



Australian Government
Department of Veterans' Affairs



Australians
— on the —
WESTERN
FRONT

INVESTIGATING THE EXPERIENCE
OF AUSTRALIANS ON
THE WESTERN FRONT 1916–18



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Using *Australians on the Western Front*

- The resource and its educational aim** *Australians on the Western Front* has been produced by the Department of Veterans' Affairs as part of the Australian Government's Commemorations program, *Saluting Their Service*. The aim of this education resource is to provide teachers with self-contained classroom-ready materials and teaching strategies to enable exploration of the Australian experience on the Western Front.
- Commemoration** The Western Front 1916-1918 was Australia's bloodiest war experience. In 2006 we commemorate the 90th anniversary of the first battles on the Western Front in which Australians fought. It is important that young people are aware of the nature and significance of that part of our history and heritage. This education resource has been created to achieve that in Australian schools during 2006 and beyond.
- Components** The resource comprises two elements:
- A Teachers' Guidebook, with classroom-ready documents and questions, and suggested teaching strategies, for 12 key aspects of the Australian Western Front experience;
 - A CD-ROM containing photographs, artworks and film to complement the print resources for each of the topics, and providing interactive strategies for students to create their own letters, diary, newspaper or film about the Western Front.
- Topics** The 12 topics provide students with resources for studying major aspects of the Australian experience on the Western Front — enlisting, training, travelling to the front, being engaged in trench warfare, being wounded, discovering the allies and the enemy, and finally returning home to a post-war future.
- Each topic has a brief historical overview. There is also a set of suggested teaching strategies for using the materials in each unit at different year levels, and the reproducible evidence pages include key questions and classroom activities.
- The materials in the resource provide a rich array of primary evidence, both written and illustrated, to encourage a study of the Australian experience on the Western Front. Teachers can use the print materials and show photos or film from the Image and Film Libraries on the CD-ROM to start class discussions about war, who serves in war and what their job might be, where they might sleep and what they might eat, commemorative symbols, war memorials and family history.
- Inquiry methodology** The resource uses an inquiry approach — students are provided with a variety of evidence and information, and they analyse this material to form their own conclusions about the nature of the Australians' experiences.
- A scaffolding approach** The resources, classroom activities and suggested strategies are organised into three distinct levels, representing different year levels: Level 1 (Years 4-7), Level 2 (Years 8-10), and Level 3 (Years 11-12). Teachers can choose which level or levels of resources and activities suit their classes, though they will find that even those at the highest level will still benefit from the scaffolding approach provided by Levels 1 and 2.
- Curriculum outcomes** The materials have been shaped around the History/SOSE (Studies of Society and Environment) curricula in all states and territories, with an emphasis on achieving key learning outcomes. A summary of curriculum links to the key learning outcomes can be seen on pages 6-7.

Creating a Product The resource has been developed to allow students to create a product that reflects the knowledge and understanding they gain through their studies. The product that students create, through completion of assignment work, may be a simple Big Book (for Kindergarten – Year 3), or letters, a diary, photograph album, a biography, newspaper report or even a film. As students work through the different topics they are urged to gather information, and use it to develop their final product.

The relevance of history to today While this resource is about the Australian experience on the Western Front, teachers may want to use the insights and understanding that are developed through the historical material to have students think about similar concepts today. Why do we go to war? If war exists, who should be sent to fight it? How do governments influence our attitudes? How would we like to behave in combat? What responsibility does society owe to those who go to war? What is the place of our military history and heritage in our sense of national identity? These are all important civic and citizenship concepts that students can explore through an historical frame of reference such as is provided in this resource.

A warning This resource is about war and contains many powerful images and written documents. Teachers may find that, while most students will be able to manage the material comfortably, some of the documents could be disturbing for some students. Teachers are urged to carefully preview the material and to adapt the resource to suit their own and their students' needs.

The 12 Topics and the CD-ROM

| TEACHER'S GUIDE AND PRINT RESOURCE | | | CD-ROM ACTIVITIES | |
|------------------------------------|---|---|---|---|
| Topic | | PRINT ELEMENT | PHOTOGRAPHS | FILM |
| 1 | Who Am I? | We meet a soldier — what was his experience? How do we know? | | |
| 2 | Why did Soldiers Volunteer to go to War? | Why did men volunteer? Why did some not volunteer? | | |
| 3 | What Training did Soldiers Receive? | What training was received? | | |
| 4 | How did Soldiers Get to the Western Front? | How did soldiers and nurses get from Australia to the Western Front? | | |
| 5 | Trench Warfare | What was the nature of trench warfare? What was it like to be involved in it? | Students can explore an archive of photographic images and use it to create letters, a diary, newspaper report or photograph album of the Australian experience on the Western Front. | Students can explore an archive of film images and use it to create a film summary of the Australian experience on the Western Front. |
| 6 | The Wounded | How were the wounded treated? | | |
| 7 | The Enemy | Who was the enemy? How did Australians respond to them? | | |
| 8 | The Allies | What contacts did Australians have with French civilians? | | |
| 9 | On Leave in England | What impact did a visit 'home' to England have on Australian identity? | | |
| 10 | After the War | What happened to soldiers and nurses after the war? | | |
| 11 | Commemoration | How and why do we commemorate our war veterans? | | |
| 12 | French Connections | What links between Australia and the Western Front still exist in France and Belgium today? | | |

Curriculum Guide

PRIMARY LEVEL

| State | Title | Level | Syllabus / Learning Outcomes focus |
|-------|-------------------------------|--------------------------|--|
| ACT | SOSE | Primary | — Heritage |
| NSW | HSIE | Primary | — Continuity and change |
| NT | Time, Continuity and Change | Primary | — Reasons for changes and their impacts on society |
| QLD | Time, Continuity and Change | Level 2 Level 3 | — Create sequences — Causes and effects of specific historical events |
| SA | Essential Learnings Framework | Standard 2 Standard 3 | — Examine information from a range of sources about people in different periods of time and places in Australia, and interpret them in relation to historical events. — Identify and explain sequences of change that have occurred in Australia over time, and recognise various perspectives on events. — Describe and record ages and sequences using timelines, calendars and flow-charts to present historical information. |
| TAS | Essential Learnings | Standard 2 Standard 3 | — Social responsibility: <ul style="list-style-type: none"> • Valuing diversity • Acting democratically • Understanding the past and creating preferred futures — Thinking: <ul style="list-style-type: none"> • Inquiry • Reflective thinking — Communicating: <ul style="list-style-type: none"> • Being literate • Being information literate |
| VIC | SOSE | Level 4 | — Significant events 1788–1918 |
| WA | Time, Continuity and Change | Middle Childhood | — Australian history stories that involve sequencing, people, events and ideas, change and continuity and interpretations and perspectives. |

SECONDARY LEVEL

| State | Title | Level | Syllabus content focus |
|-------|-------------------------------|---------------------------------------|---|
| ACT | Time, Continuity and Change | High School Band | — Students develop their knowledge and understanding of Australia in the 20 th century through a focus on Australia's identity and its place in the world. |
| NSW | History 7-10 | Mandatory Stage 5 | — Australia and World War I: <ul style="list-style-type: none"> • Anzac legend • Commemoration |
| NT | Social Systems and Structures | Band 4 Band 5 | — Analyse significant ideas, people and movements that have shaped societies. — Analyse how past forces and events have shaped contemporary communities. |
| QLD | SOSE 1-10 | Level 4 Level 5 | — Time, Continuity and Change: <ul style="list-style-type: none"> • Situations before and after a change in Australian settings — Particular heritages that benefit or disadvantage individuals or groups |
| | | 9 and 10 History | — Select topics from 1800-1945 |
| SA | Essential Learnings Framework | Standard 4 Standard 5 | — Critically analyse different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation. — Recognise diversity within and between primary and secondary sources, and critically analyse why and how sources can be interpreted differently. — Research and analyse primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue, event or pattern. |
| TAS | Essential Learnings | Standard 4 Standard 5 | — Social responsibility: <ul style="list-style-type: none"> • Valuing diversity • Acting democratically • Understanding the past and creating preferred futures — Thinking: <ul style="list-style-type: none"> • Inquiry • Reflective thinking — Communicating: <ul style="list-style-type: none"> • Being literate • Being information literate |
| VIC | SOSE/ History | Level 6 | — Analyse continuing significance of major events and ideas that shaped Australian society: <ul style="list-style-type: none"> • World War I |
| WA | Time, Continuity and Change | Early Adolescence Late Adolescence | — Historical stories from Australia that illustrate such aspects as change, resistance to change, evidence, perspectives, values, gaps, turning points, trends, movements, advantage or disadvantage, national identity, traditions and heritage. — Historical stories involving a range of significant and interrelated people, events and ideas to show how motive, change and continuity may have different effects within and across time periods. |

The Learning Outcomes of the Historical Inquiry Process

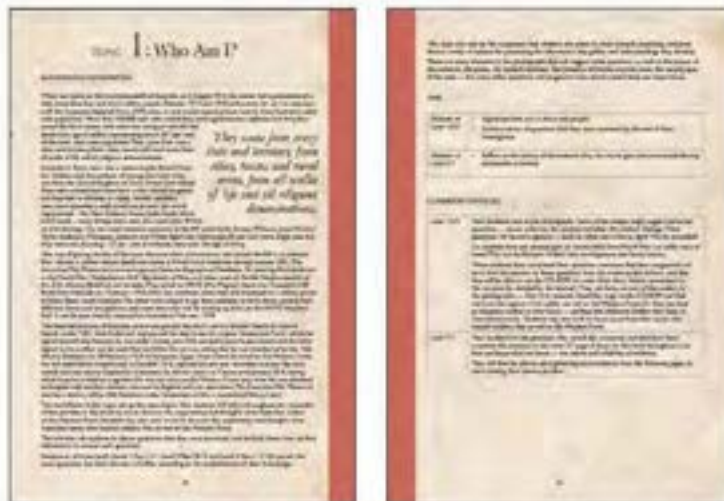
| HISTORY IS: | THIS INVOLVES THESE LEARNING OUTCOMES: | THESE LEARNING OUTCOMES CAN BE SEEN WHEN STUDENTS CAN: | THESE OUTCOMES ARE PROMPTED BY SUCH QUESTIONS AND ACTIVITIES AS: |
|---|---|---|--|
| Using evidence to answer questions about people, events and ideas in the past; and showing an understanding of the impacts of the past in terms of change and continuity. | Defining the aspects to be investigated | <ul style="list-style-type: none"> • Define the boundaries of an investigation • Identify key questions that are raised within the study • Develop hypotheses based on limited initial information • Organise a logical investigation sequence • Distinguish between relevant and irrelevant elements • Prioritise the aspects to be explored | <ul style="list-style-type: none"> • List • Brainstorm • Sequence • What would you expect • Define • Identify the main aspects of • Select |
| | Gathering and using evidence | <ul style="list-style-type: none"> • Find sources of information and evidence • Distinguish between relevant and irrelevant, fact and opinion, substantiated and unsubstantiated • Organise and classify evidence into primary and secondary categories • Critically evaluate evidence | <ul style="list-style-type: none"> • Select • Refer to • List • To what extent • How useful is • What are the strengths and weaknesses of • Summarise • Select |
| | Gaining knowledge and understanding | <ul style="list-style-type: none"> • Empathise • Explain • Summarise • Recognise the limitations of • Identify where there is more needed • Discuss motivation • Comprehend | <ul style="list-style-type: none"> • How would • Why would • To what extent • How justified was |

| HISTORY IS: | THIS INVOLVES THESE LEARNING OUTCOMES: | THESE LEARNING OUTCOMES CAN BE SEEN WHEN STUDENTS CAN: | THESE OUTCOMES ARE PROMPTED BY SUCH QUESTIONS AND ACTIVITIES AS: |
|-------------|--|---|--|
| | Coming to conclusions and making judgements | <ul style="list-style-type: none"> • Decide • Make judgements • Come to a conclusion | <ul style="list-style-type: none"> • How • To what extent • Justify • Argue • Do you agree • Why do you think • Suggest reasons • Reflect on • Distinguish between |
| | Communicating these understandings effectively to an audience | <ul style="list-style-type: none"> • Write • Role play • Explain • Sequence • Tell the story | <ul style="list-style-type: none"> • Accurately describe • Recreate • Critically evaluate • Argue • Justify • Support with evidence • Create a representation • Write • Role play • Create a timeline • Compare • Illustrate |
| | Recognising the meaning and implications of the findings in terms of continuity and change | <ul style="list-style-type: none"> • Compare past and present • Make value judgements • Apply criteria appropriate to the time • Empathise with | <ul style="list-style-type: none"> • How similar or different • To what extent • How do you explain |

A Guide to Using *Australians on the Western Front* for Levels 1, 2, 3 (Years 4–12)

Each of the 12 topics in *Australians on the Western Front* contains the following information:

The first page of a topic provides background information.



The aims are the outcomes that can be achieved in the unit.

The classroom strategies section sets out possible activities for starting the topic, and for key areas to focus on.

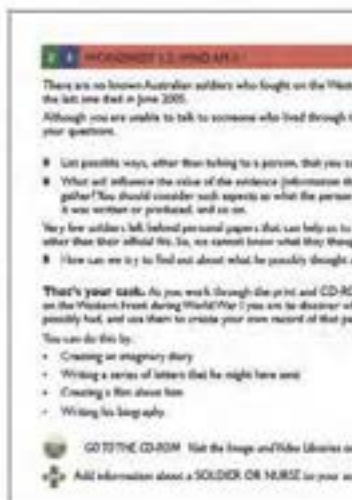
The first worksheet pages for each topic are the most basic ones — all levels should address them, but most students at primary level (Level 1 for Years 4–7) will not go further.

At each stage students are encouraged both to add to their set assignment, and to go to the CD-ROM for further information and resources.



The remaining pages are suitable for students at Years 8–10 (Level 2), and 11–12 (Level 3).

Worksheet pages for Levels 2 and 3 for each topic provide more challenging evidence and questions.



At each stage students are encouraged both to add to their set assignment, and to go to the CD-ROM for further information and resources.

Australia and the Western Front 1914-1918

The great international conflict which we now call World War I began with a series of military mobilisations and declarations of war between 28 July and 4 August 1914. On 28 June 1914, a Serbian nationalist, Gavrilo Princip, assassinated Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire, in Sarajevo, the capital of the Austrian administered province of Bosnia. Serbia was a centre of Slav nationalism, and its government was working to influence the southern parts of Austria-Hungary to join it. The Austro-Hungarian government saw the assassination as a chance to crush this movement, by declaring war on Serbia on 28 July 1914.

Serbia appealed to Russia, seen as the protector of all the Slav peoples, for help. A system of alliances now meant that other nations became involved. If Russia fought Austria-Hungary, France would be bound to support Russia. If Austria-Hungary fought, Germany would support it against Russia and France, so on 1 August Germany declared war on Russia. German military leaders felt that the country could not survive a war on two fronts. To prevent this they planned to invade France through Belgium, sweep into Paris, quickly secure the surrender of France, and then focus all Germany's forces on defeating Russia (which would not be ready to fight for several weeks after a declaration of war). On 3 August 1914, Germany declared war on France and demanded passage for its troops through Belgium. Britain had guaranteed the neutrality of Belgium, so a German invasion of Belgium would lead to Britain's involvement as well. On 4 August, Germany invaded Belgium and Britain declared war against Germany.

In 1914 Australia was still a young nation composed of states that until 1901 had been self-governing colonies of Great Britain. The new Commonwealth Constitution of 1901 gave the new Federal government great powers, including powers over external affairs if it cared to use them. However, Australia, similar to other British Dominions like New Zealand and Canada, felt close to Britain – the great majority of the population in the early decades of the 20th century were either immigrants from Great Britain or Ireland or the descendants of such immigrants. Moreover, Australia was most concerned that the British would continue to assist with Australian defence in the Pacific area against the expansion of other great powers in the region such as the German Empire and Japan. So, when Britain declared war against Germany on 4 August 1914 it would have been unthinkable to Australians at the time that Australia was not also automatically at war, standing shoulder to shoulder with Great Britain and the interests of the British Empire as a whole.



Portrait of Lieutenant J C D Reid
AWM H06659



Portrait of Sergeant Eric Hall
AWM H06000



Portrait of Driver Eric Bedford
AWM H05557



Portrait of Lieutenant Charles
Teasdale Main AWM H05741



Portrait of Private Frank Pooler
AWM H05523

Note: all men on pages 11-14
were killed in action during 1917.

While the war was fought on many fronts — in Russia and eastern Europe, in Turkey and in the Middle East — the centre of the war was in western Europe, in France and Belgium. This ‘Western Front’ stretched from the North Sea on the Belgium coast to the French–German–Swiss border near the Swiss town of Basel (Basle). For either side — the Allies (France, the British Empire, the Russian Empire and, eventually, the United States), and the Central Powers (the German Empire, the Austro–Hungarian Empire, the Ottoman Empire) — to win the war, victory had to be achieved on the Western Front. (See page 16 for a map of the Western Front.)

The early war of mobility in the west, during which Germany tried to deliver a rapid knock-out blow to France, quickly came to an end. The Germans failed to overwhelm the Allies in a series of actions fought in northern France and in Belgium. By late 1914, most of Belgium, except for a narrow strip between the town of Ypres (Ieper) in West Flanders and the coast, was occupied by Germany. Large sections of eastern France also lay in German hands. There now stretched a fortified line between the two sides, from the North Sea to the Swiss border. For the next four years, both sides sought to break through the enemy’s positions with a war-winning campaign that would lead to victory in the west.

There now stretched a fortified line between the two sides, from the North Sea to the Swiss border.

During 1915 and the early months of 1916, a number of attacks were launched seeking this elusive break-through. The British Expeditionary Force (BEF) launched offensives at Neuve Chapelle, Aubers Ridge and Loos, while the French undertook even bigger offensives in Artois and Champagne. None of these attacks gained significant ground, and casualties were heavy. For 1916, Britain and France planned a joint major offensive in the Somme area, but the Germans struck in February with a huge attack on French forts at Verdun. Here, the Germans aimed at nothing less than ‘bleeding France white’ and bringing Britain, a country which depended on imports by sea to wage war, to her knees by instituting unrestricted submarine warfare. As the Verdun battle progressed, the French were obliged to pull many of their forces out of the proposed Somme offensive, but they urged the British to go ahead with the attack, to take the pressure off Verdun. It was at this point in the war that the divisions of the Australian Imperial Force (AIF) began arriving in France from Egypt.

After the evacuation of Gallipoli, the AIF had regrouped and retrained in Egypt. The force expanded greatly to four divisions — 1st, 2nd, 4th and 5th Divisions — each with 12 infantry battalions of approximately 1200 men, along with artillery, transport, supply and medical units. Another division, the 3rd, was formed in England but did not enter service until late 1916. In March–April 1916, the AIF moved to northern France and went into the line south of the town of Armentières. Here, the soldiers learned about the art and weaponry of static trench warfare — conducting raids, manning trenches, sniping and directed artillery actions. Then on 1 July 1916, the British opened their great offensive on the Somme to the north-east of the town of Albert. The opening attack, which cost 60,000 British casualties, failed to achieve a breakthrough, but because of the need to keep supporting France at Verdun, the British pressed on. The AIF was soon pulled into this titanic struggle.

On 19 July 1916, the 5th Division AIF, along with the British 61st Division, launched an attack at Fromelles, well to the north of the main Somme battlefield. The aim at Fromelles was to draw German reinforcements away from the Somme area, but the attack was a complete failure. Within twenty-four hours, the Australians were forced to retreat to their start lines and the division suffered more than 5000 casualties. It was a horrendous introduction for the men of the AIF to major action on the Western Front. However, worse was to follow.

By mid-July 1916, the front line on the Somme stood just outside the village of Pozières. Between 23 July and 3 September, the AIF's 1st, 2nd and 4th Divisions mounted a series of major attacks in this area to capture Pozières village, the heights to the east and then positions to the north and west towards Mouquet Farm. In general, all the Australian objectives were taken, but at a frightful cost on both sides. The Germans regarded Pozières and the heights as vital positions, and subjected the AIF to massive artillery bombardment and many desperate counter-attacks. In all, the four Australian divisions suffered

more than 23,000 casualties in six weeks — a total about equal to the casualties suffered on Gallipoli in eight months. The Somme offensive ground on until November, and the AIF was again involved in some minor actions at locations such as Flers. The looked-for breakthrough never eventuated, but Britain had stood by her alliance with France.

The year 1917 also saw the Allies looking once again for the elusive breakthrough. The French planned what their commander, General Nivelle, saw as a decisive campaign, in April. To assist the French, the BEF would mount attacks to the north and south of Arras aimed at wearing down the Germans and drawing away their reserves from the French area. On 9 April,

In all, the four Australian divisions suffered more than 23,000 casualties in six weeks — a total about equal to the casualties suffered on Gallipoli in eight months.

the Canadians mounted a highly successful attack at Vimy Ridge, driving the Germans off the heights there. An attack on the heavily fortified Hindenburg Line to the south-east of Arras near Bullecourt was conducted by the AIF's 4th Division and the British 62nd Division. It became a disaster, and the village of Bullecourt remained in German hands. A second attack, in early May, mounted by the AIF's 2nd and 5th Divisions saw the Australians break into the Hindenburg Line. There followed two weeks of intense trench fighting as the AIF held on to their gains. Eventually, the Germans evacuated Bullecourt, but both actions around the village had proved costly in casualties and little was achieved. To the south, the French 'Nivelle' offensive between 16 April and 9 May cost France more than 187,000 casualties and failed to find a way through the German lines.

As early as 1916, the British began to plan a major offensive in Belgium around the town of Ypres (Ieper). For Britain, German possession of much of the coastline of Belgium was a disaster, because German submarines — U-Boats — could range from there more easily out into the Atlantic. In June 1917, U-Boats sank more than half a million tons of Allied shipping heading for



Portrait of Private Donald Smith
AWM H06776



Portrait of Corporal L N Walton
AWM H06700



Portrait of 1st Corporal Edward Paten
AWM H06599



Portrait of Lieutenant Norman Robson Wilkinson AWM H06133



Portrait of Bombadier R E F Hannaker AWM H06780



Portrait of Corporal J Anderson AWM H06549

Britain. The proposed offensive at Ypres would break through the enemy lines to the east of the town, where the Germans held the high ground, and then send cavalry into the enemy rear areas. In this way the Belgian coastline would be cleared and the enemy driven back through Belgium. Before the major battle commenced, a small but significant action was fought at Messines to straighten the British line south of Ypres. At Messines, on 7 June 1917, the 3rd Division AIF went into action for the first time and, despite the usual heavy casualties, gained all their objectives.

