

WILL THIS SOCIETY GO TO WAR?

An evidence-based classroom activity on Australia and the outbreak of World War 1

In 2014 we will be commemorating the 100th anniversary of Australia's entry into and experience of the First World War.

One of the key areas of this commemoration will be an exploration of the Australian military experience, and the creation of the Anzac Spirit as part of Australian nationalism.

There will be many units of work that we will produce in association with the Returned and Services' League (RSL) to explore this tradition (see the box for an explanation of the RSL program).

But to understand how Australian military involvement in the war influenced national identity we need to understand the society in which the war's events occurred.



RSL COMMEMORATIVE PROGRAM – SERVING AUSTRALIA

2014 is the centenary of Australian participation in the First World War, starting with a naval and military campaign in New Guinea, followed by the attack at Gallipoli in 1915. The following years are the centenary of other Australian involvement in the Great War: on the Western Front, in Palestine, on the seas and in the air, and on the home front.

This unit is part of an educational program about the centenary of Australian involvement in World War 1. It is sponsored as a civic and educational contribution to the young people of Australia by the Returned and Services

League (RSL) and addresses the requirements of the Australian Curriculum History at Years 9 and 11/12.

Some of the main elements of this program include:

- Three curriculum units per year in eStudies for use at Years 6 and 9 to 12
- A new website – Serving Australia – that will contain video, interactive modules, timelines, Anzac Centenary updates and information about youth and community programs.

WOULD YOU EVER GO TO WAR?

Going to war is probably the most serious decision a nation can be called upon to make.

Why do nations go to war?

Think about your own society now. Here are some situations. Decide whether you would support your nation going to war in each of these.

Situation 1

A neighbouring country of Australia is constantly insulting, criticising and threatening us. Its fishing boats continually intrude into our territorial waters.

Would you support going to war against this nation? Justify your decision yes or no.

For example:

- you might think it is not a serious enough situation; or
- you might refuse because you hate war; or
- you might support it because it is threatening our sovereignty and security; or that it threatens our national interest; or
- you might think it is the right and moral thing to do; or
- it might depend on how strong we are and how strong the other nation is, and our chances of winning; or
- you might think we should appeal to the United Nations for help and protection; or
- you might have other reasons.

Situation 2

Our neighbouring nation is persecuting a minority group — discriminating against them, torturing them, even murdering them. Do you support a war? Explain and justify your decision.

Situation 3

An ally is under attack. It calls for help. Do you support a war? Explain and justify your decision.

Situation 4

That ally is attacking another country. It calls for help. Do you support a war? Explain and justify your decision.

Situation 5

Australia needs a natural resource so that we can expand our economy. This resource only exists in a neighbouring country. That country refuses to sell the resource to us. Do you support a war? Explain and justify your decision.

Situation 6

Australia is attacked by another nation. Do you support a war? Explain and justify your decision.

Situation 7

A neighbouring country, our friend and ally, is being attacked and invaded. They call for help. The attacking nation assures us that they will not threaten us as well, that we are perfectly safe from them. Do you support a war? Explain and justify your decision.

Situation 8

A neighbouring country is devastating its own environment, destroying habitat, and polluting its waters. Some people say that this will increase global warming and therefore affect the world. The attacking nation assures us that they will not threaten us as well. Do you support a war? Explain and justify your decision.

So — you have considered influences such as nationalism, people’s attitudes to war, alliances, economic interests, and fear of attack in making your decisions. **These are questions of causation — which the Australian Curriculum History asks you to consider.**

The people of 1914 had to consider similar things. In 1914 the Australian nation was facing a situation in which they had to decide about going to war. This was a key moment in Australian history. Various options would be open to it — join in straight away, support the war but don’t send troops, oppose the war, wait and see how serious it was, and many other possible choices.

What would the nation do? And why would it choose this option rather than others?

To understand what happened we need to explore two aspects:

- What was the nature of the society in 1914, and how would this shape its likely response to the threat?
- What actually happened in 1914, and how did Australians respond?

We will look at the first of these questions in this unit, and the second one in a following unit later in the year.

YOUR TASK

Your task is to look at some evidence about the Australia of 1914 and decide what you expect them to do when the decision to go to war has to be faced in that year.

- 1 Start by looking at the **Overview of what Australia was like in 1914**. The whole class should look at this page.
- 2 Then explore some of the characteristics of Australia in 1914 more carefully. You can do this by having specialist groups **look at one of the Individual Evidence Sets** in this unit about some aspect of Australian life in 1914. Decide how this aspect might influence Australians’ decision about becoming involved in a war and see if you can anticipate how Australians would react to a threat or possibility of war. Summarise what you decide in the **Summary Table** like the one below.
- 3 **Each group reports** on what it discovered in their Individual Evidence Set.
- 4 **All groups should take notes** on what they find out for themselves and what they hear from others.
- 5 When all groups have explained their aspect of life and how his might contribute to the decision you **work out your own conclusion**. You will be able to test your hypothesis and see what actually happened in August 1914 in the next unit in this series.

Future units will then explore how Australian diggers experienced the war, and how participation in a world war also affected the home front.

