HTAWA Student Seminar Day

**Study Notes**

Unit 3 Modern History

Modern Nations in the 20th Century: Australia 1918-1955

Rebecca McClelland

**Unit 3 – Modern nations in the 20th century**

This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

**Elective 1: Australia 1918–1955 (the end of World War I to the ALP Split)**

**·** an overview of Australia in 1918 as background for more intensive study of the period

**·** the **significant ideas** of the period, including **mateship** and the **Anzac legend**, **unionism**, **communism**, **Aboriginal and Torres Strait Islander activism**, and **nationalism**

**·** the adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development; the difficulties of soldier settlement; the exclusion of Aboriginal and Torres Strait Islander Peoples; and the changing role of women

**·** the impact of the Great Depression on different groups within Australian society; the political responses to the Great Depression; and the effectiveness of the political responses to the crisis **(1930’s, Scullin, Lang, Neimeyer, banks etc)**

**·** the changing politics of the period, including ‘Men, money, markets’; the rise of the Country Party; the Depression and the Labor Split; the formation of the Liberal Party; the Light on the Hill; and the ALP/DLPSplit **( Know your PM’s, when they were in power, their party, political policies etc)**

**·** **the changing nature and significance of Australia’s foreign policy from 1918–1955, including the Peace Conference of 1919; membership of the League of Nations; the 1926 Imperial Conference and the Statute of Westminster; relations with Japan; World War II, in particular the war in the Pacific and the alliance with America; the Korean War; and Australia’s role in the United Nations Organisation (UNO), the Australia, New Zealand, United States Security Treaty (ANZUS) and the South East Asia TreatyOrganisation (SEATO)**

**·** the nature and scope of Australia’s war effort in Europe, Asia and the Pacific (1939–1945) and on the home front**( Curtin, total war, austerity measures etc)**

**·** the key features of post‐war reconstruction, including industrialisation, suburbanisation and immigration; the provision of social welfare; and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, migrants and women

**·** **the impact of the rise of communism, its influence on the election of Robert Menzies and the Coalition in 1949, and the contrasting economic and social policies offered at the 1949 election, the 1951 referendum, and the Petrov affair and its impact on the ALP**

**·** the role and impact of significant individuals in the period, including political, military and social/cultural leaders **( this can include the PM’s, Lang, aboriginal activists, women activists, ministers, Evatt, etc)**

**BACKGROUND**

In 1901, Australia aspired to be a modern, white nation with progressive social policies.

White women were expected to be wives and mothers.

Indigenous Australians were excluded from the benefit of citizenship including all the rights that are inherent.

Migration was strictly limited to European (mainly British) people because of the Immigration Restriction Act -White Australia Policy.

AUSTRALIA’S MODERN HISTORY 1918-1955

After WWI, rapid social, technological and political changes occurred. It was Australia’s response to these changes that formed the foundation of a modern nation.

* Ambitious agricultural and infrastructure development took place in the 1920’s. This led to both success and failure.
* The Great Depression occurred and dominated the experiences and lives of those of the middle-class and working class.
* WWII- brought about significant social, political and economic change for Australia.
* Post WWII- ‘Populate or Perish’ meant the introduction of ambitious migration schemes and nation building programs.
* Onset of the Cold war in Europe created new political tensions in Australia leading to split in the Australian Labour party and nearly twenty years of conservative government.

| External Threats | Internal Threats |
| --- | --- |
|  |  |

**The 1920’s**

* **the adjustment of national priorities in the 1920s, including the tensions between urbanisation, industrialisation and rural development**
* **the difficulties of soldier settlement**
* **the exclusion of Aboriginal and Torres Strait Islander Peoples**
* **the changing role of women**
* ‘Men, money, markets’; the rise of the Country Party
* Dominant theme at the beginning of the 1920’s was Economic development.
* this development centred on Primary Industry - rural development.
* Australia was seen as having unlimited potential and capacity for agricultural and pastoral development.
* The mainstay of this growth was sheep,wool and wheat.
* Settling the interior, filling the vast empty spaces was also seen as essential
* Tensions and divisions continued to grow.
* Jobs given to returning soldiers- increased antagonism to coloured labourers.
* Right wing extremist groups develop.
* Men, Money Markets- encouraging British migration.
* I.R worsened during the twenties with the union movement anti migration- increased strikes.
* 1925 Australian Communist party formed
* 1926 Development and Migration commissions set up.
* 1921- Imperial Conference redistribution of U.K population.
* 1923- C/W began coordinating migration policies- increased C/W powers.
* 1925- 34 million pounds agreed upon to assist with migration.
* Immigration helped stimulate the economy.
* Immigration funded by borrowing had significant impact on future economic problems.
* Migrants generally not suited to primary industries and drifted back to cities.
* ALP opposed migration as unemployment remained high (7%)

**Economic Force**

**Men, Money, Market**

Economic stimulus due to new markets and money being spent on infrastructure, particularly rural.