After the success at Messines, the great British offensive at Ypres opened on 17 July 1917. For ten days the British artillery, which included Australian units, bombarded German positions with four and a half million shells. Then, on 31 July, the infantry attacked. From that date until 6 November, British Empire and Dominion soldiers struggled across the open landscape to the east and north-east of Ypres, towards the village of Passchendaele. By the standards of these great attrition battles the British had some notable successes. The AIF, for example, gained all their objectives at the Battle of Menin Road (20 September), the Battle of Polygon Wood (26 September) and the Battle of Broodseinde (4 October). By early October, the Germans had been pushed back a considerable distance towards Passchendaele. However, the weather now broke and persistent rainfall turned the battlefield into a sea of mud. The offensive went on, but little progress was made. Actions were fought by the AIF such as the First Battle of Passchendaele (9 October) and the Second Battle of Passchendaele (12 October). The village finally fell to the Canadians on 6 November, but so great had been the casualties suffered in the offensive that it was called off. Between August and November 1917, all five divisions of the AIF fought at Ypres, suffering 33,699 casualties of whom 11,260 lost their lives.

In April 1917, the United States entered the war on the Allied side. In that year, also, revolution broke out in the Russian Empire, and in March 1918 the new Bolshevik government under Vladimir Lenin took Russia out of the war by signing a separate peace treaty with Germany. This made it possible for the Germans to strengthen their armies on the Western Front, and they planned a great offensive for early 1918 to crush the BEF and the French before the United States could build up a large army in France. On 21 March 1918, the Germans began a series of offensives aimed at pushing a wedge between the BEF in the north and the French armies to the south.

Initially, the Germans had great success and the BEF was forced back many kilometres across the old Somme battlefield. The AIF divisions, which had wintered in the trenches in Belgium, were rushed south to help stem the German advance. At Hébuterne (26 March – early April), Morlancourt (28 – 30 March) and Dernancourt (28 March – 5 April) the Australians held off strong enemy attacks and helped stabilise the British line. Australians also helped to halt another German offensive at Hazebrouck, to the north of Armentières, during April. Further to the south, east of the major centre of Amiens, units of the AIF were instrumental in halting German thrusts at two actions around the town of Villers-Bretonneux on 4 April and 24–25 April. These actions were later interpreted by the local French population as having saved Amiens. By late July 1918, the German attempts to break the Allied line had failed and the enemy was now decidedly on the defensive.

*At Hébuterne,
Morlancourt and
Dernancourt the
Australians held off
strong enemy attacks
and helped stabilise
the British line.*

Timeline of Major Battles on the Western Front

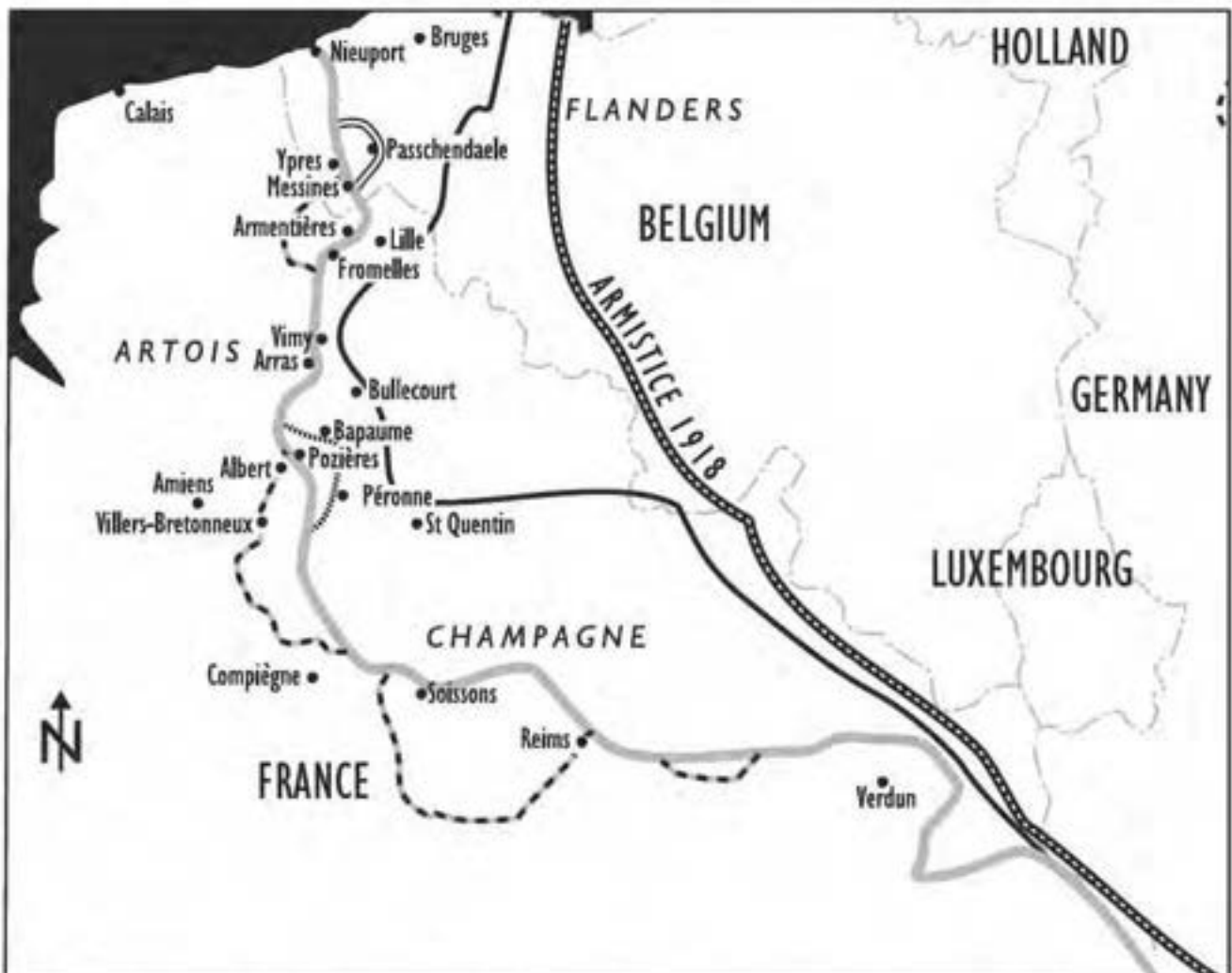
Green indicates Australian involvement.

| | | |
|-------------|---------------------------|--|
| 1914 | 4 August | Germany invades Belgium |
| | 23 August | Battle of Mons |
| | 6-12 September | Battle of the Marne |
| | 12 October - 11 November | First Battle of Ypres |
| 1915 | 1 January - 30 March | Allied offensive in Artois and Champagne |
| | 22 April - 25 May | Second Battle of Ypres |
| | May - June | Second Battle of Artois |
| | 25 September - 6 November | Renewed offensives in Artois and Champagne |
| 1916 | 21 February - 18 December | Battle of Verdun |
| | April | First units of the AIF arrive in France |
| | 1 July - 13 November | Battle of the Somme |
| | 19-20 July | Battle of Fromelles |
| | 23 July - 4 September | Battles of Pozières and Mouquet Farm |
| 1917 | 9-15 April | Battle of Arras |
| | 11 April | First Battle of Bullecourt |
| | 3-17 May | Second Battle of Bullecourt |
| | 16 April - 19 May | French 'Nivelle' Offensive on the Aisne |
| | June - November | British offensive in Flanders (Belgium) |
| | 7 June | Battle of Messines |
| | 31 July - 10 November | Third Battle of Ypres (often known as 'Passchendaele') |
| | 20 September | Battle of the Menin Road |
| | 26 September | Battle of Polygon Wood |
| | 4 October | Battle of Broodseinde |
| | 9 October | First Battle of Passchendaele |
| | 12 October | Second Battle of Passchendaele |
| | 20 November - 3 December | Battle of Cambrai |
| 1918 | 21 March - 5 April | German Somme offensive |
| | 9 April - 8 May | German Lys offensive |
| | 24-25 April | Recapture of Villers-Bretonneux |
| | 27-30 May | German Aisne offensive |
| | 30 May - 17 June | Battle of Chateau Thierry and Belleau Wood |
| | 9-13 June | German Noyon-Montdidier offensive |
| | 4 July | Battle of Hamel |
| | 15-19 July | German Champagne-Marne offensive |
| | 8 August - 4 September | Allied Somme offensive |

Timeline of Major Battles on the Western Front *continued*

| | | |
|-------------------|----------------------------|---|
| 1918 cont. | 8-11 August | Battle of Amiens |
| | 31 August - 3 September | Capture of Mont St Quentin and Péronne |
| | 26 September - 11 November | Allied Meuse-Argonne offensive |
| | 18 September - 17 October | Hindenberg Line offensive |
| | 29 September - 1 October | Battle of St Quentin Canal |
| | 5 October | Battle of Montbrechain – after this battle the AIF was withdrawn from action. |
| | 28 September - 14 October | British-Belgian Flanders offensive |
| | 7 October - 11 November | Allied Sambre-Scheldt offensive |
| | 11 November | Armistice signed at Compiègne brings fighting to an end on the Western Front |

Map of the Western Front



End of 1914 Somme Offensive 1916 Ypres Offensive 1917 German Offensives 1918 Allied Offensives 1918

Resources for Kindergarten – Year 3

The following pages provide some key images to help young children explore some aspects of Australia's World War I heritage.

This activity could be carried out in the lead-up to the school's commemoration of Anzac Day (25 April) or Remembrance Day (11 November).

Students colour in the five images, and cut out and paste on the appropriate caption for each. These can be printed for the students to create their own books.

Teachers will find several coloured artworks in the Image Library on the CD-ROM that they can show to students, to help them choose appropriate colours.

Other excellent resources for students at this level can be found at:

www.dva.gov.au/commem/commac/studies/studies.htm and

www.anzacday.org.au/education/childhood/default.htm

Students could also be encouraged to create other images and symbols associated with these commemorative days — such as poppies, rosemary, wreaths, medals, etc.

Teachers can show photos or film from the libraries on the CD-ROM to start class discussions about war, who serves in war and what their jobs might be, commemorative symbols, war memorials and family history.



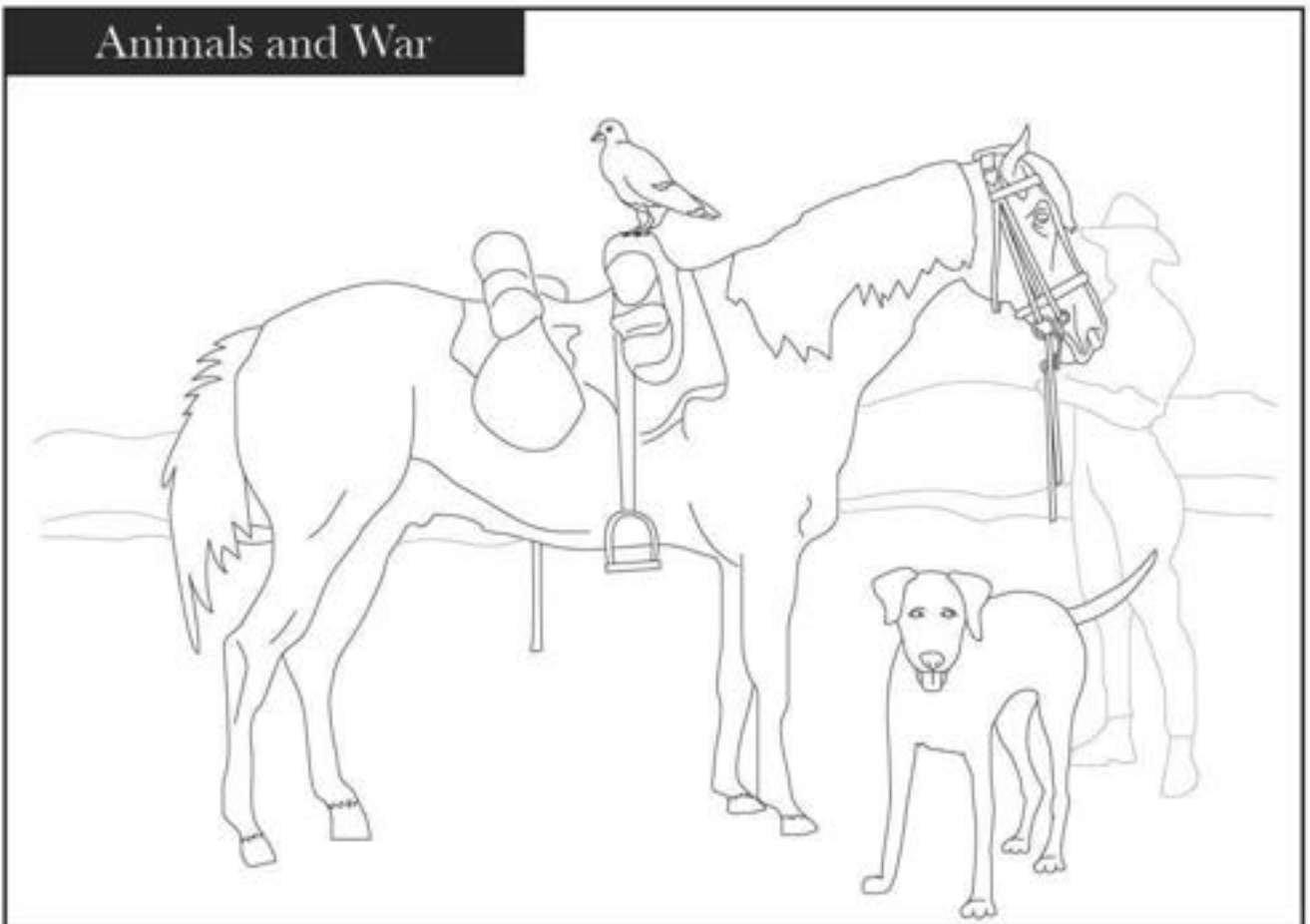
AWM 03183

A machine-gun position established by the 54th Battalion during the morning of the attack through Péronne, France, 2 September 1918.

An Australian Nurse



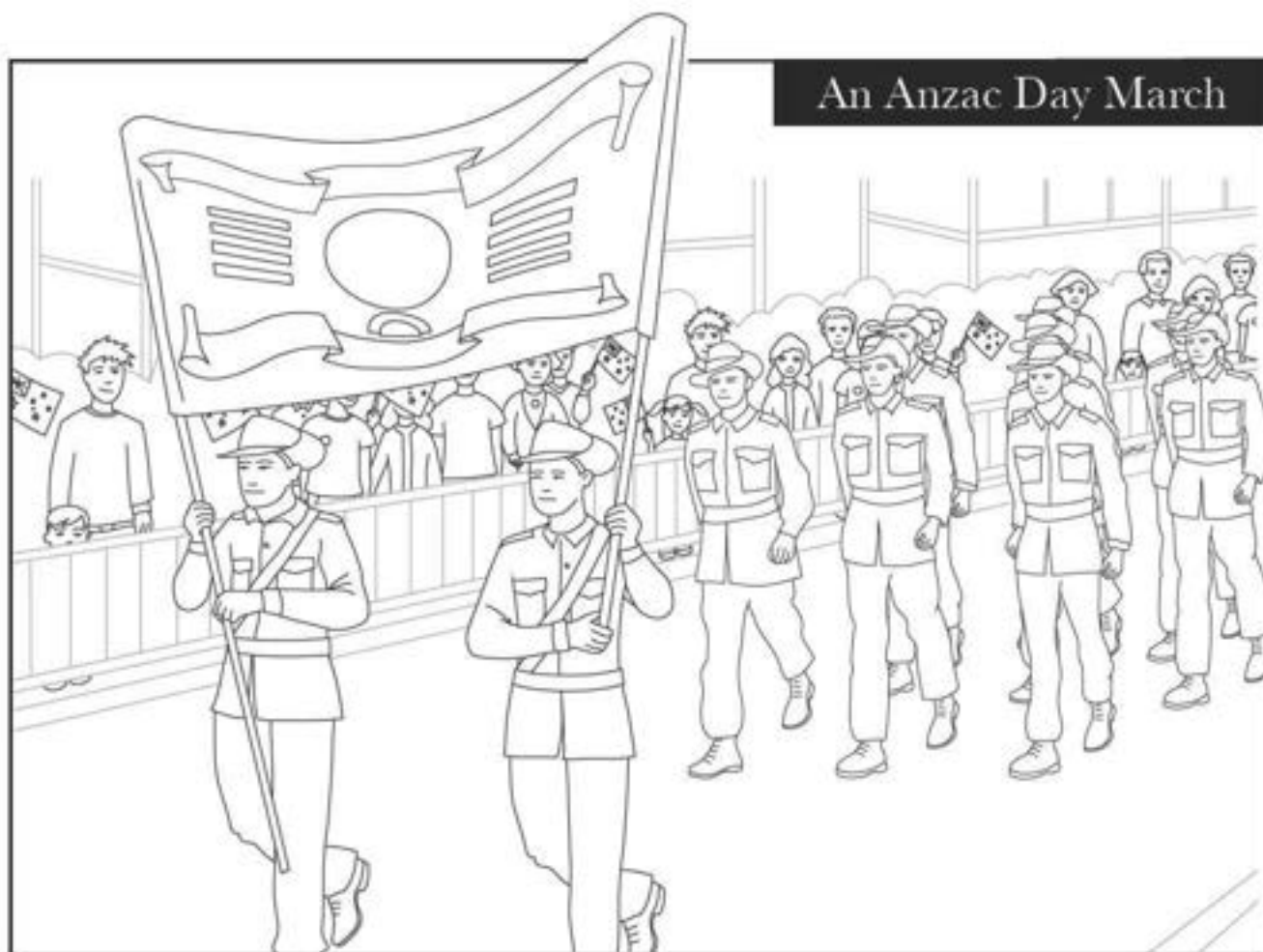
Animals and War



An Australian Soldier



An Anzac Day March



A Local War Memorial



CAPTIONS FOR THE FIVE PICTURES:

The Australian soldiers were known as 'diggers' during World War I.

Soldiers use some animals to help them in war.
How are these animals helping the soldiers?

Anzac Day is a special day in Australia. We remember all the people who have been in wars. The banners tell us where the soldiers and nurses were during a war.
Young people often wave small flags as they watch.
Has anyone in your family been a soldier or a nurse in war?

There are many war memorials in Australia. These help us to remember the people who protected our country. Is there a war memorial near your home?

Many Australian nurses took care of the diggers during World War I.

TOPIC 1: Who Am I?

BACKGROUND INFORMATION

When war came to the Commonwealth of Australia on 4 August 1914, the nation had a population of a little more than four and a half million people. Between 1914 and 1918, enlistments for service overseas with the Australian Imperial Force (AIF) came, as one would expect, almost entirely from Australia's adult male population. More than 416,000 men who stated they were aged between eighteen and forty-four joined the force (some who were too young or too old lied about their age to enlist), representing about 38.7 per cent of the total adult male population. They came from every state and territory, from cities, towns and rural areas, from all walks of life and all religious denominations.

Australia in those years was a nation largely derived from the children and descendants of immigrants from what was then the United Kingdom of Great Britain and Ireland. Many who enlisted had been born in the United Kingdom and migrated as children or adults. Smaller numbers were born elsewhere, with countries all over the world represented – like New Zealand, Russia, India, South Africa and Canada – many foreign-born men also could claim British or Irish heritage. The ten most common surnames in the AIF were Smith, Brown, Williams, Jones, Wilson, Taylor, Anderson, Thompson, Johnson and White. Again, not surprisingly, 80 per cent were single men, but they were not all young – 27 per cent of enlistees were over the age of thirty.

One way of gaining an idea of the basic characteristics of Australians who joined the AIF is to examine their stories. A soldier whose details are online is Private Alick Anderson, service number 3451. The Australian War Memorial (www.awm.gov.au) features Biographical Databases. By entering Alick Anderson in the World War I 'Embarkation Roll' the details of Alick, and other men of the 8th Reinforcements of the 27th Infantry Battalion, can be seen. They sailed on HMAT (His Majesty's Australian Transport) A30 *Borda* from Adelaide on 12 January 1916. Alick was nineteen, unmarried, and employed as a railway porter at Tailem Bend, South Australia. The other men ranged in age from nineteen to forty-three, coming from different towns and occupations, and some were married. By looking up Alick on the AWM's 'Nominal Roll' it can be seen that he returned to Australia in February 1918.

The National Archives of Australia (www.naa.gov.au) has Alick's service dossier. Search in 'Record Search' under '3451 Alick Anderson' and you will be able to see his original 'Attestation Form', which he signed himself; also, because he was under twenty-one Alick needed a parent's permission, and the letter signed by his mother can be seen. You can follow his service, noting that he was transferred to the 10th Infantry Battalion on 28 February 1916 at Serapeum, Egypt, from where he sailed to the Western Front. He was admitted to hospital sick in October 1916, rejoined his unit, was wounded in action the next month and was sent to England for treatment; he did not return to France until January 1918, during which time he trained as a signaller. He was not back on the Western Front long when he was admitted to hospital with another ailment, returned to England and was sent home. The Australian War Memorial also has a history of the 10th Battalion under 'Australians at War – Australian Military Units'.

The worksheets in this topic set up the main inquiry that students will follow throughout the remainder of the activities in this book: to try to discover the experiences and thoughts of an Australian soldier on the Western Front. Students may also wish to try to discover the experiences and thoughts of an Australian nurse who treated soldiers that served on the Western Front.

The activities ask students to devise questions that they want answered, and to think about how we find information to answer such questions.

Students at all three levels (Level 1 Years 4-7, Level 2 Years 8-10 and Level 3 Years 11-12) can ask the same questions, but their answers will differ according to the sophistication of their knowledge.

They came from every state and territory, from cities, towns and rural areas, from all walks of life and all religious denominations.

This topic also sets up the assignment that students are asked to work towards producing, and gives them a variety of options for presenting the information they gather and understandings they develop.

There are many elements in the photographs that will suggest some questions — such as the nature of the uniforms, the poses, the symbols included, the presence of families in some cases, the varying ages of the men — but many other questions will be general ones about a man's likely war experiences.

