vietnam by President Ngo Dinh Diem

Army of the Republic of Vietnam (ARVN) the main army of South Vietnam, trained and equipped by the US military

The division of Vietnam into north and south was meant to be temporary. Future elections to decide a single government were part of the Geneva Accords. The Vietminh supported the elections because they believed that Ho Chi Minh would be victorious. Ngo Dinh Diem knew that he would lose and refused to participate. Instead Diem strengthened his rule in South Vietnam and gained strong support from the United States, who wanted to prevent South Vietnam from being taken over by the Vietminh.

In South Vietnam groups loyal to the Vietminh began to attack the government. Diem called these anti-government forces the **Vietcong** (which meant 'Vietnamese communists'). The Vietcong assassinated government officials, attacked the **Army of the Republic of Vietnam (ARVN)** and took over villages. Diem struck back by attacking communists and people loyal to the Vietminh in South Vietnam, but over time, Diem's position became increasingly fragile.

Source 13.35 South Vietnam's President Ngo Dinh Diem meets the President of the United States, Dwight Eisenhower in 1957

The role of the United States, China and the USSR

Many influential Americans were convinced that if the Vietminh took over South Vietnam they would impose a communist government. They also believed that this would put Cambodia, Laos, Thailand, Malaysia and other parts of South-East Asia at risk of falling to communism. The concern was that South Vietnam might be the first 'domino' in the region to fall and the United States wanted to prevent this, so their domestic policy focused on containing communism to North Vietnam.

To support South Vietnam the US began sending military advisors to train the ARVN. In 1960 there were about 900 US military advisors in South Vietnam, but by 1963 there were over 16000. The United States also began helping the ARVN by providing helicopters to transport troops to fight Vietcong forces.

On the opposing side were China and the USSR supporting the Vietminh in North Vietnam. They sent military advisors to train the **North Vietnamese Army (NVA)** and engineers to build roads and factories. This support was crucial to North Vietnam's recovery from the First Indochina War and its preparation for a new conflict against the South.

North Vietnamese Army (NVA) the main army of North Vietnam equipped by the USSR and China

Source 13.36 An American military advisor and a member of the ARVN in South Vietnam in 1963

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Escalation, 1964–65

By 1963 Diem was extremely unpopular with many people in South Vietnam. In November members of the ARVN overthrew Diem in a **coup** and he was brutally murdered in the process. From that point South Vietnam was under military rule, but it became even more unstable under the leadership of the military. This encouraged North Vietnam and the Vietcong to increase their attacks on the South Vietnamese government, hoping that they could take and unite Vietnam before more Americans arrived. The North began sending thousands of soldiers into south Vietnam, travelling over the DMZ or down the Ho Chi Minh Trail, to **escalate** the war.

Following attacks on American air force bases in Vietnam, in 1964 US President Lyndon Johnson approved air strikes against North Vietnam. This included Operation Rolling Thunder, a sustained bombing attack on North Vietnam using American aircraft. In 1965 he sent the first 3500 American soldiers to Vietnam. Over the next three years the number of American troops in Vietnam increased to over 500 000. By the end of 1965 a major war in South Vietnam was under way.

coup a quick overthrow of a government

escalate the process of increasing military activity in a conflict zone

Source 13.37 The Ho Chi Minh Trail was built in 1959 and was a major supply route from North Vietnam to South Vietnam. It ran through neutral Laos and Cambodia and helped communist forces in North Vietnam resupply their troops in the south without crossing the DMZ. Yankee Station was a location in the sea where US aircraft carriers and support ships anchored.

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Source 13.38 A residential area in the capital of North Vietnam, Hanoi, after an American bombing raid in 1967. Scenes of destruction like this were common after President Johnson launched Operation Rolling Thunder in March 1965.

Review 13.5

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1. Briefly describe the nature of French rule in Indochina from the 1870s.
2. How did nationalists challenge French rule in Indochina?
3. Explain how World War II helped the success of the Vietminh.
4. Identify some of the main decisions made in the Geneva Accords.
5. Account for the growing tensions between North and South Vietnam after 1954.
6. Analyse how the conflict in Vietnam was escalated in 1964–65. In your response, refer to Source 13.37 (map of the Ho Chi Minh Trail).
7. Evaluate the importance of foreign powers such as the United States, China and the USSR to the developments in Indochina between 1946 and 1965.

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13.6 Australia and the Vietnam War

The Vietnam War was one of Australia's most significant military engagements following World War II. About 50 000 Australians served in Vietnam between 1962 and 1972. Of these, 519 died and many more were wounded. By the late 1960s the war became particularly controversial in Australia.

Australia's growing commitment to Vietnam

Australia began its commitment to the Vietnam War by sending 30 military advisors to South Vietnam in July 1962. The Australian Army Training Team (AATTV) – sometimes called 'the team' or 'the dirty thirty' – was led by Colonel Ted Serong and began its duties training ARVN units and groups of mountain tribesman known as Montagnards (a French term meaning 'people of the mountain') recruited to fight communist forces. The number of advisors working with the AATTV grew to 84 in June 1965 and reached 217 at the height of its operations in November 1970.

In December 1964 Australia received a formal request from the South Vietnamese government to send combat troops to fight communist forces. Around the same time US President Johnson also requested Australia to increase the numbers of advisors working for the AATTV and to increase its overall commitment to South Vietnam. Then in March 1965 President Johnson asked Australia to commit combat forces as part of his 'more flags' campaign aimed at getting more nations to contribute to the defence of South Vietnam.

Source 13.39 A member of the AATTV (the man at the back of the photo and in the middle) supervises South Vietnamese troops conducting a training exercise for a village search in 1962

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- **Historic concerns about Asia:** as a modern nation with strong European links, Australia had long held fears about its security in Asia. Many Asian powers had demonstrated military strength and World War II confirmed that Australia could be easily threatened from within the region.

- **Attempts to maintain stability in South-East Asia:** Australian leaders wanted to help establish greater stability in South-East Asia. They believed that if the region was peaceful, Australia had a better chance to become even more prosperous.

- **Belief in the domino theory:** many Australian leaders were concerned with the potential for communism to spread in South-East Asia. Some believed that if South Vietnam was taken over by communists, the whole region might be lost and Australia could be directly threatened.

- **Alliances:** Australia's alliances, especially ANZUS and SEATO, played an important role in the decision to become involved in Vietnam. US requests for Australia to join in the battle to save South Vietnam had a strong influence on many government members responsible for the decision to send military advisors in 1962 and combat troops in 1965.

- **'Insurance' with the United States:** the Australian Government wanted to work with the United States in Vietnam to build up good favour. This would be an 'insurance policy' of sorts – if Australia was directly threatened then the United States would help, because Australia had helped the United States in Vietnam.

- **Requests from South Vietnam:** in 1965 the South Vietnamese government specifically asked the Australian Government to send troops to Vietnam.

Source 13.40 Reasons for Australia's involvement in Vietnam

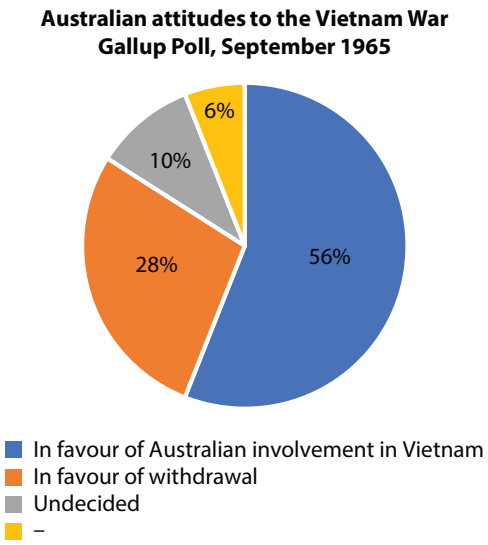
ISBN 978-1-108-89300-8 Dallimore et al.