Development of rural centres.

Long term debt.

**Trade Union**

Workers coming together against employers and conservative Country Party Policy.

Establishment of ACTU.

Industrial unrest and conflict between gov’t policy and working conditions.

Continuation of division between social classes

* Unions had quite a big influence at this time, with strikes becoming quite regular e.g;
* 1919 Waterside Workers strike
* 1923 Victorian Police Strike
* 1929 Timber Worker’s Strike
* 1929 Rothbury Riot

**Electricity and new technology**

Lifestyle improvements and new industries.

Increase in leisure and leisure industries.

Increased differences between those who could afford new technology and those who could not.

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| **1920’s** | **Continuity** | **Change** |
| **Political** |  |  |
| **Economic** |  |  |
| **Social** |  |  |

**KEY DEVELOPMENTS IN AUSTRALIAN FOREIGN POLICY 1918-1955**

**(Nelson Modern History 1918-1955, pp94-121)**

1917-1919

Contributed to Imperial War Conferences

and the Paris Peace Conference

1923

Imperial Conference. Australia demanded

Diplomatic information from Great Britain.

1926

Imperial Conference and the announcement

Of the Balfour Declaration.

1931

Statute of Westminster.

1942

Ratification of the Statute of Westminster

In Australia backdated to September 1939.

1944

ANZAC Pact. Australia and New Zealand

Form a regional agreement.

1945

United Nations organization established;

Evatt appointed first president of the General Assembly.

1946-52

Australia involved in the occupation of Japan

And supported Indonesian independence.

1951

Australia, New Zealand and United States

Agreement signed(The Pacific Pact).

1954

Australia became member of SEATO,

South East Asia Treaty Organisation.

**The 1930’s**

* the impact of the Great Depression on different groups within Australian society;
* the political responses to the Great Depression; and the effectiveness of the political responses to the crisis **(1930’s, Scullin, Lang, Neimeyer, banks etc)**
* the Depression and the Labor Split
* During the worst years of the Depression, unemployment rates peaked at around 30% of the male workforce.
* Australians’ experience of the GD varied according to class, profession, race, locality and gender.
* The middle class often had more secure employment and material resources ( this somewhat cushioned them from the hardship).The wealthy noticed little difference in their lifestyles.
* The working classes suffered the most, with many losing their homes, eventually being forced to live in substandard housing, with shanty towns springing up on edges of major cities.
* Many men took to the roads in search of jobs such as fruit picking or cattle-mustering.
* Women and children often became the main breadwinners in the family(cheap to employ).
* Many people went without. Soup kitchens/charity groups tried to help the poor by feeding the starving and destitute.
* Many returned soldiers were hit the hardest, families broke down and became homeless.
* During this time, the suicide rate among returned soldiers drastically increased.
* Govt response - SUSSO- govt supplied relief to the unemployed in the form of sustenance payments. This was usually in the form of food rations ( bread and potatoes ) or coupons.
* By 1932 almost 60 000 people relied on the SUSSO to survive. It was only granted to the truly destitute.
* Destitute people were those who had been unemployed for a long time and had no assets or savings.
* The GD lasted a long time and and caused major social and political disruption and division.
* Myths were born at the time which heavily impacted on the attitudes of organisations such as the Labor party and trade unions for years to come.
* A radicalisation of the union movement occurred, with communists assuming leadership roles.
* Political Responses to the crisis included;

**NEIMEYER AND THE MELBOURNE AGREEMENT**

* Niemeyer, rep from Bank of England invited by Scullin to help. N said Aust needed to tighten its belt, reduce spending, pay off o/s debt and balance the budget.
* Many Australians resented N and Scullin for inviting an outsider to fix the problem.
* The MA was signed in August 1930 by the premiers and federal govt. However, there were negatives; it didn't solve basic cause of the crisis, no job creation, no benefits for the unemployed, the decrease in spending would mean even more unemployed.

**LABOR PARTY SPLIT**

* By 1931, Scullin’s govt was brought down, Joe Lyons left with the conservatives, Jack Lang, NSW Premier influenced the radicals, the problems were not just in the economy but also within the political arena.
* The Labor party split again just as it had in 1916.