AIMS

| | |
|-------------------------|---|
| Students at Level 1/2/3 | <ul style="list-style-type: none">• Appreciate that war is about real people• Create a series of questions that they want answered by the end of their investigation |
| Students at Level 2/3 | <ul style="list-style-type: none">• Reflect on the nature of the evidence they can use to gain information and develop conclusions in history |

CLASSROOM STRATEGIES

| | |
|-------------|--|
| Level 1/2/3 | <p>Have students look at the photographs. Some of the images might suggest particular questions — about uniforms, the symbols included, the soldiers' feelings. Other questions will be more general — such as, what was it like to fight? Was he wounded? Do students have any photographs or memorabilia from World War I or other wars at home? This can be the start of their own investigations into family history.</p> <p>When students have completed their questions, announce that their assignment will be to find the answers to these questions from the evidence that follows, and that they will be able to use the CD-ROM to create their diary, letters, newspaper or film account (as decided by the teacher). They can focus on one of the soldiers in the photographs — their first research should be to go to the CD-ROM and find out from the caption if the soldier served on the Western Front. Or they can have an imaginary soldier as their focus — perhaps the Unknown Soldier (see Topic 11, Commemoration). Students may also wish to focus on an Australian nurse who treated soldiers that served on the Western Front.</p> |
| Level 2/3 | <p>Have students list the questions they would like answered, and then have them complete the exercise on the Level 2/3 page. A focus for this level throughout is on how we know what we know — the nature and reliability of evidence.</p> <p>They will then be able to start gathering more evidence from the following pages to start creating their chosen product.</p> |

Here are some photographs of Australian soldiers who served in World War I.

Some of them served on the Western Front (northern France and western Belgium) where Australians were involved in the fighting between 1916 and the end of the war in 1918.

- Imagine that a soldier — perhaps one of these men — was coming to your classroom to talk about his experiences. Work with a classmate to list the questions that you would ask him. Look carefully at the photographs because there are things in them that you might want to know about — for example, you might want to know how did the soldier feel about leaving his wife and child behind while he went away to war?



AWM DA09944

Private R. Morrall



AWM DA09834

Three unnamed soldiers



AWM DA08945

Private Roland (or Rowland) Driscoll and family



AWM DA14978

Private LE Glare



AWM DA09050

Private George Beamish Swanton and family



AWM P02179.001

Private Harold Arthur Cowan

- Share your questions as a class, and see if there are any that you did not think of but would like answered.
- Create a final list of questions that you would like answered. Keep this list as you will be able to see how many of these questions you have answers to at the end of this unit.
- **Your Task** as you work through the print and CD-ROM materials in this resource about Australians on the Western Front during World War I is to discover what experiences and thoughts a soldier possibly had, and use them to create your own record of that person's war.
 - Create an imaginary diary
 - Write a series of letters that he might have sent
 - Create a film about him
 - Write his biography



GO TO THE CD-ROM Visit the *Image and Film Libraries* and look at *Topic 1 - WHO AM I?*



Add information about a **SOLDIER OR NURSE** to your assignment

There are no known Australian soldiers who fought on the Western Front who are still alive to talk to you: the last one died in June 2005.

Although you are unable to talk to someone who lived through that time, you can still try to get answers to your questions.

- List possible ways, other than talking to a person, that you can find out about them.
- What will influence the value of the evidence (information that proves something) that you are likely to gather? You should consider such aspects as what the person would know, how typical it might be, when it was written or produced, and so on.

Very few soldiers left behind personal papers that can help us to know what they thought and experienced, other than their official file. So, we cannot know what they thought or what emotions they may have felt.

- How can we try to find out about what he possibly thought and experienced? List some ways.

That's your task. As you work through the print and CD-ROM materials in this resource about Australians on the Western Front during World War I you are to discover what experiences and thoughts a soldier possibly had, and use them to create your own record of that person's war.

You can do this by:

- Creating an imaginary diary
- Writing a series of letters that he might have sent
- Creating a film about him
- Writing his biography



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 1 - WHO AM I?



Add information about a SOLDIER OR NURSE to your assignment

TOPIC 2: Why did Soldiers Volunteer to go to War?

BACKGROUND INFORMATION

During World War I, more than 416,000 Australians enlisted in the Australian Imperial Force (AIF) for overseas service. The vast majority were men, but a small number were women who joined the Australian Army Nursing Service. What is important to remember is that the AIF was not the regular Australian army, but a force raised especially for overseas service for the duration of the war, and every man and woman in it was a volunteer. Of these volunteers, more than 331,000 were actually sent overseas, where they served in Egypt, Gallipoli, the Middle East and predominantly on the Western Front in France and Belgium between April 1916 and November 1918. Enlistment for the force began all over Australia soon after the outbreak of war on 4 August 1914 and continued until the end of the conflict.

Why did Australians volunteer? There is no simple answer to this question. In the early days many saw it as a chance to go on an 'adventure' outside Australia, although many undoubtedly also had patriotic motives as well. As the war progressed, however, and the published lists of the dead and wounded grew ever longer, men probably joined for more sober reasons. Some may have been shamed by the earlier departure of relatives and friends; some may simply have reached the age when they could legally join up; and yet others may have regarded the need to win the war as ever more pressing than it was in the heady days of 1914 when everyone thought it would be 'over by Christmas'.

Sadly, the whole issue of voluntary enlistment eventually deeply divided the nation. In 1916, Prime Minister William Morris 'Billy' Hughes, decided that the voluntary scheme would be insufficient for the reinforcement needs of the AIF after the terrible losses the force sustained in France during the Battle of the Somme. He therefore put the question of enlistment twice to a referendum, arguing that conscription was essential to winning the war. Both times, the Australian people, including the soldiers serving overseas, voted narrowly not to allow conscription, but the weeks leading up to each referendum — 28 October 1916 and 20 December 1917 — saw an extremely bitter public debate between the pro- and anti-conscription movements.

In this unit we explore why some men joined the AIF, and others did not.

What is important to remember is that the AIF was not the regular Australian army, but a force raised especially for overseas service for the duration of the war, and every man and woman in it was a volunteer.

AIMS

| | |
|--------------------------|--|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know that there was a variety of reasons why men volunteered to join the AIF• Appreciate that there were many social pressures encouraging volunteering• Are aware that many Australian men chose not to go to the war as volunteers |
| Students at Level 2/3: | <ul style="list-style-type: none">• Understand that there were divisions created in society over volunteering• Consider why some women might have had a special role in the issue• Empathise with the situation facing 'eligibles' at the time |
| Students at Level 3: | <ul style="list-style-type: none">• Reflect on the nature and implications of 'patriotism' in wartime• Consider how values influence actions• Decide if a state can tolerate diversity during crisis |

CLASSROOM STRATEGIES

| | |
|-----------|--|
| Level 1 | Which basic concepts do your class need clarified before they can understand why people volunteered? Do they understand the concepts of war, volunteering, persuasion, and difference? Possible brief activities to help clarify the concepts include discussing violence in the recent news, times they have volunteered to raise funds or help somebody else, advertisements that have worked or not worked with them, and situations when they have differed in their reactions to something from somebody else, and why those differences existed (such as taste in clothes or favourite music). |
| Level 2/3 | Have students discuss what would influence their decision to go to war today. Does it depend upon the nature of the cause? Their own values? Their own personal interests? Then look at the material and questions in the worksheets. You might have students create a poster that focuses on one particular value to persuade people, or to create a short statement to justify why they choose not to volunteer. |

When war broke out Australia was not an independent country like it is today. It was a part of the British Empire. As Britain was at war against Germany and its allies, Australia was also automatically at war. Each man had to choose whether to enlist and go to the war or not. A very large number of men (and some women) volunteered to go overseas — about 416,000 people enlisted out of a population of about four and a half million, and 331,000 of these served overseas. Many of these joined up straight away. Some did not, and there were many recruiting appeals during the war to encourage those people to enlist.

Here are two posters that were made to try to persuade people to join and fight.

► Answer these questions about each one to make sure you understand what it says:

- What does the poster show?
- What is the setting or context of the poster (eg in Australia, at war, etc.)?
- Who are the people in it? Why are these people in it?
- What are they doing or saying?
- What is the main message that the poster is giving about why you should join?
- Who is the poster meant to persuade?
- What has the artist done to get you to accept the message?
- Would this poster be likely to make a person join to fight? Why or why not?



A recruiting poster, c 1915



A recruiting poster, c 1916

► Match each poster to the main idea that it is trying to get across — either:

- patriotism
- mateship
- duty, or
- protecting others

Poster ___ is mainly about: _____

Poster ___ is mainly about: _____

► Design a poster of your own. Work out what you think would be the best way of getting a man to join the army to fight. Then work out the best way of getting that message across.

Here are some reasons that men gave for deciding to go to war.

Match them to the summary given in the right-hand column.

| | |
|---|--------------------------------------|
| a) I went to war because the school books taught me that it was a romantic thing – drums, uniforms, marching and glory. | 1) Loyalty to Britain and the Empire |
| b) I wanted to stop the enemy – I believed they were cruel and savage. | 2) Duty |
| c) I joined because I could not have looked people in the eye if I hadn't – I would have been a coward. | 3) Shame |
| d) I joined because I thought it would be a chance to get away from the farm and see the world. | 4) Mateship |
| e) I joined because it was every Australian's duty to defend old Mother England where we had originally come from. | 5) Adventure |
| f) I joined because there was a drought and I had no work – and the pay was good. | 6) Money |
| g) I joined because Australia had to do her bit and show the world she was a great young nation. | 7) Romance and glory |
| h) I joined because my mates did. I wanted to stay with them. | 8) Patriotism to Australia |

Adapted from Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, chapter 1

Look back at the posters. Select a poster for each person that is closest to the reasons they gave for volunteering:

Person A's reason is closest to Poster _____ Person B's reason is closest to Poster _____

Person C's reason is closest to Poster _____ Person D's reason is closest to Poster _____

Person E's reason is closest to Poster _____ Person F's reason is closest to Poster _____

Person G's reason is closest to Poster _____ Person H's reason is closest to Poster _____

Not every man who could have gone to war volunteered to go. Suggest some reasons why an eligible man might have decided *not* to go to war. For example, they might have been opposed to war, or they had a family to look after, or they did not want to get injured.

How do you think other people in Australia who supported the war might have felt about the men who did not volunteer? Explain your reasons.



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 2 - WHY DID SOLDIERS VOLUNTEER TO GO TO WAR?



Add information about RECRUITING to your assignment

As the war progressed it generally became harder to raise the numbers of volunteers needed to replace the casualties suffered by the soldiers overseas. Recruiting campaigns and appeals became a significant part of Australian society.

Look at this evidence about recruiting and enlistment and answer the questions that follow.

BADGES



AWM REL29668

Mothers and Widows
Badge, c 1919



AWM REL31918

Returned from Active Service
Badge, c 1919



AWM REL30978

Volunteered for Home
and Empire Cross,
c 1916-1918



AWM REL29667

Female Relatives
Badge with four bars
c 1916-1918

- Describe the message of each badge.
- Why would people want or need to wear these badges during the war?
 - What do these badges tell you about the values of the wearer?
 - What do the existence of these badges suggest about the unity of the society at the time?

RECRUITING MEETINGS AND MARCHES



AWM H02204

A recruiting meeting, Mumbilla, QLD, c 1918



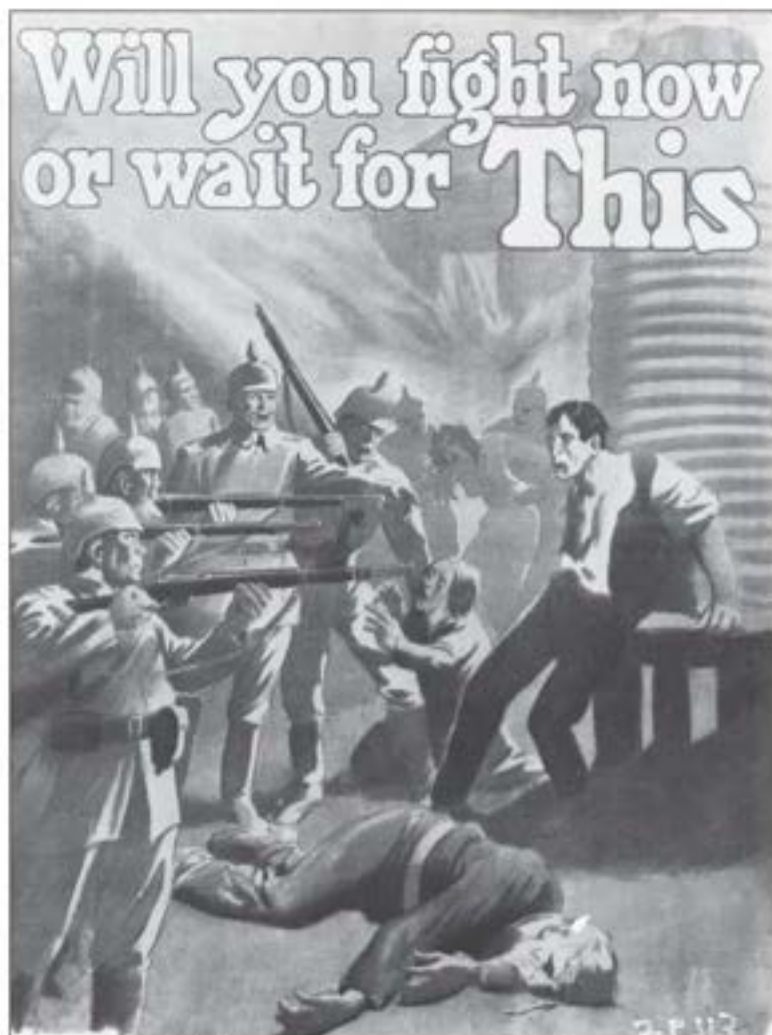
AWM P01587.001

A recruiting march, Queanbeyan, NSW, 1916

- Who would such recruiting meetings be for?
- Who is present at this one?
- What impact might this have on recruiting?
- What impact might it have on a small community?
- Why might some men be tempted to join this march?
- What impact might this have on recruiting?
- What impact might it have on a small community?

RECRUITING POSTERS

We have seen some recruiting posters in Worksheet 2.1. Here is one more.



A recruiting poster, 1918

AWM J06713

- ▮ For this poster decide:
 - What does the poster show?
 - Why does it focus on those particular people?
 - What does the artist think about the men who have volunteered?
 - What does the artist think about men who have not volunteered?
 - What does the artist think of the enemy?
 - Do you think this was likely to have been an effective appeal? Why?
- ▮ These posters were sponsored by a government that wanted to persuade citizens to accept a certain duty. Is this an appropriate role for a government in wartime?
- ▮ These posters not only urge men to join — they also make judgements about the men. Do you think these posters were more likely to unite or divide society? Explain your reasons.
- ▮ Were men who did not want to enlist unpatriotic? Explain your ideas.

WOMEN AND RECRUITING

Here are some cards that were handed out to people.

**Some Girl's Brother
is fighting for you.
Are you doing your part?**

**Are you keeping
a man from
doing his duty?**

Adapted from AWM RC02285 and RC02287

- Consider these questions for each card:
 - Who would hand out these cards?
 - Who is the 'target' audience in each case?
 - What are they trying to achieve?
 - What is their method of persuasion?
 - Are they likely to be effective?
- Would many women be prepared to be involved in this activity? Explain your reasons.
- Do you think these cards would have united or divided society? Why?
- Do you think such campaigning is appropriate in wartime? Explain your reasons.

LETTERS FROM VERA

Here are extracts from two letters printed in 1916 in a small Victorian country newspaper, the *Upper Murray and Mitta Herald*, during a period of recruiting campaigns. We do not know if they are genuine letters from a real person, or ones that were deliberately 'faked' to get a message across at the time. Either way they are an interesting view of some people's attitudes and values at that time.

Dear Bob

I am a lonely country girl, and want a man to fight for me. The recruiting sergeant said your girl won't let you go ... I intend visiting Walwa soon, and I know that, as soon as you see me, you will reckon I am worth fighting for. I will be your dinkum girl and you will get into khaki at once and put-up the fight of your life. If you accept my offer, Bob, you must not speak to that unpatriotic black-eyed cat again ... Bob, I just want to stir your patriotism, because I know that, when you realise that your country and all the nice girls need your help to fight for our freedom, your courage will be there, and that you will prove to be like those thousands who have made Australian bravery a world-wide topic of praise. And when you are gone, dear Bob, I will not be unmindful of you. It will be the joy of my life just to think you are gone to take part in the fight for freedom and our race ... Trusting you will at once take the manly step, I remain your own little woodland dove until the end of the war and for months after.

Vera

Dear Bob

Don't the boys look nice when they come up and say Good-bye to the girls, who are so proud to see the soldier boys in Khaki? Well, Bob, I was at the concert. Can't the Walwa girls sing? What an enthusiastic welcome home they will sing to the boys when the war is over, and they return with their medals hanging on their manly bosoms. The man who stayed at home will not get a look-in! He will then wish he had enlisted, and will feel that he had rather died a hero fighting on the rock-clad slopes of those who have won distinction. What about the two able delinquents who sang 'Keep the Flag Flying'? Didn't they get hen-pecked after the concert by the noble mothers whose brave sons are already keeping the old flag flying ... Bob, dear, I can't believe there is a wilful shirker Australian-born. A man may have substantial reasons why he has not already enlisted. I am more than ready to attribute it to a want of resolution or a want of realization of the awful possibilities hanging over us ... But, oh, the sight of about ten men sitting on a fence! ... as soon as they sighted the [recruiting] sergeant, they one and all dived into their dug-outs in a haystack close by ... I induced [your mother] to sign the consent form to enable you to enlist; this I am forwarding by post. Now, Bob, do the manly act, there's a dear. Any other reason now would be a cloak for cowardice. I am sending two nice little flags to the men who sang 'Keep the Flag Flying', and I hope they will soon realize that it is their duty to go out and fight for it, and leave the singing to the girls of Walwa ...

Vera

Quoted in John McQuilton, *Rural Australia and the Great War*, Melbourne University Press, 2001, pages 129-30

- What is Vera trying to do?
- What is her expectation of men?
- Why does she believe that men should enlist?
- How does she regard anyone who does not share her values?
- What examples are there in these letters of other pressure being put on men to enlist?
- What examples are there of pressure applied to other women?
- What do these letters suggest about the impact of recruiting campaigns on Australian society at the time?

REASONS FOR NOT ENLISTING – CONSCRIPTION EXEMPTION COURT HEARINGS

In 1916 Prime Minister 'Billy' Hughes could conscript every 'eligible' man into the army, but he could not make them serve overseas without changing the existing law. Hughes believed he could change the law, and while that was happening he called up men to go into camp and start their training. People who thought they should not go into camp had to justify that in a special court. Here is a newspaper report of a court hearing in which men who were seeking to be exempt from the call-up explained their reasons.

Henry Edge (33), cartage contractor, on the ground that he was unfit for active service, because of weak eyes and a deformed leg.

Referred to the principal medical officer.

Reginald Emanuel (27), upholsterer, on the ground that he was the sole support of his home, and that he had a brother already on active service. There were only two sons in the family.

Granted.

Francis W. Cole (26), manager, on the ground that he was the only son of the family.

Adjourned to enable applicant to get a copy of his parents' marriage certificate.

Clarence Oscar Amott (22), butcher, on the ground that he was of material service to his parents in business, and that in his spare time he was being educated to design aeroplanes.

Refused.

Leslie Robert Baynton (32), solicitor, on the ground that the total number of sons called up exceeded half the number of sons in that family.

Adjourned.

Sydney Burton (23), chemist, on the ground that it was in the national interest that he continue in his present position.

Refused.

James Joseph Guest (31), carter, on the ground that he was the sole support of his father, who was 75 years of age.

Refused.

Frank George Fehlberg (33), farmer, on the ground that he was a conscientious objector. As a Christian, he did not believe that he should take up arms against his fellow men. The law of God said 'Thou shalt not kill.'

Refused.

Hobart Mercury, 19 and 21 October, 1916

- Underline the key words that tell us the person's reason for seeking exemption.
- One reason that could not be given was 'because I don't want to', or, 'because I do not support the war', or 'because there are other values that I prefer'. Why not?
- How can we know if such attitudes existed in Australia at that time?
- These courts are an example of a government trying to force certain behaviour on people who are unwilling to behave in that way. Is this fair and reasonable in a democracy in a time of crisis?
- Imagine that Australia was at war today. What do you think would influence your decision to volunteer to fight or not?



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 2 - WHY DID SOLDIERS VOLUNTEER TO GO TO WAR?



Add information about RECRUITING to your assignment

3: What Training did Soldiers Receive?

BACKGROUND INFORMATION

Training had two main purposes in the Australian Imperial Force (AIF) during its time on the Western Front between 1916 and 1918. Firstly, a new recruit had to be inducted into military forms of discipline, command and order. This was partially achieved through a program of basic training carried out in Australia, Egypt or England and, in a sense, was maintained for as long as a man was in the service. It involved marching and drilling with the rifle, cleaning and caring for personal equipment and being scrutinised and inspected in ways quite different to ordinary civilian life. For example, in May 1917, a memorandum to officers in the 12th Training Battalion from the Commanding Officer drew attention to the following:

It was quite evident from the state of the boots in the huts that regular inspections are not made by the Officers and NCOs [non-commissioned officers]. No boots should be allowed to get in a bad state of wear but must be sent to the bootmaker without delay for repair.

Several men were found with hair long and unshaven. This is quite inexcusable.

Secondly, after basic training there followed the far more serious exercise of turning a man into a fighting soldier at least partially prepared for the kind of warfare he was about to experience in France and Belgium. The topics and exercises in the syllabus of training for No 1 Training Company of the 15th Training Battalion during their last three weeks of the company's fourteen weeks of training was fairly typical. Basically, apart from daily physical training, the recruits covered the following: entrenching, wiring, firing rifle grenades, firing the Lewis light machine-gun, dealing with a gas attack, using hand grenades, using the bayonet, and routines to be followed in the trenches. These courses of instruction were then put into practice during what were called 'Field Days', when men would practice using the skills they had acquired in mock attacks both by day and by night. How well men had learnt to use their weapons in cooperation with each other in training would soon be tested in the harsh reality of the front line.

Firstly, a new recruit had to be inducted into military forms of discipline, command and order.

AIMS

| | |
|--------------------------|--|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know that soldiers carried out a variety of training for war• Understand how the training related to trench warfare |
| Students at Level 2/3: | <ul style="list-style-type: none">• Empathise with soldiers whose training would include some brutal tactics• Understand how the training related to trench warfare |

CLASSROOM STRATEGIES

| | |
|--------------|---|
| Level 1/2/3: | <p>Have students list what training they think a soldier would need when he enlisted. How long do they think this training would take?</p> <p>All students should look at the photograph exercise on Worksheet 3.1.</p> |
|--------------|---|

Training was an important part of a soldier's life. Each soldier received some training in camp when they enlisted and some more when they arrived overseas.

- ▮ What sort of training do you think the soldiers would have completed? List the things you think they would need to do.
- ▮ Look at these images of different sorts of training. Write a caption underneath each one that explains what sort of training is being shown, and why a soldier would need to do this.



