

AUSTRALIAN GOVERNMENT

DEPARTMENT OF VETERANS' AFFAIRS

AUSTRALIAN WOMEN IN WAR

Investigating the experiences and changing roles
of Australian women in war and peace operations
1899 – Today



Australian Government
Department of Veterans' Affairs



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Using *Australian Women in War* in the classroom

The resource *Australian Women in War* has been produced by the Department of Veterans' Affairs as part of the Australian Government's Commemorations program.

Educational aims The purpose of this education resource is to provide teachers and students with self-contained classroom-ready materials and teaching strategies to explore the roles and experiences of Australian women during more than a century of conflict and peace operations. It covers all major wars and peace operations from 1899 to the present, and includes service roles as well as home front experiences.

The focus is on discovering the changing roles and status of women's involvement in conflicts over time.

It provides a rich collection of information and evidence for developing students' knowledge and ideas about those experiences. It also encourages students to develop empathy with those women whose lives have been affected by war and peace operations.

Components This resource comprises three elements:

- a **Teachers' Guidebook**, with classroom-ready documents and questions, and suggested teaching strategies on seven key aspects of Australian women's experiences;
- a **CD-ROM** containing interactive learning tasks that enhance students' knowledge and understanding of the topics — detailed suggestions on using the ten interactives on this CD-ROM are available in PDF format on the CD-ROM; and
- a **DVD** Museum Study of the Australian War Memorial's public displays on women's experiences of war. This is structured in sections to allow students to critically analyse how Australia's premier war museum represents the topic. A set of suggested questions for the various sections is on pages 8–11.

Each of these components can be used separately, or in an integrated way as suggested in detail in the Teachers' Guidebook.

Seven units The seven units provide students with resources for studying major aspects of Australian women's experiences of wars and peace operations — focusing on the changing nature of their military and home front involvement, the continuing impacts of wars on women, and the changing status of their contributions over time. The seven units focus on Australian women in war through:

- Second South African Anglo-Boer War (Boer War)
- World War I
- World War II
- British Commonwealth Occupation Force and Korea
- Vietnam War
- Peace Operations
- Commemoration.

Each unit contains:

- teaching suggestions, incorporating advice about learning outcomes, classroom approaches, connections to the CD-ROM and DVD components, and sources of further information;
- a key data table of basic information about the conflict;
- an introductory activity designed to stimulate and engage students in the main issues and concepts to be explored; and
- reproducible resource pages for each Investigation.

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 Australian women's experiences, and the significance of their roles and status in the wars.

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 activities that contribute to essential learning achievements. A summary of curriculum links for each state and territory is on page 7.

Curriculum levels

The resource has been designed for use with students from middle primary to upper secondary levels, but not all parts are suitable for all levels.

The **print and DVD materials** are designed to be used with **middle to upper secondary students**.

Some of the **CD-ROM activities** have been specifically designed for **younger students** — at primary and lower secondary levels. Some are suitable for **middle to upper secondary students**. How to use the interactive activities is indicated in the **PDF Guide** which is accessible on the CD-ROM.

Past, present and future

While this resource is about Australian women's experiences of major conflicts in the past, it provides information and raises questions about the present. It also asks students to speculate in an informed way about possible further changes and developments in women's roles in conflict in the future — and their own attitudes towards some possible changes.

This emphasis on the present and the future as well as the past provides an important **civics and citizenship dimension** to the resource. It asks students to think about what sort of society they want in the future, and what their own role can be in achieving that preferred vision.

Disclaimer

The inquiry approach which is the guiding methodology of this resource requires students to be exposed to a fair and balanced range of evidence for them to develop their own conclusions. The Department of Veterans' Affairs cannot be assumed to agree with or endorse any content or opinions expressed in websites or other publications quoted or referred to in this resource.