Prime Minister Robert Menzies

On 28 April 1965 Menzies announced that Australia would commit one infantry battalion to South Vietnam. 1RAR (1st Battalion, RAR) became the first unit of Australian soldiers sent to fight in Vietnam. They arrived in June 1965 and served under the command of the US 173rd Airborne Division around Bien Hoa. A total of 23 men from 1RAR were killed on their first tour in Vietnam.

Source 13.41 Members of 1RAR arrive in South Vietnam in June 1965 as part of Australia's contribution to the war against the communists

Source analysis 13.7



Source 13.42 Some of the figures from a Gallup opinion poll conducted in September 1965 about Australian attitudes to the Vietnam War

1 Explain what these figures suggest about the Australian people's attitude towards Australia's involvement in the Vietnam War in 1965.

Parliamentary debate on Australia's commitment to Vietnam

ISBN 978-1-108-89300-8 Dallimore et al.

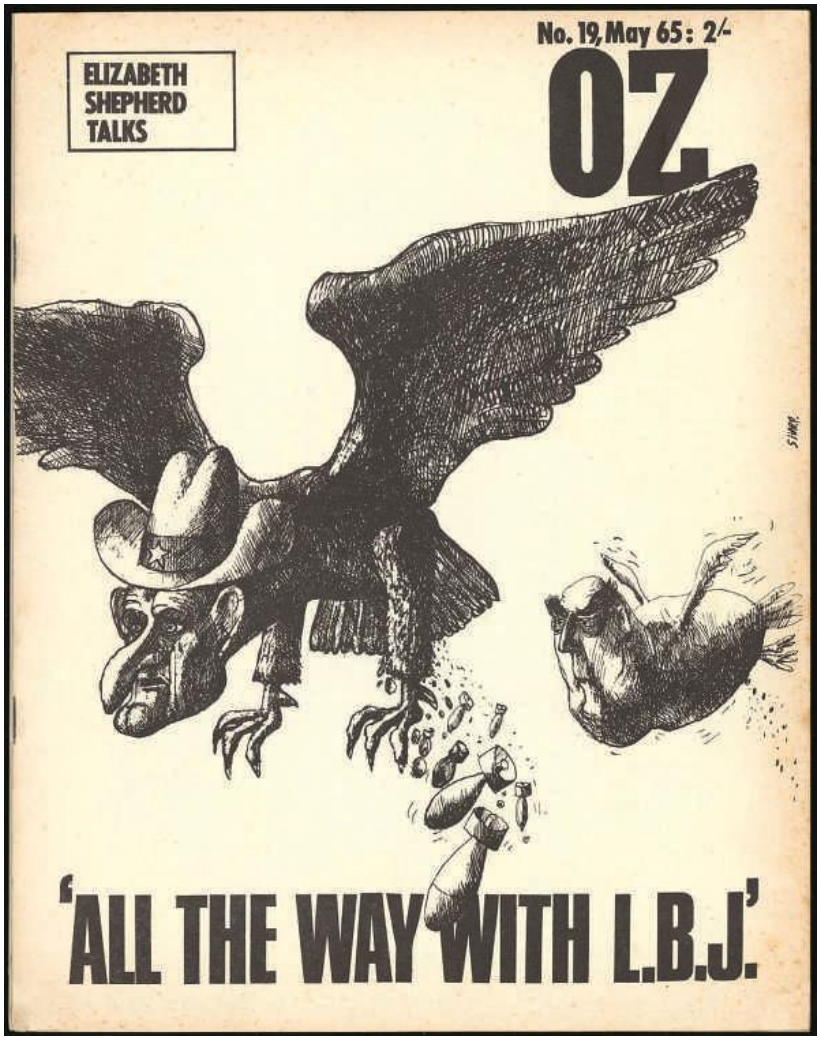
Prime Minister Harold Holt

The foundations of Australia's involvement in Vietnam were established by Prime Minister Menzies between 1962 and 1965. Harold Holt replaced Robert Menzies as Prime Minister in January 1966. Holt also believed in the importance of Australia's alliance with the United States and the commitment to South Vietnam.

In March 1966 Holt announced that 1RAR would be replaced by a larger task force with its own area of operation in South Vietnam. In June, Holt visited President Johnson and announced that Australia would go 'all the way with LBJ', signalling his commitment to work with America in Vietnam. (LBJ stands for President Lyndon Baines Johnson).

Between April and June 1966 the 1st Australian Task Force (1ATF) was established at Nui Dat in Phuoc Tuy province near the southern capital Saigon. It also had access to the nearby port of Vung Tau. Nui Dat and 1ATF was eventually home to three infantry battalions, artillery and tanks, and at its peak in 1969 as many as 6000 people lived there.

Source analysis 13.8



Source 13.43 The cover of *Oz* magazine in May 1965 showing President Johnson represented as an eagle and Prime Minister Menzies flying closely behind in support.

1. Describe the representation of President Johnson.
2. Describe the representation of Prime Minister Menzies.
3. Explain the main message of this image.
4. Identify the perspective of this source?
5. Explain how this source might be useful to a historian studying Australia's commitment to the Vietnam War in the 1960s.

ISBN 978-1-108-89300-8 Dallimore et al.

Australian operations in Vietnam, 1966–72

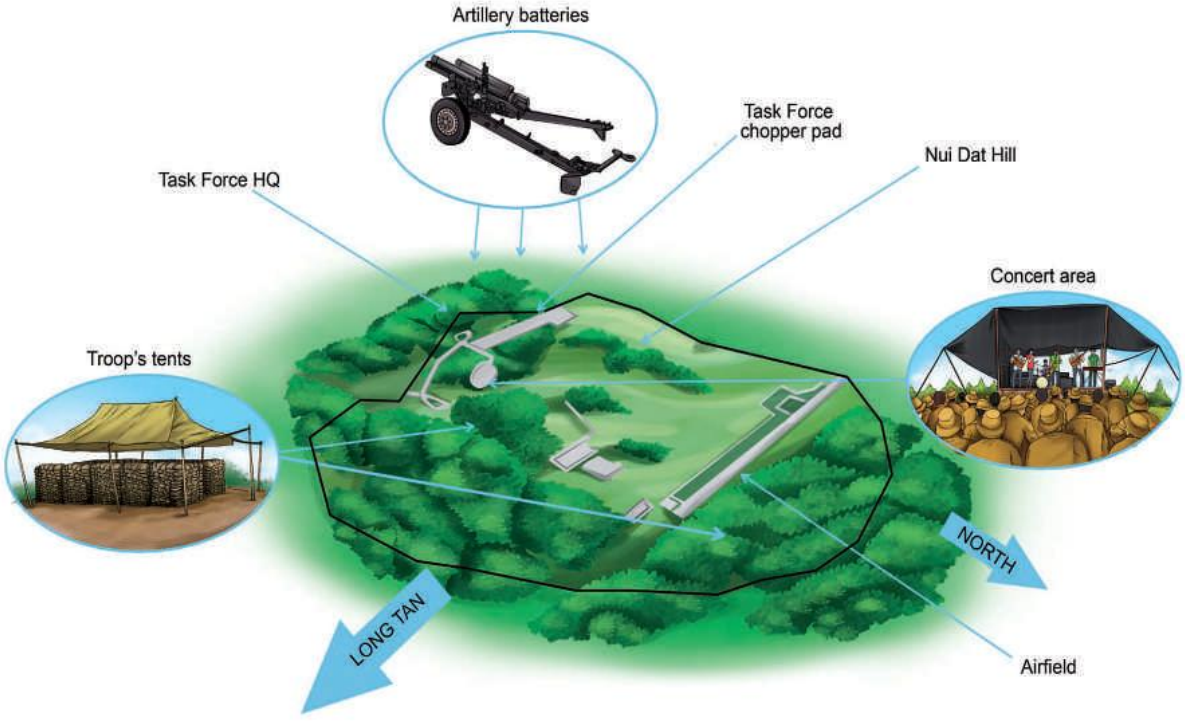
From mid-1966 Australian forces ran most of their operations from the 1ATF base at Nui Dat. Their main role was to clear Phuoc Tuy province of communist forces and to help the South Vietnamese government maintain stability in the area.