AWM ART91492



AWM H00453



AWM P01424.002



AWM C01320

- ▮ Which of these would a soldier probably do in Australia, and which would he probably do overseas?



GO TO THE CD-ROM Visit the *Image and Film Libraries* and look at **Topic 3 - WHAT TRAINING DID SOLDIERS RECEIVE?**



Add information about **TRAINING** to your assignment

4: How did Soldiers Get to the Western Front?

BACKGROUND INFORMATION

During World War I, the Australian Government requisitioned dozens of merchant ships from commercial shipping companies for use as troopships. In addition to carrying troops, horses and military stores, these vessels also carried wool, metals, meat, flour and other foodstuffs, mainly for Britain and France. The fleet consisted mainly of British steamers and a few captured enemy ships. The ships were given the title 'His Majesty's Australian Transport' or HMAT. For the great majority of Australians who volunteered for the Australian Imperial Force (AIF) the journey to the Western Front in Europe was the longest and most significant journey they had ever undertaken in their lives.

Lieutenant John Maguire, a reinforcement for the 24th Battalion AIF, from Bowen Vale, Victoria, went to Europe in two stages. He left Australia on HMAT *Afric* on 5 January 1916 and disembarked in Egypt where the AIF was training and preparing to head for France. On 25 March, Lieutenant Maguire boarded the converted British passenger liner *Megantic*, built by Harland and Wolff of Belfast, for the port of Marseilles in southern France. In his diary he wrote:

And now I have time to describe the Megantic. She is a fine boat originally a passenger but now a troopship. She has one funnel and has about 16,000 tons displacement. She has four decks ... we are pretty high out of the water. The gun is mounted on the stern and there are also four machine guns posted on both port and starboard sides ...

The main danger to the troopships was from German submarines — U-Boats — and Maguire reported that a day and night watch was kept for submarines on their trip to France.

There was little to do during the seven day voyage except hold inspection parades, mount guards and participate in lookout sessions for U-Boats. At Marseilles, Maguire encountered the French for the first time:

The French have quaint uniforms. Baggy looking red trousers with sky blue overcoats with the flaps buttoned back and postman's caps, also blue. A Frenchman with a cocked hat, like Napoleon, came aboard to change our money ...

From Marseilles, Maguire made the long train journey north to St Omer and his billet near Armentières. On the way, he passed through the Rhone Valley and the great city of Lyons:

The people ... gave us a great reception. I could see them waving towels, hats etc. in all directions ... Passed through Lyons on Sunday mid-day. By Jove, it is a great city. From what I saw a bit, it puts Melbourne in the shade. Broad clean streets with magnificent buildings and gardens.

Maguire's journey from Australia ended with a march of 15 kilometres, from St Omer to a village about 8 kilometres behind the front line:

We are now billeted in a barn ... I can hear the big guns booming like thunder. At night it is the worst. It makes our barn tremble and shiver.

Lieutenant John Timothy Maguire MC (Military Cross) was killed in Belgium at the Battle of Broodseinde on 4 October 1917. He has no known grave and he is commemorated on the Menin Gate Memorial to the Missing in Ieper (Ypres), Belgium. His diary is in the Australian War Memorial (AWM 2DRL/0322).

For the great majority of Australians who volunteered... the journey to the Western Front in Europe was the longest and most significant journey they had ever undertaken in their lives.

AIMS

| | |
|--------------------------|--|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Identify and locate the Western Front in relation to Australia on a world map• Map how Australians travelled to the Western Front• Empathise with soldiers and families being parted |
|--------------------------|--|

CLASSROOM STRATEGIES

| | |
|-------------|--|
| Level 1/2/3 | <p>This is a simple activity that could be set as homework or for work during a library period.</p> <p>The understanding of the parting can be added to by having pairs of students role play the farewells. One person in a pair can be the soldier, and the other a friend, sibling, parent, fiancée, mate, etc. In this way several different relationships can be illustrated.</p> |
|-------------|--|



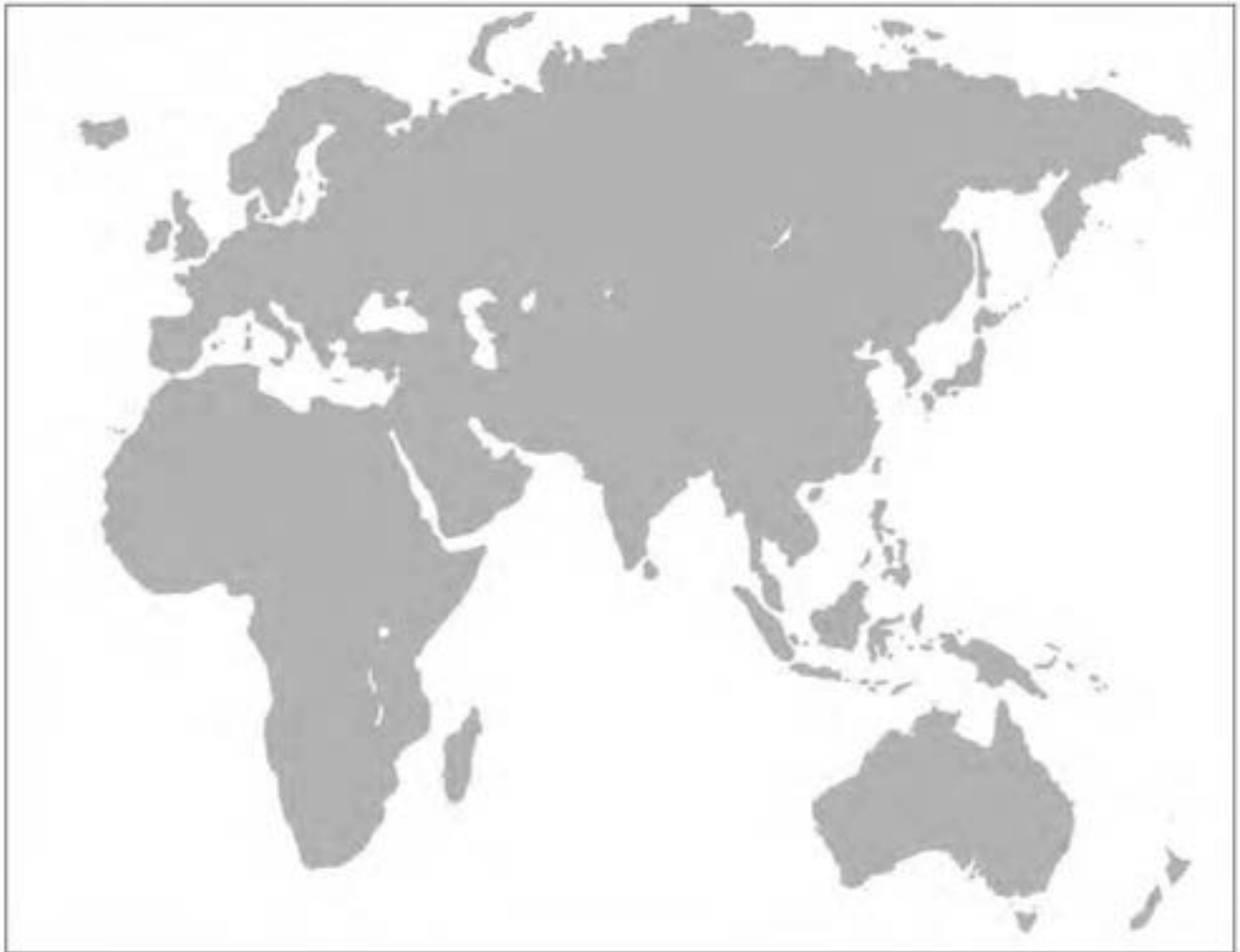
AWM A00887

Soldiers sleeping and reading on the deck of HMAT (His Majesty's Australian Transport) Ballarat, 1915. Some men appear to be suffering from sea sickness.

Troops travelling to the Western Front would go from Alexandria in Egypt (if they had been to Gallipoli), to Marseilles in France, and by train to northern France or to the French port of Le Havre to go to England for training.

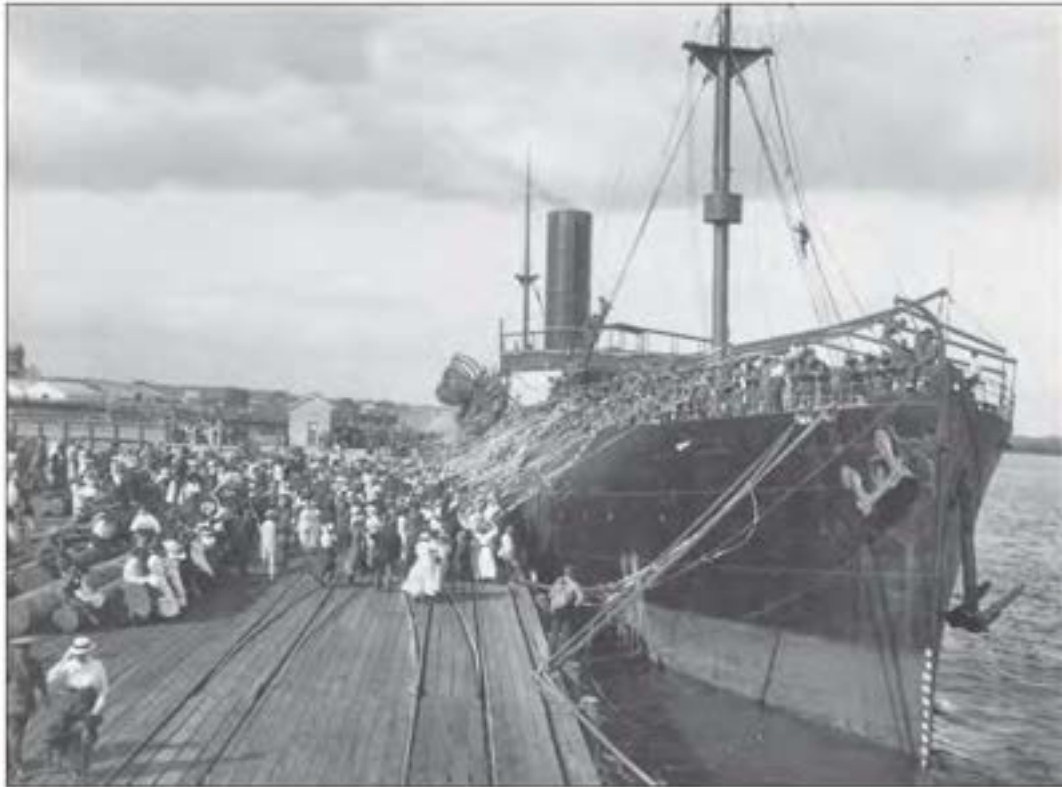
If they were leaving from Australia it would be from Fremantle, to go through the Suez Canal linking the Mediterranean with the Red Sea, or around Africa via Cape Town in South Africa, and then to Marseilles or England.

- Use an atlas to find the places named above, and then mark them on this map. Draw lines to show the different possible routes to get to the war from Australia.



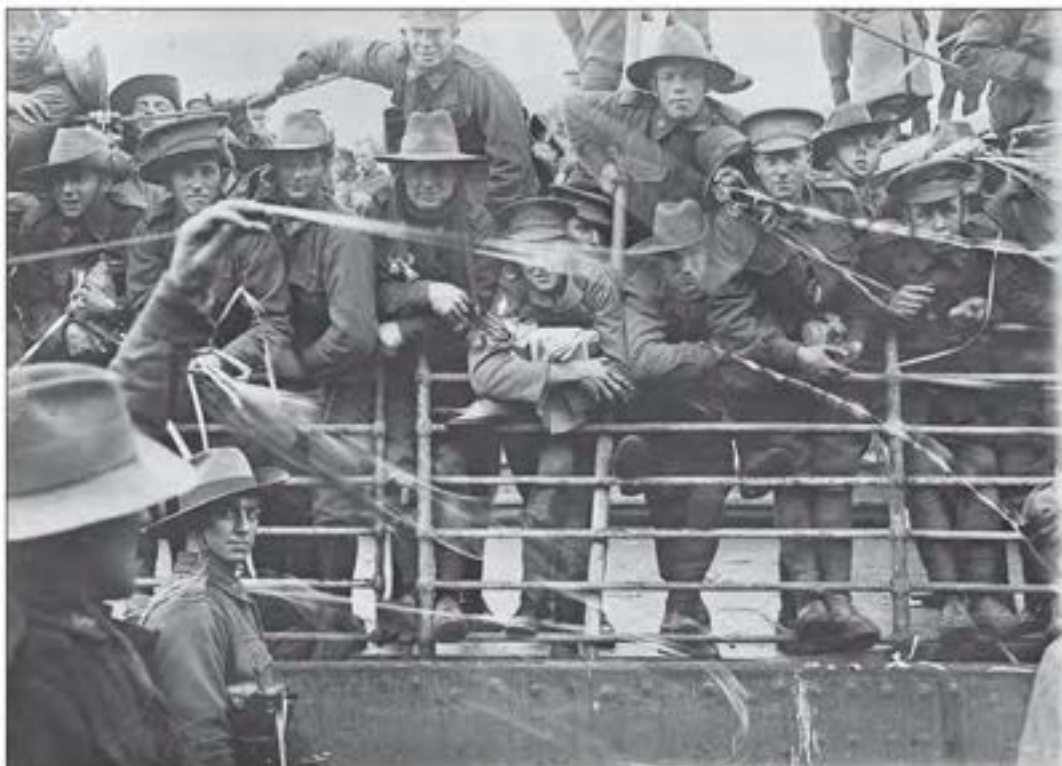
Here are some photographs of soldiers departing for the war.

- What do you think the soldiers might have felt at the time? List as many emotions as you can.



AWM H02236

HMAT A73 *Commonwealth* departing from Pinkenba wharf, Brisbane, QLD, with Australian soldiers on board, c1915.



AWM PB0084

Australian soldiers standing on the deck of troopship HMAT A31 *Ajana*, Port Melbourne, VIC, 8 July 1916.

- Private Jim Martin was only 14 when he left for World War I. He died of disease at Gallipoli. Among the personal possessions which were sent back to his family was a streamer like the one below. Why do you think soldiers kept such things as streamers?



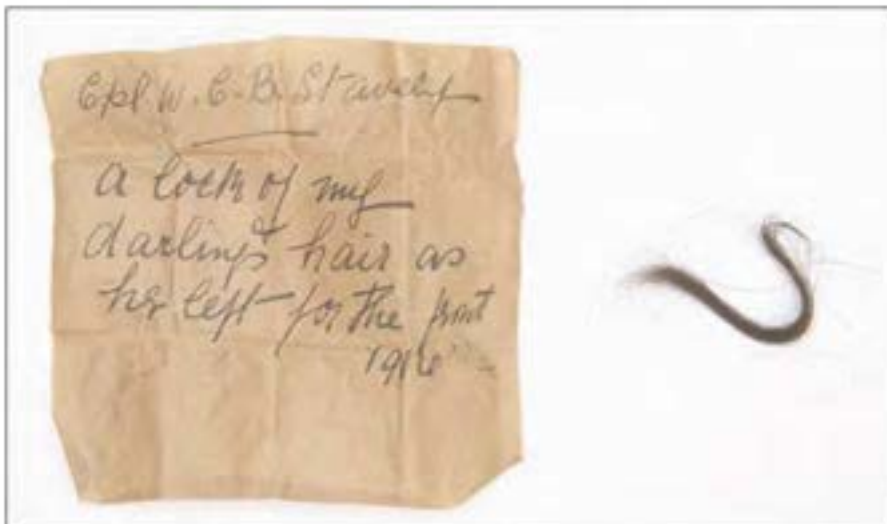
AWM P00069.001

Private James (Jim) Martin



Department of Veterans' Affairs

A paper streamer like the one kept by Jim Martin and returned to his family after his death.



AWM REL30979

A lock of Lieutenant WCB Stavelly's hair kept by his family

- ▶ Many families kept locks of the soldier's hair. Why would they do this?
- ▶ What do you think would be the best and the worst things about going to the war as a soldier?



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 4 - HOW DID SOLDIERS GET TO THE WESTERN FRONT?



Add information about LEAVING FOR THE WESTERN FRONT to your assignment

TOPIC 5: Trench Warfare

BACKGROUND INFORMATION

One image above all dominates the memory of the war on the Western Front — that of the trenches. For most of the war, after the initial more fluid battles of late 1914 and before the more open warfare that began in March 1918, the Allies and the Germans engaged in a long period of static war. From the North Sea off Belgium to the Swiss border, there stretched through Belgium and France major lines of defence which, at periodic intervals, each side would try to break through in the search for a decisive victory. In some areas of mountain and dense forest the lines were lightly held, but in others elaborate defences were constructed.

In the area of northern France held largely by British Empire forces, the trench system usually consisted of three parallel lines — front, support and reserve — connected by communications trenches. The line itself was never straight, but zigzagged to prevent a long stretch of trench being exposed to enemy fire if attacked and temporarily captured. Out beyond the trenches, thousands of kilometres of barbed wire were laid to slow enemy assaults. Behind the lines, thousands of artillery pieces were assembled on both sides to pound enemy positions and provide support in any major attacks.

Until 1918, neither side was able to bring back to the battlefield the mobility that cavalry had provided in earlier centuries, and both sides fought costly actions as they tried to break through these strong defensive lines. These were the great attrition battles of the war, whose names were remembered with horror by those who fought in them or who had lost relatives in them — the Somme, Verdun and Passchendaele. On the first day of the Somme battle alone, 1 July 1916, the British Army sustained 60,000 casualties, one-third of whom were killed.

Life in the trenches was generally miserable. Not only was there constant danger from enemy shell and sniper fire, but there was little protection from the elements. The winter of 1916–1917 on the Somme was a particularly severe one for the Australians, as described by historian Bill Gammage:

Boiling tea froze within twenty paces, hands exposed were numbed after five seconds, bread could not be cut with a knife, and water had to be chopped with an axe and carried in blocks to the line.

*Out beyond
the trenches,
thousands of
kilometres of
barbed wire were
laid to slow
enemy assaults.*

AIMS

| | |
|--------------------------|--|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know the main features/characteristics of trench warfare• Identify the main weapons used• Identify differences between the theory and the reality of trench warfare• Empathise with the experiences of soldiers in combat |
| Students at Level 2/3: | <ul style="list-style-type: none">• Critically analyse a range of representations of war |

CLASSROOM STRATEGIES

| | |
|-------------|--|
| Level 1/2/3 | A key concept in this topic is for students to try to empathise with soldiers facing danger. A useful starting exercise might be to ask students to imagine that there is a fire in their home. There are family and friends trapped. How might they react? Would they run, stay and try to help, go and get help, leave it to others, or something else? While an artificial way of trying to explore the concept, it will help students to start to think about different possible reactions such as were experienced by soldiers in the trenches. |
| Level 2/3 | A key element here is for students to understand that there are different ways of representing the soldiers' experience. Some emphasise the bravery, the courage and mateship. Others emphasise the horror and brutality of war. Both are represented in this topic and can be discussed by students. |



AWM E01220

Australian artillerymen passing along a duckboard track in Chateau Wood, a portion of one of the battlegrounds in the Ypres area, 29 October 1917.

Soldiers on the Western Front regularly fought against the enemy.

This was called 'trench warfare', because when they were preparing to attack, the soldiers lived in trenches dug into the ground. When it was time to attack they would come out of their trenches and move towards the enemy trenches. After the attack they might be moved to the rear to rest and recover for a period of time.

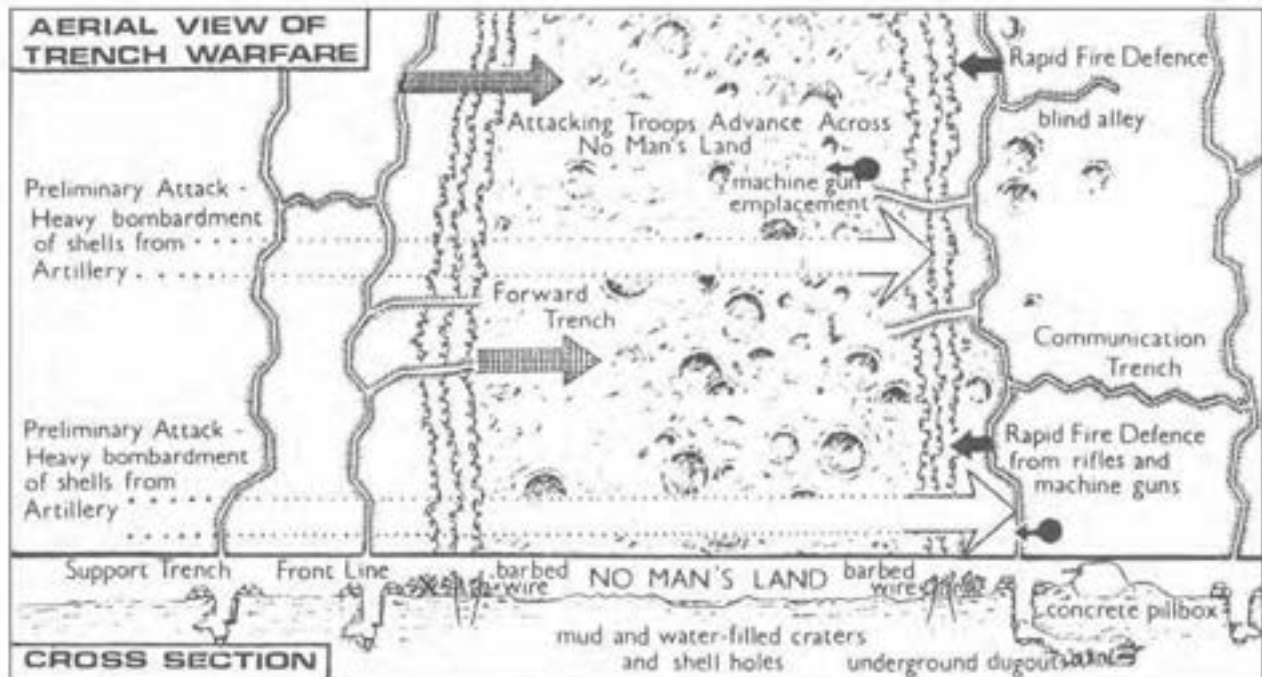
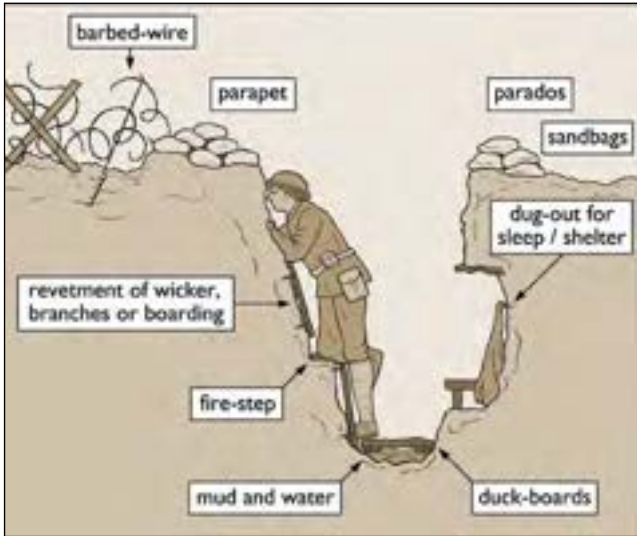


Illustration by David Simkin, *Contemporary Accounts of the First World War* by John Simkin, Tressell Publications, 1981 and in John Laffin, *Western Front 1916-1917, The Price of Honour*, Time-Life Australia and John Ferguson, Sydney, 1987, page 18.

