



**SOURCE 7.9.8** A poster encouraging women to buy war bonds during World War I, c. 1918. Held at the Australian War Memorial

### Remembering and understanding

- Define the terms below.
  - atrocities
  - Trading with the Enemy Act
  - censorship
  - War Precautions Act
  - internee
  - white feather
  - propaganda
- Reread 'Australia's economy'.
  - What were the major changes to the Australian economy during World War I?
  - In what ways did these changes establish new financial relationships between the federal and state governments into the future?

### Remembering, understanding and analysing

- Reread 'The political front'.
  - How did the concerns of the states differ from those of the federal government at the beginning of the war?
  - What impact did the War Precautions Act have on the Australian home front?
  - Reread Source 7.9.2. With what was Mr Barker charged?
  - Conduct research on the internet to find an additional newspaper item dealing with the War Precautions Act and share the items among your class.

### Understanding, applying and creating

- Reread 'Internees and other German-born Australians' and conduct necessary research to respond to the following tasks.
  - Which people were likely to be placed in internment camps?
  - Collect images from various internment camps and list the activities in which internees are engaged in the images.
  - Write a 300-word report in which you describe the daily life of people detained in internment camps.

### Understanding and analysing

- Study 'Communication with the front' and Sources 7.9.4 and 7.9.5.
  - What emotions may Jack have been experiencing at the time of writing the card, knowing what faced him in the future?
  - What emotions may have been experienced by Fanny and the children? Provide evidence from Source 7.9.5.
  - Compare the covers of the two cards. Describe the contents of each and explain why they may have those characteristics.

### Analysing and evaluating

- Examine Source 7.9.6 and conduct appropriate research in the library or the internet.
  - Giving a white feather was one method women used to encourage men to enlist. What other types of persuasion were used?
  - Which of the types of persuasion used by women do you believe was the most likely to succeed? Give reasons for your decision.
- Research in the library or on the internet the roles performed by each of the following organisations: the Country Women's Association, the Women's Christian Temperance Union, the Australian Women's National League, the Voluntary Aid Detachment, the Australian Comforts Fund and the Cheer-Up Society. Which one of these organisations do you believe did the best work for the home front? Give reasons for your answer.

Consumption

David Van Tol, S. O. (2012). Pearson History student book. Port Melbourne: Pearson.

## THE IMPACT OF WORLD WAR I ON AUSTRALIA: CONSCRIPTION



### THE ENLISTMENT DILEMMA

Prior to 1915, the most dangerous activity for Australians had been working in the mining industry. This changed during World War I. As war casualty figures were published, people began to question their initial enthusiasm for war.

YEAR	DEATHS
1915	8 474
1916	13 696
1917	21 736
1918	14 240

**SOURCE 7.10.1** Numbers of Australian servicemen who died in each year of the war

Q Draw a line graph to illustrate the information shown in the table and describe the changes shown on your graph.

A variety of **propaganda** campaigns and a reduction in the required physical standards of entry in 1915 contributed to increased enlistments. Until the middle of 1915 there had been no organised **recruitment** program; men joined in response to their own feelings or private pressures. The Australian government was forced into action because it had promised Great Britain more men than it was able to deliver. Men who had thought that they would not be needed came forward, along with those who had wanted to join but whose physical standard did not reach that required in 1914.

From the middle of 1915, various patriotic ceremonies were organised to raise money for the war effort and to encourage enlistment. The new monuments erected to honour those killed in the war were popular sites for such ceremonies.