Australian operations in Vietnam involved the army, navy and air force, although the main focus was always on infantry operations. Australia's commitment also required nurses, doctors, administration staff and even entertainers.

Source 13.44 An aerial photograph of the 1ATF base at Nui Dat in Phuoc Tuy province

Source 13.45 The first four nurses from the Royal Australian Army Nursing Corps pictured during their initial visit to Hoa Long near Nui Dat in June 1967.

Source analysis 13.9



Source 13.46 Some of the main features of the 1ATF base at Nui Dat from 1966

1 Identify some of the different military technology Australian forces had in Nui Dat using this source.

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The Australian Army

fire support base these were locations set up for artillery that could be called upon by Australian troops to attack enemy positions

The Australian army had to increase the number of troops stationed in Nui Dat. Originally 1ATF was home to two battalions of RAR but this was increased to three. They were supported by artillery in **fire support bases**, tanks and the **Special Air Service Regiment (SASR)**.

Special Air Service Regiment (SASR) a highly-trained infantry unit designed for special operations

Source analysis 13.10

Source 13.47 Members of 4 RAR clear weapons after returning from a patrol in 1971.

Source 13.48 Men from the Australian artillery based near Nui Dat firing a 105 mm gun to support patrolling troops in Phuoc Tuy Province in January 1966.

Source 13.49 Sergeant in 8RAR battalion kitted out for patrol in Phuoc Tuy Province, carrying an American M16 assault rifle. (Illustration based on a photograph of Sergeant Peter Buckney, 1970.)

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Source analysis 13.10 continued

Source 13.50 Paul Ham is an Australian journalist who has written books about a number of conflicts in the twentieth century. In this extract from his history of Australia's involvement in Vietnam, he describes some of the challenges faced by the soldiers.

> Nature tormented the toughest … [men]: vipers, krates, wasps, chomping ants, scorpions and, in the wet season, regiments of waving leeches and swarms of malarial mosquitos … harrowing stories prevailed, of green wasps and hornets, which had an excruciatingly painful sting – an attack by swarms required medical evacuation. Snakebite almost killed a few soldiers. Leeches were the most loathed …
>
> The roasting sun and pouring rain were more debilitating torments, barely tolerated by heavily burdened, fair-skinned men unused to the tropical climate: several diggers died of heat exhaustion, and hundreds were medevaced. In the monsoon season, red mud got into everything: the webbing, rifles, boots, sleeping bags. The rain reduced the infantryman's world to a sodden, mildewed, stinking mess and dreadful skin diseases – fungi, rashes, chafing, blisters and all kinds of suppurating encrustations and furunculous infections – disfigured their bodies.
>
> Ham, P., 2007, *Vietnam: The Australian War*, Harper Collins, Sydney, pp. 200–01

Source 13.51 Main combat activities of the Australian infantry in Vietnam

Activity	Description
Patrolling	Australian troops were regularly sent out into Phuoc Tuy province following reports of Vietcong activity. Sometimes these units were outside Nui Dat for three weeks or more.
Search and destroy	Missions designed to find the Vietcong and engage them in battle. The aim was to eliminate Vietcong units to increase the security of Phuoc Tuy province.
Cordon and search	Missions conducted in the villages where suspected Vietcong activity had been reported. Australian troops would isolate a village and then search it to find weapons, information or Vietcong agents. The searches were often conducted with the help of ARVN soldiers who spoke Vietnamese.
Major battles	Australians were also involved in several major battles in Vietnam. Some of these were initiated by enemy forces. Australians fought in the Battle of Long Tan (August 1966), the Battle of Balmoral/Coral (May–June 1968) and the Battle of Binh Ba (June 1969).
Minefields	In 1967 the commander of 1ATF decided to build a minefield around Nui Dat as a protective 'barrier' against the Vietcong. Once built, it quickly became obvious that it was ineffective and in 1968 it began to be removed. Some of these mines were stolen by the Vietcong and used against Australian forces in later battles.

1 Examine sources 13.47, 13.48 and 13.49 .
   a Identify the kinds of technology Australian soldiers had access to in Vietnam.
   b Discuss the values and limitations of photographic or illustrated sources like these for understanding the conditions in which Australian soldiers served in Vietnam.
2 Using Source 13.50, identify some of the other challenges Australian soldiers faced in Vietnam.
3 Using any three of the sources provided and other evidence, describe the activities conducted by Australian soldiers in Vietnam from 1965–71.

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The Australian home front

When the Australian Government sent 30 military advisors to Vietnam in 1962 there was little controversy about the decision. There was also widespread support for Menzies when he committed the first Australian infantry battalion to fight in South Vietnam in April 1965. The longer the war lasted, however, the more controversial and divisive it became and over time, a growing number of Australians became critical of the war.

Criticism of Australia's involvement in Vietnam was motivated by different factors.

- As more soldiers were killed and wounded, the Australian people questioned whether it was necessary for Australians to be fighting in Vietnam.
- The National Service Scheme had not been specifically designed for Vietnam (the original aim was to increase the size of the Australian army) but when conscripts were sent to Vietnam it became a particular point of criticism. Some believed that young men should not be forced to fight in a war that did not seem to benefit Australia in any direct way.
- Some Australians were critical of Australia's key ally, the United States, for escalating the war in Vietnam. They believed it was a Vietnamese conflict and that outside countries had no right to be involved.
- A small number of Australians were opposed to war of any kind. They believed that war was a poor strategy for solving international problems and preferred to use negotiation instead. They wanted the United States and Australia to withdraw from Vietnam and organise peace talks that might bring an end to the conflict.
- The media played an important role in turning some people against the war. With more modern technology, media companies could broadcast news of the war into the living rooms of Australians soon after events took place. Dramatic scenes of battle and violence encouraged people to raise questions about Australia's role in Vietnam.

Many Australians were also more critical of the war after the Tet Offensive of January 1968. Up to this point American leaders had been claiming that good progress was being made against the communists in Vietnam. When the communists launched a surprise attack across South Vietnam's major cities during the Vietnamese holiday of Tet, many people began to question what they were being told about the Vietnam War. Although the effect of this event was greater in the United States, it still contributed to changing attitudes in Australia.

Source analysis 13.11

Source 13.52 President Johnson's visit to Sydney

Source 13.52 Archival footage from President Lyndon Johnson's visit to Sydney in October 1966

1 Describe what you see in the newsreel footage of President Johnson's visit to Sydney in 1966.
2 Create your own narration for the footage. Explain what happened during the visit and why it was significant to Australia's involvement in the Vietnam War.