- Think about what a battle might have been like. What sounds would there be, what smells, what would the soldiers see? Write down some words that describe what you imagine a battle might be like.

WORKSHEET 5.1 *continued*

Look at the sketch of a trench, and the photographs of soldiers in trenches. Then answer the questions that follow.



AWM EZ0009



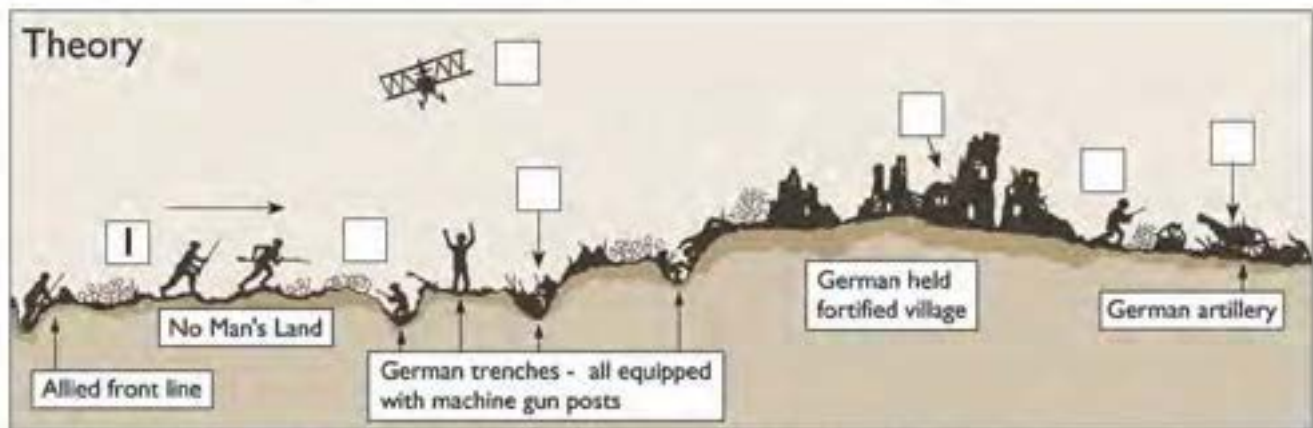
AWM E00739



AWM E00825

- 1) What is the main purpose of a trench?
- 1) Do you think there would be problems with:
 - cooking
 - water
 - washing
 - sleeping
 - keeping warm
 - keeping cool
 - flies
 - boredom
- 1) The photographs show different types of trenches and conditions. Why do you think these differences existed?
- 1) List the words that best describe life in the trenches to you.

Look at the sketch of soldiers in the trenches below. It shows the soldiers on the left (Allied soldiers) attacking the soldiers on the right (German soldiers).



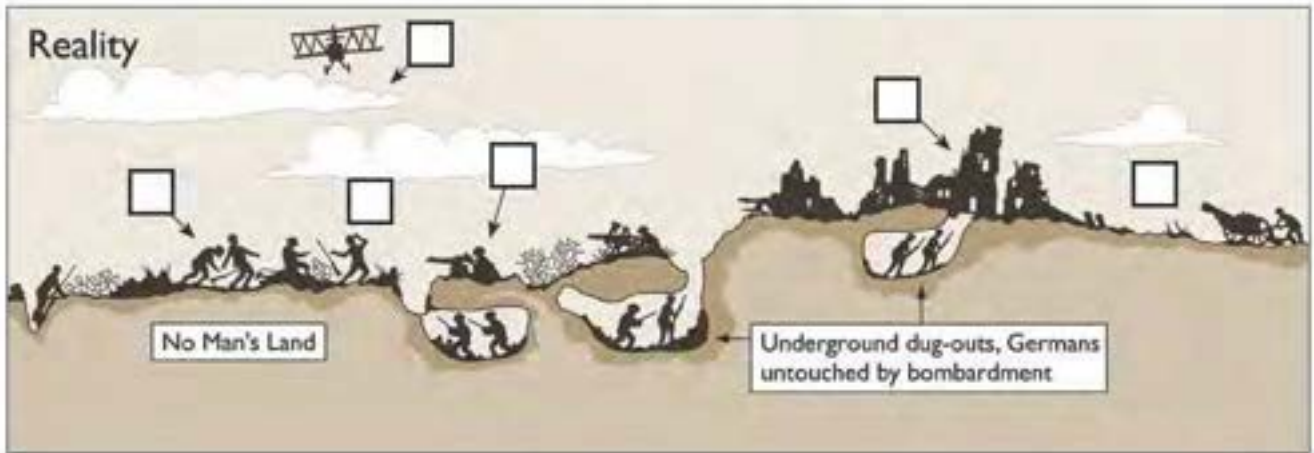
Here are seven descriptions of what the Allied soldiers are doing. They are not in the correct order.

- 1 Number them in the correct order from 1-7 that tells the story of what is happening.
- 2 Then write the number in the box where that action is happening.

One example has been done for you.

| | |
|---|---|
| 1 | Allied soldiers are advancing. |
| | The Allied soldiers destroy the German guns. |
| | The Allied soldiers have an aeroplane above the area that tells them what is happening. |
| | The Germans run away. |
| | The Allied soldiers cut the enemy barbed wire. |
| | The Allied soldiers destroy the enemy trenches and capture the Germans. |
| | The Allied soldiers destroy the enemy village. |

Now look at the same scene, as it probably happened. The Allied soldiers have not done what they wanted to do.



Why did their attack fail? Look at numbers 1-6, and write in what the sketch shows happening. For example, you might write — 'Some Allied soldiers are shot before they can get to the enemy.'

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

What was battle like for the soldiers?

▶ Look at these photographs and list your impressions and reactions to them about what war was like.



AWM E00807



AWM E03149



AWM E00777



AWM E01056

THE LANDSCAPE

This type of warfare also had an effect on the physical environment of the area.

- 1 Look at the illustrations below and make a list of words that describe the effect of the war on the landscape.



Aerial view of the town of Zonnebeke, 7 June 1917, before a major action. AWM J00188



Aerial view of the town of Zonnebeke, 14 September 1917, after a major action. AWM J00189



Mule team bogged in thigh deep mud near Potijze Farm in the Ypres Sector, 19 October 1917. AWM E00962A



Scene on the Menin road beyond Ypres, 14 September 1917. AWM E00700A



Pozières, France, before the war. AWM G01534i



Pozières, France, destroyed during a battle in 1916. AWM A05776

- 1 List a number of words that describe the environment during war.
- 1 How do you think soldiers might have felt during trench warfare?
- 1 How do you think they reacted to battle conditions?

Some soldiers left records of how they felt about and reacted to trench warfare.

- 1 Look at the seven descriptions of aspects of battle from Australian soldiers who experienced it. In a group, have each member read one or more of the extracts. That person has to report to all other members on the extract/s they have read. They must explain what the document is telling us about the nature of battle, what personal qualities the writer shows, and what the reader's reaction is to that extract — for example you might be proud of the bravery of the person, or shocked at the pain that is described, or ashamed of the brutality that might be shown. After all members have reported on their documents, complete this sentence: 'These extracts tell me that ...'

SOURCE A

I can't sleep now because –
Six shells are bursting around here every minute
Guns are belching out shells, with a thunderous sound each time
The ground is shaking with each explosion
I am wet and the ground on which I rest is wet
My feet are cold, in fact I'm all cold with my two skimpy blankets
I am covered with dirt
I am hungry
I see no chance for a better tomorrow.

SOURCE B

One of our officers got shell shock under all the shelling and he cried like a child. Some were calling out for their mother.

SOURCE C

The mud was so bad that last time we were here one of our officers rode into a shell hole and he disappeared. He had to be pulled out by ropes.

SOURCE D

I am on my way to hospital suffering trench feet due to being up to my knees in water for 72 hours.

SOURCE E

The country around here is very much knocked about by Artillery and shell holes are the worry of our lives – one cannot walk 10 metres in the dark without tumbling into one. Barbed wire entanglements are scattered about, and at night we have to keep our eyes open, otherwise we get caught in it ... Grave yards are everywhere and no matter where one looks he sees little white crosses.

SOURCE F

Private William Harold Aundrick, Private Arthur Corbett, Private Hubert Allen Nason, all 25th Battalion, 11 November 1916.

During attack on German position North of FLERS during 5th and 6th November, 1916 these men upon orders given, worked continuously for 30 hours carrying in wounded from NO MAN'S LAND despite heavy machine gun, shell and snipers' fire. They showed great determination under most trying circumstances working mostly in daylight. They are suffering still from their exertions. Military Medal each.

SOURCE G

24/8/16

Dearest Beat and Bill,

Just a line ... you must be prepared for the worst to happen any day. It is no use trying to hide things. I am in terrible agony ... Tomorrow I shall know the worst as the dressing [on his wounded leg] was to be left for 3 days and tomorrow is the third day it smells rotten. I was hit running out to see the other officer who was with me but badly wounded ... I got two machine gun bullets in the thigh ... The Stretcher Bearers could not get the wounded out any way other than over the top and across the open. They had to carry me four miles with a man waving a red cross flag in front and the Germans did not open fire on us. Well dearest I have had a rest, the pain is getting worse and worse ... So cheer up dear I could write on a lot but I am nearly unconscious. Give my love to Dear Bill and yourself, do take care of yourself and him.

Your loving husband

Bert

Lieutenant HW Crowle died a few hours after writing this letter.

(Source A, extract from the letters of John A Raws, AWM 2DRL/0481;

Sources B-D and G, adapted from Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, chapter 6;Source E adapted from KM Lyall, *Letters From an Anzac Gunner*, KM Lyall, 1990, page 72;Source F, *Commonwealth of Australia Gazette*, 11 October 1917)

GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 5 - TRENCH WARFARE



ADD Add information about TRENCH WARFARE to your assignment

Here are more descriptions of trench warfare from Australian soldiers.

- Look at the descriptions of aspects of battle from Australian soldiers who experienced it. For each, complete the sentence 'These extracts help me understand that...'

SOURCE A

I shall never forget the mad intoxication one seems to be in [during battle] ... you see absolutely no danger & will do almost anything, for the roar of the guns are ringing in your ears, & you can smell the salty fumes from the powder stinging your nostrils, & ... the shouts of the boys & the ... ghostly lights of the many coloured flares ... these are moments when I reckon a man lives 10 minutes of this seems to be at the time worth a year of ordinary life, but the reaction sets in afterwards & nearly all men feel a faintness come over them ... but this don't last long either & you are soon itching for another smack at the rotten Hun.

SOURCE B

Falling everywhere & the boys struggling through the mud bogged nearly to the knees ... [In the German wire, I] got badly cut all over & ended up by getting hung up in the staff for all the world like a sack of wool chucked onto a heap of barb wire, but I felt nothing at the time for my blood was running hot & we only thought of getting in their trench, the fighting by this time was very fierce, shells, mortars, & worse than all liquid fire bombs were falling among us like hail ... I had one of the most thrilling minutes of my life for I was rushing ... down a shallow trench ... When ... a Hun rushed out at me & made a desperate lunge at my body. ... his bayonet slid down my rifle & stuck in the fleshy part of my leg ... a sharp stinging pain went through my body ... but I kept my block & before he could draw his rifle back for another attempt I shot him dead.

SOURCE C

All day long the ground rocked & swayed backwards and forwards from the concussion ... men were driven stark staring mad & more than one of them rushed out of the trench over towards the Germans ... Any amount of them could be seen crying and sobbing like children their nerves completely gone ... We were nearly all in a state of silliness & half dazed but still the Australians refused to give ground ... Men were buried by the dozen, but were frantically dug out again some dead and some alive.

SOURCE D

There were dead and wounded everywhere ... I had to sit on top of a dead man as there was no picking and choosing ... I saw a shell lob about twelve yards away and it ... lifted [two men] clean up in the air for about 6 feet and they simply dropped back dead ... one or two of the chaps got shell shock and others got really frightened it was piteous to see them ... One great big chap got away as soon as he reached the firing line and could not be found ... I saw him in the morning in a dug out and he was white with fear and shaking like a leaf.

(All sources quoted in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, pages 171-2, 180, 191-2, 283)

One soldier, Lieutenant John Raws, was a journalist before the war. He wrote several revealing letters to family members before he was killed in 1916. Here are some extracts from those letters.

- "You have no idea of the hell and horror of a great advance, old fellow, and I hope you never will have. We fought and lived as we stood, day and night, without even overcoats to put on at night & with very little food. The place was not littered but covered with dead & as we were under continuous fire & were moving about a lot, and when still were in very narrow, shallow trenches, we could do no burying. The last meal I had was one I shook from a dead German."
- "One feels on a battlefield such as this one can never survive, or that if the body lives the brain must go forever. For the horrors one sees and the never-ending shock of the shells is more than can be borne. Hell must be a home to it."
- "The Australian casualties have been very heavy – fully 50 per cent in our brigade, for the ten or eleven days. I lost, in three days, my brother and two best friends, and in all six out of seven of all my officer friends (perhaps a score in number) who went into the scrap – all killed. Not one was buried, and some died in great agony. It was impossible to help the wounded at all in some sectors. We could fetch them in, but could not get them away. And often we had to put them out on the parapet to permit movement in the shallow, narrow, crooked trenches. The dead were everywhere. There had been no burying in the sector I was in for a week before we went there."
- "One or two of my friends stood splendidly, like granite rocks round which the seas stormed in vain. They were all junior officers. But many other fine men broke to pieces. Everyone called it shell shock. But shell shock is very rare. What 90 per cent get is justifiable funk, due to the collapse of the helm – self-control."
- "My battalion has been at it for eight days and one-third of it is left – all shattered at that. And they're sticking it still, incomparable heroes all. We are lousy, stinking, ragged, unshaven, sleepless. Even when we're back a bit we can't sleep for our own guns. I have one puttee, a dead man's helmet, another dead man's gas protector, a dead man's bayonet. My tunic is rotten with other men's blood and partly splattered with a comrade's brains. It is horrible but why should you people at home not know?"
- "We got away as best we could. I was again in the rear going back and again we were cut off and lost. I was buried twice, and thrown down several times – buried with dead and dying. The ground was covered with bodies in all stages of decay and mutilation, and I would, after struggling free from the earth, pick up a body by me to try to lift him out with me, and find him a decayed corpse. I pulled a head off – was covered with blood. The horror was indescribable."
- "Shrapnel, minewerfers, whizz-bangs, bombs, lachrymose shells, gas shells, - and thousands of gaping dead. The stench, and the horridness of it can but be mentioned. I have sat on corpses, walked on corpses and pillaged corpses. I got many interesting German souvenirs and could have secured cartloads from their trenches, but I lost most that I took, and usually was too busy to pick up anything. I lost nearly all my equipment and clothes and with them my curiosities but I brought back one bonzer souvenir that I did not expect to bring back – myself."

(Letters of Lieutenant John A Raws, AWM 2DRL/0481)

- Are there any aspects of Lieutenant Raws' experiences and reactions that surprise you?
- Were all soldiers brave? Did all show courage? Discuss your ideas.
- For soldiers who survived the war, what problems can you anticipate they might face after the war?



Captain C. E. W. Bean, Official War Correspondent, in Gird trench, near Gueudecourt in France, during the winter of 1916-1917.

AWM E00572

We rely on images for information about what war was like. Images are representations — meaning that they are somebody's version of what it was like. Representations rely on selecting some key elements to present to the viewer, and often are created to pass on a message.

Look at the following representations of war on the Western Front as experienced by Australians and answer these questions on each one:

- What does the image show?
- What are they doing?
- What message do you think the images give to the viewer?
- Who is in it?
- What are your reactions to it?

PHOTOGRAPHS

The top image is not a single photograph, but a composite of several. The photographer, Frank Hurley, explained why he created such photographs:

To include the event on a single negative, I have tried and tried, but the results are hopeless. Everything is on such a vast scale. Figures are scattered. The atmosphere is dense with haze and smoke. Shells will not burst where required. It might as well be a rehearsal in a paddock. It is impossible to secure full effects of this bloody war without composite pictures. It's unfair to our soldiers.

(War photographer Frank Hurley, quoted in Lennard Bickel, *In Search of Frank Hurley*, Macmillan, 1980, page 61.)



AWM E05988A



AWM E05429

RECONSTRUCTIONS



Part of a diorama on 'Pozières' in the Australian War Memorial, Canberra.



Diorama of soldier in mud in the Australian War Memorial, Canberra.

ART



AWM ART02927

Australian infantry attack in Polygon Wood, Fred Leist, 1919



AWM H00563

The Battle of Polygon Wood, A Pearce, c 1920

1 Why do you think representations of the same subject can be so different? Explain your views.



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 5 - TRENCH WARFARE



Add information about TRENCH WARFARE to your assignment

TOPIC 6: The Wounded

BACKGROUND INFORMATION

The great majority of the wounds sustained by the men of the Australian Imperial Force (AIF) on the Western Front were the result of flying metal of one sort or another. More than 50 per cent of the wounded were hit by shell fragments or shrapnel bullets from German artillery fire. A further 40 per cent suffered wounds from high velocity bullets from rifles or machine-guns, and 2 per cent were hit by bombs or grenades. Only 0.28 per cent suffered bayonet wounds. Mustard and chlorine gas was also a major cause of wounds, accounting for 12 per cent of casualties. Of the 215,585 World War I Australian battle casualties, 179,537 — approximately 83 per cent — were sustained on the Western Front.

To deal with these thousands of casualties, many with extreme wounds, the Allied armies in the field developed an elaborate system of battlefield evacuation and treatment. In the front line were the stretcher bearers of the Australian Army Medical Corps or 'battalion' bearers. Their job was to bring an incapacitated man back out of the battlefield, often under appalling conditions, to a Regimental Aid Post or ambulance. There, men were classified according to their wounds and sent on further behind the lines.

Survivors eventually reached Casualty Clearing Stations, located as close behind the lines as possible, where doctors and nurses of the Australian Army Nursing Service attended to them and operated if necessary. Those whose battle days were over, or who at least needed a lengthy period of treatment and rest, were evacuated by rail to Australian military hospitals in France or England. Those wounded beyond further service were, when ready, sent back to Australia for recuperation and discharge. Men likely to recover stayed in hospital until strong enough to be sent to a convalescent depot and then back to their units at the front.

Those who saw much of the horror of these wounds were the nurses of the Australian Army Nursing Service. Sister Edith 'Queenie' Avenall, who worked in many hospitals, summed up her experiences:

I am sorry for Australia for it will be nothing but broken down men after the war.

To deal with these thousands of casualties, many with extreme wounds, the Allied armies in the field developed an elaborate system of battlefield evacuation and treatment.

AIMS

| | |
|--------------------------|---|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know how the wounded were treated on the Western Front• Empathise with the wounded soldiers and the medical staff who treated them |
| Students at Level 2/3: | <ul style="list-style-type: none">• Consider the nature of courage |

CLASSROOM STRATEGIES

| | |
|-------------|---|
| Level 1/2/3 | <p>Students can 'tap into' the main concept in this section by thinking about what they would do if they had to organise for a wounded soldier to be taken from battle. How would they get to them and move them? Would they take the lightly wounded and the badly wounded all to the same place?</p> <p>Ask students to devise their own system, and then they can compare it to the one that was actually implemented.</p> <p>Discussion of the difference between their system and that of the battlefield will bring out insights about triage, technology, equipment, terrain, etc.</p> |
|-------------|---|



An Australian Army nursing sister reading a newspaper to a wounded AIF soldier at No 4 AGH Randwick Military Hospital, Sydney, NSW, c 1916.

AWM H16664

Many soldiers were wounded during battle. The army had to get them off the battlefield and back to places where they could receive first aid and medical treatment. This was done in stages.

- Here are eight stages in moving and treating the wounded, from the battlefield to a hospital ship to England (for the most seriously wounded).

They are not in the correct sequence. Read the descriptions, then number them 1 to 8 in a logical sequence that treats the wounded soldiers in the most appropriate way.

Casualty Clearing Station

A number of kilometres from the front was a Casualty Clearing Station, where wounded were first treated by surgeons. Here, also, the wounded first encountered nurses of the Australian Army Nursing Service. As soon as possible, wounded were again transported, often by hospital train, to a General Hospital.

Advanced Dressing Station — stretcher cases

Advanced Dressing Stations, staffed by field ambulance units, were located as far forward as possible. Patients were given anti-tetanus injections and treated for the shock which many suffered after being wounded. Only urgent operations were performed. From the Advanced Dressing Station, wounded men were taken by ambulance to the Main Dressing Station.

Stretcher-bearers on the battlefield

Stretcher-bearers in the infantry battalions collected the wounded, bandaged their wounds and carried them to the Regimental Aid Post for treatment by the battalion's medical officer. The soldiers admired the stretcher-bearers. Unarmed and protected only by their 'SB' armbands, they often worked under fire, carrying wounded men to safety.

Hospital Ship

Most seriously wounded men were evacuated by hospital ship to Britain to face perhaps months of treatment and convalescence. Those who recovered eventually returned to the front, perhaps to be wounded again. Those badly injured — men who had lost arms or legs, been blinded or maimed, or badly shell-shocked — eventually returned to Australia, to be discharged and pensioned off.

Main Dressing Station

Wounded from several Advanced Dressing Stations converged on one Main Dressing Station. Here serious cases could be resuscitated and gassed men could be treated, but most of the wounded were passed through to the Casualty Clearing Station.

Advanced Dressing Station — walking wounded

A few kilometres from the front an Advanced Dressing Station for walking wounded might be dug into a slope. Wounded men would be treated and then board a 'GS' [General Service] wagon to be taken to a Main Dressing Station or direct to a Casualty Clearing Station.