**JACK LANG**

* Considered himself a champion of the working class and poor, was deadly opposed to the conservative solutions of balancing budgets and reduced spending.
* Was either loved or hated, very much a divisive Premier and political figure.
* He suggested not paying interest on loans, using this money instead for public work schemes, this eventually led to his dismissal in 1932.

**THEODORES PLAN**

* Theodore was the labor Party’s treasurer, he went against the conservative ideas of the day, suggesting more spending, printing more money, more public works.
* However, he could not win support of the banks and also a hostile senate.

**THE PREMIERS PLAN**

* Eventually adopted and acted upon in June 1931. It’s main features were; govt had to meet all o/s debt repayments, increase in taxation, reduction in bank interest rates and a reduction of 20% on all govt spending.
* By 1933, the number of unemployed began to fall, a slow 5 year journey to recovery began.
* One long term impact- both major parties saw the need to legislate for job protection and social security. This occurred in 1945, post WWII.

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| **1930’s** | **Continuity** | **Change** |
| **Political** |  |  |
| **Economic** |  |  |
| **Social** |  |  |

**The 1940’s**

* the nature and scope of Australia’s war effort in Europe, Asia and the Pacific (1939–1945) and on the home front**( Curtin, total war, austerity measures etc)**
* World War II, in particular the war in the Pacific and the alliance with America;
* WWII brought significant social, political and economic change for Australia
* the Federal govt was united in its declaration of war against the Axis powers
* potential issues concerned conscription and training the troops
* originally troops mobilised to fight in Europe and North Africa - European Theatre of War
* Australia’s fears began to be realised concerning Japan and a likely invasion - Pacific Theatre of War
* Pearl Harbour bombed, US joins the war

**World War II, in particular the war in the Pacific and the alliance with America;**

* Huge shift in foreign policy occurred, Curtin turns to the US
* The fall of Singapore
* On the home front, the federal govt imposed censorship and rationing.
* Austerity measures in place -all major resources went to the war effort
* Total War
* Women entered the workforce to replace men that had enlisted
* Women participated in Women’s Land Army, Women’s War Services, WRANS, Nursing Services, AWAS and a range of different industries.
* the key features of post‐war reconstruction, including industrialisation, suburbanisation and immigration;
* the provision of social welfare; the Light on the Hill
* The Department of post-war reconstruction established in 1942, Chifley was the minister in charge.
* aim was to create a secure and comfortable life for returned service men and women, an economically strong and socially just country.
* Curtin did not want a repeat of the GD
* Labor suggested this be achieved through, expanding markets, tariff revision to unclog international trade,cooperation between private and public enterprise, achieving a high and stable level of employment, making post war housing an urgent priority, a comprehensive immigration scheme, developing natural resources and a comprehensive social security system.
* After Curtin’s death, Chifley was often made out to be a socialist because of his ‘Light on the Hill’ policy and attitude to nationalisation of certain industries to improve the situation of the needy in Australia.
* UAP/ (later Liberal party) was very divided at this time, they were opposed to socialism and any philosophies that restricted personal freedom, more focused on the govt being there as a foundation to build private enterprise on.
* the formation of the Liberal Party
* The Liberal Party replaced the UAP, United Australia Party in 1945.
* It took the name "Liberal" in honour of the old Commonwealth Liberal Party.
* Staunchly opposed to socialism.
* The Australian Women's National League, a powerful conservative women's organisation, also merged with the new party.
* A conservative youth group Menzies had set up, the Young Nationalists, was also merged into the new party.
* By September 1945 there were more than 90,000 members, many of whom had not previously been members of any political party.
* Menzies consistently used the threat of communism and the idea that Chifley was a socialist to win the 1949 election.

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| **1940’s** | **Continuity** | **Change** |
| **Political** |  |  |
| **Economic** |  |  |
| **Social** |  |  |

**The 1950’s**

* **the impact of the rise of communism, its influence on the election of Robert Menzies and the Coalition in 1949, and the contrasting economic and social policies offered at the 1949 election, the 1951 referendum, and the Petrov affair and its impact on the ALP**
* the ALP/DLPSplit

***Domestic Politics***

* 1950 Communist Dissolution Act- deemed unconstitutional by the High Court.
* 1951 referendum to abolish communism- narrowly defeated referendum to abolish the communist party.
* 1954 Petrov Affair- a Russian defector from the Soviet Embassy
* 1955 Labor Party Split- the Labor party split after the Petrov Affair and the allegations of being too red.
* Menzies an anglophile, strongly supported the monarchy, but fostered strong relations with the US.
* Menzies extended or maintained many of the Social Welfare policies introduced by the Chifley administration, although he had labelled them communistic during the 49 election.
* However, Menzies still continued to brand the Labor party socialists.