Integrated learning activities guide

UNIT	PRINT ACTIVITIES FOCUS	CD-ROM INTERACTIVES FOCUS	DVD CHAPTERS FOCUS
<p>1</p> <p>Second South African Anglo-Boer War (Boer War)</p>	<ol style="list-style-type: none"> Who were the Australian Boer War nurses? What was the nature of the war experience of Australian nurses in South Africa? What other major roles did Australian women have in the Boer War? 	<ul style="list-style-type: none"> What were Australian women's uniforms like over time? Create a National Australian Women's Memorial Create an Australian Women in War poster and timeline 	Chapter 1 <i>Boer War</i>
<p>2</p> <p>World War I</p>	<ol style="list-style-type: none"> What were the experiences of nurses and other medical workers during the war? How were women involved in the war on the home front? Was this involvement unifying or divisive? What were the continuing impacts of war after 1918? 	<ul style="list-style-type: none"> What were Australian women's uniforms like over time? Create a National Australian Women's Memorial Create an Australian Women in War poster and timeline Create a recruiting or information poster Who was Effie Garden? Researching Australian nurses who died in World War I — Using primary source documents 	Chapter 2 <i>World War I</i> Chapter 5 <i>A Local Community</i>
<p>3</p> <p>World War II</p>	<ol style="list-style-type: none"> What new service roles were open to women? What impacts did the war have on Australian women's home front roles and experiences? Did the war change the roles and status of Australian women? 	<ul style="list-style-type: none"> What were Australian women's uniforms like over time? Create a National Australian Women's Memorial Create an Australian Women in War poster and timeline Create a recruiting or information poster Investigating the story of Vivian Bullwinkel What decisions will you make about women's lives and roles during World War II? 	Chapter 3 <i>World War II</i> Chapter 5 <i>A Local Community</i>
<p>4</p> <p>British Commonwealth Occupation Force and Korean War</p>	<ol style="list-style-type: none"> What were women's main roles and experiences in BCOF? What were women's main roles during the Korean War? 	<ul style="list-style-type: none"> What were Australian women's uniforms like over time? Create a National Australian Women's Memorial Create an Australian Women in War poster and timeline 	Chapter 4 <i>Modern Conflicts and Peace Operations</i>
<p>5</p> <p>Vietnam War</p>	<ol style="list-style-type: none"> What were the roles and experiences of Australian nurses in Vietnam? How were women involved in the war on the home front? 	<ul style="list-style-type: none"> What were Australian women's uniforms like over time? Create a National Australian Women's Memorial Create an Australian Women in War poster and timeline Australian women and the Vietnam War — Create your own documentary 	Chapter 4 <i>Modern Conflicts and Peace Operations</i>
<p>6</p> <p>Australian Defence Force and Peace Operations</p>	<ol style="list-style-type: none"> Where have Australian women peacekeepers served? What roles do women play as peacekeepers? Should Australian women in the Australian Defence Force play a front line combat role in the future? 	<ul style="list-style-type: none"> What were Australian women's uniforms like over time? Create a National Australian Women's Memorial Create an Australian Women in War poster and timeline Create a recruiting or information poster How difficult is it to make decisions as a peacekeeper? 	Chapter 4 <i>Modern Conflicts and Peace Operations</i> Chapter 5 <i>A Local Community</i> Chapter 6 <i>Women in the Australian Defence Force Interviews</i>
<p>7</p> <p>Commemoration</p>	<ol style="list-style-type: none"> How has Australian women's service in war been commemorated? How should their role in peace operations be commemorated? 	<ul style="list-style-type: none"> Create a National Australian Women's Memorial 	<i>All Chapters</i>

Curriculum Guide

Areas of the curriculum where a study of Australian Women in War may be appropriate are:

State/ Territory	Major area	Level	Emphases
ACT	SoSE	4–10	Understand about Australia and Australians Understand and value what it means to be a citizen within a democracy Understand world issues and events
		11–12	Women in War Australian History Research Unit
NSW	HSIE	4–6	Change and continuity: Significant people and events in the development of Australian identities and heritage
	History	9–10	Australia in World War I Australia between the wars Australia in World War II Australia and the Vietnam War era Changing rights and freedoms (women) People power and politics in the post-war period (Australia and the UN)
	Modern History: National Studies	11–12	Depth Study: Remembering Australians in Wartime
NT	SoSE	7–8	Significant events in the past
		9–10	Events and ideas that have shaped Australian society Impacts of conflicts on domestic life in Australia
	History	11–12	Depth Study: Remembering Australians in Wartime
QLD	SoSE	4/5–6/7	Effects of change or continuity on different groups
		7–8	Situations before and after a rapid change
	Modern History	11–12	Possible themes: Conflict, The history of everyday lives, Studies of change
SA	SoSE	4/5–6/7	Australian History 1788–1918
		9–10	Interpretations and representations of events
	History	11–12	Depth Study: Remembering Australians in Wartime
TAS	Society and History		Historical inquiry — Students undertake historical inquiries in relation to continuity and change in society as specified at:
		3–4	Stages 5–9
		5–6	Stages 7–11
		7–8	Stages 9–13
	Australian Studies	9–10	Stages 13–15
11–12		Australians at war	
VIC	SoSE	5–6	Australian History 1788–1918
	History	9–10	Continuing significance of major events shaping society
	Australian History	11–12	Testing the new nation 1914–1950
WA	Society & Environment	4/5–6/7	Importance of people, ideas and events Causes of major changes and continuities in the local area over time
		7–10	Exploring causes and consequences of events
	History	11–12	Australia in the 20th Century: Shaping a Nation — Australia 1900–1945 Australia 1945–1990

A guide to using the *Australian Women in War* DVD

The *Australian Women in War* resource includes a 25-minute DVD.

This DVD is intended to provide teachers with a starting point to help students to explore Australian women's roles in conflicts and in peace operations.

It is recommended that teachers preview the DVD.

The DVD is most effective as a teaching tool in the classroom if shown in segments or chapters. It can also be viewed as a continuous narrative to give an historical perspective of Australian women in war.

There are suggested questions to ask at the end of each segment or chapter that will help students discuss what they have seen and learned at each stage.

The DVD encourages students to examine the changing roles and experiences of women in conflicts and peace operations, but it is also a model to help them carry out a museum and/or community site study.

States' and territories' history curriculum documents ask students to consider how historical events and themes are represented, and a museum study is an excellent way of doing this.

One way to assess the information in a museum exhibit is to ask: 'If you only had this exhibit to tell you about the event or theme, would you be seeing a fair, accurate and balanced account?'

As students look at the way the Australian War Memorial has represented the roles and experiences of Australian women in conflicts and peace operations, they are asked to gather information, but also to critically analyse and evaluate the content.

The worksheet at the end of this guide helps students carry out their own analysis of a museum or site study.