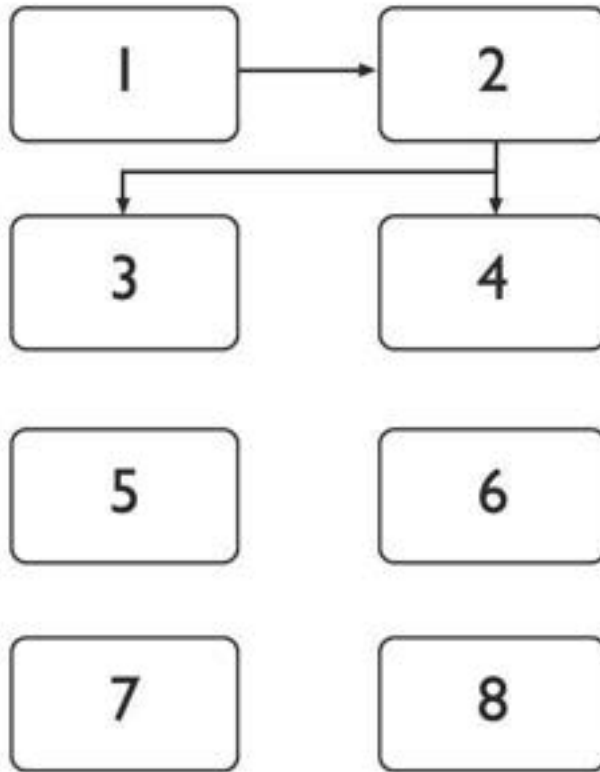
Regimental Aid Post

At the battalion's Regimental Aid Post, the medical officer changed dressings and gave morphine (pain killer), before sending men to the rear. Sometimes stretchers were carried by German prisoners. The 'walking wounded' would make their own way back. Blankets above the dugout entrance would be lowered during a gas attack, to prevent gas seeping into it.

General Hospital

General hospitals could house around one thousand patients. They held wounded men until they were able to be evacuated to Britain or return to their units. One example was the No 2 Australian General Hospital at Wimereux, overlooking the English Channel near Boulogne.

- 1 Create a diagram to show the flow of this system. Some stages have been done to help you.



GO TO THE CD-ROM Visit the *Image and Film Libraries* and look at *Topic 6 - THE WOUNDED*



Add information about **THE WOUNDED** to your assignment

- 1 Here are four photographs showing casualties on the Western Front. Match the photographs with the stages shown on the previous page (not all stages will be represented by the photographs, and several photographs may suit one of the stages).
- 2 How do you think the wounded and the medical staff were able to deal with the horror of the casualties on the Western Front? Explain your reasons.



AWM E00481

An Australian stretcher-bearer assisting a wounded German prisoner towards a field dressing station.



AWM E00714

A stretcher case being attended to at an advanced dressing station near the Menin Road, Ypres, Belgium, 20 September 1917.



AWM E04852

Gassed Australians waiting for medical attention at a dressing station.



AWM E00049

Stretcher-bearers bringing out wounded from the front line near Delville Wood, Longueval, France, December 1916.

In worksheets 6.3 and 6.4 are the experiences of two people. One is a nurse who described her experiences at a variety of the stages associated with treating the wounded. The other is from a recommendation for the award of a Victoria Cross to a soldier. Read them and answer the questions that follow.

SISTER MAY TILTON

A When I commenced my work, I hardly knew where to begin. My first patient was a dear Scotch lad with his skull and right leg fractured, his left leg and one arm amputated. Minor wounds covered his body. He talked to me as I attended him, but never uttered a word of complaint. When the ordeal was over, I stood for a moment, feeling his pulse. He said:

'How is it, sister?'

'Fine. How do you feel now, laddie?'

'I feel fine, too, thanks, sister.'

Next morning he died.

B Conditions were primitive, compared with the ordered life of hospitals in England, but the sense of adventure, of being at the forefront of things, with the possibility of meeting one's own loved ones, more than compensated for the hardships endured.

For several hours each day I assisted in the acute gassed wards. Most of the poor boys died, but those who still lived, to die later, suffered intensely. This mustard-oil gas burned their bodies. Such frightened expressions met our eyes as we bent over them, working to relieve the pain, bathing their poor, smarting eyes with bicarbonate of soda and inserting cocaine to relieve the agony. We kept them dark with pads and bandages. A sister worked, one on each side of the ward, continuously. As soon as she reached the lower end, she commenced at the top again, while two more sisters endeavoured to relieve their distressed and difficult respirations by administering oxygen for ten minutes every half-hour ... We were unable to work for any length of time in these gassed wards. Stooping over our patients, we soon became affected by inhaling the gas. Our throats became sore and set us coughing, while our eyes became weak and watery. The odour of the ward was in our nostrils for weeks.

C When we switched on our torches, we found the floor literally covered with a mass of wounded; men being sick, moaning in pain, or crying out for a drink; pleading to remove their boots which, in some cases, had not been off their feet for over a week. The stretcher-bearers were carrying them in out of the pouring rain and rushing away again. We set to work, lifting the stretchers into some sort of order and searching for cases of haemorrhage, while the wounded held the torches to guide us.

As the bearers brought in patients, we lifted stretchers out ready for them to carry away again the urgent cases requiring immediate surgical attention. It was bending work, and when our backs refused to hold us up any longer, we sat on the floor and cut the boots and socks off the stone-cold and swollen feet, wrapping them in bundles of cotton wool and bandages. The patients used their boots or tin hats as pillows while they patiently and uncomplainingly waited to be attended to ... [In the operating theatre] there were twelve operating surgeons, with theatre teams, working on six tables continuously for twenty four hours. The theatre staff worked the longest hours; the routine was sixteen hours on and eight off duty.

Sister May Tilton, *The Grey Battalion*, Angus and Robertson, Sydney, 1933, pages 198-9, 254-5, 259-63.



Sister Mabel (May) Tilton

- What do these memoirs help you to understand about the nature of injuries on the Western Front?
- Why do you think nurses joined the Army?
- Why would you say they showed courage? Explain your reasons.

PRIVATE MARTIN O'MEARA

Recommendation for Victoria Cross

Private O'MEARA, Martin is strongly recommended for the highest distinction for great gallantry and devotion to duty in rescuing wounded men under intense shell fire, and for voluntarily carrying ammunition and bombs to a portion of the trenches being heavily bombarded, and which at the time was also heavily barraged.

Major P. BLACK states:- On the morning of the 11th August 1916 O'Meara was on scouting duty in 'No Man's Land'. At this time some three machine guns were firing over the section of ground which he was examining, and it was also being very heavily shelled with HE [High Explosive] shells. About 10 minutes after I saw him go over the parapet into 'No Man's Land', I saw him return carrying a wounded man whom he had found lying in a shell hole in 'No Man's Land'. Having dressed the wounds of this man he returned to 'No Man's Land' in pursuance of his duties as a Scout.

My notice was again drawn to this man on the morning of the 12th when the section of trench occupied by my Company was being heavily bombarded by HE and Shrapnel. I withdrew the garrison to either flank from one portion that was in danger of being completely obliterated which subsequently happened; one man failed to get out in time and was buried. O'Meara, despite the overwhelming fire, at once rushed to the spot, extricated the man concerned and thereby undoubtedly saved his life.

During the advance of the Battalion on the night of 9/10th, a number of men were wounded and left lying on the ground over which the advance had been made and subsequently on the 11/12th, runners and carriers who had occasion to cross this area were wounded there. I saw O'Meara on many occasions on the 10/11/12th August searching the ground for wounded to whom he rendered first aid, and whom he subsequently brought in or assisted to bring in.

P. BLACK, Major.

www.awm.gov.au/databases/awm28/index.asp?surname=o'meara

- 1 Why did Private O'Meara behave in this way — through a sense of duty, mateship, adventure or peer pressure? Discuss your reasons.
- 2 Many men were in the same place at the same time, but only O'Meara behaved in this way. What does that suggest about bravery?
- 3 Private O'Meara was not a full-time stretcher-bearer, but the stretcher-bearers were much admired. Why?



Portrait of Private Martin O'Meara

AWM A02613



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 6 - THE WOUNDED



Add information about THE WOUNDED to your assignment

7: The Enemy

BACKGROUND INFORMATION

Facing the Australian Imperial Force (AIF) on the Western Front between 1916 and 1918 were the soldiers and airmen of the German Imperial Army. Anti-German feeling was strong in Australia throughout World War I, and some of those of German birth were interned. Home front propaganda turned the Germans into so-called Huns and barbarians, whose armies were capable of any atrocity against civilisation. German soldiers were depicted with ape-like features and shown, in one cartoon, as capable of spiking babies on their bayonets.

To have a German name was to arouse suspicion, no matter how far back one's ancestors might have arrived in Australia. Faced with that kind of prejudice, one member of the AIF, Les Schwartz of Toowoomba in Queensland, actually deserted in England and joined the British Army under the assumed name of Walter Merritt, where he rose to be a Lieutenant and was awarded a Military Cross for bravery. During the war, he was considered a traitor for deserting and his mother was told there was a bullet waiting for him when he returned home. He did so in 1922, to a hero's welcome as a decorated veteran.

There is evidence in soldiers' letters and diaries of little mercy being extended to the German enemy in the heat of battle. At such moments it was every man for himself. Under attack by German soldiers, one Australian wrote:

... my blood was up and I was like a fiend.

Most men, however, would have acknowledged the professionalism of the German soldier and none, if they valued their lives, would have underestimated his fighting ability. Equally, the Germans respected the Australians. A German battalion commander wrote in late 1918:

Forces confronting us consist of Australians who are very warlike, clever and daring. They understand the art of crawling through high crops in order to capture our advanced posts ... The enemy infantry has daily proved themselves to be audacious.

“Forces confronting us consist of Australians who are very warlike, clever and daring... The enemy infantry has daily proved themselves to be audacious.”

AIMS

| | |
|--------------------------|--|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Appreciate that the German soldiers were similar to Australian soldiers• Understand that a variety of attitudes existed among the Australian soldiers• Identify caricatures of the enemy |
| Students at Level 2/3: | <ul style="list-style-type: none">• Critically analyse images of the enemy |

CLASSROOM STRATEGIES

| | |
|-------------|--|
| Level 1/2/3 | <p>A key idea in this section is for students to consider what might influence their attitude to people whom they do not know but with whom they are in conflict. How do they treat these strangers — as a hated enemy, or as an enemy that deserves to be humanely treated?</p> <p>A way of starting this in the classroom is to have students look at caricatures today in political cartoons. How do the cartoonists depict people? Do they really look like that, or is the cartoonist trying to ridicule them? What attitude towards them does the cartoonist want you to have?</p> |
| Level 2/3 | <p>At this level students consider some of the pressures that existed to determine reactions to the enemy — including hate propaganda, the unacceptable behaviour of some of the enemy, the blood-lust experienced by some Australians in combat. Reference could be made back to recruiting images and training with weapons to help enrich students' understandings here.</p> |



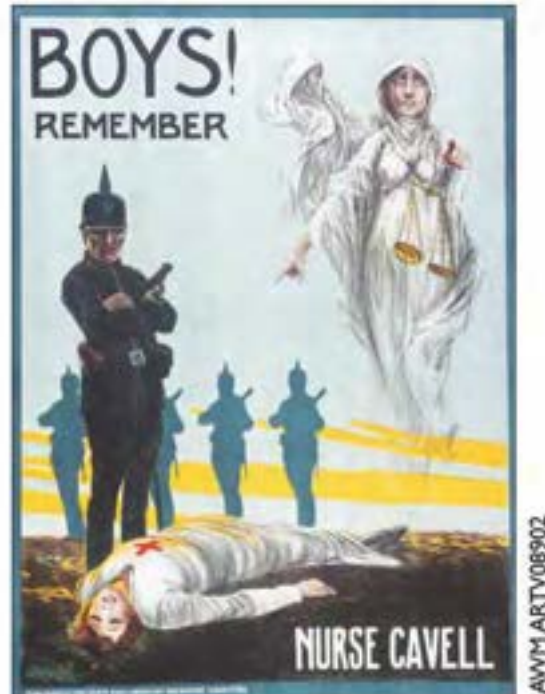
German soldiers captured in the struggle for the main Hindenburg Line.

AWM E03-403

- Here are some images of the enemy that were presented to Australians. What are your reactions to them? In each case look at how the Germans are presented, and how the artist tries to get you to react strongly against them.



A recruiting poster, c 1915



A recruiting poster, c 1915

Now look at these photographs of German soldiers.

- Do you think they were similar people to the Australians?
- Do you think they had similar battlefield experiences to the Australians? Explain your reasons.



Wounded Australian prisoners of war at the German collecting station on morning of 20 July 1916.



German Army troops wearing gas masks during trench action.



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 7 - THE ENEMY



Add information about THE ENEMY to your assignment

- Look at the variety of attitudes in the sources below. What is the attitude to the Germans in each case?
- Why do you think there would have been different attitudes to the Germans? List some possible reasons.

SOURCE A

There was a chap, a big, tall man, you know, and he had his jaw shot away, and he's got another bloke with broken legs or something and he's got this chap on his back. He's staggerin' back along the road, and when they saw me, they had to [salute]. It made me very near cry to think of it. And I used to go up and pat 'em on their back, and then they'd point to their big bottle that they had and it was full of coffee and cognac and I'd have a drink of this ... and give them some, and then they'd sit down and pull out their post-cards and they'd show you their photos of their wives and their children and the farms they were on. And when I saw all these things I thought, well blimey, what's it all about? ... It's all right for people that are victorious, to march in, but think of the defeated people going back, to the horror of it all.

SOURCE B

To-morrow we hope to be on the road to Berlin ... we are ready, fit, and well, and with God's help we will punish the Bosch [Germans] for his cruelty to the weaker races.

[V]ery keen to get to grips with those inhuman brutes ... to do something to help wipe out such an infamous nation ... I am sure that God will take a strong hand in the war and thoroughly punish Germany.

SOURCE C

Staggering through the gloom we saw a man ... Poor beggar I have seen worse looking mess-ups but he was bad enough - his left eye was gone ... he was a mass of blood and looked as if he had been through a sausage machine. He pleaded something in German ... it was a moan, or a prayer - so I gave him my hand to hold and said as nicely as I could 'All right old chap.' ... The thought struck me 'How can men be so cruel' ... and we helped him along.

SOURCE D

In one trench I saw three or four Germans pinned in. The side of the trench had closed in pinning them as they stood. The tops of their heads were blown off with machine guns. It was a horrible sight. Blood and brains had trickled down their faces and dried ... I was filled with delight to see so many Huns killed and could not help laughing.

SOURCE E

This afternoon we got 15 German Red Cross prisoners, they were marched down & searched & 13 of the dogs were found to be carrying daggers and revolvers they [were] promptly put against the wall & finished.

(Source A, Bill Harney, *Harney's War*, Currey O'Neil, South Yarra, 1983, page 52

Sources B-E quoted in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, pages 10, 245-6, 247, 283)

- List some words that apply to the Australians' attitudes to the Germans in these sources — such as hatred, compassion, etc.



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 7 - THE ENEMY



Add information about THE ENEMY to your assignment

TOPIC 8: The Allies

BACKGROUND INFORMATION

The Commonwealth of Australia entered World War I as part of the British Empire and Commonwealth. That meant not only an instant wartime partnership with the heartland of the Empire — the United Kingdom of Great Britain and Ireland — but also with other self-governing dominions of the Empire like Canada, South Africa and New Zealand. On the Western Front between 1916 and 1918, the Australian Imperial Force (AIF) served alongside the soldiers of all these nations in what was known as the BEF — the British Expeditionary Force. Also in this force were thousands of men of the British India Army and from many other colonies of the British Empire. In addition, the British contracted many thousands of Chinese labourers to work on the Western Front in a Chinese Labour Corps, and Australians would undoubtedly have been familiar with these men.

The war on the Western Front was fought almost exclusively in western France and along a narrow strip of Belgium that remained in Allied hands. Here, Australians would have encountered the armies of the British Empire's main ally, France. Behind the lines the soldiers of the AIF visited French pubs or 'estaminets' and met with the citizens of the country they had come to defend. One officer, Captain Frank Coen from Yass NSW, wrote to his mother:

It is a privilege for one to be given the opportunity of spending a portion of this life fighting for the liberty of a people [the French] so truly noble.

“It is a privilege for one to be given the opportunity of spending a portion of this life fighting for the liberty of a people [the French] so truly noble.”

Belgian soldiers would also have been encountered in Belgium. It should be remembered that it was the invasion of Belgium by the German Empire on 4 August 1914 that brought the British Empire and Australia into the war.

Apart from the soldiers of smaller nations involved in the war against Germany, such as the Portuguese, Australians in 1918 encountered the soldiers of a major new ally — the Americans. The United States entered the war in April 1917, and by early 1918 considerable numbers of soldiers of the American Expeditionary Force (AEF) were arriving in France. On 4 July 1918, American Independence Day, a few American companies in training with the AIF went into action with the Australians at the Battle of Hamel in France. One American officer wrote of their time with the AIF:

The Australians appeared to be more akin to our class in that they were an independent, alert, energetic lot of men and splendid fighters. From the first when our soldiers came into contact with them they mixed well and took kindly to each other.

AIMS

Students at
Level 1/2/3:

- Know that there was a large number of deaths during the war
- Realise that many nations were involved

CLASSROOM STRATEGIES

Level 1/2/3

Much of this topic is concerned with contacts between civilians and soldiers in a battle area.

Ask students to imagine that the area where they lived was part of a battleground between enemy forces and allies who were trying to protect them. What sort of contact might they have with the allies? How would they regard them? What would they expect of them?

The only time this has actually happened in Australia is during World War II and to a far lesser extent the Vietnam War, when many Australians came into contact with American forces. Students may have some family members whom they could talk to about their experiences with the 'Yanks'.



An Australian soldier chats to two village children and fills a bucket with water from the pump while his mate pulls the pump handle. The two were billeted at a farm south of Armentières, France, June 1916.

People from many different countries fought on the Western Front. The focus in this resource is on Australia. You may not realise that many other nations were involved in the war, many of them to a much greater extent.

Here is a list of the number of casualties from each country during the war. Some of the figures are precise official figures, others are estimates or approximate numbers.

| Countries | Total Mobilised | Killed & Died | Wounded | Prisoners & Missing | Total Casualties | Casualties as % mobilised |
|---|-------------------|------------------|-------------------|---------------------|-------------------|---------------------------|
| ALLIED POWERS | | | | | | |
| Russia | 12 000 000 | 1 700 000 | 4 950 000 | 2 500 000 | 9 150 000 | 76.3 |
| France | 8 410 000 | 1 357 800 | 4 266 000 | 537 000 | 6 160 800 | 73.3 |
| British Empire <i>Includes Australia*</i> | 8 904 467 | 908 371 | 2 090 212 | 191 652 | 3 190 235 | 35.8 |
| Italy | 5 615 000 | 650 000 | 947 000 | 600 000 | 2 197 000 | 39.1 |
| United States | 4 355 000 | 126 000 | 234 300 | 4 500 | 364 800 | 8.4 |
| Japan | 800 000 | 300 | 907 | 3 | 1 210 | 0.2 |
| Romania | 750 000 | 335 706 | 120 000 | 80 000 | 535 706 | 71.4 |
| Serbia | 707 343 | 45 000 | 133 148 | 152 958 | 331 106 | 46.8 |
| Belgium | 267 000 | 13 716 | 44 686 | 34 659 | 93 061 | 34.9 |
| Greece | 230 000 | 5 000 | 21 000 | 1 000 | 27 000 | 11.7 |
| Portugal | 100 000 | 7 222 | 13 751 | 12 318 | 33 291 | 33.3 |
| Montenegro | 50 000 | 3 000 | 10 000 | 7 000 | 20 000 | 40.0 |
| Total | 42 188 810 | 5 152 115 | 12 831 004 | 4 121 090 | 22 104 209 | 52.3 |
| Figures for Australia (AWM) | 331 000 | 61 919 | 155 000 | 4 044 | 221 000 | 66.7 |
| * Also Includes England, Scotland, Wales, Ireland, Canada, South Africa, Newfoundland | | | | | | |
| CENTRAL POWERS | | | | | | |
| Germany | 11 000 000 | 1 773 700 | 4 216 058 | 1 152 800 | 7 142 558 | 64.9 |
| Austria-Hungary | 7 800 000 | 1 200 000 | 3 620 000 | 2 200 000 | 7 020 000 | 90.0 |
| Turkey | 2 850 000 | 325 000 | 400 000 | 250 000 | 975 000 | 34.2 |
| Bulgaria | 1 200 000 | 87 500 | 152 390 | 27 029 | 266 919 | 22.2 |
| Total | 22 850 000 | 3 386 200 | 8 388 448 | 3 629 829 | 15 404 477 | 67.4 |
| Grand Total | 65 038 810 | 8 538 315 | 21 219 452 | 7 750 919 | 37 508 686 | 57.6 |

www.spartacus.schoolnet.co.uk/FWWdeaths.htm

- 1 Use an atlas to identify these countries on the modern world map on the next page. (Some of the countries no longer exist so you should use the map on page 11 to locate these countries. You will need to mark the approximate location on the modern map of those which no longer exist today.)
- 2 How would you describe Australia's contribution to the war? Explain your reasons.
- 3 Why is World War I so important in Australian history?



Australians also had contact with French and Belgian civilians during the war. Here are some illustrations of contacts.

- 1 Describe what is happening in each case. Complete the sentence 'In this image we can see that contact between Australians and civilians involved ...'



AWM ART02431



AWM EZ0032



AWM P00826.235

- 2 Not all examples of contact are photographed or painted. Discuss what other sorts of contact between Australians and local civilians you might expect to see, and make a list of these.



GO TO THE CD-ROM Visit the *Image and Film Libraries* and look at *Topic 8 - THE ALLIES*



Add information about **THE ALLIES** to your assignment



AWM P01543.001

TOPIC 9: On Leave in England

BACKGROUND INFORMATION

For the men and women of the Australian Imperial Force (AIF), writes historian Bill Gammage, 'the principal haven from the storm and stress of the flame-racked years was England'. Training for new recruits on their way to units on the Western Front often took place in Australian camps on Salisbury Plain in Wiltshire, England. Thousands of wounded Australians spent time in hospitals in Great Britain and Ireland, then proceeded to 'convalescent depots', and finally to training battalions to harden them up before going back to the front.

Most members of the AIF were able to take leave in Britain and Ireland. In general, AIF men got ten days leave there every ten months or so. A recruiting pamphlet put out in New South Wales in 1917 emphasised the fact that by joining the AIF, soldiers could also be tourists:

Free Tour to Great Britain and Europe The Chance of a Lifetime

On arrival in England the tourist is granted four days' leave, which may be spent in London or any other part of the Old Country ... The Abbey, the Tower Bridge, and the Tower itself, the Strand, where they say you can meet more Australians than in George Street [Sydney], these all appeal to a man who has seen nothing older than Macquarie's building in Chancery Square [the Hyde Park Barracks, Sydney].