SUMMARY TABLE

The sets of evidence, or evidence files to investigate, are:

You should keep notes in a table like this.

Aspect	How is this likely to influence people’s decision about going to war?
A snapshot of Australia in 1914	
Birthplace Evidence Set 1	
Trade and Economy Evidence Set 2	
Place in the world Evidence Set 3	
Loyalties, Identity and commemorations Evidence Set 4	
Attitudes to war and defence Evidence Set 5	

Your final conclusion:

Will this society go to war if it involves Britain fighting Germany? Why?

A snapshot of Australia in 1914

A nation will respond according to its characteristics. Look at the following features 1-11 that most people in Australia shared.

- 1 Consider how each might influence a society's decision about whether to go to war. Take into account also whether these types of war might also be contributing factors in a decision:
 - How important it might be if Australia feels a direct threat
 - How important it might be if the war involves a threat to Britain
 - How important it might be if the enemy is Germany
 - How important if the enemy is an Asian nation
 - How important if the enemy is another European nation.

You might decide that an element:

- Would probably influence a decision to go to war
 - Would probably influence a decision not to go to war
 - Would influence a decision in some of the above situations, but not others
- 2 Record your ideas in the **Summary Table** and present them to the whole class.

1 A prosperous society

Australians had a vision of themselves as a young, free, prosperous, society. This image from New South Wales shows a common attitude:



2 A democracy

Australia was an advanced democratic and egalitarian society. This was best seen by the status of women's vote in elections:

Place	Voting Rights	Right to stand for Parliament
South Australia	1895	1895
Western Australia	1899	1920
Australia (Commonwealth)	1902	1902
New South Wales	1902	1918
Tasmania	1903	1921
Queensland	1905	1915
Victoria	1908	1923

Internationally, only three other nations (NZ, 1893, Finland 1906 and Norway 1913) had women's suffrage – though several states and territories within the USA also did.

3 A living wage

In 1907 the Commonwealth Court of Conciliation and Arbitration ruled that there was a legal requirement for certain employers to pay a living wage to all employees. This decision was later overturned, but the principle of a basic or minimum wage was established and followed. This was a great social reform.

4 A White Australia

Australia saw itself as a white European nation. There were non-European people in Australia (mainly Aborigines, Pacific Islanders and Chinese) but these were seen as exceptions to the general rule. The consensus of the science of the day was that race was a real thing, and that some racial groups were unequal to others.

5 An urbanised society

Australia was the most heavily urbanised society in the world. A greater proportion of its population lived in cities or towns than in rural areas.

6 A pastoral and manufacturing economy

Australia had a mixed economy. It manufactured many of its own needs. You can see this in the NSW image in Document 1. Its main exports were wool, grain and minerals. Its main imports were manufactured machinery, and cloth. All overseas trade was by ship, so security of the seas was a key requirement.

7 A common culture

Australians had a common language, accent, legal system (a British one), and education system (also based on the British one). Education was compulsory up to age 14.

8 A semi-independent nation

Australia became a self-governing nation in 1901 but was still a colony of Britain. The British Government made all foreign policy decisions for Australia.

9 A Westminster style parliamentary system

Australia's political system was based on Britain's. Virtually all its members of the Commonwealth Parliament were Australian-born, or British-born. The two main parties were Liberal, and Australian Labor Party.

10 A Christian nation

The vast majority of Australians (96% of them) called themselves Christian. About three-quarters of these were Protestant, and one quarter Roman Catholic.

11 A male-dominated workforce

Most Australian workers were male. They were mainly in industry or primary production. Most women were dependents. Those who worked were mainly in industry (factories) or domestic service.

What is your impression – how likely is this society to go to war? What characteristics of that society might most influence the decision?

You can now test your ideas by looking more closely at some of these features of this society in the **Individual Evidence Sets** that follow.

Individual Evidence SET 1

? Does people's birthplace help us understand whether the nation will go to war?

Here is information about where the people who lived in Australia in 1914 had been born. Look at this evidence and answer the questions in the box. Summarise your ideas in your **Summary Table** and report on your findings to the class.

Decide and report to class

How might birthplace and immigration background influence whether this society would go to war in 1914?

In your report to the class consider these aspects:

- How important it might be if Australia feels a direct threat
- How important it might be if the war involves a threat to Britain
- How important it might be if the enemy is Germany
- How important if the enemy is an Asian nation
- How important if the enemy is another European nation.

SOURCE A Birthplace of Australians in 1911

Percentage of the total population of Australia at the 1911 Census who were born:

- 1 in Australia — 82.90%
- 2 in other places — 17.10%



SOURCE B Birthplace of the 17.10% of Australians in 1911 who had not been born in Australia

Of the UK figures nearly 60% were English, 24% were Irish, and 16% were Scottish.



1	NZ	31868
2	UK	590722
3	Other Europe	73949
4	Asia	36442
5	Africa	4958
6	America	11278
7	Polynesia	3410
8	At sea	4238
9	Unspecified	30470

SOURCE C The Commonwealth Year Book comments

As regards the **immigrant races**, it may be said that they consist mainly of natives of the three divisions of the United Kingdom and their descendants. 96.97% of the total population at the date of the Census had been born in either Australasia or the United Kingdom.