***Australian Economy***

* The Australian economy boomed under the Menzies government.
* The building of the Snowy Mountain Hydro Scheme continued
* High demand and greater exploration meant there was a boom in the mining sector, the demand increased particularly in areas of the Coal industry, oil and natural gas, iron ore, bauxite and uranium.
* Manufacturing increased dramatically in Australia largely due to the rapid increase in population.
* A building boom was present to help deal with the growth across all sectors.
* High tariffs protected Australian industries from overseas competitors.
* High wool and wheat prices also saw a boom in the primary, agricultural industries.

***Foreign Policies***

* SEATO signed 1954
* ANZUS Treaty
* Korean War- Australia involved as a part of the UN troops from 1950-1953
* Malayan Emergency
* The Colombo Plan- promote economic development and raise standard of living in SE Asian countries. It was also aimed at ‘checking’ communism by ensuring there were stable democratic, non-communist governments in place.

**ALP/DLP Split**

* The labor party split once again in 1955 due to factional disputes and what was perceived from within the party as Evatt, the leader being soft on communism.
* After not being allowed into the National Conference in Hobart in 1955, a group broke away from the ALP and formed a new political party which was anti-communist.
* This political group was known as the Democratic Labor party, DLP.
* The DLP was influential in the Senate right into the 1970’s, and played a role in keeping the Labor party out of office during this time through reducing the total number of votes for the Labor party and giving its preferences to the Liberal party.

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| **1950’s** | **Continuity** | **Change** |
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**Attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, migrants and women**

**Aboriginal and Torres Strait Islander Peoples**

* During the 20’s and 30’s, most Aboriginal people still kept apart from white society, most being forced to live on reserves.
* Population in 1938 was thought to be about 70 000, at this time, no federal laws dealt with Aboriginal affairs, rather, each state had control.
* State laws aimed to ‘protect’ Aboriginal people, and so these laws came to be known as the ‘Protection policies’.
* Reserves were set aside under these laws and Aboriginal people were placed under the control of the govt or church.
* little attempt was made to consider the Aboriginal peoples wishes, and they resented these unjust protection policies.
* **There was Aboriginal activism at this time;**
  + - AAPA-Australian Aborigines Progressive Association, mid 1920’s
    - AAL- Australian Aborigines League, 1932
    - APA- Aborigines Progressive Association
* **Some Prominent Activists;**
  + - William Harris
    - William Cooper
    - William Ferguson
    - J.Patten
    - Dooley Bin Bin
    - Don McLeod
    - Clancy McKenna
* **Some Prominent events;**
  + - Day of Mourning 1937,1938, Coomerugunga Walk off
    - The Abo Call Newspaper
    - also look at enlistment numbers in WWI
    - Coniston Massacre 1928
    - Pilbara Strikes
* **During WWII;**
* Still not recognised as citizens in the Australian census
* While not encouraged to join up until the pacific war began, more than 3000Aboriginal and Torres Strait Islanders served in the forces.
* A Torres Strait light Infantry Battalion was established to protect Australia’s northern coastal areas and islands
* Aboriginal men were also employed by the North Australian observation Unit ( Nackeroos) as guides, and to assist with map making and food and water supplies. This team was responsible for looking for signs of enemy infiltration or attack in the northern remote parts of Australia.
* **Post WWII;**
* Aboriginal peoples rights still limited, many couldn’t move freely around the country, drink alcohol, earn money, vote or even care for their own children.
* Official policy of **Assimilation** prevailed
* Exemption certificates were offered to those who disassociated from their Aboriginal family and friends.
* Aboriginal people living in cities were often subject to curfews and only allowed to reside in selected areas.
* Laws relating to Aboriginal people in the 40’s;
  + - Social Services Consolidation Act, 1947
    - Nationality and Citizenship Act, 1948
    - Commonwealth Electoral Act, 1949
* The Pilbara Strikes occurred between 1946-1949, and involved around 800 pastoral workers from 25 stations.
* They aimed to achieve better living standards, wage increases, better opportunities for their children and rights to the land.
* They were supported by church groups, unions and the Communist party in Perth.
* The relationship that existed between indigenous workers and station owners was very antiquated at this time (19th century Master and Servants Acts).