The majority of members of the AIF were the descendants of immigrants from Great Britain and Ireland, and a sizeable minority had actually been born there. Most, on leave, took the opportunity to visit family or places associated with their parents or ancestors. Relationships were formed, and after the war more than 15,000 wives, children and fiancées of Australian soldiers were taken out to Australia. However, while Australians undoubtedly retained an affection for what some called the 'old country' they also learnt during the war that it was a very different place from Australia and most were glad to return home.

How would these comparisons influence national identity?

AIMS

| | |
|--------------------------|---|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know that soldiers and nurses took leave in England• Know some of the activities they undertook while on leave |
| Students at Level 2/3: | <ul style="list-style-type: none">• Understand how war can shape identity |

CLASSROOM STRATEGIES

| | |
|-------------|--|
| Level 1/2/3 | <p>The concept here is one of Australians coming into contact with people they had been taught to admire, and having to make their own judgements based on reality.</p> <p>Ask students to think about when they come into contact with another school. How do they compare themselves? What do they look for? How do they treat the other students? What judgements do they make?</p> |
|-------------|--|

A recruiting pamphlet put out in New South Wales in 1917 emphasised the fact that by joining the AIF, soldiers could also be tourists.

Here are some photographs of soldiers on leave in England.

- List some words to describe what their feelings and thoughts might have been.



AWM J02936

Four Australians on leave in England in front of Temple Arch in London.



AWM D00796

The AIF and War Chest Club and the Australian War Records Section building in Horseferry Road, London.



GO TO THE CD-ROM Visit the *Image and Film Libraries* and look at **Topic 9 - ON LEAVE IN ENGLAND**



Add information about **VISITING ENGLAND** to your assignment

Historian Bill Gammage, who studied letters and diaries of men in the AIF, wrote:

England was ... head and heart of the Empire, the source of everything great and secure, Australia's shield, and to many Australians, Home. Some had been born there, others were sons of Englishmen, almost all had learnt of England's glories at school. They were impatient to see the old country ... 'How often have I heard your glories blazed abroad throughout, Old England [one soldier enthused], and now, I view your coasts, thy shore line, your hills and valleys ... tears welled in my eyes at the sight of the Home Land ... there is no land so sweet, no spot so hallowed as the spot of land we call Britain.'

(Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, page 225)

- Why was there a strong connection between Australians and England?
- What happened to this connection during wartime?

Gammage also wrote:

Yet at some point during [their touring] Australians realised a truth. England was cold, wet and sunless, and mainly a repository for barren camps and bleak hospitals ... 'I will have a better idea of the country after we finish our leave ... but so far our chaps wonder why the Hell the English did not let [Kaiser] Bill have the blanky place & move out of it' [wrote one] ... Many in the AIF never loved their country better than after they had left it, and they longed to return to the sunlit land they had quit so readily ... [An] Australian soldiers' paper wrote,

*When God knocked off one night said He:
'This world's a rotten failure.'
Lor Lumme, though, He'd let'em see —
Next day He made Australia.*

(Bill Gammage, *The Broken Years*, pages 227-8)

- How did visits to England influence Australian attitudes towards English places, civilians and soldiers?
- How did visits to England influence Australian identity?



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 9 - ON LEAVE IN ENGLAND



Add information about VISITING ENGLAND to your assignment

TOPIC 10: After the War

BACKGROUND INFORMATION

When the fighting ceased, the Australian Imperial Force (AIF) was once again making its way to the front line on the Western Front. At Compiègne, near Paris, the Germans signed an armistice with the Allies — French, British, Americans, Belgians — which brought hostilities to a close at 11 am on 11 November 1918. By the terms of the armistice, the German army retreated beyond the Rhine River and handed over thousands of pieces of war equipment, including machine-guns and artillery pieces. But the end of the fighting was not the official end of the war. That only occurred after lengthy peace negotiations held in Paris between the warring states and the victorious Allies in the first half of 1919.

Australia was represented at the negotiations in Paris by Prime Minister William Morris 'Billy' Hughes and the Minister for the Navy, Joseph Cook. Hughes ensured that Australia was given the administration of German New Guinea, captured by Australian forces in 1914, and the Pacific island of Nauru. Opposed by American President Woodrow Wilson with comments that Hughes represented only five million people, Hughes responded that he represented 60,000 Australian dead — virtually half of the American total, from a country with a far smaller population. On 28 June 1919, Hughes and Cook, along with all the other Allied leaders, signed the Versailles Peace Treaty with the new German Republic. This was the first international treaty that the Commonwealth of Australia signed in its own right.

Throughout 1919, hundreds of steamships brought the men and women of the first AIF home to Australia. There they did their best to reintegrate into civilian life, although many thousands remained permanently and physically scarred by the war. In 1917, the Commonwealth had set up a Repatriation Commission to look after war veterans and the families of those who had been killed. Ex-servicemen's organisations such as the Returned Sailors and Soldiers Imperial League of Australia (today known as the Returned & Services League or RSL) were also founded at this time to look after the interests of war veterans. In 1938, twenty years after the end of the war, apart from ordinary Service Pensions, Australia had 77,315 'war disability' pensioners, whose war-related problems ranged from 'war neurosis' (3,328) to those suffering the aftermath of gunshot wounds (29,491).

But the end of the fighting was not the official end of the war. That only occurred after lengthy peace negotiations ... in the first half of 1919.

AIMS

| | |
|--------------------------|---|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know that there were physical and mental problems for many men and women on their return• Appreciate that repatriation efforts were provided by the government• Empathise with the problems faced by many soldiers and their families |
| Students at Level 2/3: | <ul style="list-style-type: none">• Critically analyse some of the main impacts of the war on Australian society |

CLASSROOM STRATEGIES

| | |
|-------------|---|
| Level 1/2/3 | <p>A key concept here is for students to ask: did Australian society owe a duty of care to the returning soldiers and nurses?</p> <p>A way of helping students start to think about this is to ask: there are Australian servicemen and women overseas today, on active service on behalf of Australia. Does Australia owe them any special duty today?</p> |
|-------------|---|



A group of women and children rejoicing in the street at the signing of the Armistice.

AWM A03281



AWM P00308.012

When the war ended the soldiers and nurses went home. But there would be problems to face, and changes.

Here are two photographs showing families ready to welcome home their soldiers who have been away for several years.

- Imagine some things that they might be thinking, or that they might say to the soldiers when they see them.



AWM H11576

- Imagine that these are the soldiers. What might their feelings be about returning home?



AWM H16140



AWM D00571

- Do you think that Australia would be the same after the soldiers returned, or would it be different? Explain your ideas.



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Add information about AUSTRALIA AFTER THE WAR to your assignment

War can involve both change and continuity in a society.

- 1 Look at the following information. For each one decide what impacts, if any, each might have on that society. You can consider a variety of possible areas of impact — economic, social, political — at a variety of levels — personal, family, community, state-wide, national, international.

Draw up a table like this to summarise your ideas:

| Possible impacts | What was done in Australia |
|------------------|----------------------------|
| | |

SOLDIER SETTLEMENT

In the soldier settlement scheme the government provided loans and land to returned soldiers to establish farms, usually in newly opened areas.

Mum had come up on that night's train and she was with us on the cart. We brought a single bed out, some tucker and all that, it was a full load. She was dead-dog tired. I remember we stuck the single bed down and let her get on it and she went dead to the world ... There was a clump of ti-tree bushes growing about a hundred yards from the front and we dumped all our gear there ... We lived in the tent ... in this ti-tree thicket ... we put up a galvanised iron humpy with an iron fireplace ... where mum did the cooking ... all we had was a single bed in this tent.

(Quoted in Clem Lloyd and Jacqui Rees, *The Last Shilling*, Melbourne University Press, 1994, page 222)



Cartoon by David Low. First published in *The Bulletin*, 23 January, 1919.

THE INJURED

The fury of war was so appalling that it was expected that there would be returning a very large number of men too injured to be useful in any but the very lightest kinds of work. Events were to show, however, that the number, though large, was, fortunately, nothing nearly so great as was feared. Perhaps one of the most noticeable features of post-war history has been the fortitude and stamina displayed by the very many of the Australians, who, though much injured, returned to work and carried on without help from the country.

(Quoted in Clem Lloyd and Jacqui Rees, *The Last Shilling*, page 212)

Have you ever seen a man possessed of devils? A man who by day or night, sleeping or waking, talking, or weeping will never know a moment's rest until he dies? — A man whose tongue shoots out, whose knee shoots up, whose giant hand shoots forward, whose hand jumps about like a sort of gigantic parched pea? Have you ever seen a shell-shock case?

(Quoted in Clem Lloyd and Jacqui Rees, *The Last Shilling*, page 201)



AWM H11709

Disabled veterans attending the Australian Red Cross Society's workshop.



AWM P01331.006

The Anzac Hostel in Brighton, Victoria, was opened in 1919 for the use of incapacitated soldiers.

JOBS

The Repatriation Department was responsible for training men who had been disabled by the war. There were three types:

- those men who would never be able to work; these were to be helped by permanent hospital or hostel accommodation;
- those men who could do some work, but would never be able to compete against fully able workers; these were to be helped to gain skills in sheltered occupations;
- those men who would eventually be able to work at full efficiency; these men were to be helped with vocational training to give them the required skills.

(Based on Clem Lloyd and Jacqui Rees, *The Last Shilling*, page 147)

NATIONAL IDENTITY AND LIFE



AWM P01908.032

Wives and children of Australian soldiers return to Australia on the ship *Zealandia*.



AWM ART 16770

The signing of the treaty of peace at Versailles, 28 June 1919. Australian Prime Minister William Morris Hughes was one of the international parties to sign this treaty.

REPATRIATION ASSISTANCE

By the late 1930s:

- 257,000 Australians being assisted by a war pension
- 3,600 receiving service pensions
- 1,600 men still in hostels and homes for the permanently incapacitated
- 23,000 outpatients in repatriations hospitals each year
- 20,000 children had received educational assistance
- 21,000 homes built
- 4,000 artificial limbs fitted
- 133,000 jobs found for returned servicemen
- 28,000 had undergone training courses
- 40,000 placed on the land

The cost of this was just under one-fifth of all Commonwealth expenditure.

(Stephen Garton, *The Cost of War: Australians Return*, Oxford University Press, New York, 1996, pages 83-4)



Courtesy of Robert Lewis

A war service home in Melbourne. Streets in this area include such war-related names as Gallipoli, Peronne, Vaux, Heliopolis and Gezireh.

PERSONAL EXPERIENCES AND ATTITUDES

THE WOUNDED MAN SPEAKS

I left an ear in a dug-out
 When a shell hit made us dance
 And at Belleau Wood where mixing was good
 I gave up a mitt [hand] for France ...

They certainly spoiled my beauty
 And my leg is a twisted curse
 They busted me up like a mangled pup
 But — THEY DID NOT BUST MY NERVE

And no pussy-footing sissy
 Shall grab my one good hand ...
 Just to make himself feel grand

For I'm damned if I'll be a hero
 And I ain't a helpless slob
 After what I've stood, what is left is good
 And all I want is — A JOB

(Quoted in Stephen Garton, *The Cost of War: Australians Return*, pages 106-7)

In 1938 a Victorian doctor reported:

A very strong impression ... that very many children present a problem in behaviour ... traceable to ... the state of tension existing in the household, usually owing to the lack of complete harmony and co-operation between the parents ... in many cases attributable to ... a nervous irritability or instability of the husband traceable to war service ... I fully realise the terrible effects of the Great War on the physical, nervous and mental condition of the soldiers ... it would be almost impossible to exaggerate the tragic effects of war on the health, happiness and prosperity of the whole community. There is no doubt that those who served and their immediate relations bore the brunt of the strain and will carry the effects to their graves.

(Quoted in Stephen Garton, *The Cost of War: Australians Return*, pages 204-5)

A GRATEFUL SOCIETY?

We children of the nineteen-twenties and thirties ... Were the generation whose fathers, uncles, and sometimes elder brothers were either dead, or 'returned' men ... We grew up in a wrenching dichotomy of deep pride and bewildering discomfort; we lived in a world of proud April days when we wore our fathers' medals to school, in moments of thrilling, chilling excitement as the Last Post died away, the bugle silenced, and we stood with bowed heads beneath our family names on the ugly stone memorial in our little towns ...

We lived in a world where men were called 'Hoppy', 'Wingy', 'Shifty', 'Gunner', 'Stumpy', 'Deafy', 'Hooky', according to whether they lost a leg, an arm (or part of one), an eye, their hearing, or had a disfigured face drawn by rough surgery into a leer ...

And we listened through the thin walls when our parents came home from visiting a 'returned' uncle in hospital: 'I can't stand it. I can't go again.' It is mother. Your father's voice comes, strangled, like hers. 'You'll be alright.' 'No, but the smell. When he coughs ... and breathes out ... it's ... oh, I'm going to be sick.' But she goes back next Sunday and the next until the day you go to school with a black rosette on your lapel, and the flag is flying half-mast for your Uncle Dick who was gassed.

You are small, and you go into a room unexpectedly, at night, because something has disturbed you when you are visiting Grandmother and she, that fierce little old lady, is kneeling on the floor, her face turned up to the family portrait taken in 1914, and you know she is praying for Jack, the beautiful boy, and Stephen, the laughing roly-poly, her sons, who were 'missing' at Lone Pine, August 1915, although she never mentions it to a living soul. (Except the night World War II was declared and she suddenly says, 'Wouldn't it be funny if they found the boys wandering round – and they got their memories back!' And none of us look at her.)

You are sent to take soup to a family down on their luck during the depression. You hate going: once you saw the husband's leg being 'aired' when you entered without their hearing your knock, and you tried to avoid him ever after, and sometimes took the soup home and lied to your mother, 'they were not home', rather than smell that smell again. And the hook instead of a hand, the 'Stumpy' in a wheel chair; one man even skating along on a little trolley, his hands taking the place of his absent legs; the man who shook and trembled and the other one who stuttered from 'shell shock' and regularly had to be 'put away'.

They were the flotsam and jetsam of war but no one told you. This is what the world is, was all your child's mind knew; we had no way of knowing that it was the world only for some of us.

(Patsy Adam-Smith, *The Anzacs*, Nelson, Melbourne, 1978, pages 2-7, with permission of Penguin Group Australia Ltd.)

Letter from William Cooper, Aboriginal activist, 1933, to the Australian Government:

I am father of a soldier who gave his life for his King on the battlefield and thousands of coloured men enlisted in the AIF. They will doubtless do so again though on their return last time, that is those that survived, were pushed back to the bush to resume the status of aboriginals ... the aboriginal now has no status, no rights, no land, and ... nothing to fight for but the privilege of defending the land which was taken from him by the white race without compensation or even kindness. We submit that to put us in the trenches, until we have something to fight for, is not right. My point ... is that the enlistment of [Aborigines] should be preceded by the removal of all disabilities. Then, with a country to fight for, the aborigines would not be one whit behind white men in value.

(Alick Jackomos and Derek Fowell, *Forgotten Heroes*, Victoria Press, Melbourne, 1993, pages 9-10)



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Add information about AUSTRALIA AFTER THE WAR to your assignment

TOPIC 11: Commemoration

BACKGROUND INFORMATION

While World War I was still being fought, communities all over Australia began to commemorate both those who had died overseas and those who had simply enlisted in the Australian Imperial Force (AIF). In many public schools and other institutions such as banks, Honour Boards were unveiled with some ceremony and usually with patriotic speeches. In smaller localities, these boards were often the only public memorial erected in the district, and they are extremely important heritage items. Everywhere, people needed to express their sense of loss of family and community members, as well as a sense of pride in the achievements of the AIF.

After the war, and sometimes before its end, official town and district memorials were erected. These were usually carved in stone, and of varied design — obelisks, statues of soldiers, memorial arches. Invariably, these memorials contain lists of names of district soldiers who died in service, and often also the names of all those who had enlisted. Many communities also planted trees in the vicinity of these memorials, in memory of local men and women who had died. These war memorials have become the venue for Anzac Day and Remembrance Day ceremonies ever since. Unlike the national war memorial — the Australian War Memorial in Canberra — town and district memorials throughout Australia were built with funds raised by the local population.

Over the years, local museums have acquired military memorabilia from World War I. Collections of letters, medals, pieces of equipment, souvenirs and much else, recall those years when a district sent sometimes hundreds of men to war on the other side of the world, and much can be learnt about the nature of the experience by examining these relics and archives. They provide invaluable links between these communities and those localities along the Western Front where Australians are buried or commemorated.

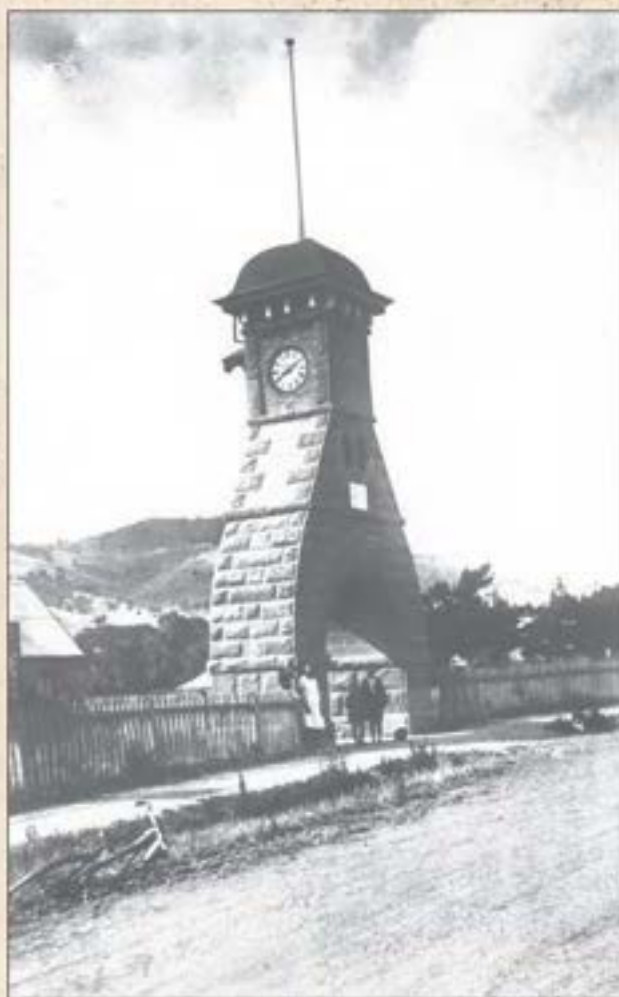
*Everywhere,
people needed to express
their sense of loss of
family and community
members, as well as a
sense of pride in the
achievements of
the AIF.*

AIMS

| | |
|--------------------------|---|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know that a variety of forms of commemoration exist in Australia• Understand the meaning and purpose of commemoration• Investigate commemoration in a local community |
| Students at Level 2/3: | <ul style="list-style-type: none">• Understand the nature of commemoration• Appreciate the complexity of attitudes and values in commemoration |

CLASSROOM STRATEGIES

| | |
|-------------|---|
| Level 1/2/3 | <p>Ask students to imagine that they have been requested to erect a statue to someone or something important in their community. Who or what would the statue be of? What words or symbols would be included on it?</p> <p>Now ask students to imagine somebody seeing that statue for the first time 100 years later. What would the statue and the words tell that person about the society that created it?</p> <p>Students can now look at their own communities, and create a list of commemorations or memorials there — who or what is being commemorated in each case, and what are the values that led to the creation of those memorials.</p> |
|-------------|---|



AWM J03040

A war memorial tower and clock at Kempton, TAS, which was unveiled on 9 November 1922.

To commemorate means to remember and honour people and their actions. It is the way individuals and societies tell others about what is important to them.

There are lots of ways we have commemorated Australian servicemen and women over time.

If you live in an older suburb or town you will almost certainly have a war memorial. It can tell you a lot about the people of the past for whom it was created.



Look at this example.

- ▶ Identify these parts of the memorial — the soldier, list of names of the dead, and any symbols.
- ▶ Why do you think these memorials were built?

AWM H17698

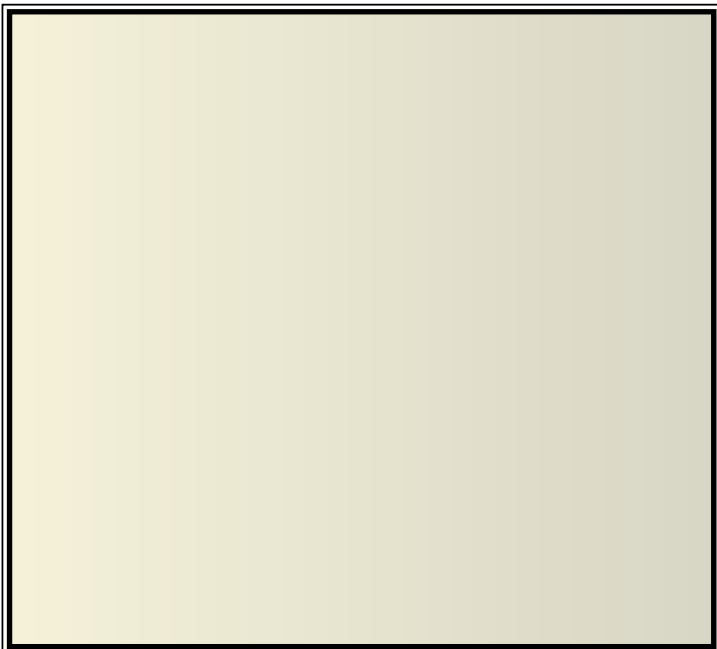
A World War I memorial, unveiled on 15 December 1917, to honour people from the western suburbs of the city of Ipswich, QLD, who had enlisted for the war in that area.

Another place you often see personal memorials or commemorations is in cemeteries. Look at this inscription on a gravestone in Queensland.



- ▮ Are these men actually buried there?
- ▮ Why would the family include their names?
- ▮ What do you think that the family of these men felt about their sons having gone to war and died?

Here is another one.



- ▮ Why might this family think that they would never see Arthur's grave?
- ▮ Does this grave help you to understand why memorials were built? Explain your ideas.