The other birthplaces most largely represented in the Commonwealth were Germany (0.75%); China (0.47%); Scandinavia (0.33%); Polynesia (0.08%); British India (0.15%); United States of America (0.15%); and Italy (0.15 %).

The total population of Asiatic birth was 36,442 (0.82%), of whom 3474 were born in Japan.

Individual Evidence SET 2

? Do economy and trade help us understand whether the nation will go to war?

A nation's economic situation might influence whether it goes to war. A war might help a nation's economy, or it might hurt it.

Here is information about Australia's imports and exports. Look at this evidence and answer the questions in the box. Summarise your ideas in your **Summary Table** and report on your findings to the class.

Decide and report to class

How might Australia's economy and trade influence whether this society would go to war in 1914?

In your report to the class consider these aspects:

- How important it might be if Australia feels a direct threat
- How important it might be if the war involves a threat to Britain
- How important it might be if the enemy is Germany
- How important if the enemy is an Asian nation
- How important if the enemy is another European nation.

SOURCE A

Top 10 nations from which Australia imported goods in 1914 (% of total imports)

	1908-12	1913
Belgium	2.39	2.83
Canada	1.13	1.45
Ceylon	1.24	1.21
Germany	6.60	6.21
India	3.43	3.72
Japan	1.19	1.15
Norway	0.84	0.95
NZ	4.25	3.15
UK	59.83	59.71
USA	11.34	11.94

SOURCE B

Top 10 nations to which Australia exported goods in 1914 (% of total exports)

	1908-12	1913
Belgium	7.47	9.50
Ceylon	4.54	1.43
France	10.03	12.33
Germany	10.22	8.75
India	3.21	1.72
Japan	1.60	1.82
NZ	3.26	3.00
South Africa	2.40	2.47
UK	45.46	44.30
USA	2.79	3.35

Australia's main imports were manufactured cloth and manufactured machinery. Australia's main exports were wool, grain and metals

SOURCE C A comment on Australian trade

The [protection of the] floating trade of the Commonwealth ... involves corresponding naval provision, with such naval war material as will permit the principal lines of sea communication being kept open, and ensure that Australian ports are fully defended.

The School Paper 1913 grade V-VI in Rosalie Triolo, Our Schools and the War, Australian Scholarly Publishing, Melbourne, 2012, page 3

SOURCE D A typical ship involved in international trade

All overseas trade was by merchant ships such as this one.





Does Australia's place in the world help us understand whether the nation will go to war?

Here are some facts about Australia's place in the world in 1914, and some of the fears it had about that world.

Look at this evidence and answer the questions in the box. Summarise your ideas in your **Summary Table** and report on your findings to the class.

Decide and report to class

How might Australia's place in the world influence whether this society would go to war in 1914?

In your report to the class consider these aspects:

- How important it might be if Australia feels a direct threat
- How important it might be if the war involves a threat to Britain
- How important it might be if the enemy is Germany
- How important if the enemy is an Asian nation
- How important if the enemy is another European nation.

SOURCE 1 Australia was a colony of Great Britain

Even though Australia had its own government and parliament it was subject to the British Government. Australia could not declare war — this had to be done for it by the British Government. It could not make its own treaties with other countries, but had to rely on the British Government to do it.

SOURCE 2 New Guinea



German New Guinea stamps



Australia's closest contact with other nations was in New Guinea and the Pacific. Australia took responsibility for British New Guinea in 1902, and it became the Australian Territory of Papua in 1906. Germany, Britain's great imperial rival at this time, controlled northeastern New Guinea, New Britain and New Ireland. The Dutch controlled the western half of New Guinea. France controlled the New Hebrides and New Caledonia. This German map shows how Australia's north was controlled by foreign powers.

SOURCE 3 White Australia Policy

Australian colonies had passed laws from the 1850s to restrict non-European immigration to their territories. In 1901 the new Commonwealth Parliament had passed the *Immigration Restriction Act*, restricting the immigration of non-Europeans by use of a dictation test, and the *Pacific Islands Labour Act*, sending most Pacific Islanders who worked on Queensland sugar plantations back to their home islands. Australians believed in a white (that is, British and northern European) Australia.

SOURCE 4 Sino-Japanese War 1894-95

Australians started to become aware of the growing strength of Japan when it defeated China.

SOURCE 5 Anglo-Japanese Treaty 1902 (renewed 1905, 1911)

In 1902 Britain signed a military treaty with Japan, promising that each would defend the other if attacked. Some Australians worried that this would 'normalise' the Japanese, and threaten White Australia. It was also a sign of the growing power and influence of Japan in the area, which could become a hostile power in the future.



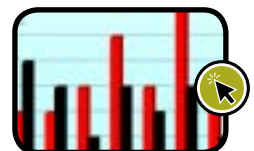
SOURCE 6 Russo-Japanese war 1905

This was the first time an Asian nation had defeated a western nation. Japan showed that it had developed a powerful navy.