**Migrants**

* **Pre WWII;**
* Tensions and divisions continued to grow.
* Jobs given to returning soldiers- increased antagonism to coloured labourers.
* Right wing extremist groups develop.
* Men, Money Markets- encouraging British migration.
* I.R worsened during the twenties with the union movement anti migration- increased strikes.
* 1921- Imperial Conference redistribution of U.K population.
* 1923- C/W began coordinating migration policies- increased C/W powers.
* 1925- 34 million pounds agreed upon to assist with migration.
* 1926 Development and Migration commissions set up.
* Immigration helped stimulate the economy.
* Immigration funded by borrowing had significant impact on future economic problems.
* Migrants generally not suited to primary industries and drifted back to cities.
* ALP opposed migration as unemployment remained high (7%)
* By 1930 population had reached 6.5 million people with migration responsible for 30% of growth.
* Great Depression virtually stopped migration with more people leaving Australia then entering.
* 1938 Assisted migration re-introduced by Lyons despite opposition from ALP.
* Refugees from Nazi Germany beginning to arrive.
* **During WWII;**
* Internment and POW camps existed for both enemy aliens and people seen as a threat to national security.
* People of German, Italian or Austrian descent who were not citizens were interned.
* Japanese families were also rounded up and placed in these camps.
* **Post WWII;**

**White Australia Policy- Racism**

* Mainstream society still anti any one who wasn’t white – pro British migrants.
* Initially, post WW2 all political parties in Australia supported the White Australia Policy.
* They looked only to Britain and north-western European countries for migrants.
* They believed in that people from these countries would more easily adapt to the Australian way
* 1950 Colombo Plan, students from Asian countries were admitted to study at Australian uni’s.
* 1955 Australia welcomed it’s one millionth migrant since WW2.
* 1947 Assisted migration scheme was established with Great Britain, as well as versions with Malta, Italy, Netherlands and Germany.
* C/W cooperated with the International Refugee Organisation and 170,000 refugees came to Australia by the early 1950s.
* Immigration had an important impact post war with many of the migrants providing the unskilled and skilled labour needed for development.
* White Australia Policy was administered severely by Arthur Calwell (Minister of Immigration) post WW2.
* Liberal-Country Party Coalition relaxed these policies after 1949.

**Women**

* **Pre WWII;**
* 1920’s women experienced more physical freedom, changes in fashion, hairstyles etc
* Women began to be more involved in social activities such as team sports,
* Motherhood and marriage still dominated the majority of women’s roles in society at this time
* More young women were working in factories
* Numbers of women working in clerical and secretarial work also grew.
* However women were given different jobs to men and still paid a lower rate.
* Traditionally it was expected that women would leave paid work once they became married.
* Although women were beginning to be represented in parliament many saw this as inappropriate.
* 1921 The first woman in Australia to be elected to parliament was in the Western Australian State Parliament. This was Mrs Edith Cowan.
* Trade Unionism was weak amongst the women (often quite hostile) however the feminist movement was beginning to demand equal pay and the end of restrictions on married women working. (Seen as quite extremist by many)
* Women wanted an increase of pay to 55.6% of male wages.
* Women didn’t receive unemployment benefits.
* Superficial reforms- fashion, increased mobility, smoking in public, however still encouraged to maintain traditional roles.
* Electrical good and new technology improved women’s standard of living.
* 1919 Equal Pay struggle - Clothing trades women granted approximately 57% of male rates
* 1920 Child Endowment was introduced but limited to Commonwealth Public Service Employees
* 1922 Country Women's Association formed.
* 1923 Jury Service for women introduced for the first time in Australia, in Queensland.
* 1926 The first International Women's Day Rally was held in Sydney on 5 March.   
  It was organised by the Sydney Militant Women's Group - made up mainly of Communist Party and other left oriented women.
* **1924** Parliamentary Election (Woman Candidate) Act 12 May, (now Constitution Act Amendment Act) 'Act to enable women to become candidates at Parliamentary elections’.
* **During WWII;**
* Women worked in many industries e.g.; steel mills, munition factories, traditionally mens roles
* They were part of; the Women’s Land Army, the Women’s War Services, WRANS, AWAS, and Nursing Services,
* However, even though women worked very well, the govt saw this as just a stopgap during the war and expected women to return to their traditional roles when the war was over and men returned.
* Women’s Employment Board established 1942, regulated hours and conditions for women working.
* 1942 First woman Senator was Dorothy Margaret Tangney (later Dame Dorothy, DBE) ALP, WA. 1942 First woman Member of the House of Representatives was Dame Enid Muriel Lyons, United Australian Party/Liberal, Darwin, Tas.
* paid work during the war boosted the independence and self confidence of many working women
* However, women were paid between 54 and 75% of the male wage.
* **Post WWII;**
* Jessie Street (female activist) petitioned the govt to have women contribute to post war planning, assembled the Womens Conference for Victory in war and peace, and developed the Women’s Charter.
* The experience of women living in Australia differed greatly depending on their race, ethnicity and economic status.
* Once the war was over, women were expected to return to their traditional roles of homemakers and mothers.
* In 1951 the basic wage for women was increased from 54% to 65% of the male basic wage.

