

NOTES FOR TEACHERS

These notes are provided to support teachers who are using the resource with their students. They are for use with the 'Motivations for Enlistment' task and videos.

The History Teachers' Association of Victoria would like to thank the Department of Veterans' Affairs for providing the funding for this project through the Saluting Their Service grant program which commemorates the 75th anniversary of the end of World War II.

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The activities outlined below would work best with students working in pairs or small groups.

Please note that the answers given below are sample answers only. Students may make or infer differing conclusions.

Diggers, retreads and wheelbarrows: An interactive digital experience of Victorian enlistment during World War II

As you walk around the Royal Melbourne Regiment Drill Hall, you will watch a series of videos in which several people discuss their reasons for enlisting in World War II. Use the information available in the 'hotspots' to form your response to each question.



Fred Woodcutter, age 23

What reason does this person give for wanting to enlist?

- Defending Australia
- Fred states: 'Well, we have to defend Australia – it's our job. That's how I look at it.'

[The information for answering this question can be found by watching Fred's video interview.]

Look at the posters on the wall of the drill hall. Which one do you think would be most likely to motivate this person to enlist? What is your reasoning?

Student answers will vary but could include some of the following choices:

- 'New Australia Germany'
- 'Volunteer for Victory'
- 'He's coming south'
- 'Join the AIF. This is serious!'
- This man is your FRIEND
- What is your excuse for not joining your comrades in the AIF?

A strong answer might be something like this:

I think that the first four posters may have motivated Fred as he feels that he needs to defend Australia from the enemy. Fred also mentions having come down from Menzies Creek with a 'mate' so I think that the fifth and sixth posters might motivate him, also.

Please note that this is a sample answer only. Students may choose other posters and give equally suitable reasons for their choices.

[The information for answering this question can be found by watching Fred's video interview and by examining the posters on the walls of the Drill Hall.]

He mentions that he has travelled up from Menzies Creek with a friend to enlist. Both come from poor families, work as woodcutters, and have had very little schooling. What do you think are three opportunities or advantages that young men like Fred could experience because of enlisting in the Australian Imperial Force (AIF)?

[Please note that the answer to this question is not provided within the digital experience. This question would be most useful as a teacher-led discussion.]

Students' ideas may vary but could include the following:

- learning new skills such as:
 - improving their reading and writing
 - gaining a wider education
 - practical skills
- becoming part of a team
- learning discipline
- experiencing other parts of the world
- earning a regular wage
- gaining confidence and a sense of self-worth.



Clarence
Delivery man, aged 21

What reason does this person give for wanting to enlist?

- To be useful – he has the skills that are needed.
- Clarence states: 'I am applying for enlistment as a dispatch rider. I should be some use to them.'

[The information for answering this question can be found by watching Clarence's video interview.]

Look at the posters on the wall of the drill hall. Which one do you think would be most likely to motivate this person to enlist? What is your reasoning?

Student answers will vary but could include some of the following points:

- 'They'll be proud of you in this'
- 'Volunteer for Victory'
- 'Join the AIF. This is serious!'
- 'What's your excuse for not joining your comrades in the AIF?'
- 'Which way?'

A strong answer might be something like this:

I think that the posters listed above may have motivated Clarence as they are all about 'doing your bit' for Australia and your mates. He thinks he can offer his skills as a way of 'doing his bit'.

Please note that this is a sample answer only. Students may choose other posters and give equally suitable reasons for their choices.

[The information for answering this question can be found by watching Clarence's video interview and by examining the posters on the walls of the Drill Hall.]

Are there any recruitment images that look like this person? Why? Why not?

Students' answers will vary but a sample answer is given below.

There is only one poster that has an image that looks like Clarence. However, the image is of a Japanese soldier attacking Australia. In 1940s Australia, the typical Australian was seen as being of Anglo-Saxon or white origin. This is due to Australia having been colonised by the British and the effects of the White Australia Policy, an immigration policy which favoured white migrants to Australia.

[The information for answering this question can be found by watching Clarence's video interview, by examining the posters on the walls of the Drill Hall and by reading the hotspot: Rejected for Service; Racial Discrimination.]

Are there any reasons that this person might be rejected for service? Explain what they might be.

Students' answers will vary but a sample answer is given below.

Apart from the fact that Clarence may not pass his physical examination, he is of Asian descent, possibly Chinese and whilst in 1939 there were no ethnic restrictions on enlistment, by 1940 these were in place. So, there is a chance that Clarence might be rejected based on his ethnicity.

[The information for answering this question can be found by watching Clarence's video interview, by examining the posters on the walls of the Drill Hall and by reading the hotspot: Rejected for Service; Racial Discrimination.]

Is it possible that he could be accepted for service? What are some factors that might help him successfully enlist?

Students' answers will vary but a sample answer is given below.



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Clarence may have been accepted for service if he applied to enlist as soon as war was declared in 1939. He may also have been accepted if the enlistment officer was willing to overlook his ethnicity or maybe if he had skills (such as being able to drive and/or ride a motor bike) that are in short supply.