SOURCE 7 Growing German naval rivalry with Britain

In 1905 the development of the *Dreadnought* class of battleship made all other warships obsolete. Britain relied on its naval superiority to maintain its empire. It developed the first *Dreadnought*, but it was quickly copied by other nations.



SOURCE 8 Australian fears

Here are five cartoons that illustrate ways in which Australia saw itself in the Asia Pacific area in the period 1910-1914. Click to enlarge each and suggest what fear/s each cartoon is illustrating.





Do Australian identity, loyalties and celebrations help us understand whether the nation will go to war?

Australians could have many different loyalties at the same time. Which of them was strongest? Look at the following evidence about Australians' Empire identity, the strength of their Australian identity, and the main celebratory days. How do these attitudes and celebrations help us understand how Australians might react in time of war? Answer the questions in the box, and summarise your ideas in your **Summary Table** and report on your findings to the class.

Decide and report to class

How might loyalty and identity influence whether this society would go to war in 1914?

In your report to the class consider these aspects:

- How important it might be if Australia feels a direct threat
- How important it might be if the war involves a threat to Britain
- How important it might be if the enemy is Germany
- How important if the enemy is an Asian nation
- How important if the enemy is another European nation.

SOURCE 1 The Imperial and the National Spirit

A British observer John Foster Fraser toured Australia in 1909. He wrote:

Australia presents a paradox. There is a breezy, buoyant Imperial spirit. But the national spirit, as it is understood elsewhere, is practically non-existent, although one sees the green leaf sprouting. This seems strange. Yet the explanation is simple enough. The population in all the States has been drawn from one common source: the British Isles. There is a warm and generous

love for the Motherland. When the Australian uses the word "home", he does not mean his home. He means England.

And that one word "home" ... has soaked into the brain of the Australian, and he appreciates, not always by reasoning about it, but with the regard a son has for his father, that "home" is his country just as much as is Australia, and that what affects the Englishman affects him. Hence the growing spirit of Imperialism throughout the Continent.

JF Fraser, Australia: *The Making of a Nation*, London, 1910, page 11

SOURCE 2 The Australian Natives' Association

The Australian Natives' Association (ANA) was an organisation formed to help its members with health benefits. It also campaigned actively for Federation, and promoted anything that would benefit the nation. Only people born in Australia could be members — hence the name 'Natives'.

We have "learned from our wistful mothers to call old England 'home,'" but, excepting in a poetic sense, the use of that fond expression as an alternative word for England is incorrect, and perhaps even mischievous. Our home is Australia. The apologetic and self-depreciatory attitude of many of us regarding Australia ... is also very largely due to the prejudices inherited from our parents, or derived from English books and English people, with whom we come so closely into contact in many ways ... All we need is to have the same pride in our country as the Englishman has in his (we would be equally justified), and the same courage in expressing it. Then we would no longer accept the English trade-mark as the only guarantee of excellence in manufactured goods; London fashions in clothing as the only sartorial standard; English writers, poets, and artists as necessarily superior to our own; and English school books and school songs as the most suitable for Australian children ...

This is our apology, if apology is needed, for the "exclusiveness" of the A.N.A. If not accepted by our fellow-Australians, we can only hope and believe that it will be by their children.

Advance Australia, Melbourne, 16 December 1913



Museum Victoria

SOURCE 3 Celebrations — Labor Days

There were several days that could be celebrated by parts of the Labor movement.

May Day (1 May) was celebrated by socialists as part of an international event expressing solidarity among the world's workers. The small group in Australia who celebrated this were expressing their vision of the workers of the world uniting, regardless of which nation they lived in.

Trade unionists might celebrate the *8-Hour Day*. These were a commemoration of the winning of an 8-hour day (8 hours of work, 8 hours of recreation, 8 hours of rest) originally in Victoria in 1855. The day often included a march, followed by a family picnic.

Eight-hour Day procession, Sydney, 1909



Eight-Hour Day procession at Wrightville, near Cobar, NSW, c.1913





Do Australian identity, loyalties and celebrations help us understand whether the nation will go to war?

Australians could have many different loyalties at the same time. Which of them was strongest? Look at the following evidence about Australians' Empire identity, the strength of their Australian identity, and the main celebratory days. How do these attitudes and celebrations help us understand how Australians might react in time of war? Answer the questions in the box, and summarise your ideas in your **Summary Table** and report on your findings to the class.

Decide and report to class

How might loyalty and identity influence whether this society would go to war in 1914?

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SOURCE 1 Empire Day

Empire Day was first observed in Australia in 1905. It was celebrated on 24 May, the day of the late Queen Victoria's birthday. (Children in Catholic schools were generally not encouraged to celebrate Empire Day, but St Patrick's Day.)



Here is how the Victorian Department of Education suggested that children celebrate Empire Day in schools:

Assemble the children [on the morning] ... of the 24th May ... and carry out a programme consisting of lessons in geography [of the British Empire], and addresses, readings, recitations and songs of an imperial and patriotic character. The singing of the National Anthem and the saluting of the Union Jack should form a prominent part ... [T]he children should be free during the afternoon to take part under the direction of their teachers in any celebration arranged by the local authorities or by the teachers.