**AUSTRALIAN PRIME MINISTERS OF THE PERIOD 1918-1955**

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| --- | --- |
| **Prime Minister** | **Achievements and Major Policies** |
| William Morris Hughes  Image result for Billy Hughes |  |
| Stanley Melbourne Bruce  Image result for Stanley Melbourne Bruce |  |
| James Scullin  Image result for james scullin prime minister |  |
| Joseph Lyons  Image result for Joseph Lyons prime minister |  |
| Earle Page  Image result for Earle Page prime minister |  |
| Robert Menzies  Image result for Robert Menzies prime minister |  |
| Arthur Fadden |  |
| John Curtin  Image result for John Curtin prime minister |  |
| Francis Forde |  |
| Ben Chifley  Image result for ben Chifley prime minister |  |

**NOTES**

**SOURCE ANALYSIS**

Above all, make it easy for the marker to award you the marks. Use the key words in the questions to answer the questions. Be obvious and explicit in your answers.  
Do not repeat answers for each question.

Each question is asking you for a different response.

**MESSAGE**

What is the source trying to tell the reader? What information is contained in it.  
Make sure you use evidence from the source to support your answer.  
What evidence is in the source that proves this is the message?  
Don’t forget to answer all parts of this question, message for both sources, how they are similar (compare) and how they differ (contrast).

**MESSAGE FORMULA**

**PRACTICE SOURCE ANALYSIS**

**Source 1**

Extract from an article in the Adelaide Advertiser, April 13 1954 entitled “Soviet Envoy Given Asylum Here”

“Vladimir Mikhailovich Petrov, third secretary to the Russian Embassy in Canberra, had asked for and been granted political asylum in Australia, the Prime Minister (Mr. Menzies) said in a sensational statement in the House of Representatives tonight. Mr. Menzies said that Petrov, who had been in charge of Russian Ministry of State Security (the MVD) affairs in Australia had handed over documents relating to MVD activities which implicated Australian citizens. As a consequence, the Federal Government proposed to set up an immediate Royal Commission to enquire into espionage activity in Australia.

The scene in the House of Representatives when the Prime Minister made his announcement was one of the most dramatic in Parliament's history. Members and journalists had been warned a few minutes before Parliament reassembled at 8 pm that Mr. Menzies had a 'nation-rocking' statement to make. -As he entered the Chamber there was a rustle of expectancy. As he made his announcement, Members listened in almost breathless, silence except for shouted 'Hear, hears,' when he told them Petrov was being given asylum and that a Royal Commission was being appointed…Some days ago Mr Vladimir Mikhailovich Petrov, who has been third secretary and consul in the Soviet Embassy in Australia since February 1951,voluntarily left his diplomatic employment and made to the Australian Government through the Australian Security Intelligence Organisation, a request for political asylum…'The request has been granted and following on established diplomatic practice, protection has been provided for Mr. Petrov. (Government and Opposition 'Hears, Hears.') 'The Soviet Embassy has been notified accordingly. 'Mr. Petrov has acted voluntarily throughout.

**Source 2**

Photograph from the *Herald Sun,* April 1954. The photograph was on the front page and captioned with “Russian refugees are among a crowd trying to disrupt airline and Soviet Embassy officials forcing Mrs. Petrov onto the plane at Sydney airport.”



1. Compare and contrast the messages of Source 1 and Source 2.

(4marks)

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ANSWER:

**USEFULNESS**

Sources give us little windows into the past, they give Historians clues, this is what makes a source useful.

Its strengths are what is good about the source in telling historians about the past.

Its weakness is what is makes it less useful for Historians.

When you answer the usefulness question you need to talk about it in terms of strengths and weaknesses.  
This question deals with the quality and quantity of information you are getting from the source. How much information are you getting;

how reliable is it?

who made the source?

when it was produced?

Are there gaps in the information you are being given?