[The information for answering this question can be found by watching Clarence's video interview, by examining the posters on the walls of the Drill Hall and by reading the hotspot: Rejected for Service; Racial Discrimination.]



William
Articled Clerk, aged 26

What reason does this person give for wanting to enlist?

- Economic reasons – Australia needs peace for people to have jobs.
- The need to deal with Hitler.
- William states: ‘If I’m going in for industry, I’ve got to make sure that there is peace for industry to work in. Besides, the main job right now is having a smack at Hitler. He started all this.’

[The information for answering this question can be found by watching William’s video interview.]

Look at the posters on the wall of the drill hall. Which one do you think would be most likely to motivate this person to enlist? What is your reasoning?

Student answers will vary but could include some of the following points:

- ‘He’s coming south’
- ‘New Australia Germany’
- ‘This man is your friend. He fights for FREEDOM.’

A strong answer might be something like this:

William would be motivated by these posters as he wants to protect his future in Australian industry by keeping Australia safe from the Japanese and the Germans. He might be motivated by the third one as he wants to have 'a smack at Hitler'.

Please note that this is a sample answer only. Students may choose other posters and give equally suitable reasons for their choices.

[The information for answering this question can be found by watching William's video interview and by examining the posters on the walls of the Drill Hall.]

Once this person has completed his enlistment forms at the Royal Melbourne Regiment Drill Hall, he is sent to Caulfield Racecourse for a medical examination. When X-rayed, he is found to have tuberculosis and is, therefore, unfit for service.

Describe the object that he is given to prove that he is unfit for service.

A strong answer would be something like:

William was given a Service exemption badge. This was a silver-coloured rectangular badge with a large V for Volunteer on it with a crown at the top.

[The information for answering this question can be found by reading the hotspot: Medical Testing for Enlistment in World War II.]

Why was this object considered an important token for enlisters rejected based on medical unfitness?

Students' answers will vary but a sample answer is given below:

It was important for William to have this badge as he could show it to anybody who accused him of not 'doing his bit' for the war effort. He could prove that he was medically unfit but had in fact tried to enlist.

[The information for answering this question can be found by reading the hotspot: Medical Testing for Enlistment in World War II.]



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What other activities could this enlistee perform to help with the war effort?

Students' answers will vary but a sample answer is given below:

Many volunteers who were not accepted into the AIF joined the Volunteer Defence Corps or Home Guard. They were able to use their skills to defend Australia if it was invaded by the enemy.

[The information for answering this question can be found by reading the hotspot: Volunteer Defence Corp: Home Guard.]



**Arthur
Militia, aged 24**

What reason does this person give for wanting to enlist?

- A sense of duty, the need to do the right thing.
- Patriotism
- He is already in the militia.
- Arthur states: 'Well, I suppose you'd call it a sense of duty or something. Anyway, a man's got to do something for his country. I'm in the militia already.'

[The information for answering this question can be found by watching Arthur's video interview.]

Look at the posters on the wall of the drill hall. Which one do you think would be most likely to motivate this person to enlist? What is your reasoning?

Student answers will vary but could include some of the following points:

- 'Which way?'
- 'They'll be proud of you in this'
- 'Mister, here's your hat!'

A strong answer might be something like:

I think that the posters which I have chosen above would be the ones which would most likely motivate Arthur as he seems very keen on doing his duty and he is already in the militia. So, he would want to be seen joining in with other young Australian men to fight for Australia.

Please note that this is a sample answer only. Students may choose other posters and give equally suitable reasons for their choices.

[The information for answering this question can be found by watching Arthur's video interview and by examining the posters on the walls of the Drill Hall.]

This person's father fought in World War I.

How might this have influenced his decision to join both the militia and to enlist in the AIF?

Students' answers will vary but a sample answer is given below:

Arthur was likely to have been influenced by his father having fought in World War I when making his decision to join both the militia and then the AIF. I think this because many young men wanted to be part of the ANZAC military legacy and as Arthur's father was already part of this legacy he would want to follow in his footsteps.

[The information for answering this question can be found by reading the hotspot: Typical World War I Enlistee.]

How might having a veteran father discourage people from enlisting in the AIF?

[Please note that there is no information provided within the digital experience for students to answer this question. This question would be most useful as a teacher-led discussion.]

Students' ideas may vary but could include the following.

- If his father came home disabled, injured or mentally ill (what we now call PTSD).
- If his father was unable to find a job when he got home from WWI.
- Both of these points above would mean that he might be unable to work to support his family which would make family life difficult.



John
Journalist, aged 47

This enlister is a veteran of World War I and is attempting to re-enlist for World War II by putting his age down to thirty-five (he is actually forty-seven).

What are some of the factors that could be motivating him to re-enlist?

Students' answers will vary but a sample answer is given below:

John may be re-enlisting because he has a son who is planning to enlist, and he wants to fight alongside him. He could be wanting to re-enlist because he wants to relive his war experiences – the excitement of combat and being part of a group of men undergoing a unique experience.