Rosalie Triolo, *Our Schools and the War*, Australian Scholarly Publishing, Melbourne, 2012, pages 4-5

SOURCE 2 A photograph of an Empire Day celebration



Students of North Shields School, Port Lincoln

SOURCE 3 The meaning of Empire Day

Today will witness the inauguration of a festival unique in the history of the world. For the first time the British people will dedicate a day to the great Empire which binds together in an Imperial brotherhood about one-fourth of the human race. In that vast community are included men of every color and every creed, all of whom enjoy the most perfect liberty of thought and expression, and whose lawful liberty of action is bounded only by respect for the equal rights of their fellows. ... Countries separated by the bulge of a hemisphere, peopled by races divergent in color, creed, language, and laws, look up to the one flag as they do to the one sun, and see there the symbol of that mutually guaranteed peace in which they live and prosper, the peace of the strong man armed who keepeth his court ...

For us here in Australia it has, however, more than a sentimental significance. The recent startling developments in far Eastern nations show that we have been slumbering beside a volcano, the danger of which was never until now suspected. But while we remain a part of the Empire, faithful to its interests, and loyal to its ideals, that need not be feared.

Sydney Daily Telegraph, 24 May 1905



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SOURCE 1 Australia Day

Australia Day, 26 January, was celebrated mainly in New South Wales. It was the day on which, in 1788, the First Fleet landed — so was arguably the day on which modern Australia began. However, many states preferred to celebrate their own Foundation Day, the date on which they separated from New South Wales and gained their own self-government.

Support for 26 January as the national day was not universal. The Australian Natives' Association (ANA) wanted 26 January to be called ANA Day to try and separate it from its convict origins. Some newspapers did not want to celebrate Australia Day because of their republican beliefs.



State Library of Victoria

SOURCE 2 St Patrick's Day

St Patrick's Day, traditionally 17 March, was a special day for people of Irish (and usually also Roman Catholic) heritage in Australia.

It celebrated heritage, but also contained a political element — an expression of support for Home Rule, meaning the separation of Ireland from Britain. By 1914 it looked like the British Government were about to grant Home Rule to southern Ireland.

Hibernian Society Badge 1914

St Patrick's Day procession, Brisbane, c. 1905



Museum Victoria

Bonzie

SOURCE 3 Wattle Day

A history of Wattle Day

An August 1909 public meeting held to form a Wattle Day League accepted a motion ... advocating the setting apart throughout the Commonwealth a day which the Australian national flower — the Wattle Blossom — might be worn, and its display encouraged. The meeting also agreed to encourage the co-ordination of all states in this endeavour.

There had been a debate as to whether Wattle or the Waratah should be Australia's national floral emblem. By around 1910, consensus finally favoured Wattle since it grows throughout the nation whereas the Waratah is limited in distribution.

The First National Wattle Day was celebrated in Sydney, Melbourne and Adelaide on the first of September 1910. Early Wattle Day activities included planting of wattle trees in school grounds, school lessons on botany, street decorations of wattle blossom, and wearing sprigs of wattle, often sold for charity.

Wider acceptance of national Wattle Day was achieved at a major Australian Wattle Day League Conference in Melbourne in January 1913. Branches were formed in a number of states, with the general aim of officially proclaiming wattle as the national floral emblem and extending Wattle Day celebrations throughout the nation.

About this time, (1913) wattle was officially introduced to representations of the Commonwealth coat-of-arms. And in December of the same year, the first wattle blossom stamp was issued.



Museum Victoria

Australian Government

National Museum of Australia

<http://www.australianchoice.com.au/wattles.asp>



Do Australian attitudes to war, peace and defence help us understand whether the nation will go to war?

An important factor that might influence whether a nation goes to war is people's attitudes to war and to peace. What did war mean to people? There had not been a major European war since 1815, and few Australians had been involved in any fighting. The most recent was a relatively small number in the Boer War of 1899-1902. How strong were pacifist or anti-war attitudes?

Look at this evidence and answer the questions in the box. Summarise your ideas in your **Summary Table** and report on your findings to the class.

SOURCE 1 What did war mean?

Australia has so far achieved nothing great from the national standpoint. It cannot be said to have failed, because it has not yet been called upon ... The Australian must be prepared, in the event of great emergency, to die for something or somebody.

A Buchanan, *The Real Australia*, 1907, pages 20-2

SOURCE 2 From a primary school history textbook

The tales here told are written, not to glorify war, but to nourish patriotism. They represent an effort to renew in popular memory the great traditions of the Imperial race to which we belong.

The history of the Empire of which we are subjects—the story of the struggles and sufferings by which it has been built up—is the best legacy which the past has bequeathed to us. But it is a treasure strangely neglected. The State makes primary education its anxious care, yet it does not make its own history a vital part of that education. There is real danger that for the average youth the great names of British story may become meaningless sounds, that his imagination will take no colour from the rich and deep tints of history. And what a pallid, cold-blooded citizenship this must produce!