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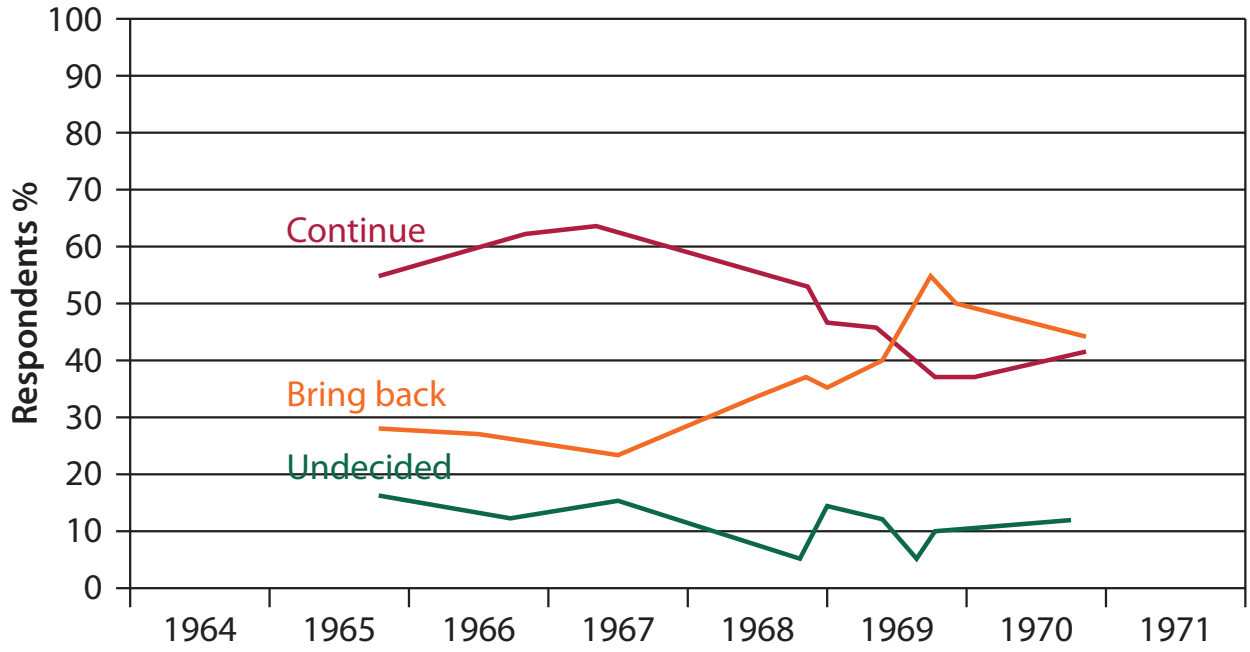
Source analysis 13.12



Source 13.53 Graph summarising opinion polls conducted in Australia asking regular Australians to respond to the following question: 'Do you think we [Australia] should continue to fight in Vietnam or bring our forces back to Australia?'

Source 13.54 Table summarising opinion polls (Gallup Polls) conducted in Australia about the National Service Scheme (conscription)

Poll date	In favour/For/Continue conscription (%)	Oppose/Against/ End conscription (%)	Undecided (%)
Nov 1964	71	25	4
Sept 1965	69	23	8
Apr 1966	63	31	6
Jul 1966	68	26	6
Nov 1966	63	33	4
Nov 1967	70	25	5
Dec 1968	65	29	6
Aug 1969	63	32	5
Oct 1969	58	32	10
Apr 1970	55	39	6
Oct 1970	58	34	8
Sept 1971	68	24.5	7.5

1 Explain how the polling results represented in Source 13.53 changed over time. What does this suggest about general attitudes toward the Vietnam War in Australia during this period?

2 Closely examine the data provided in Source 13.54. Based on this evidence, explain what conclusions you could draw about Australian attitudes to conscription.

3 Explain what limitations polling figures like this might have as evidence of public attitudes to the Vietnam War.

4 Using these sources and other evidence, describe Australian attitudes to the Vietnam War from 1962–71.

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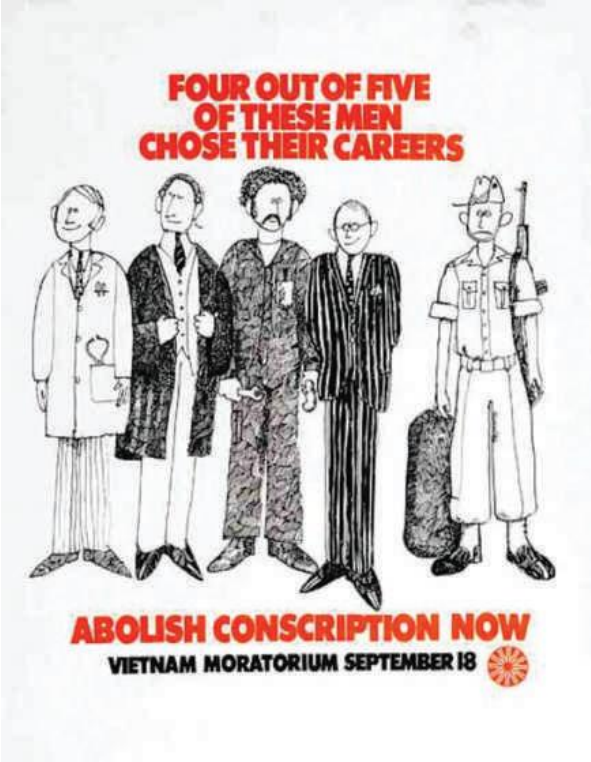
Protest movements, 1965–72

While attitudes to the Vietnam War changed over time in Australia, some groups emerged to specifically challenge Australia's commitment to the war. For example, a group called Save Our Sons (SOS) was established in 1965 to oppose the national service scheme. This group was mainly made up of women who had sons around conscription age. SOS tried to convince others to criticise the National Service scheme by handing out pamphlets and staging demonstrations. Five female members of SOS were arrested in 1971 for their activities. They were sentenced to 14 days in prison but were released early after a media controversy. These women became known as the 'Fairlea Five' after the name of the prison they were held in.

The largest and most memorable anti-war protests were the moratorium marches conducted in 1970 and 1971. These were mass demonstrations inspired by similar events in the United States, beginning in 1969. The Australian Moratorium movement had two main aims: the immediate withdrawal of Australian troops from Vietnam and to end the National Service scheme. These protests were different because they were attended by a wider variety of Australians and were much larger than any other attempt to challenge the war.

Source 13.56 An anti-conscription poster produced for the second Moratorium marches in Australia in September 1970



Source 13.55 Anti-war protestors during a demonstration in Melbourne in 1965

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Source 13.57 The three Australian Moratoria

8 May 1970

- The largest and most successful of the three moratorium marches in Australia, inspired by events in the US in 1969.
- At least 120 000 participants across Australia but may have been up to 200 000 people. In Melbourne alone 70 000 people gathered and another 20 000 in Sydney.
- The largest gathering was in Melbourne and attended by Dr Jim Cairns from the Labor Party.

18 September 1970

- About 100 000 participants across Australia (50 000 in Melbourne and 10 000 in Sydney).
- Violence broke out at some demonstrations.
- Police arrested 173 people.

30 June 1971

- The smallest of the three marches that included 60 000 participants across Australia (50 000 in Melbourne but smaller numbers in other parts of Australia).
- Used the slogan: 'Stop work to stop the war'.
- The main march was attended by the famous US doctor and anti-war campaigner Dr Benjamin Spock.
- Organisers tried to make the issue of draft resistance central to these events.