[The information for answering this question can be found by watching Arthur's video interview and by reading the hotspot: Retreads (Old Diggers).]

Give two reasons why he could be accepted for service in World War II.

Students' answers will vary but a sample answer is given below:

John may be accepted for service in World War II because he already has combat experience from World War I. Even though he is over forty, he may be recruited for a leadership position like Sir Leslie Morshead who was a major during World War 1 and then was given command at Tobruk in Libya during World War II.

[The information for answering this question can be found by reading the hotspot: Retreads (Old Diggers).]

If he is accepted, what are some of the challenges he could face?

Students' answers will vary but a sample answer is given below:

Some of the challenges John may face if accepted for service in World War II are having to serve in challenging environments such as deserts, rocky and hilly terrains and in jungles. Many older recruits ended up being discharged early due to ill health or for not being able to cope with the physical demands of war due to their age and lack of fitness.

[The information for answering this question can be found by reading the hotspot: Retreads (Old Diggers).]

Give two reasons why he could be rejected for service in World War II.

Students' answers will vary but a sample answer is given below:

John might be rejected for service due to ill health, poor fitness or another issue (such as an old injury from World War I). He might also not have the leadership or other skills that the recruiters are looking for – he might have only been a private during World War I.

[The information for answering this question can be found by reading the hotspot: Retreads (Old Diggers) and the hotspot: Medical Testing for Enlistment in World War II.]

If he is rejected, what are some other ways that he could use his experience to support the war effort?

Students' answers will vary but a sample answer is given below:

Many volunteers who were not accepted into the AIF joined the Volunteer Defence Corps or Home Guard. They were able to use their skills for defending Australia if it was invaded by the enemy.

[The information for answering this question can be found by reading the hotspot: Volunteer Defence Corp: Home Guard.]



Florence
Widow, aged 41

What reasons does this person give for wanting to enlist?

- Patriotism
- To be useful
- She has skills that can be used.
- Economic reasons – needs the extra money.

Florence states: 'My husband, he fought in the Great War. I think that by joining up, I could be helping others like him. I would like to have something useful to do with my time. Also, I could use the extra money.'

[The information for answering this question can be found by watching Florence's video interview.]

Which units would this woman be eligible to join?

Student answers will vary but could include some of the following points:

- Women's Auxiliary Australian Air Force
- Australian Women's Army Service
- Women's Royal Australian Naval Service

- Australian Women's Land Army

[The information for answering this question can be found by reading the hotspot: Women in the Auxiliary.]

What kinds of duties or occupations might she find herself performing?

Student answers will vary but could include some of the following points:

- clerical duties
- being drivers for army officials
- delivery work
- farming
- cooking for army mess halls.

[The information for answering this question can be found by reading the hotspot: Women in the Auxiliary.]

Look at the posters on the wall of the drill hall. Which two do you think would be most likely to motivate this person to enlist? What is your reasoning?

Student answers will vary but could include some of the following points:

- 'My son overseas'
- 'You love them – fight for them'
- 'He's coming south'
- 'New Australia Germany'

A good answer might be something like:

Florence might find that these posters motivate to her enlist as they all play on her desire to protect her family and the last two play on her fear of being invaded by the enemy.

Please note that this is a sample answer only. Students may choose other posters and give equally suitable reasons for their choices.

[The information for answering this question can be found by watching Florence's video interview and by examining the posters on the walls of the Drill Hall.]

Florence mentions that she has never worked outside the home. How could joining the women's auxiliary change her life?

[Please note that there is some limited information provided by reading the hotspot: Women in the Auxiliary but students should be able to contribute their own ideas. This question would be most useful as a teacher-led discussion.]

Student answers will vary but could include some of the following points:

- the extra money could make her life easier by giving her extra cash to buy household appliances, etc., which would make running her home easier
- she could learn new skills and gain new knowledge which she could use to find a good job after the war
- it could provide an expanded social life as she meets people outside the home
- the wages would give her more power and autonomy over her own life.



Alice

Nurse, aged 36

What are some of the reasons that this person wants to enlist for World War II?

- Sense of camaraderie - her fellow nurses are joining up.
- Sense of adventure.

Alice states: 'A lot of the nurses I work with at the hospital are here today. We don't want the boys to be the only ones who get an adventure.'

[The information for answering this question can be found by watching Alice's video interview.]

This woman is attempting to enlist for overseas duty as a nurse. What are some of the reasons that might cause her to be rejected for service?

- She is over the age limit of thirty-five to be sent overseas (she is thirty-six), although she is eligible for home service (the age limit was forty).
- She needs to pass a rigorous medical examination.

[The information for answering this question can be found by reading the hotspot: Nurses.]

If she is rejected for overseas duty, what other options could she have for using her nursing skills in Australia?

Student answers will vary but could include some of the following points.

- She could train young volunteer nurses.
- She could work at repatriation hospitals to nurse men who had become ill or injured during active service.

[The information for answering this question can be found by reading the hotspot: Nurses.]