BEFORE WATCHING THE DVD

- 1** What do you think have been the main roles of Australian women in conflicts over time?
- 2** Why do you think women have performed those roles, and not some others?
- 3** Do you think their roles have changed over time?
- 4** Do you think women's contributions have been significant in conflicts?
- 5** Do you think women can be considered part of the 'Anzac tradition' that you see so strongly represented each Anzac Day?
- 6** Why are museums important in helping us understand our history?
- 7** Museum Exhibitions are representations of history. How is the overall representation or message likely to be influenced by:
 - selection of materials on display;
 - arrangement of the materials;
 - commentary or interpretation of the materials;
 - meanings or messages;
 - graphic panels;
 - length of text panels;
 - lighting;
 - use of multimedia; and
 - balance of items displayed and number of items?
- 8** What are likely to be the strengths and weaknesses of a museum display? Consider such aspects as:
 - the range of material available;
 - the space available;
 - the aim of the institution; and
 - any other aspects.
- 9** The Australian War Memorial is a unique cultural institution in Australia. Its corporate goal is to "assist Australians to interpret and understand the Australian experience of war and its enduring impact on Australian society." It does this through its three roles:
 - as a National Memorial to commemorate the service and sacrifice of Australian servicemen and women;
 - as a museum to display the stories of service and sacrifice; and
 - as a Research Centre, an archive for research and information for the general public.

How are these roles likely to complement or help each other?
What difficulties might these different roles cause in the way information is presented?
Now watch the DVD and gather more information and ideas about how the Australian War Memorial displays show the roles, contributions and experiences of Australian women in conflicts and peace operations.

After you have viewed the DVD, return to these questions and see if you would change your responses.

You will be able to apply the understandings you develop through this analysis of the Australian War Memorial to any other museum or historical site study in your own community.

CHAPTER 1 SECOND SOUTH AFRICAN ANGLO-BOER WAR (BOER WAR)

- 1 List the evidence about women's roles in war that you see in this segment.
- 2 Classify the evidence (such as primary or secondary sources, and documents, objects, images, multimedia etc.).
- 3 What are the main roles that Australian women played in the war?
- 4 What are your impressions about the value of these roles in the war?
- 5 How effectively do you think the museum display presents these roles?
- 6 What would you say are the display's main strengths and weaknesses?

You can explore more about Australian women's roles in this war in the **print unit and CD-ROM activities** in the *Australian Women in War* resource.

CHAPTER 2 WORLD WAR I

- 1 List the evidence about women's roles in war that you see in this segment.
- 2 Classify the evidence (such as primary or secondary sources, and documents, objects, images, multimedia etc.).
- 3 What are the main roles that Australian women played in the war?
- 4 What are your main impressions about the value of these roles in the war?
- 5 Did Australian women's participation in World War I change or have an impact on their role and status in society? Explain your answer.
- 6 How effectively do you think the museum display presents these roles?
- 7 What would you say are the display's main strengths and weaknesses?

You can explore more about Australian women's roles in this war in the **print unit and CD-ROM activities** in the *Australian Women in War* resource.

CHAPTER 3 WORLD WAR II

- 1 List the evidence about women's roles in war that you see in this segment.
- 2 Classify the evidence (such as primary or secondary sources, and documents, objects, images, multimedia etc.).
- 3 What are the main roles that Australian women played in the war?
- 4 What are your main impressions about the value of these roles in the war?
- 5 Did Australian women's participation in World War II change or have an impact on their role and status in society? Explain your answer.
- 6 'Women's role and status changed more in World War II than in any other conflict.' Do you agree with this statement, and is it reflected in the Australian War Memorial display? If so, how?
- 7 How effectively do you think the museum display presents these roles?
- 8 What would you say are the display's main strengths and weaknesses?

You can explore more about Australian women's roles in this war in the **print unit and CD-ROM activities** in the *Australian Women in War* resource.

CHAPTER 4 MODERN CONFLICTS AND PEACE OPERATIONS

- 1 List the evidence about women's roles in war that you see in this segment.
- 2 Classify the evidence (such as primary or secondary sources, and documents, objects, images, multimedia etc.).
- 3 What are the main roles that Australian women played in these conflicts?
- 4 What are your impressions about the value of these roles in the war?
- 5 What impacts, if any, do you think Australian women's participation in these conflicts and peace operations had on their role and status in society?
- 6 How effectively do you think the museum display presents these roles?
- 7 What would you say are the display's main strengths and weaknesses?

You can explore more about Australian women's roles in modern conflicts and peace operations in the **print unit and CD-ROM activities** in the *Australian Women in War* resource.

CHAPTER 5 A LOCAL COMMUNITY

- 1 List the evidence about women's roles in war that you see in this segment.
- 2 Classify the evidence (such as primary or secondary sources, and documents, objects, images, multimedia etc.).
- 3 Is the evidence that you find in a local community similar to or different from what you find in a museum display? Why or why not?
- 4 What do you think are the strengths of the evidence that you find in a local community? What are the weaknesses or limitations of the evidence?
- 5 How and why might the interpretation of a memorial change over time?
- 6 Why do you think local communities gather and maintain historical stories?
- 7 Is it important to have and maintain local commemorative sites in a community? Explain your reasons.
- 8 List the commemorative sites that exist in your local community.
- 9 Visit a local community display and analyse it as a representation of history.

You can explore more about Australian women's roles in the **print unit and CD-ROM activities** in the *Australian Women in War* resource.

CHAPTER 6 WOMEN IN THE AUSTRALIAN DEFENCE FORCE INTERVIEWS

- 1 Identify the branches of the Australian Defence Force (ADF) of the three women interviewed.
- 2 What jobs have they done during their service?
- 3 How have they been involved in Australia's recent peace operations and military roles?
- 4 How do they see women's current and future roles in the defence force?
- 5 How do they see their place in Australia's Anzac tradition as we commemorate and observe it today?
- 6 What do you think are the main differences between women's roles in the military today, compared with early in the last century?
- 7 Do you think that women should hold equal roles to men in the Australian Defence Force today? Explain your reasons.