War belongs, no doubt, to an imperfect stage of society; it has a side of pure brutality. But it is not all brutal. Wordsworth's daring line about "God's most perfect instrument" has a great truth behind it. What examples are to be found in the tales here retold, not merely of heroic daring, but of even finer qualities—of heroic fortitude; of loyalty to duty stronger than the love of life; of the temper which dreads dishonour more than it fears death; of the patriotism which makes love of the Fatherland a passion. These are the elements of robust citizenship. They represent some, at least, of the qualities by which the Empire, in a sterner time than ours, was won, and by which, in even these ease-loving days, it must be maintained.

WH Fitchett, *Deeds That Won The Empire*, John Murray, London, 1897 (29th printing in 1914), Preface

Decide and report to class

How might attitudes to war, peace and defence background influence whether this society would go to war in 1914?

In your report to the class consider these aspects:

- How important it might be if Australia feels a direct threat
- How important it might be if the war involves a threat to Britain
- How important it might be if the enemy is Germany
- How important if the enemy is an Asian nation
- How important if the enemy is another European nation.

SOURCE 3 Pacifism and anti-militarism in Australia

Australia's first peace organisation, the Melbourne Peace and Humanity Society (PHS), was formed in May 1900 ... By 1914, several organisations shared this commitment: local branches of the London Peace Society (formed in 1905), the Australian Freedom League (AFL), the Women's Political Association (WPA), the Political Labor Council, and the Victorian Socialist Party (VSP), all argued against militarism.

<http://www.emelbourne.net.au/biogs/EM00071b.htm>



A cartoon published on the outbreak of war in 1914, and opposing that war

SOURCE 4 Timeline of the development of the Australian Defence Force

1870 Last British troops withdrawn. Colonies were now responsible for having their own defence forces.

1899-1902 Boer War. Individual colonies sent troops, and after Federation a small Australian force was sent, but arrived after the end of the war.

1901 Federation. Australia became responsible for the colonial forces.

1908 The United States Great White Fleet visits. It was invited to visit by Prime Minister Deakin. This was a breach of protocol, as the British Government believed it should have been the one that invited it to visit Australia, or not. This showed Deakin's fears about the security of the Pacific Ocean, and the need for great and powerful friends to be there.

1910 Report of Lord Kitchener. He was the leading British military figure, and visited Australia to investigate its defence system. He noted that Australia was vulnerable to invasion, and recommended a system of compulsory military training of all males for service in time of need.

1913 Australian naval ships arrive. Before 1913 a naval agreement between Britain and Australia meant that Australia helped finance a British squadron, which was to be kept in the area. In 1909 Australia decided to buy its own squadron, one of three to be a Pacific squadron, to be placed under British control in the event of a war. The Australian fleet was to fly the British and Australian naval flags. The first ships arrived in Australia in 1913.



SOURCE 5 Attitudes to the Australian fleet

We give expression today in this fleet to the unconquerable and indomitable spirit of our forefathers, who have won for us this mighty modern Empire of ours. (Cheers.) ... we want only the best that money can buy, and want only the best that our national spirit can produce. (Cheers.) ... navies are instruments of international relations. (Applause.) ...

Prime Minister Joseph Cook, *Sydney Morning Herald*, 6 October 1913

SOURCE 6 From a Victorian primary school text

If an enemy halted British trade vast numbers of people would have no work ... and so could not earn money to buy bread; and ... there would not be enough bread for everybody, for [the Empire] depends upon ships to bring corn from other lands ... the Empire is safe as long as 'Britannia rules the waves'.

The School Paper 1913 grade V-VI in Rosalie Triolo, *Our Schools and the War*, Australian Scholarly Publishing, Melbourne, 2012, page 3

SOURCE 7 The arrival of the Australian fleet

The long grey line of ships materialised punctually out of a thinning sea mist ... Hundreds of small craft provided an eager escort, while hundreds of thousands of sightseers crammed the many headlands to stare at the imposing passage of one of the largest warships ever to enter Port Jackson: 'The sight of her revealed the nation's dreadnought in all her beauty and majesty, no longer a thing to be looked at on a printed page, but a living sentient thing whose mission is to guard our shores and protect our commerce and trade routes. We do not look upon her as standing for war but for peace which comes by being prepared for war.'

David Stevens (ed), *Royal Australian Navy*, Oxford University Press, Melbourne, 2001, page 20