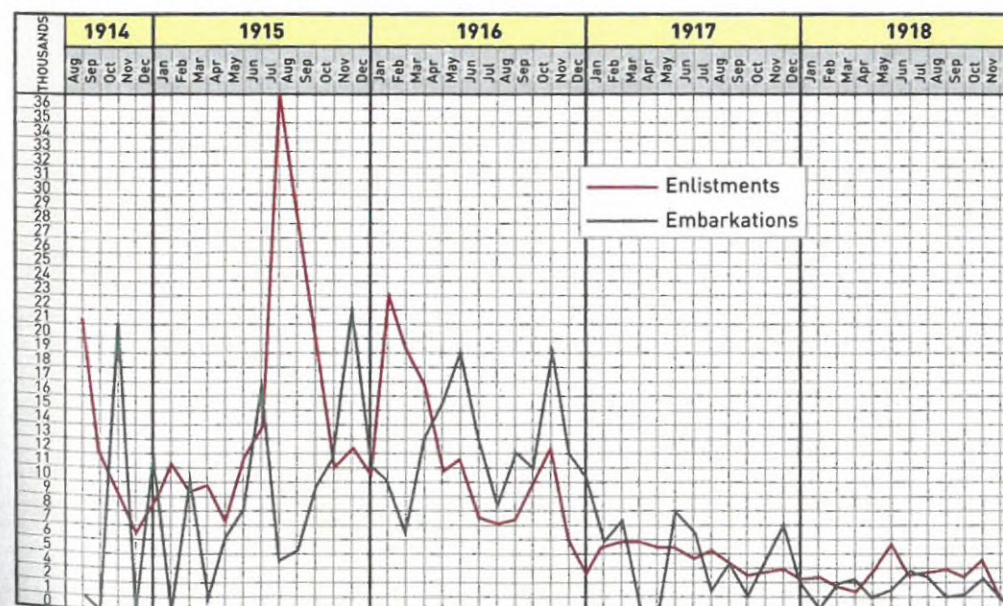
The ceremonies were usually religious or nationalist in nature. One or more returned soldiers often participated, as the ceremonies were also aimed at recruitment. Posters encouraging people to enlist were also used to attract recruits.

After July 1915, enlistment numbers declined again. Recruiting committees throughout Australia worked hard to get numbers up again at the beginning of 1916 but after an initial rise they began to decrease again.

**THE MINIMUM HEIGHT FOR NEW RECRUITS WAS DROPPED TO FIVE FEET TWO INCHES (157 CENTIMETRES) IN JULY 1915.**

The minimum height requirement in 1914 was five feet six inches (168 centimetres), which, along with other requirements, meant that the original recruits had outstanding physical characteristics.

**DID YOU KNOW?**



**SOURCE 7.10.2** Australian enlistments and embarkations for overseas service during World War I. From *Official History of Australia in the War of 1914–1918*, Vol. XI, by Ernest Scott, 1941

- Describe the changes in enlistment numbers throughout the war. Ensure that you provide the dates of major changes.
- What do the enlistment figures for 1917 and 1918 indicate about the number of Australians serving on the Western Front at that time?

## DIVISION IN AUSTRALIAN SOCIETY

Billy Hughes became Australia's seventh prime minister in October 1915. Like his Labor Party colleagues, he was against **conscription** (compulsory service in the armed forces).

A visit by Hughes to Britain in early 1916 including a visit to Australian troops at the front. This visit convinced Hughes that the troops were doing a great job. He believed that the troops, and Britain, needed all the help that Australia could possibly give them to win the war. Britain had introduced conscription at the beginning of 1916 and Hughes believed that Australia should do the same.

The **War Precautions Act** would have allowed the government to legislate to introduce conscription but Hughes was concerned that the Labor-dominated Senate might not pass the legislation. The alternative was a **referendum** on conscription: the people would decide and then that decision would be binding on all politicians. It would not be like a referendum to change the constitution. It would more correctly be called a **plebiscite** in which the people would vote directly on a matter of national importance; the result would give clear guidelines for the politicians to follow.

## SPLITS IN LABOR AND AUSTRALIA

### THE FIRST REFERENDUM

There were two referendums in Australia on conscription. The first was on 28 October 1916 (to give the government power to force men to serve overseas during the current war) and the second on 20 December 1917 (to give the government power to compel men to join the army to reinforce the AIF overseas). Both were narrowly defeated. The referendums split the country and destroyed, for over ten years, the chance of a Labor government at federal level in Australia.