Source analysis 13.13

Source 13.58 News report on two anti-conscription protests in March 1966, during the lead up to a by-election in Kew, Victoria

Source 13.59 Footage from the Moratorium March in Brisbane, 30 June 1971

Source 13.58 Anti-conscription protests in Melbourne

Source 13.59 Moratorium march in Brisbane

1 Identify the perspective of Source 13.58.
2 In what ways might a historian find newsreel footage such as that provided in Sources 13.58 and 13.59 useful when studying the anti-war movement in Australia during the 1960s?
3 Outline the similarities and differences of the two videos as evidence of the anti-war movement in Australia during the 1960s and early 1970s.

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Australia's changing commitment to Vietnam

In 1968 Richard Nixon was elected US President. He began to withdraw US troops from Vietnam when he took office at the start of 1969, under a policy called 'Vietnamisation'. This policy was based on the idea that the South Vietnamese needed to take more responsibility for fighting the communists. The United States would still contribute money, resources and training but Nixon planned to stop using US soldiers to fight on the battlefield.

The Australian Government soon followed Nixon's lead and began gradually withdrawing troops. Although a few soldiers remained in Vietnam to train the ARVN and protect the Australian embassy, 1ATF was removed from Vietnam in December 1971. Then in 1972 a new Labor Government came to power and ended the National Service scheme. The remaining Australian military advisors were removed from Vietnam in 1972, bringing an end to Australia's military commitment to South Vietnam.

South Vietnam did not survive for long without the support of other nations. In 1973 US forces were finally withdrawn from Vietnam and the US government reduced the amount of aid money sent to South Vietnam. In 1974 North Vietnam launched a major offensive against the South and on 30 April 1975 the government of South Vietnam surrendered. After nearly 30 years of war, Vietnam was united under the control of communist North Vietnam.

Source 13.60 Prime Minister William McMahon meets with Richard Nixon in the White House, 2 November 1971

Review 13.6

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook

1. Summarise the key developments in Australia's commitment to South Vietnam between 1962 and 1972.
2. Explain how the creation of 1ATF at Nui Dat in 1966 changed Australia's role in South Vietnam.
3. Describe the nature of opposition to the Vietnam War in Australia from 1965 to 1972.
4. Using the mind map on the three Australian moritoria, explain how the demonstrations changed over time.
5. Using evidence from this section (including the sources), write a single paragraph to respond to the following statement: 'Australians were mostly critical of the Vietnam War from 1962 to 1972.'
6. What were the two most important factors leading to Australia's withdrawal from Vietnam in 1972? Justify both of your selections.

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13.7 The legacies of the Vietnam War in Australia

Although Australian forces were withdrawn from Vietnam in 1972, there were ongoing legacies of the war. During the final stages of the war thousands of South Vietnamese citizens began leaving Vietnam to find residence in other countries. Many were worried that when North Vietnam took over they would treat the people harshly. These suspicions were confirmed as thousands were arrested following 1975, many of whom were sent to 're-education' camps. (in reality these were prison camps where thousands were tortured and abused). Large numbers continued to leave Vietnam in the years following the communist victory in 1975.

As a former ally of South Vietnam, there was a certain level of responsibility felt in Australia to assist some of the **refugees** leaving Vietnam. In April 1976 the first Vietnamese refugees arrived in Darwin by boat. Between 1976 and 1983, while Malcom Fraser was Prime Minister, Australia accepted approximately 15 000 Vietnamese refugees every year.

There were other internal legacies from the war, such as ongoing controversies about the treatment of the Australian soldiers who fought in Vietnam. In some highly public events, such as the Welcome Home parade for 1RAR in Sydney on 8 June 1966, soldiers were treated with disrespect. In one case, a young woman ran up to one of the parading soldiers and smeared red paint on his uniform. Some veterans have claimed that they were consistently treated poorly after the war. Many soldiers have also suffered from **post-traumatic stress disorder (PTSD)** since returning from Vietnam. Others have sought compensation from the government for specific illnesses they claim to have been connected to war and especially the use of chemicals such as **Agent Orange**. So far, research has acknowledged some links between exposure to the chemicals used in Vietnam during the war and specific health problems, such as cancer. It is still unknown how widely Australian soldiers were affected and the issue remains controversial.

refugee a person who, due to a well-founded fear of persecution, is outside their country of nationality and is unable or unwilling to return to that country

post-traumatic stress disorder (PTSD) a particular set of reactions that can develop in people who have been through a traumatic event; they often experience feelings of intense fear, helplessness or horror

Agent Orange a chemical used to destroy foliage, in order to expose Vietcong hideouts in the jungles of Vietnam

Source 13.61 Vietnamese 'boat people' arriving in Australia in the 1970s

Source 13.62 A scene from the welcome home parade for 1RAR held in Sydney on 8 June 1966. Some estimates suggest that about 300 000 people attended this parade.

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Site study: Long Tan

Source 13.63 The Long Tan memorial cross dedication in 1969, three years after the major battle by Australians

The battle of Long Tan was one of Australia's largest battles in Vietnam. It was fought in August 1966 involving 6RAR and the Australian artillery. The men of 6RAR were outnumbered ten to one and fought their way out of an extremely difficult situation in the rubber plantation at Long Tan in Phuoc Tuy province. Eighteen Australians were killed at Long Tan and a further 24 were wounded. Approximately 245 Vietnamese soldiers were also killed in the two-day battle.

In 1969 the Australian army constructed a small memorial site with a central large white cross on the site where the Battle of Long Tan was fought. It remained there for 50 years before the cross was removed in 2017 and brought to the Australian War Memorial in Canberra for safe keeping. A replica cross was placed at the original site.

Today Long Tan is a popular tourist destination with many Australians visiting the area. It is especially popular on Anzac Day, but it has also been a matter of controversy between the Australian and Vietnamese governments. Memorial events have been held at the Long Tan cross since 1989.

In 2016 the Vietnamese government threatened to deny Australian veterans the right to hold a major fiftieth anniversary ceremony at Long Tan. Some aspects of the war still remain sensitive in Vietnam and the government wanted to avoid a major ceremony by a former enemy on their own soil. At the last minute the government reluctantly agreed to allow the ceremony under strict conditions.

Source 13.64
2016 ceremony

1 Examine the Long Tan site study.
   - **a** What is the Long Tan cross and why was it constructed?
   - **b** How is this site of the Long Tan cross used by Australians?
   - **c** Describe what happened to the Long Tan cross in 2017.
   - **d** How has the Long Tan site been used by Australians after the war?

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2 Conduct some further research into the controversy around the 2016 Anzac Day ceremony.
   a Explain why the controversy arose.
   b Outline arguments supporting the Vietnamese government's perspective.
   c Outline arguments supporting the Australian Government's perspective.
   d Suggest four to five strategies for respectful use of the Long Tan site by Australians into the future.

Source 13.65 Major Harry Smith, of 6RAR, briefs press representatives on the Battle of Long Tan. 21 August 1966.

Review 13.7

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

1 Explain why Vietnamese people began fleeing their homeland in 1975.
2 Summarise Australia's response to the refugee crisis after 1975.
3 Explain what kinds of controversies surround the treatment of Australian soldiers who returned from Vietnam.
4 Evaluate the effect of the Vietnam War on Australia.

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End of chapter activities

Extended response questions

Construct an essay in response to any of the following questions.

1. How effective were US attempts to contain communism after World War II?
2. How did Australia respond to the threat of communism after 1945?
3. Explain why Australia became involved in the Vietnam War in the 1960s.
4. Evaluate the performance of the Australian military in Vietnam between 1962 and 1972.
5. Evaluate the effect of the Vietnam War on Australia.

Group work activity

In groups of two or three, conduct research and develop a 3–4 minute class presentation for one of the following key individuals, groups or events. Your presentation should assess the significance of your chosen individual or group to the period covered in this chapter.