It is important to consider the reliability of a source when doing the usefulness question. Think about why the source was created;

* was it propaganda
* a historical study
* recall of an event
* social comment

You must also consider;

* when was it published
* are the ideas supported by other sources
* are there any obvious inaccuracies or bias
* Does it’s reliability impact on it’s usefulness?

USEFULNESS FORMULA

1. Evaluate the usefulness, in terms of strengths and weaknesses of **Source 1** and **Source 2** as representations of international relations during your period of study.

(6 marks)

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ANSWER:

**CONTEXT**

**Source 3**

Cartoon by John Firth, a very well-known Australian political cartoonist. This cartoon was first published in June 1954 in *The Herald*.



(c) Explain the historical context of **Source 3**. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

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ANSWER

**AUTHORS PERSPECTIVE** Don’t forget to both **identify** and **account for** in this question.

Why does the author have this perspective?  
• Is it a result of political alliances?  
• Is it a result of societal norms at the time? • Is it a piece of propaganda?

Remember to refer to **Motive**, **Purpose**, **Bias**, **Time** and **P**lace.

MPBTP

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AP FORMULA

**Source Four:**

**Source 4**

Extract from the article – “The Legacy of Robert Menzies” by Dr. B. T. Jones, October 29 2012. The article was published on a website called ‘Thematic Musings – thoughts of an Australian academic on politics, history and philosophy’. Dr Benjamin T. Jones is a historian and social commentator based at the Australian National University. His areas of expertise include the history of Western thought, Australian social and political history, concepts of citizenship, and pedagogical theory

“…The attempt to ban the Communist Party gives historians a key insight into Menzies’ thinking. This was the era of McCarthyism, the Korean War and the Domino Theory. The Petrov Affair was possibly the most dramatic Cold War episode to take place on Australian soil. Vladimir Petrov, a KGB agent stationed in Canberra, organised with ASIO officials to defect to the West, however, he made no plans for his wife to defect with him. Dramatic scenes unfolded at Sydney airport where KGB officials forcibly boarded Evdokia Petrov on a plane for Moscow. Amidst passionate anti-communist protest, Menzies made the decision to grant Evdokia political asylum and she was intercepted when the plane refuelled in Darwin. The move met with wide approval. The defections occurred shortly the 1954 election which Labor was widely expected to win. Labor accused Menzies of timing the incident to whip up anti-communist fear and to take the political emphasis off local issues. Shortly after the Petrov affair Menzies established a royal commission into Soviet espionage (Lowe, 1999, 123). David Lowe has described Menzies crusade against communism as the ‘great world struggle’ (Lowe, 1999). In this regard, Menzies used his position in Australia to make a strong contribution to the international movement against communist expansion.”

(d) Identify and account for the authors’ perspectives in **Source 3** and **Source 4**

regarding international relations during your period of study. (6 marks)

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ANSWER

**PURPOSE**

Why was the source presented in this way? What is the intended or desired result? What is the main point of the source?  
Why was it created?

Don’t forget this question also asks you to compare and contrast the purpose.  
You must answer all parts of this question; give the purpose for both sources, then say how they are similar (compare) and how they differ (contrast).

Questions to ask;

**PURPOSE FORMULA**

**(b) Compare and contrast the purpose of Source 1 and Source 2. (6 marks)**

**ANSWER**

**CONTESTABILITY**

Contestability is all about different interpretations of history, and why these different interpretations exist.  
The reasons behind these interpretations may exist because different sources’ historians may have used to evaluate an event, their perspective or point of view or even their initial reasons for researching the event.  
When approaching this question ask yourself;

• What is the area of debate?  
• How would different historians challenge the source? • Is it about perspective?

This may be about challenging someones interpretation of an event etc.

You may use your knowledge of historiography in this question.  
In the answer you should use the words, **challenge** and **interpretation**.  
In this answer you should demonstrate your knowledge of evidence, hindsight, primary and secondary sources, and even reliability.  
This question may occur in either Unit 3 or unit 4.

CONTESTABILITY FORMULA

(d) Identify how and discuss why Source 3 and Source 4 are contestable. (6 marks)

ANSWER

**THE LAST QUESTION**…..

* This question is often seen as the scariest by students,it requires you to bring everything together and demonstrate how much you know.

Evaluate the extent to which the four sources give an accurate insight into the significance of the idea(s)/ events/ issues during your period of study.