You can explore more about Australian women's roles in the **print unit and CD-ROM activities** in the *Australian Women in War* resource.

Museum Study

Investigate a museum exhibition as part of your historical studies. Use this table to help you explore the different elements in it.

Analysing a museum display

ASPECTS TO CONSIDER	THE MUSEUM DISPLAY
What is included in the display?	
Is the historical context explained clearly?	
Is the significance of this display clearly explained?	
Are the objects displayed authentic for that event or period?	
Are these objects the best possible ones to be displayed?	
Are the text descriptions clear and informative?	
Do the surroundings influence my impression of the display?	
How is the display arranged?	
Is there a particular message being conveyed?	
Is the nature of the event clearly identified (e.g. am I told if it is controversial or contested)?	
If so, are a variety of viewpoints clearly and fairly represented?	
Do I know where the evidence has come from and what sort of evidence it is?	
Is it giving me a particular message?	
Is its purpose to present objects (neutral), or to explain (impartial), or to argue a particular view (partisan)?	
At the end, do I feel that I really understand the themes and historical content?	
My initial impression of the display is:	
My final judgement about the display is:	
What have I learnt from this exhibition?	

An alternative thematic approach

The resource has been structured to provide material for what is expected to be the most common way of exploring aspects of women's involvement in war: a chronological approach in which each war is studied in a self-contained way. Some teachers, however, may prefer to explore some key ideas in a thematic rather than a chronological way. A list of possible themes has been included below to show how *Australian Women in War* can be used as a resource for a number of themes.

Women's roles, experiences and status have changed greatly over time.

Theme	Print Unit	1	2	3	4	5	6	7
What has been the military involvement of Australian women in wars and conflicts?		✓	✓	✓	✓	✓	✓	✓
What has been the home front involvement of Australian women in wars and conflicts?		✓	✓	✓		✓		
How have women's roles and contributions changed over time?		✓	✓	✓	✓	✓	✓	
Has the status of women's roles in war and conflicts changed over time?		✓	✓	✓	✓	✓	✓	
Are women part of the Anzac tradition?		✓	✓	✓		✓	✓	✓
How are women's experiences commemorated?		✓	✓	✓	✓	✓	✓	✓
How valuable has the contribution of women been in Australia's military and peacetime engagements?		✓	✓	✓	✓	✓	✓	

1 SERVICE ROLES

Women have played a significant role as nurses over time. In the Boer War and World War I this was in effect the only role they had (together with a medical support role from the Voluntary Aid Detachments — VADs).

In all conflicts since World War II the nursing role has continued, but there has been an increase in other roles performed by women. World War II saw the initial development of these roles, with women being asked to do jobs to free men for the front lines. The modern Australian Defence Force recognises that women carry out these roles as well as men, and there is now a culture of equality, rather than of 'temporary substitution'.

There are still, however, some roles including front-line combat roles that are denied to women. This may, or may not, change in the near future.

2 HOME FRONT ROLES

Women's home front roles have always been varied and complex. In World War I many women embraced a voluntary role to support the troops. Some went further and believed patriotism required them to urge men into enlisting. This produced a reaction from other women, who had no desire to force men into service.

During World War I there had been some opportunities for women to expand their roles, but it was in World War II that this development was most significant. As with service jobs, women began to work in areas that had previously been male-only occupations — though usually at lower rates of pay. Were they there for good, or would they be expected to return to the kitchen after the war?

By the time of the Vietnam War women were far more integrated economically into society, and the war had no impact on women's economic roles.

3 OTHER ACTIVITIES IN THE COMMUNITY

At the height of the Boer War over 200 teachers from Britain, Canada, New Zealand and Australia were recruited to work in concentration camps set up by the British to hold Boer women and children.

It is also known that civilian nurses and teachers paid their own way during the Boer War and World War I.

A number of women's organisations became very active during World War I, including the Australian Women's National League, the Australian Red Cross, the Country Women's Association, the Voluntary Aid Detachment, the Australian Women's Service Corps, and the Women's Christian Temperance Union. Some organisations, such as the Women's Peace Army, campaigned against the war, and against the conscription issue.

During the Vietnam War some older women, such as some members of the Save Our Sons movement and members of traditional peace groups, campaigned actively against national service. The main activity came from young university students, many of whom enthusiastically joined in political protests against, and more rarely for, the war, conscription, or both.

In current times the 'sleepers' issue is the question of whether women should be able to become front-line combat troops. This is an issue that the current generation of secondary students may one day have to face.

AUSTRALIAN WOMEN IN THE SECOND SOUTH AFRICAN ANGLO-BOER WAR (1899-1902)



The Boer War saw the first involvement of Australian women in war, as nurses, and towards the end of the war as teachers for women and children detainees.

What type of war would they face? What standard would these women set for others to follow? And in what other ways were Australian women involved in this war?

INVESTIGATIONS:

- 1 Who were the Australian Boer War nurses?
- 2 What was the nature of the war experience of Australian nurses in South Africa?
- 3 What other major roles did Australian women have in the Boer War?