Individuals	Groups	Events
• PM Robert Menzies • Ho Chi Minh • President Lyndon Johnson • Colonel Ted Serong (commander of the AATTV) • An Australian veteran of the Vietnam War	• The Communist Party of Australia • The Vietcong (National Liberation Front) • Save Our Sons • The Australian SAS • Australian nurses serving in Vietnam	• The Gulf of Tonkin Incident (1964) • The 1968 Tet Offensive • The election of Richard Nixon as US President (1968) • The moratorium marches in Australia

Research activity

Construct a multimedia report to describe the experiences of Australian soldiers who returned to Australia after serving in the Vietnam War. Your report could be presented as a short video with a narration, a podcast, a website or in another form of your choosing. Keep in mind the sensitive nature of this topic for Australian and both North and South Vietnamese soldiers. You should consult your teacher about your plans before beginning your work. Your report should also include a variety of sources and a bibliography to show where you found the information for your report.

Creative task

In this task you will design your own investigation into an aspect of this topic that interests you. You will need to decide on the following aspects:

- **Role:** what role you will take in your investigation (for example, a journalist writing a commemorative piece about Australia's involvement in the Vietnam War, or a children's author)
- **Audience:** who your target audience will be for the work you produce (for example, the general Australian public or primary school children)
- **Format:** how you will present your research (such as an essay, a short film, a website, a podcast or an infographic for display in the classroom). Be sure that you are clear on how long your product will be (word length, time limit, etc.)
- **Topic:** what aspect of the topic you will focus on in your investigation (for example, you might like to explore the role of anti-communist propaganda on the Australian home front during the 1960s).

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Visible thinking routine

Question starts

On your own, use the following prompts to create a list of questions you still have about the topic covered in this chapter:

Why … ?

How would it be different if … ?

What are the reasons … ?

Suppose that … ?

What if … ?

What if we knew … ?

What is the purpose of … ?

What would change if … ?

1 Compare your list of questions to another student's in your class. Are there any similar questions? Are there some questions from their list that interest you? Copy these onto your own list.

2 Use one of these questions to design a research activity into an aspect of this topic. Use the following table to help you complete and present your work.

Question	Your ideas
How will I find relevant information to answer this?	
How will I communicate what I find?	

Cross-curricular task

Aboriginal and Torres Strait Islander histories and cultures

Conduct independent research into the service of Indigenous men and women in the Australian military throughout the period covered in this chapter. In your report, you should aim to answer the following question: 'Assess the contribution of Indigenous Australians to the military forces between the end of World War II and the end of the Vietnam War.'

You may wish to use the following site to begin your investigation:
https://cambridge.edu.au/redirect/9218

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Glossary

1839 Treaty of London treaty acknowledging international recognition of Belgium's neutrality as an independent nation

abdicate to give up rule

abolitionist someone who wanted to end slavery by emancipating slaves

absolute monarchy a political system in which monarchs have complete power, including over armed forces

activist a person who campaigns extensively to bring about political or social change

Agent Orange a chemical used to destroy foliage, in order to expose Vietcong hideouts in the jungles of Vietnam

alliance a formal relationship between nations or groups for a shared purpose

Americanisation the influence that US culture and business has on other countries outside the United States, including their media, cuisine, business practices, popular culture, technology or political techniques

Anglo a white, English-speaking individual of British or northern European origin

anime a style of animation originating in Japan characterised by bright colours and highly stylised graphics, depicts vibrant characters in action-filled plots with fantastic or futuristic themes

annexed the incorporation of another territory into the domain of a country or empire

Anschluss refers to the annexation of Austria into Germany

anthem a rousing or uplifting song identified with a particular group or cause

anthropologist an individual who studies human origins, institutions and beliefs

anti-abolitionist someone who opposes the abolition of slavery (i.e. who wants slavery to continue as a practice)

anti-Semitism prejudice, hatred and/or violence directed against Jewish people

app an application, especially as downloaded by a user to a mobile or portable technology device

appeasement the policy adopted by Britain and France to negotiate with, rather than fight, Hitler

aquaculture farming plants and animals that live in water, such as fish

arbitration commission a court that specialises in industrial disputes

armaments military weapons i.e. bullets, shells, rifles, etc.

armistice ending hostilities by mutual agreement

arms race the increasingly competitive procurement of offensive armaments or spending on the military

Army of the Republic of Vietnam (ARVN) the main army of South Vietnam, trained and equipped by the US military

Aryan as propagated by the Nazi Party, people of Caucasian race not of Jewish descent

Ashes a test cricket series played between England and Australia

assassination the murder of a prominent individual, often for political purposes

assimilation when a minority culture merges into a dominant culture, with the minority being required to leave its own culture behind

asylum seeker someone who has fled their own country and applies to the government of another country for protection as a refugee

atomic bomb a bomb that relies on nuclear fission for its destructive power; the United States dropped two atomic/nuclear bombs on the Japanese cities of Hiroshima and Nagasaki, ending World War II in the Asia-Pacific

austerity difficult economic circumstances created by a government's aim of reducing public spending

Australian Security and Intelligence Organisation (ASIO) Australia's major national security agency established in March 1949; their main purpose is to protect Australia from spying, interference and terrorism

autonomy when a group of people is allowed to govern themselves with little to no input from the country's government.

auxiliary supplementary or supporting

balance of power the belief that no one nation should dominate others in international diplomacy, economics or military strength

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ballad a slow sentimental or romantic song

Beatlemania extreme enthusiasm for the Beatles, as manifested by the frenzied behaviour of their fans in the 1960s

bilingualism the ability of an individual to speak two languages

Black Hand a secret Serbian organisation that employed terrorist methods to promote the liberation of Serbs outside of Serbia during the early twentieth century

blank cheque a promise of unconditional support for whatever action Austria-Hungary chose to take against Serbia

blitzkrieg 'lightning war'; a term used by the media to describe the German combination of manoeuvrability, technology and localised decision-making that allowed them to keep their opponents off-guard and outflanked

blockbuster a film, book or other product that is of great commercial success

box office the term used to refer to the commercial success of a film or play in terms of audience size based on tickets sold

canal system system of artificial waterways large enough for boats to travel on

capitalism an economic system based on private ownership and free-market enterprise

carding the process of using wire brushes to separate the threads of some materials such as cotton or wool before they can be used

catalyst a person or thing bringing about a change or an event

cenotaph a public monument such as a statue or building erected to honour people who died in war

censorship the act of banning any material deemed offensive or objectionable

charter a document that defines the rights and privileges enjoyed by a group of people, nation, or company

Chartists a movement that campaigned for political rights and equality for the working classes; their six main aims were published in the *People's Charter* in 1838

cholera an infectious and often fatal bacterial disease that causes severe vomiting and diarrhoea, usually spread by contaminated water

civil rights a set of rules designed to protect individuals from unfair treatment within their own society

Cold War the state of hostility that existed between Soviet countries and Western powers from 1945 to 1990

colonise where one country exercises control over another (typically less advanced) country, frequently to exploit their resources

commercialised managing organisations or activities in a way designed to make a profit

commodity an item that is bought and sold, especially a raw material or something that is manufactured, for which there is a commercial demand