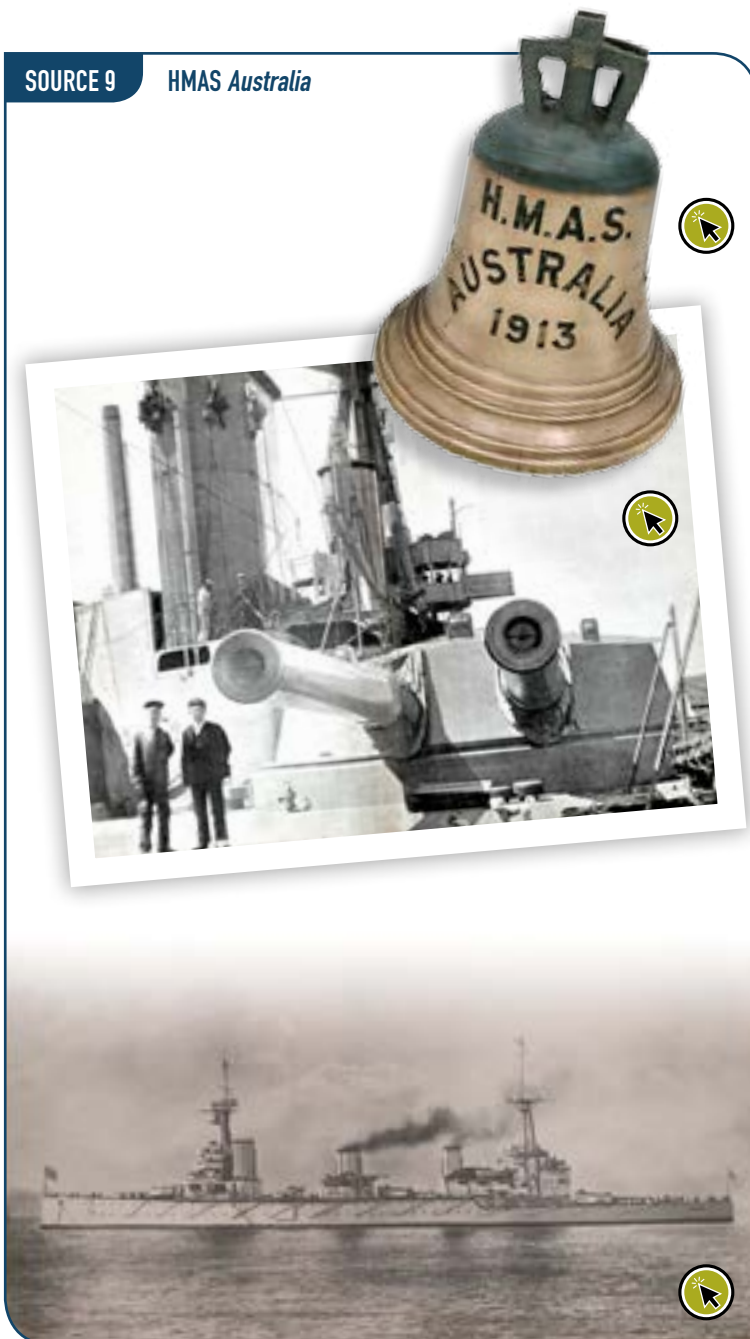
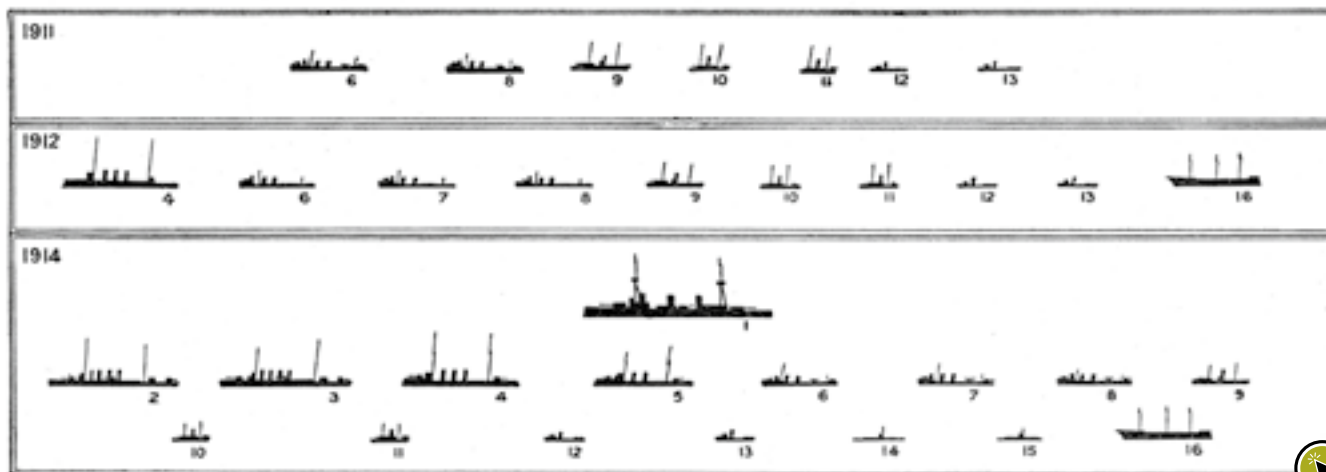
SOURCE 9 HMAS Australia**SOURCE 8** The Australian fleet in 1914

Diagram No. 1



SILHOUETTES SHOWING STRENGTH OF AUSTRALIAN NAVY, 1911, 1912, 1914.

(1) *Australia*, (2) *Melbourne*, (3) *Sydney*, (4) *Encounter*, (5) *Pioneer*, (6) *Parramatta*, (7) *Warrego*, (8) *Yarra*, (9) *Protector*, (10) *Gayundah*, (11) *Paluma*, (12) *Countess of Hopetoun*, (13) *Childers*, (14) *Submarine AE 1*, (15) *Submarine AE 2*, (16) *Tingira*.



Do Australian attitudes to war, peace and defence help us understand whether the nation will go to war?