Teaching suggestions

<p>Essential learning achievements</p>	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of women’s main roles in the Boer War; ■ understanding of some of the attitudes and values commonly held at the time; ■ empathy with the experiences of the nurses; and ■ an informed judgement about the relative significance of the various roles.
<p>Suggested classroom approaches</p>	<ol style="list-style-type: none"> 1 Have students look at the Forming Ideas page, and develop a range of possible answers. 2 Students can now use evidence to develop some sense of who the Boer War nurses were (Investigation 1). They will probably see them as quite remote figures from their own lives, due to their dress, their backgrounds and the distance of time. It is suggested that students be given a copy of the Key Data as part of the evidence they look at. 3 Investigation 2 will help students overcome any likely sense of remoteness. The students will be able to read a number of scenarios that will help them develop empathy with the nurses and their experiences. Asking students to try and imagine their own feelings in the circumstances mentioned will help them relate to how and what the nurses were feeling at the time. 4 Investigation 3 suggests two other roles for women in the Boer War — teaching Boer children who had been confined in British concentration camps, and fundraising. Students may decide that, while few teachers actually went to South Africa, they were actually more involved in the war than those who raised funds in Australia. Of course, the most significant role was that of the nurses. 5 If this is the only unit being studied, students may like to undertake the museum exercise in Unit 7. The DVD section on the Boer War (see below) will help students with this exercise.
<p>DVD</p>	<p>Chapter 1 of the DVD provides a museum study approach to the way the Australian War Memorial represents Australian women’s involvement in the Boer War. It is suggested that this be used as part of Investigation 2.</p>
<p>CD-ROM activities</p>	<ul style="list-style-type: none"> ■ What were Australian women’s uniforms like over time? ■ Create a National Australian Women’s Memorial ■ Create an Australian Women in War poster and timeline
<p>Finding out more</p>	<p>Patsy Adam-Smith, <i>Australian Women At War</i>, Penguin, Melbourne, 1996</p> <p>Jan Bassett, <i>Guns and Brooches</i>, Oxford, Melbourne, 1992</p> <p>Peter Cochrane, <i>Australians At War</i>, ABC Books, Melbourne, 2001</p> <p>Melanie Oppenheimer, <i>Australian Women and War</i>, Department of Veterans’ Affairs, Canberra, 2008</p> <p>Richard Reid, <i>Just Wanted To Be There</i>, Department of Veterans’ Affairs, Canberra, 1999</p> <p>Craig Wilcox, <i>Australia’s Boer War</i>, Oxford, Melbourne, 2002</p>

Key Data

Conflict	Second South African Anglo-Boer War, commonly known as the Boer War.
Period	1899 – 1902
Background to the conflict	<p>Australia was not a nation when the Boer War broke out. What are now the six states of Australia were colonies of Britain. Each colony sent troops (a total of over 16 000) to fight as part of the British forces in South Africa.</p> <p>The war involved a British Army (with colonial troops included) fighting the South African farmers of Dutch origin, called Boers. The war started over the supposed poor treatment of British settlers in the Boer controlled republics of South Africa (Transvaal and Orange Free State). In fact, a greater cause was the British desire to gain control over South African resources, especially diamonds and gold.</p>
Nature of the conflict	<p>The war went through three stages. In the first stage the British forces were mostly infantry forces, using their traditional battleground tactics. The Boers were in smaller groups, and highly mobile. The standard Boer weapon, the .276 German Mauser, had an effective range of over 2000 metres. Boer tactics were built around this weapon, so it became a clash of two systems: the traditional, parade ground discipline style of massed frontal attack and movement, appropriate when faced by opponents who had to take time to re-load single-shot muzzle-loading weapons, but suicide against hit-and-run ambushes, concealed snipers, using smokeless powder and multi-shot magazines, shooting from the hills at the troops on the South African veldt (plains), and then disappearing from the scene. Consequently, there were many British defeats in the opening months of the war, with Boer snipers even competing to see who could hit the approaching officers first. The British soon learned to discard their colourful uniforms for the khaki colour of the veldt.</p> <p>The second stage of the war, from December 1899 until September 1900, was the period of the British counter-offensive, as British tactics changed. They saw the need to make their infantry mobile, meaning that they had to be on horseback. The ordinary British soldier could not ride, so the Colonial forces were turned into mounted infantry. They comprised only 20% of the total British force, but 50% of the mounted force, and therefore were the troops mostly involved in fighting.</p> <p>The result was that organised Boer resistance was eliminated, but the Boer forces now broke into small mobile forces, living off the land and getting support and shelter from Boer farms. This third stage of the war therefore involved depriving the roaming Boer commandos (small bands) of their sources of supply — by burning farm houses and destroying animals and crops. Part of this involved setting up camps for the civilians whose farms were thus destroyed — the infamous ‘concentration camps’ which led to the death by disease of 27,927 Boer civilian men, women and children in the unsanitary camps. Over 22,000 of these were under the age of sixteen.</p>
How Australian women were involved	<p>Casualties need nursing. British authorities were reluctant to send female nurses to the Boer War. Despite the magnificent work of Florence Nightingale during the Crimean War of the 1850s, nursing still had a reputation as a low-status and unprofessional occupation, whose members were neither moral nor hygienic.</p> <p>In Australia nurses were fighting to overcome these prejudices and outdated images. The New South Wales Army Nursing Service Reserve was the first women’s military nursing body. It was formed in August 1899, and in January 1900 a group of fourteen nurses from this organisation were sent to the war, and served with the New South Wales Army Medical Corps. Nurses from each of the other colonies followed, some of whom went independently, paying their own way.</p>