Commonwealth international collective of states and countries that maintain a formal association with the UK, formerly part of the British Empire

communist someone who follows Marxism (or communism); a belief that everything is owned by the entire community and in which there is equal distribution of all resources

conscientious objector an individual who, for reasons of conscience, objects to participating in military service

conscription compulsory military service in a nation's armed forces

conservative having traditional values and being averse to change or innovation

constitutional monarchy a political system in which the monarch's power is limited as they must act on the advice of the elected government

consumerism the purchasing of goods and services in great amounts

conventions general rules or ways in which something is usually done

convict a person found guilty of a crime and serving a sentence of imprisonment

cottage industry where manufacturing work is performed by a small group, often a family, in the home rather than in a factory

cotton gin a machine used for separating the fibres of the cotton plant from the seeds

coup a quick overthrow of a government

crop rotation growing different crops in different years, so that the soil in the field can regain its nutrients

cult following a highly dedicated and passionate group of fans that closely follow a work of culture

decolonisation the process by which territories controlled by empires are given independence

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defect a term used when a person working for one side changes their allegiance. For example, if someone was working for the USSR and agreed to help the United States instead, they had 'defected'.

deforestation destroying large areas of forest by cutting down trees

dehumanising deprive of positive human qualities

deity god

delta a fan-shaped deposit of river sediments found at the mouth of a river

demilitarised zone (DMZ) an area set out in or near a war zone, designed to be free of conflict; often set up to maintain peace between two groups at risk of war

demobilisation disbanding troops back into civilian life

demobilised released from the armed forces and sent back into civilian life

democracy a form of government where members of the community take part in decision-making through voting

Democratic Labor Party (DLP) a group that broke away from the Australian Labor Party in 1955, mainly made up of Catholics

demographic characteristics of a population and the groups in it

desertification land turning into desert, possibly as a result of deforestation

diaspora a community of people who live outside their shared country of origin or ancestry but maintain active connections with it

dictatorship a political system in which an individual or small group control all major decisions

dinh a village temple, that also served as a communal meeting place

disadvantaged a person living in unfavourable conditions due to lack of opportunities

disenfranchised depriving a person or group of people of citizenship or the right to vote

displaced persons people who are forced to move from their homes and country due to a crisis such as a war

distributor an agent, organisation or company who supplies goods and/or services to retailers

divinely appointed chosen by the gods

drive-in cinema an outdoor theatre that consisted of a large outdoor movie screen, projection booth, concession stand and a large parking area for cars. These cinemas allowed customers to view films from the comfort of their own car.

driver a slave given privileges in return for supervising other slaves

dynastic had a line of rulers descended through a family line

dysentery an infection of the intestines causing severe diarrhoea

economic depression a long-term state of the economy categorised by extended periods of unemployment, declining income and lower production; often the result of a period of negative economic activity such as during a war

egalitarianism the principle that all people are equal and deserve equal rights and opportunities

emancipist a convict who has served their sentence

embargo a governmental order prohibiting trade with a country

embarked boarded a ship or plane

emigrate leaving one's country to permanently reside in another country

empire a collection of colonies controlled by a single government for its strategic and economic advantage

enclosure system system under which land that had previously been available for common usage became incorporated into a larger farm, and could only be used by the owner – improving the agricultural output, but causing suffering for people who had relied on the land for feeding their families

entrepreneur someone undertaking a new enterprise with a chance of profit or loss

escalate the process of increasing military activity in a conflict zone

expeditionary force group of soldiers sent to fight in another country

fascism a set of political ideas stressing national pride, destroying communism and ensuring national stability by creating a strong economy, promoted in Italy by Benito Mussolini

fire support base these were locations set up for artillery that could be called upon by Australian troops to attack enemy positions

flax a plant grown for its stems or seeds. Linen cloth is woven from thread made from this plant

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franchise 1 the right to vote

franchise 2 a collection of related literature in succession that share the same fictional universe or are marketed as a series

franchise the right to vote; the term is also used for a collection of related literature in succession that share the same fictional universe or are marketed as a series

Führer German for 'leader'

generation a group of people born and living around the same time

genocide the intentional act of destroying an entire group of people on the basis of their race, nationality, or religion

genre a style or category of art, music or literature

ghetto a segregated area of a town or city inhabited by a deprived minority group

Great Depression a period of severe economic hardship around the world between 1929 and about 1939

Great Famine a period of mass starvation and disease in Ireland from 1845 to 1849

guano sea bird or bat droppings, accumulations are often used as a fertiliser

guerrilla war a form of warfare that involves surprise attacks against an enemy usually by a smaller force

guild an association of people in a particular trade or business, which sets standards for that particular industry

half-caste outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

half-life the time it will take for the material to lose half of its radioactivity

hierarchy a system of organisation in which individuals or groups are ranked one above the other

High Court of Australia Australia's highest and most powerful decision-making body for legal matters

Holocaust destruction or slaughter on a mass scale

Hun a derogatory term given to German soldiers

hybrid combining two different elements in order to create something new and innovative

ideology a set of ideas or beliefs that form a framework for a person or country's point of view and actions

immigrant a person who migrates to another country to live permanently

immigrate to come into a different country to live permanently

imperialism the domination of one or more nations by another that seeks to use the wealth and people of the dominated nation for its own interests

indigenous people an ethnic group who are the original settlers or inhabitants of a region; they often coexist with other groups who have colonised their land more recently

indigo a tropical plant that produces a blue dye

Indochina the region made up of modern Vietnam, Cambodia and Laos. The name is drawn from the two larger nations that had a significant cultural influence on these nations: India and China.

Indochinese Union the formal name given to the five French colonies in Indochina (Cochinchina, Annam, Tonkin, Cambodia and Laos)

inducted formally admitting someone to a post or organisation

Industrial Revolution the transformation of agricultural-based societies into industrialised and urbanised ones beginning in Britain in the mid-eighteenth century

industrialisation the transition from peasant farming to large-scale manufacturing

integration a society in which segregation between the races would no longer exist, allowing peaceful co-existence between all races

Iron Curtain the term used by Winston Churchill to describe the division between the communist countries of eastern Europe and the capitalist countries of western Europe

Jesuits members of the Society of Jesus, an order within the Catholic Church

juvenile delinquency the habit of committing criminal acts or offences by a young person

kamikaze 'divine wind'; the Western term used to describe the Japanese suicide pilots who often flew their planes into targets with the aim of inflicting maximum damage

KGB the Committee for State Security was the Soviet Union's main security agency between 1954 and 1991

Ku Klux Klan a white supremacist hate group that terrorises African Americans and other minority groups

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Lebensraum the policy adopted by Hitler to justify his drive to conquer more land: to create more living space for the German people

legislation laws

liberalism an ideology that promotes the rights and freedoms of the individual in society

lip-syncing moving the lips silently alongside a pre-recorded soundtrack in order to mimic actually singing

Luddites groups who tried to block industrialisation by smashing machinery

Mahatma Gandhi a lawyer and spiritual leader in India who pioneered a method of protesting in a passive, non-violent way that would force discriminatory attitudes out into the open

mandarin a scholar who has passed an imperial examination to become a government administrator

Marxism an ideology expressed by Karl Marx and Friedrich Engels which focuses on class struggle: it formed the basis of communism

mateship an ideal that encompasses equality, loyalty and friendship

megacities cities with populations of over 10 million people

memorial a plaque, sculpture, statue or structure intended to encourage people to remember a person or historical event

mercenary soldier who will fight for any country or group that pays them

midden rubbish pile of an early community, often containing shells, bones, botanical materials, and the workings from ceramics and stone tool-making

Middle Passage the sea voyage taken by slave ships between the west coast of Africa and the West Indies

militia a military force made up of ordinary citizens rather than highly trained soldiers

mission a reserve where Indigenous people lived under the control of white Christian managers

monocultural the policy of supporting the culture of a single social or ethnic group to the exclusion of all others

monopoly where there is only one group providing a particular good or service, so they can control the pricing because consumers have no alternative

mother country the country from which the people of a former colony originate

multiculturalism the presence of, or support of the presence of, several distinct cultural or ethic groups within a society