* + - Evaluate- means make a judgement- so you need to show both sides.
    - Extent- how much/ to what degree?
* So the question is really saying;
  + - Make a judgement to what degree the 4 sources give an accurate insight into the significant….
    - Breaking this down even more
    - Give an accurate insight means – think about what is covered in the sources in regard to their theme/issue etc.
    - Do the sources cover all the main viewpoints or areas relating to that area?
    - For example if the sources look at the theme of leadership, is the whole period roughly covered or do they focus in on one period?
    - Are the important aspect to do with leadership covered?
* The last really important part is during your period of study.

This means over the whole period 1918-1955. Of course, if you are doing a source analysis before the end of the semester and you have only studied till say1930, then take to that point.

(e) Evaluate the extent to which the **four** sources accurately reflect the significance of international relations during your period of study. (6 marks)

ANSWER

**THE LAST QUESTION**….. UNIT 4

Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the **four** sources.

* This question needs to be also answered with a mini essay.
* You should make sure you present a thesis in the first sentence. Actually evaluate the importance of the themes etc.
  + In the whole period of study is this theme/idea/event important?
  + How important is it compared to another theme/idea/event?
  + Use evidence from the sources to support your answer.
  + You can practice this question beforehand by thinking and writing about why one theme is more important than another.
* You also need a conclusion which reiterates your argument and answer.
* Remember the 2 choices for the last questions are different. They require a different approach.

One is asking you to evaluate the extent to which the sources give an **accurate insight into the significance of the ideas/events /issues presented.**

The other is asking you to evaluate **how important the themes/ideas/events presented in the period of study.**

**Explain in your own words how the 2 questions are different?**

(e) Using your knowledge of the whole period of study, evaluate the importance of the key idea represented in the four sources.

(7 marks)

ANSWER

**NOTES**

                             

**ESSAY WRITING**

Some important things to remember when writing a history essay are:  
In your **introduction** you need to **CLEARLY** outline what your line of argument is. Actually answer the question.  
Your introduction needs to outline some of the points you are going to use in the essay. Only use **ONE** idea/point per paragraph.

**Every paragraph** you need to **ADDRESS** the question in some way and reinforce your argument. A topic sentence is needed. Lots of evidence and data to support your ideas.

In the **conclusion** you **MUST NOT** introduce any new points.  
The conclusion is also used to **SUMMARISE** your argument and address the question. You must reanswer the question. Repeat your thesis statement.

It is useful to use a Paragraph format e.g.; **TEEL, SEER**. You can write this at the top of the page to remind you to structure your paragraphs and answer the question more explicitly.

The minimum amount of paragraphs you should have in your essay is 5 paragraphs; **1** introductory, **3** for your body and **1** conclusion.

Some things you **must do** in a history essay:

**Always** write in the third person. You are **NOT** to use I in an history essay, it’s a big no-no! Write clearly and concisely  
Answer the question!! If you don’t clearly answer the question, then you don’t get great marks. Understand what the question is asking you to do; this will help you to answer the question. **PLAN** what you are going to write, before you start writing. This will help you form a logical coherent argument.

**Some helpful words to help you link every paragraph back to your argument and the question:**

Therefore Thus Hence As a result

**AVOID**

**ACTION WORDS**

**What do the questions want you to do?**

**ANALYSE:**

**ASSESS:**

**CRITICALLY:**

**DEBATE:  
  
  
  
EVALUATE:**

**EXAMINE:**

**SENTENCE STARTERS**

**(Creating links between the narrative and the analysis)  
There should be at least one of these types of sentences in each paragraph**

**Critically analyse**

This event demonstrated......  
This resulted in .........  
Contrary to what the leaders wanted, this happened.......  
This event had a long lasting/short lived effect on .........  
The significance of this event .......  
This demonstrated a significant turning point ...... The cold war now appeared to........  
The Eastern bloc changed dramatically/little because........  
The long/short term consequences were..... Continuity occurred and was demonstrated through......  
Change eventuated/ was forced and could be seen......

**Evaluate**

This event caused......  
This event had a negative/impact on.......  
The progression of the cold war changed as a result of .......  
The advantages of this were....  
The limitations that resulted were.....  
There were both limitations and advantages that resulted from the event of .......  
This event was extremely significant because it led to......  
This event had little effect on the cold war as ........

**Examples of Essay Questions;**

**ESSAY REVISION PLAN**

**Question:**

Introduction:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paragraph 1:

Topic Sentence:

Evidence:

Paragraph 2:

Topic Sentence:

Evidence:

Paragraph 3:

Topic Sentence:

Evidence:

Paragraph 4:

Topic Sentence:

Evidence:

Paragraph 5:

Topic Sentence:

Evidence:

Conclusion:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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NOTES

                            