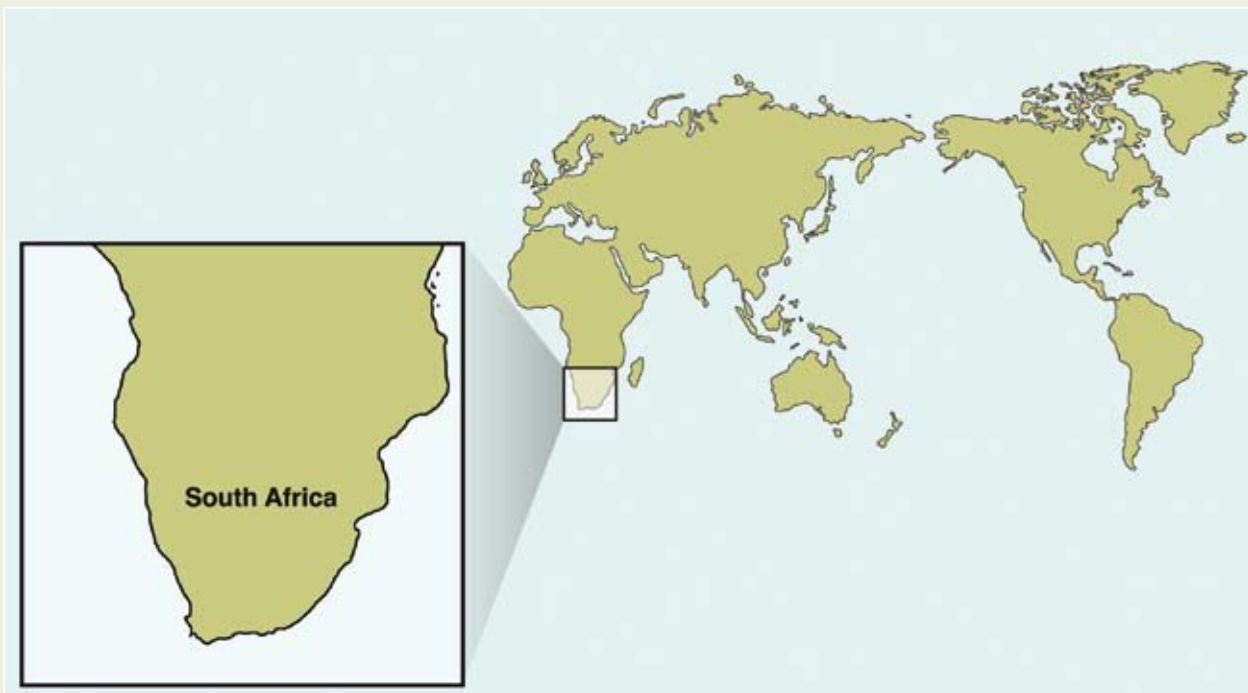
Key statistics

Each colony sent a number of contingents and from 1902 a number of contingents of the Commonwealth Horse became the first ever national Australian military force to serve outside Australia. Over 16,000 men served with the colonial or Commonwealth contingents.

About 600 Australians were killed or died of illness, and 800 were wounded.

About sixty nurses were sent with the colonial medical contingents. More than twenty other women volunteered or paid their own way to nurse or teach in South Africa. One woman, Sister Fanny Hines, died of illness on 7 August 1900.

Map showing the main regions of the world where Australian servicemen and women served in this conflict



Based on JCR Cam and John McQuilton (eds), *Australians. A Historical Atlas*, Fairfax, Syme & Weldon Associates, Sydney, 1987. For detailed maps of Australian involvement see John Coates, *An Atlas of Australia's Wars*, Oxford University Press, Melbourne, 2006.

Forming ideas

After the Boer War each state built a memorial. Here is the South Australian memorial, located in Adelaide.

- 1 What does this memorial show?
- 2 What messages does it give to viewers?
- 3 There is no reference on it to women. Suggest reasons why not.
- 4 If there were to be a reference, what do you think it should be?

There is a proposal to build a Boer War national memorial in Canberra. At the end of this unit you will be asked to think about what might be an appropriate way of commemorating the service of Australian women in an official national Boer War memorial.

You are about to investigate the roles and experiences of Australian women in the Boer War. This will enable you to test your ideas from questions 3 and 4.



IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 1 (pages 13–24)



DVD:
CHAPTER 1
Second South African
Anglo-Boer War



CD-ROM activities:

- What were Australian women's uniforms like over time?
- Create a National Australian Women's Memorial
- Create an Australian Women in War poster and timeline

Who were the Australian Boer War nurses?

We have limited information about the experiences of Australian nurses in the Boer War.

One of your tasks when you explore history is to draw reasonable conclusions from limited evidence – realising that you may need to change your view if new evidence appears.

From the limited evidence below, describe the Australian Boer War nurses.

1 Imagine that you were a journalist seeing a group of nurses off to the Boer War. Write a brief description of these women for your readers.

2 Does any aspect of these nurses surprise you? Explain why or why not.

Source 1

Julia Bligh Johnston

Julia Bligh Johnston was one of the 14 nurses of the New South Wales Army Nursing Service Reserve who went to the Boer War.

She was a professional nurse, and a member of the 1st New South Wales Army Medical Corps.

Nursing originally carried a poor reputation for the quality of the women involved, but by 1900 that had changed. Johnston and the others were considered 'desirable persons to enter a service composed of ladies', though there was still some uncertainty and even hostility among some Army leaders about sending women to nurse soldiers in combat areas.

Most of the women who served in the Boer War were from the middle and upper classes – Johnson's father was prominent in the local church, a returning officer for the local electoral area, a magistrate, district coroner, and president of the local Hawkesbury Benevolent Society.

She had a good education, and had previously acted as a companion and teacher. But her desire to serve others meant that these callings did not satisfy her. 'No one who has ever experienced the satisfaction that arises from work of this nature ... ever cares to go back to the dull routine of earning her living in any of the other spheres at present open to women.'