### THE SECOND REFERENDUM

After the loss of the first referendum, Billy Hughes was expelled from the Labor Party, taking 23 of the 65 Labor members with him. He retained the prime ministership and he and his followers initially formed the National Labor Party. This group then joined with the Liberals to form the Nationalist Party, with Hughes as leader, and won the 1917 general election.

Conscription was not an issue in the 1917 election but, after the slaughter on the Western Front in 1917, Hughes tried a second referendum to compel troops to fight overseas and build up Australian numbers. He chose to do this by referendum even though he now had a Senate that would have supported the legislation.

The country split into two camps over conscription—'Yes' and 'No'. Differences were bitter, as people felt strongly



SOURCE 7.10.3 A recruitment poster from 1915

- 1 What techniques does the poster use to encourage men to enlist?
- 2 Why does Lieutenant Jacka appear on the poster?

about their point of view. Differences between social classes and religions were heightened. **Sectarianism** (strong devotion to a particular religion) had been present in Australia since the first colonists arrived. Protestants viewed Catholics, who were predominantly of Irish background, as disloyal to Britain because of the Irish quest for Home Rule. Being against conscription became associated with Irish disloyalty to Britain. The Catholic Archbishop of Melbourne, Dr Daniel Mannix, spoke out strongly against conscription, particularly in 1917. He probably caused as many people to vote 'Yes' as 'No' because of the large number of issues underlying the debates. Speeches and posters were aimed at producing fear and guilt on both sides.

**A NUMBER OF RECRUITMENT MARCHES WERE HELD, MAINLY IN NEW SOUTH WALES, TO ENCOURAGE MEN TO ENLIST.**

The marchers would start at country towns and collect recruits along the way; when they stopped along the way at towns, they were always treated well. Overall, the marches were not very successful in terms of recruitment numbers.

**DID YOU KNOW?**

## THE LAST YEAR OF THE WAR

Prime minister Hughes did not attempt a third referendum but the government continued until the end of the war to encourage as many men to enlist as possible, continuing with propaganda campaigns and enlistment marches.



SOURCE 7.10.4 A recruiting poster from 1918, drawn by Norman Lindsay. Held at the Australian War Memorial

- Q What emotions are being targeted to increase the number of men enlisting?

### Remembering and understanding

- 1 Define the terms below:
  - conscription
  - plebiscite
  - propaganda
  - recruitment
  - referendum
  - sectarianism
  - War Precautions Act
- 2 Reread 'The enlistment dilemma'.
  - a What was the change in the minimum height for new recruits from August 1914 to July 1915?
  - b Why did this change occur?
  - c Did it have a long-term impact on enlistment numbers?

### Understanding and evaluating

- 3 Research the life of Dr Daniel Mannix.
  - a What contributions did Mannix make to Australian society before, during and after World War I?
  - b Do you believe that his role in the conscription debate was reported fairly? Why?

### Analysing

- 4 Choose one of the sources from this unit.
  - a Examine your source carefully. Discuss what you think the source is about, seeking assistance with words that you do not understand.
  - b Write a five-line summary of what the source is saying.



SOURCE 7.10.5 In this photo, taken by the Yarra River a week before the second referendum (20 December 1917), men are selling photos of Doctor Mannix. Dr Mannix was the Roman Catholic Archbishop of Melbourne and a leading figure in the anticonscription debate.

- Q What do you think the men would do with the money raised from the sale of these photographs?

## LEARNING ACTIVITIES

- c Does your source support the 'Yes' or the 'No' vote? Does the source use very emotive language? Give evidence to support your answers.
- d Share the answers of your group with the other groups.

### Analysing and evaluating

- 5 Using information in this and earlier units, plus research on the internet, evaluate the contributions of prime ministers Joseph Cook, Andrew Fisher and Billy Hughes to the Australian war effort.

### Analysing and creating

- 6 Work in groups of four people to complete the following task.
 

*The year is 2015 and Australia's allies have gone to war and want our assistance. Recruiting has been at low levels for many years and the government needs to enlist 10 000 troops within three months.*

Prepare a plan to recruit the troops and prepare a poster as part of your plan.