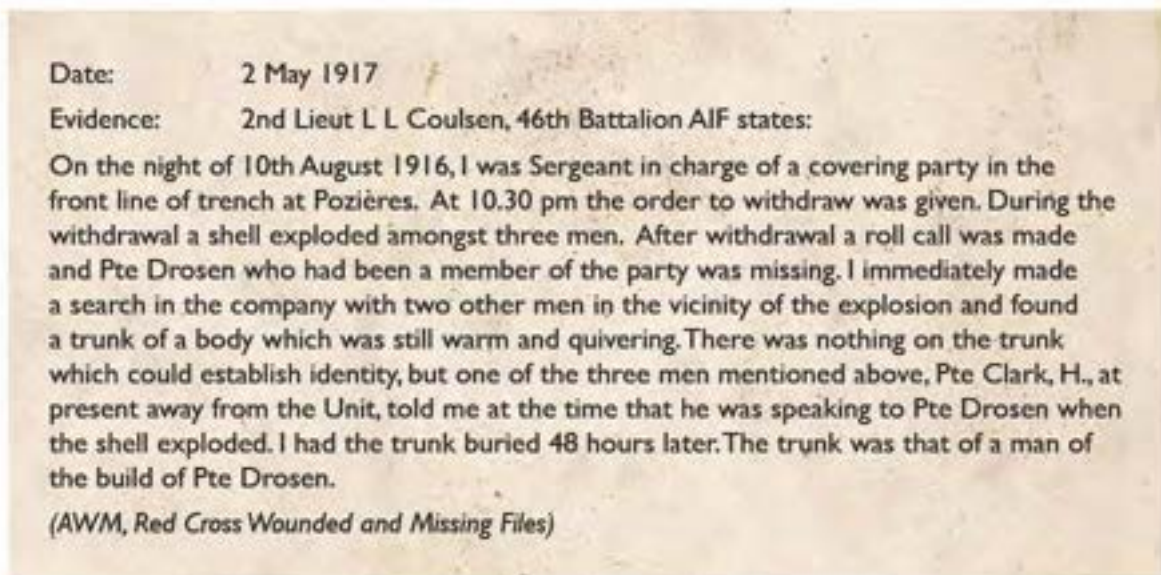
Australia has another memorial — to the Unknown Australian Soldier.



AWM

- What is an 'Unknown Soldier'?
- Why were some soldiers 'unknown' at the end of the war?
- Why might the people of a nation want to have a tomb of an Unknown Soldier?

Look at this document on the death of an Australian soldier:



- How does it help you understand why there were so many bodies of unknown soldiers?



GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 11 - COMMEMORATION



Add information about COMMEMORATION to your assignment

In 1993 the remains of an unknown Australian soldier were brought to Canberra. Here are the words that were spoken at the interment ceremony at the Australian War Memorial on 11 November 1993. Read this eulogy and answer the questions that follow.

We do not know this Australian's name and we never will.

We do not know his rank or his battalion. We do not know where he was born, nor precisely how and when he died. We do not know where in Australia he had made his home or when he left it for the battlefields of Europe. We do not know his age or his circumstances — whether he was from the city or the bush; what occupation he left to become a soldier; what religion, if he had a religion; if he was married or single. We do not know who loved him or whom he loved. If he had children we do not know who they are. His family is lost to us as he was lost to them. We will never know who this Australian was.

Yet he has always been among those whom we have honoured. We know that he was one of the 45,000 Australians who died on the Western Front. One of the 416,000 Australians who volunteered for service in the First World War. One of the 324,000 Australians who served overseas in that war and one of the 60,000 Australians who died on foreign soil. One of the 100,000 Australians who have died in wars this century.

He is all of them. And he is one of us.

This Australia and the Australia he knew are like foreign countries. The tide of events since he died has been so dramatic, so vast and all-consuming, a world has been created beyond the reach of his imagination.

He may have been one of those who believed that the Great War would be an adventure too grand to miss. He may have felt that he would never live down the shame of not going. But the chances are he went for no other reason than that he believed it was the duty he owed his country and his King.

Because the Great War was a mad, brutal, awful struggle, distinguished more often than not by military and political incompetence; because the waste of human life was so terrible that some said victory was scarcely discernible from defeat; and because the war which was supposed to end all wars in fact sowed the seeds of a second even more terrible war — we might think this Unknown Soldier died in vain.

But, in honouring our war dead, as we always have and as we do today, we declare that this is not true. For out of the war came a lesson which transcended the horror and tragedy and the inexcusable folly. It was a lesson about ordinary people — and the

lesson was that they were not ordinary. On all sides they were the heroes of that war; not the generals and the politicians but the soldiers and sailors and nurses — those who taught us to endure hardship, to show courage, to be bold as well as resilient, to believe in ourselves, to stick together.

The Unknown Australian Soldier whom we are interring today was one of those who, by his deeds, proved that real nobility and grandeur belongs, not to empires and nations, but to the people on whom they, in the last resort, always depend.

That is surely at the heart of the ANZAC story, the Australian legend which emerged from the war. It is a legend not of sweeping military victories so much as triumphs against the odds, of courage and ingenuity in adversity. It is a legend of free and independent spirits whose discipline derived less from military formalities and customs than from the bonds of mateship and the demands of necessity. It is a democratic tradition, the tradition in which Australians have gone to war ever since.

This Unknown Australian is not interred here to glorify war over peace; or to assert a soldier's character above a civilian's; or one race or one nation or one religion above another; or men above women; or the war in which he fought and died above any other war; or one generation above any that has been or will come later.

The Unknown Soldier honours the memory of all those men and women who laid down their lives for Australia. His tomb is a reminder of what we have lost in war and what we have gained.

We have lost more than 100,000 lives, and with them all their love of this country and all their hope and energy.

We have gained a legend: a story of bravery and sacrifice and, with it, a deeper faith in ourselves and our democracy, and a deeper understanding of what it means to be Australian.

It is not too much to hope, therefore, that this Unknown Australian Soldier might continue to serve his country — he might enshrine a nation's love of peace and remind us that, in the sacrifice of the men and women whose names are recorded here, there is faith enough for all of us.

The Hon P J Keating MP
Prime Minister of Australia

- ▮ How does former Prime Minister Keating make this speech inclusive of all Australians?
- ▮ What does he say is the great lesson or message that Australia has from its First World War soldiers?
- ▮ How does he make the Unknown Soldier representative of all servicemen and women?
- ▮ How does he take the man beyond that war?
- ▮ Is this speech a good summary of the Australians' experience? Look at each paragraph and decide if you think, on the basis of your study of this resource, that the description is accurate.

Families of servicemen and women who died or were killed during the war received memorial scrolls, issued by the King. Look at the words of this scroll.



AWM REL30213

- ▮ How do you think the families of the dead man or woman would respond to these words? Explain your reasons.

The next of kin of the dead were asked to provide inscriptions for the headstones of their soldiers buried in war cemeteries on the Western Front. These inscriptions can tell us a lot about the feelings, attitudes and values of the relatives at that time.

▮ Look at these inscriptions, and decide what they tell you about the soldier, and his family's response to his death in war. See if you can find these ideas, values or attitudes in the inscriptions.

- BITTERNESS
- BRAVERY
- CIVIL DUTY
- DIVISION
- FAITH
- FAMILY
- LONELINESS
- LOSS
- LOVE
- MATESHIP
- MEMORY
- NATIONAL IDENTITY
- PATRIOTISM
- PEER PRESSURE
- PRIDE
- RELIGION
- SACRIFICE
- SELF-SACRIFICE
- SHAME

HE DIED FOR AUSTRALIA
HIS NATIVE LAND
GONE BUT NOT FORGOTTEN
Private E. A. Newton, 26th Battalion, 22.4.1917
(Aged 24) (France)

BELOVED ONLY SON
OF P. & S. O'SHANNASSY
OF HASTINGS
AN ANZAC
Private Alan O'Shannassy, 58th Battalion, 15.7.1916
(Aged 21) (France)

ALSO IN MEMORY OF HIS BROTHER
6679 PRIVATE G. W. JACOB
50TH BATTALION 25.9.1917
(DIED AT SEA FROM GALLIPOLI)
Private J.G. Jacob, 50th Battalion, 7.7.1918
(Aged 22) (France)

I GAVE MY SON
HE GAVE ALL HIS LIFE
FOR AUSTRALIA AND EMPIRE
Private I.D. Hart, 60th Battalion, 27.11.1916
(Aged 30) (France)

GAVE HIS LIFE
TO BRING IN
WOUNDED COMRADE
DEEPLY MOURNED
Private L.C. McMurdo, 31st Battalion, 26.9.1917
(Aged 17) (France)

FOR GOD, FOR KING, FOR COUNTRY
Corporal H.G. Rourke,
56th Battalion, 20.7.1916
(Aged 33) (France)

HE FOUGHT AND DIED
FOR HIS WIFE AND LITTLE SON
AND TO SAVE HIS COUNTRY
Private C.H. Dunstan, 12th Battalion, 17.4.1918
(Age unknown) (France)

A GOOD SON, A GOOD BROTHER
AND GOOD SOLDIER
Private J. Tarrant, 30th Battalion, 29.9.1918
(Aged 28) (France)

DEEPLY LOVED DEEPLY MOURNED
YOUNGEST OF
FOUR SOLDIER BROTHERS
Private W. H. Moore, 39th Battalion, 10.9.1918
(Aged 25) (France)

WITH CHRIST
WHICH IS FAR BETTER
Lieutenant H. Q. Ridley, 48th Battalion, 12.10.1917
(Aged 34) (Belgium)

HE HEARD THE DISTANT COOEE
OF HIS MATES ACROSS THE SEA
Private W.C. Durrant, 25th Battalion, 17.7.1918
(Aged 40) (France)

MY ONLY CHILD DIES
THE EMPIRE LIVES
A LONELY MOTHER MOURNS
Private W. H. Hicks, 53rd Battalion, 8.12.1916
(Age unknown) (France)

ONLY THOSE
WHO HAVE LOVED AND LOST
CAN UNDERSTAND
WAR'S BITTER COST
Gunner T. Pentney, Field Artillery, 12.9.1918
(Aged 39) (France)

REST HERE IN PEACE
YOUR PARENTS' HEARTS
ARE BROKEN
MUM AND DAD
Private H. R. Barron, 3rd Battalion, 9.4.1917
(Aged 19) (France)

LOVING DADDY OF KENNETH,
MARJORIE AND JOYCE
Lieutenant M.A. McGuire, 11th Battalion, 19.7.1918
(Aged 32) (France)

DURING THE GREAT WAR
SHE GAVE HER LIFE
FOR SICK AND WOUNDED
AT ROUEN
Louisa Riggall, Australian Red Cross, 31.8.1918
(Age unknown) (France)

GONE BUT NOT FORGOTTEN
Sister H. M. Knox, Australian Army Nursing Service,
17.2.1917
(Aged 33) (France)

I MUST GO
I AM ASHAMED TO BE SEEN
WITHOUT A SOLDIER'S UNIFORM
Private A. K. Mallyon, 48th Battalion, 3.5.1918,
(Age unknown) (France)

IT IS MEN
OF MY AGE AND SINGLE
WHO ARE EXPECTED
TO DO THEIR DUTY
Private W. H. Rickard, 28th Battalion, 4.10.1917
(Aged 25) (Belgium)

- On 11 November each year, Remembrance Day, many people observe one minute's silence. If you observe that silence this year, what will your thoughts be about Australians on the Western Front?

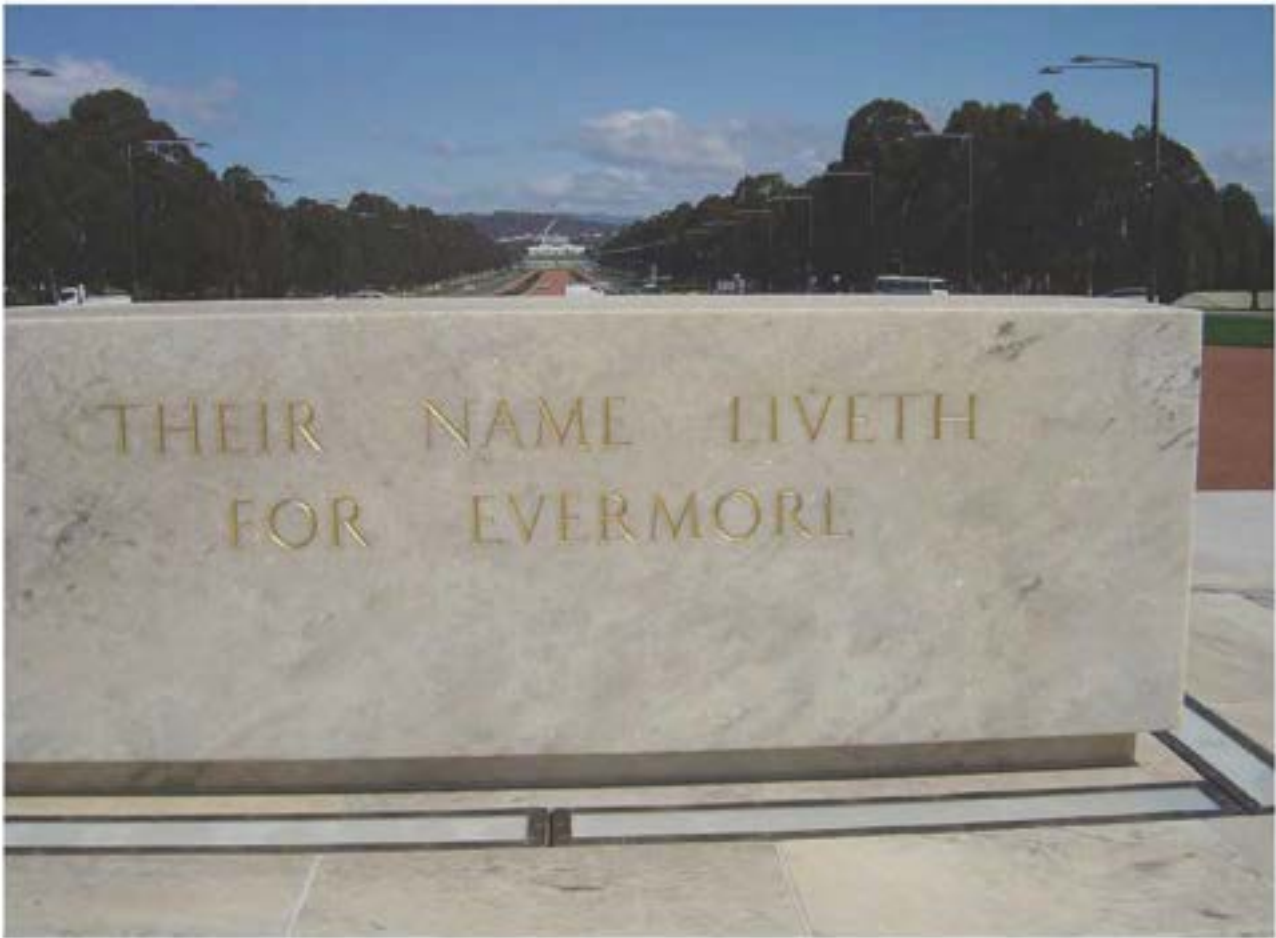


GO TO THE CD-ROM Visit the Image and Film Libraries and look at Topic 11 - COMMEMORATION



Add information about COMMEMORATION to your assignment

A great national commemorative place is the Australian War Memorial in Canberra. Outside the Memorial is this engraved stone block:



Courtesy of Robert Lewis

- 1 'Their Name Liveth For Evermore'. Does it? Should it? Explain your views.

TOPIC 12: French Connections

BACKGROUND INFORMATION

If you visit the old battlefields of the Western Front today in France or Belgium, you can find evidence everywhere of the Australian presence here between 1916 and 1918. In the war cemeteries are the graves of thousands of men of the Australian Imperial Force (AIF), casualties of the great battles fought at places like Fromelles, Pozières, Bullecourt, Ieper (Ypres) and Péronne. Every Anzac Day, there is an official ceremony of remembrance at the Australian National Memorial at Villers-Bretonneux, and in the town itself there is a museum dedicated to the memory of the AIF. There are similar museums at Bullecourt and Fromelles. Every night at 8 pm sharp, police stop the traffic under the Menin Gate in Ieper (Ypres) and buglers of the Ieper Fire Brigade sound the Last Post over the 56,000 names of the 'missing' on the panels of the great memorial. Over 6,500 of those names are Australian soldiers of the AIF.

But perhaps the most dramatic link between Australia and the old Western Front can be seen at the Australian War Memorial in Canberra. There, in the Hall of Memory, lies the body of an Unknown Australian Soldier, entombed on 11 November 1993. His body was brought from Adelaide Cemetery at Villers-Bretonneux in France, where it had laid in French earth for seventy-five years. He is undoubtedly one of the more than 61,000 Australians who died in World War I and whose names are recorded on the Australian War Memorial's Roll of Honour. Among them are 45,000 who died on the Western Front. At the funeral of the Unknown Soldier, a veteran of the Western Front, Robert Comb, cast some earth from Pozières over the coffin and uttered the words;

Now you're home, mate.

*Every Anzac Day,
there is an official
ceremony of remembrance
at the Australian
National Memorial at
Villers-Bretonneux,
and in the town itself
there is a museum
dedicated to the
memory of
the AIF.*

AIMS

| | |
|--------------------------|--|
| Students at Level 1/2/3: | <ul style="list-style-type: none">• Know that there are many connections between France and Australia as a result of the war |
| Students at Level 2/3: | <ul style="list-style-type: none">• Critically evaluate some commemorative memorials |

CLASSROOM STRATEGIES

| | |
|-------------|--|
| Level 1/2/3 | The materials in this topic show only a fraction of the ways in which the Australian experience on the Western Front can be seen in northern France and western Belgium. Teachers might set an assignment for students to find information about the many cemeteries, museums, memorials and monuments that exist in the area, and use this to plan a class excursion to the area. |
|-------------|--|



Memorial plaque from 1919 at Villers-Bretonneux

AWM REL00770

Today there are many places on the Western Front (northern France and western Belgium) that have strong connections for Australians. One of these is the town of Villers-Bretonneux.

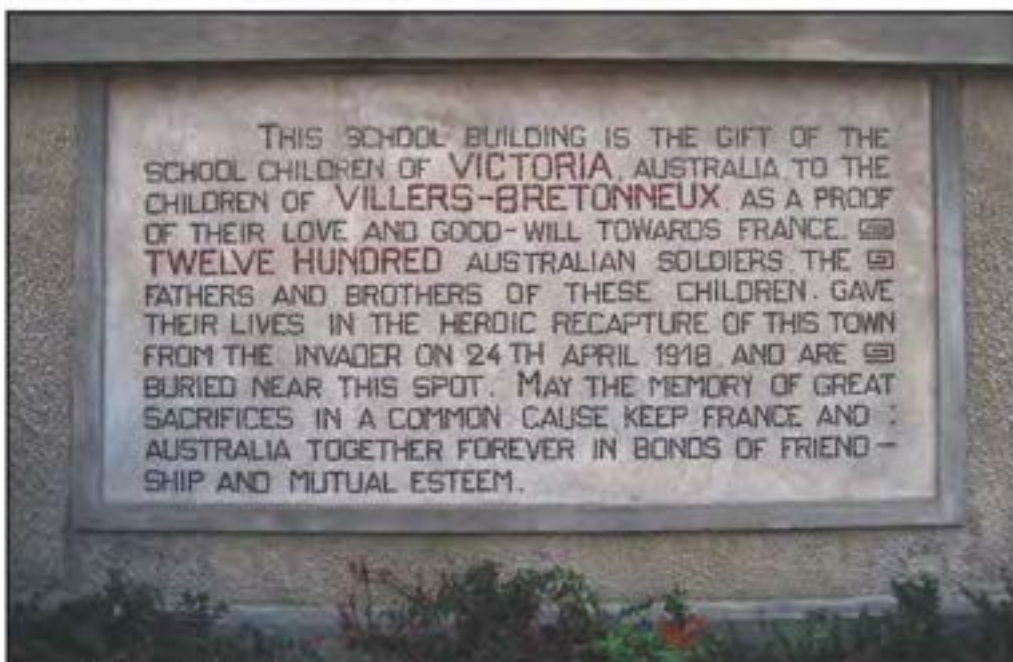
The small town of Robinvale lies all but five hundred kilometres to the north west of Melbourne in Victoria. Its founder was a man called Herbert Cuttle who named it after his son Robin who had been killed in an air battle over the Somme near Villers-Bretonneux in 1918.

Most of the troops who liberated Villers-Bretonneux in 1918 had come from the State of Victoria and as Robinvale and Villers-Bretonneux were of comparable sizes they decided to establish themselves as twin towns in 1984.

Robin is commemorated on the Arras Flying Services Memorial and the uniform on display there was kindly donated by the family.

In Robinvale there is an area of their park which is named after its French twin town, and by all accounts it has the largest windmill in the southern hemisphere.

- Find Villers-Bretonneux on a map of France.
- Look at this information about the town and surrounding area and explain why this special connection exists. (You may need to get help from a French-speaking teacher or student in your school to understand these plaques.)



Memorial plaque at Villers-Bretonneux school

Department of Veterans' Affairs



Logo of the town of Villers-Bretonneux

NATIONAL MEMORIAL



Department of Veterans' Affairs

Australian National Memorial at Villers-Bretonneux

- The connection to Villers-Bretonneux probably exists because:
- The area looks like Australia
 - There are many Australians buried there
 - Australian people settled there after the war
 - Australian troops helped drive the Germans out of the town
 - Australians provided money to help re-build the town after the war

Explain your choice.



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The Commonwealth War Graves Commission maintains thousands of graves of Allied servicemen in cemeteries on the Western Front. Australians are buried in many of them.

- Why do you think these cemeteries are maintained?



Department of Veterans' Affairs

Headstones in a war cemetery in France

There is also a special memorial to the missing at Ieper (Ypres), with the names of thousands of soldiers who have no known grave, carved on the Menin Gate. Every evening there is a special ceremony of remembrance for these men and women.

- Why do you think the ceremony is held?
- Why would many people still visit, even though they may have no direct connection with anyone named on the gate?
- Is this type of tradition and remembrance important? Explain your reasons.



Department of Veterans' Affairs

Buglers at the Menin Gate Memorial, Ieper (Ypres)

There are also many memorials to the AIF Divisions in the area, in places that were special for the men. When the Germans occupied the area again in World War II they did not interfere with these memorials, except for one.



AWM P02205.011

Memorial to the men of the 2nd Anzac Division, Mont St Quentin, France

- What is the symbolism of this statue?
- Why do you think the Germans destroyed it?
- Do you think that they were justified in their actions? Explain your ideas.
- If you were to go to France would you want to visit the Western Front? Explain your reasons.
- The bones of soldiers are still being found, nearly ninety years after the fighting ended. There have been proposals to build an airport in the area that would cover many of these undiscovered remains. Many people objected to it. Prepare a set of arguments for and against the development of the area.



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Add information about **FRENCH CONNECTIONS** to your assignment

Further Information

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- 1918 Remembered*, ABC, 1999

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