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, passim



Matron EJ (Nellie) Gould, Sister Penelope Frater, Superintendent Julia Bligh Johnston. AWM A03962

Source 2

The original fourteen nurses. AWM A02766

The original fourteen nurses

The original fourteen New South Wales nurses were typical of the nurses who went to South Africa:

- most were aged 25-41
- all were single
- all were professional trained nurses
- ten called themselves 'British', two Scottish, one (Julia Bligh Johnson) English and Scotch, another Irish – though in fact eight had been born in the Australian colonies
- ten were Church of England, four were Protestants.

They went out of a sense of duty, adventure, patriotism, or a combination of these.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992





INVESTIGATION

2

What was the nature of the war experience of Australian nurses in South Africa?

1 Look at **Chapter 1 of the DVD**. It will provide you with some information and ideas about how the displays in the Australian War Memorial show Australian women in the Boer War. They are a starting point for your investigations in this unit.

Look at the following accounts of nurses' experiences in Sources 1–7 and use that evidence to answer these questions:

2 Describe the conditions and nature of the war for the nurses.

3 List some of the feelings the nurses may have experienced. Justify your ideas with evidence.

Conditions/Feelings	Evidence to support this

Source 1

The nature of a hospital

Bloemfontein, 'the fountain of flowers', was a pestilential city, 'a pest hole of enteric fever and other illness'. Dead horses and human sewage had infected the water and the army ... and [in a few weeks] upwards of 1000 men died. The carts carrying their blanket-wrapped bodies rumbled down the streets by day and night. The sick tents were crowded, the unwashed and despairing sick men lay on the floor in their stained uniforms with their one service blanket to cover them. An 'all pervading faecal odour' filled the makeshift hospital.

Patsy Adam-Smith, *Australian Women At War*, Penguin, Melbourne, 1984, pp9-10

Source 2

Nursing typhoid patients

Lately I have taken to cleaning the mouths of the worst typhoids. By the time I have finished doing twenty or thirty tremulous pairs of lips, the same number of quivering tongues, with the teeth, gums, and palates accompanying them, I am nearly as tremulous as any of them. It is the most trying piece of work I have ever undertaken. When one begins, their mouths are stiff and caked with sores so that they cannot articulate or taste at all (many times) till they are cleaned.

Nurse Gertrude Fletcher, in Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, p19

Source 3

A typical day

Sister Janey Lempriere wrote this about a typical day:

The sister has to go around with the surgeon, take his orders, pass the dressings – the orderlies fetch & carry & clean up after dressings. It is puzzling to define the work the sister does. She has all anxiety and worry. Before 1 o'clock she leaves for lunch, writing down any instructions for the orderly or relieving sister, & then after lunch we rest till 4.45 till we have aft. tea & then go back to superintend again from 5 till 7.45 when we are bound to return for dinner at 8. The night sisters go on duty at nine, leaving at 8 in the morning. The hours are not long, but you get tired all the same from running about.

Quoted in Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, p18

Source 4**Nursing conditions**

Imagine being left alone on the veldt in a Boer farm with your patient[s], far from assistance, hearing no news, and knowing nothing of what was happening. My hut was built of clay, round with a mushroom-shaped roof of reeds ... There were no drugs other than [those] I had with me, and no medical aid available. All treatment was left entirely in my hands ... Altogether I had thirty patients [here] ... and thirteen at one time. Seven in one small tent on the ground with a macintosh sheet underneath. The cases were pneumonia, double pneumonia, broncho-pneumonia after measles, concussions, malaria and dysentery. Fortunately no deaths.

Julia Johnson in Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, pp20-21

Source 5**Death of a nurse**

But the experience could also take its toll on the sisters' health. One nurse, Fanny Hines, died of disease there of 'an attack of pneumonia contracted in devotion to duty. She was quite alone with as many as twenty-six patients at one time, no possibility of assistance or relief, and without sufficient nourishment.'

Quoted in Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, p24

General Sir Frederick Carrington and medical staff in Rhodesia. Fanny Hines is seated at left. *The Australasian*, 7 July 1900. NLA

**Source 6****The commitment of the nurses**

Captain W. W. Dobbin, a Victorian Bushman, wrote:

'You have no doubt heard of all the misfortunes, disease and discomfort encountered by the troops unfortunate enough to be sent to Beira, Marndellas, etc. Our nursing sisters were the only sisters who ventured into these districts, and they have indeed done more than their share of work. At times one, sometimes two, would be trekked off on a week's coaching journey to some fever bed where the troops are falling ill, with possibly no accommodation but a deserted public house. I have seen two sisters on

their knees scrubbing and cleaning such a place to receive their patients, and in the middle of their work 10 or 12 sick and dying men dumped down from an ox wagon, and no orderlies detailed and no native servants.

'The nurses would be obliged to take off some of their own clothing to make pillows for sick men, and then go outside to cook food under a blazing sun. They were never with us after Beira, but some of our troops, and men from other contingents write and speak in most grateful terms of their willing services.'