Nation of Islam an African American Muslim organisation formed in 1930 with the goal of improving conditions for African Americans and creating a separate African American nation

National Service a system in which people, usually younger men, are forced to serve in the military for a specific period

nationalism putting the interests of one nation above all others

nationalist one who values the interests of their own nation – sometimes more than the rights of others

nationality belonging to a particular nation

Nazi Germany dictatorship established in Germany between 1933 and 1945 by Adolf Hitler and the Nazi Party

neutral a nation which refuses to take either side during a dispute or war

no man's land the hotly contested area between two opposing trench systems

non-profit an organisation that seeks to provide charity or support for a particular cause; all profits go towards the organisation's aim or to provide assistance

North Vietnamese Army (NVA) the main army of North Vietnam equipped by the USSR and China

nuclear weapons weapons that use nuclear energy to cause explosions, created during World War II and used against Japan in 1945 at Hiroshima and Nagasaki

Nuremberg Trials international court cases that took place after World War II, in which Nazis were tried for their war crimes

organic farming farming without chemicals by using natural resources, complimentary crops and balance with nature to ensure a good harvest

overseer a person who supervised others, especially workers

pacifist a person who believes that war and violence are morally unjustifiable

paramilitary an organised force, either official or unofficial, with a military structure

paternalism controlling or restricting a person in the belief that it will help them in the long run

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patriarchal a social system in which fathers are heads of households, descent is through the male line and men hold more power and authority than women

patriotism an intense love and support for one's nation and its interests

permaculture an environmental movement that teaches the techniques of using natural methods to ensure that the soil produces abundant crops

picket line a human boundary line created outside of an establishment by workers or protesters to stop people from entering

pioneer to develop or be the first to use or apply a new method, knowledge or activity

plantation estate where crops such as sugar, tobacco or cotton were grown

portable technology a standalone digital device that may be carried easily in one hand which is used for communication, business and entertainment purposes

post-traumatic stress disorder (PTSD) a particular set of reactions that can develop in people who have been through a traumatic event; they often experience feelings of intense fear, helplessness or horror

power dressing dressing in a style intended to show that one holds an important position in business, politics, their career, etc.

prisoner of war an individual or individuals who have been captured and imprisoned by enemy forces

prison hulk an old ship stripped of fittings and permanently fixed on a river for use as a prison

propaganda information, especially of a biased or misleading nature, used to promote a political cause or point of view

psychedelic music designed to replicate and enhance the use of perception-altering hallucinogenic drugs

quarantine isolating incoming people or animals for a period of time to prevent the possible spread of disease

ratify although a country may sign an international treaty, indicating its agreement, it does not have a legal obligation to take action until it has ratified the treaty, by gaining internal approval and then advising that this has occurred

rationing limiting specific goods to a certain amount per person

reconciliation the process of reaching a point where opposing viewpoints become compatible

referendum a national 'yes' or 'no' vote to change the Australian Constitution

refugee a person who, due to a well-founded fear of persecution, is outside their country of nationality and is unable or unwilling to return to that country

Reich German for 'empire'

Reichstag the German parliament

repatriation returning people to their countries of origin

republic a political system without a monarch, where the country is normally governed by elected representatives

republicanism the belief that government should be by elected representatives of the people, rather than a monarch

revolution an attempt to completely renew society, usually involving an overthrow of a government

revolutionise the radical change of something

risqué slightly indecent or shocking behaviour, comments or attitude

rockabilly a type of popular music developed in the 1950s which combined elements of rock 'n' roll with country music

Royal Australian Regiment (RAR) the name given to Australian infantry units from 1948

royal commission an inquiry (investigation) into a significant issue arranged by the British Commonwealth on the recommendation of the Australian Government

satire the use of humour, irony, exaggeration or ridicule to expose and criticise something

Schlieffen Plan the name given to Germany's pre-war plan to invade France quickly before moving eastwards to fight Russia. It aimed to avoid a war on 'two fronts'.

scurvy a disease caused by vitamin C deficiency; symptoms include swollen, bleeding gums and the opening of previously healed wounds

secede the formal withdrawal from membership of a federal union, an alliance or a political or religious organisation

sedition trying to persuade people to oppose the government

segregation a system where different races or ethnic groups are kept separate from one another as much as possible

self-determination the right for a group of people to have their own government and laws

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shirkers people who wish to avoid what many consider to be their duty

single a record that typically has just one main song on the 'A' side, and a secondary song on the 'B' side

slave tag small copper identification badges slaves wore when moving about or operating a business for their owners

sniper a highly trained and skilled soldier who excels in shooting targets from long distances

social influencer an individual who has established credibility in a specific industry

South-East Asia part of Asia consisting mainly of the region south of China

Soviet Union the Union of Soviet Socialist Republics (1922–91); the successor to the Russian Empire

Special Air Service Regiment (SASR) a highly-trained infantry unit designed for special operations

squattocracy term referring to the social and political power of squatters who made their fortune by illegally occupying Crown land – the term is a play on the word 'aristocracy'

stalemate a situation where opposing forces are deadlocked, so no winner is possible

stereotype a widely held but fixed and oversimplified image or idea of a particular type of person or thing

strike refusing to work or follow instructions to protest against conditions or treatment by those in charge

Stolen Generations the Aboriginal and Torres Strait Islander children forcibly removed from their families during the twentieth century, to be brought up by white foster families or in institutions

subgenre a smaller subdivision of a genre of literature, music, film, etc.

suffragist a movement fighting for the right of women to vote

sustainability the concept that the environment and all its parts must be used and managed, protected, conserved and respected so that they remain viable for future generations

swagger having a very confident and arrogant manner

third-country resettlement one of three UNHCR endorsed durable solutions for refugees who have fled their home. This option includes settling in a country other than the country of first arrival.

trade unions organisations that represent the interests of workers to improve wages and working conditions

treaty a formal agreement between two separate peoples or states

trench foot a medical condition caused by prolonged exposure of the feet to damp, unsanitary and cold conditions

triangular trade trade between three regions

typhus an infectious disease causing a purple rash, headaches, fever and delirium

underground media media that is distributed in secret or without the knowledge of the wider spread population

United Nations (UN) an international organisation established in 1946, primarily to promote world peace and security; member countries number 193

United Nations International Refugee Organization a specialised agency dedicated to assisting and protecting displaced people and refugees

universalise to make something applicable to all cases

urban archaeology a branch of archaeology that focuses on heavily populated areas, such as cities and towns

urban heat island where urban areas are hotter than the surrounding countryside

urbanisation the growth of cities

VCR (video cassette recorder) a device used for recording and playing back television programs and films

Victoria Cross the highest award given to members of the British armed forces, awarded for acts of gallantry

Vietcong the name given to communists in South Vietnam by President Ngo Dinh Diem

Weimar Republic the name given to Germany's government between 1919 and 1933, which was based in Weimar rather than the historic capital of Berlin

White Australia Policy a racist policy introduced in Australia from 1901, designed to intentionally restrict 'non-white' immigration to Australia; finally abolished in the 1970s

world view the way in which someone sees the world and its history; different religious and philosophical thinking, and different histories

ISBN 978-1-108-89300-8 Dallimore et al.

Index

ISBN 978-1-108-89300-8 Dallimore et al.

ISBN 978-1-108-89300-8 Dallimore et al.

ISBN 978-1-108-89300-8 Dallimore et al.

ISBN 978-1-108-89300-8 Dallimore et al.

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