In 1909, for the first time, an English-speaking nation now had compulsory military training in time of peace. Critics called it 'boy conscription'.

Look at this evidence and answer the questions in the box. Summarise your ideas in your **Summary Table** and report on your findings to the class.

Decide and report to class

How might attitudes to war, peace and defence background influence whether this society would go to war in 1914?

In your report to the class consider these aspects:

- How important it might be if Australia feels a direct threat
- How important it might be if the war involves a threat to Britain
- How important it might be if the enemy is Germany
- How important if the enemy is an Asian nation
- How important if the enemy is another European nation.

SOURCE 1 'Boy conscripts'



Naval cadet



Army cadet



Senior cadet group

SOURCE 2 The compulsory training system

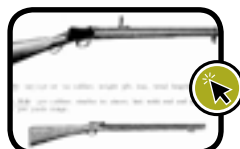
In 1911 Australian males aged from 12 to 26 were required to be part of a compulsory military training system.

Exemptions to service were for:

- Teachers who had trained as military instructors
- Permanent members of the military forces or police
- Those who failed the medical test
- Those not of substantially European origin (they had to do non-combatant training)
- Those convicted of any 'disgraceful or infamous crime'
- Those of 'notoriously bad character'
- Those who lived a large distance from a school or training centre.

Those who were medically unfit, those who had a conscientious objection to bearing arms and non-Europeans were not exempt from no-combatant duties.

Penalties (including fines, civil imprisonment and detention in military prisons) existed for boys who skipped training, and parents, employers and boys who did not register or who encouraged boys not to register or attend.



Newspaper advertisement 1914

Age	Group	Key features of service
12-14	Junior cadets	<ul style="list-style-type: none"> • For 2 years • 90 hours • Fitness training by specially trained instructors • No uniform Training included: physical training for at least 15 minutes on each school day, and elementary marching drill. Also miniature rifle shooting, swimming, running exercises in organised games, first aid, and in naval school areas mariners' compass, elementary signalling.
14-18	Senior cadets, whether students were at school or work	<ul style="list-style-type: none"> • For 4 years • In uniform • 40 drills each year comprising: 4 whole days (x 4 hours), 12.5 half days (x 2 hours), 24 nights (x 1 hour) Training included Military drill, Shooting, First aid
18-25	Citizen Forces	<ul style="list-style-type: none"> • In uniform • 16-25 days depending on the arm of the force (e.g. engineers more than infantry) Training included Military drill, Shooting
	26+:	<ul style="list-style-type: none"> • In uniform • A muster parade once a year

SOURCE 3 Script of a physical training lesson given to a detachment of Junior Cadets

Serial	Action	Command
1.	Form Class into one rank	Backs to the wall--move!
2.	Select two leaders and place them in position 2 paces apart (on marks)	
3.	Form 2 ranks on leaders	(Cadets go alternatively to front and rear ranks)
4.	Practice whole class running to wall and back in ranks	To the wall--move! To places--move!
5.	Attention. Stand at Ease.	Atten--tion! Stand at--ease!
6.	Covering in files	Class--cover!
7.	"As small as possible, as tall as possible"	As small as possible, as tall as possible--down! Class--up! Etc
8.	Knees full bending	Knees full--bend! Knees-- stretch! (The heels are raised as knees are bent).
9.	Marking time	Mark--time! Class--halt! (begin on left foot; instant halt on command)
10.	Rapid march in large circle, instant halt on signal or command.	Quick--march! Class--halt! (step off with the left foot, keep time)
11.	Racing in 4s or "all against all"	
12.	Reform in open ranks (place leaders)	To your places--move!
13.	"Bouncing Balls"	(Small rapid jumps with straight knees)
14.	Breathing	Breathing--commence! Class--steady!

Source

SOURCE 4 Comments on the working of the scheme

[There has been] a marked improvement has quite lately become apparent in the general conduct and bearing of the youths of Australia, and it is claimed that this is the effect of the system of universal training. As a result of inquiries made in 1914, the police authorities in all the States concurred in the opinion that the behaviour of the youths who are subject to the training is vastly improved. It is stated that both mentally and morally, as well as physically, the benefits are very definite, and that "the principal effects of a beneficial nature are increased self-respect, diminution of juvenile cigarette smoking and 'larrikinism,' and generally a tendency towards a sense of responsibility and a desire to become good citizens."

Commonwealth Year Book 1915 page 154



Before and After Universal Service.

The Bulletin

SOURCE 5 Was the scheme resisted?

Some historians argue that there was considerable opposition and hostility to the scheme.

Opponents included:

- Some religious groups and individuals who objected to war
- Quakers who objected to bearing arms
- Pacifists
- Some socialists whose loyalty was to international socialism rather than a nation.

The historian who has studied it most closely (John Barrett, *Falling in. Australians and 'Boy Conscription' 1911-1915*, Hale & Iremonger, Sydney, 1979) argues that while it was not popular, it was still largely accepted by the vast majority of the Australian community. He estimates that there was about a 5% rejection rate of the scheme at most.



A cartoon comment on opposition to the scheme.

The Bulletin