Wallace R.L.: *The Australians at the Boer War*: Australian War Memorial, Canberra, 1976, pp249-250

Source 7

Some photographic evidence from the Boer War



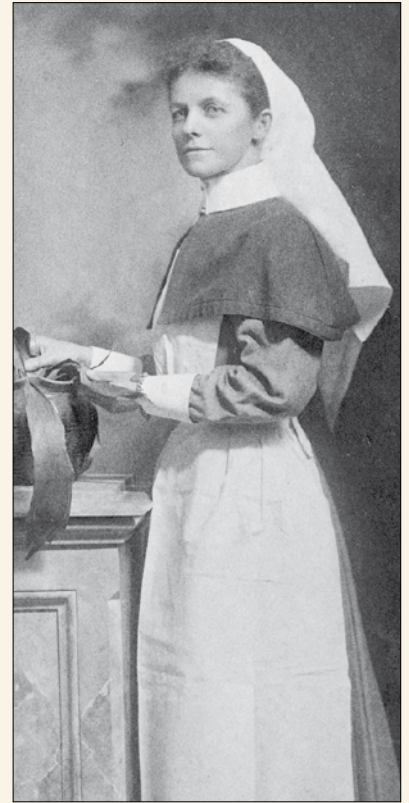
A Australian nurses and soldiers, 1901. AWM P01840.004



C The enteric fever ward of a hospital in East London, South Africa, 1900. AWM P01840.001



D A hospital at Orange River, 1900. AWM P00044.042



B Sister Annie Thomson. AWM P04544.001

- 4 Imagine that you could interview a Boer War nurse about her experiences. What further information would you like to have?
- 5 Imagine that you are a journalist reporting back from South Africa on what the nurses are doing. Write a brief paragraph for your readers.
- 6 From this evidence in Sources 1–7, how significant would you say was the contribution of Australian nurses in this war?
- 7 How would their contribution have helped change the opinion of those who may have been critical of their involvement initially?
- 8 How might it have changed people’s ideas back in Australia?



What other major roles did Australian women have in the Boer War?

Look at this evidence. What does it tell us about two other roles undertaken by Australian women in the Boer War – one in South Africa, and the other on the home front?

Source 1

Women teachers in South Africa

Of the Australian teachers [who went to South Africa to teach children who had been locked up in concentration camps] most came from New South Wales and Victoria, with four from Queensland and six from South Australia (the selectors considered Tasmania and Western Australia too remote). Ten of the New South Wales teachers worked in state schools while five were described as 'teachers of high attainment and long experience outside Dept'. Emily Kennedy had a university degree and Isabel Whitton was also highly qualified: employed at Sydney Presbyterian Ladies' College, she had previously been Principal of St Warburgh's College for young ladies in Goulburn ...

Among the Australian teachers, Ida M. Robertson provides a particularly interesting case. Robertson had strong links with the United Kingdom and a sister living in Ulster. A solicitor's daughter, she grew up in the Australian bush and began teaching at seventeen,

later working in a large school in Sydney. But she had also spent four years in Ireland as a music teacher. Robertson's brother had been killed in November 1901 while serving in South Africa with the New South Wales Mounted Infantry, and according to her referee it was this that had 'turned her mind to this work ... she is ambitious to do her small part in helping the Motherland'. Robertson herself, however, merely says that since his death she had 'had a great struggle': she was currently working '12 hours a day, but wish to give this life up as payment for teachers in the colonies is very poor and one has to work so very hard before an income of any size can be made'. Indeed, while a significant number of Australian applicants were British born, economic necessity as much as patriotism seems to have been a common factor. Unusually, several of the Australian teachers were married women, presumably widows thrown on their own resources.

Eliza Riedi 'Teaching Empire: British and Dominions Women Teachers in the South African War Concentration Camp' in *English Historical Review*, CXX, 489 (Dec. 2005), pp1330-1 and 1333-4

'Australian lady teachers for South Africa'. *The Australasian*, 9 August 1902. NLA



- 1 Compare the roles and qualities of these teachers with the nurses. What similarities and differences exist?
- 2 What motives existed for women taking on a teaching job in a foreign country during war time?

Source 2**Women as fundraisers**

A less well-known story from the Boer War was the work of Australian women with the patriotic funds. Men and women came together to raise funds for the dependants of imperial and colonial soldiers ... Major patriotic funds were established in every colony. The funds were almost always administered by men while the women did most of the organising and fundraising. There were some exceptions such as the dynamic and wealthy doyenne of Victorian society, Janet, Lady Clarke, who established the Victorian Contingent Fund specifically to assist wives, mothers and children

of men killed in the war. A Ladies' Patriotic League was established in Sydney using the network of colonial Lady Mayoresses across New South Wales. Comforts for the soldiers were made, boxed up, and despatched to South Africa. Other groups in the community, such as the public school teachers and their students rallied behind the cause, and held concerts, sold penny coupons, and played sporting matches, with all proceeds donated to the funds.

Melanie Oppenheimer, *Australian Women and War*, Department of Veterans' Affairs, Canberra, 2008 p9

Source 3**'Patriotic Australian Girls'**

Table Talk, 24 May 1900. NLA

3 Why would people in Australia raise funds for 'comforts' for the troops?

4 Why would mainly women and children be involved?

Source 4**Women as family members****A**

Return of a hero, Trooper Bisdee VC. AWM A04425

**B**

A soldier departs for the war. AWM P01209.041

Drawing conclusions

- 5** Of the three roles of nurses, teachers and fundraisers, which would you say was:
- the most common role performed by women?
 - the most significant role?

Justify your answers.

- 6** Many of the returned nurses joined the new army reserve nursing force set up after the Boer War, and set its professional tone. Their experience in South Africa had also helped to dispel doubts about the value of women nurses in war theatres. When world war broke out in 1914 many Boer War nursing veterans joined and served in World War I. From this information, what impacts did nurses have on women's roles and status in society? What impacts might the war have had on them?

- 7** What would you now suggest as an appropriate way of including an acknowledgement of the role of women in any new national Boer War memorial?

AUSTRALIAN WOMEN IN WORLD WAR I (1914-1918)



Women! Help Australia's sons to win the war, artist unknown, lithograph, c. 1918, 74 x 50 cm, AWM ARTV05621

World War I saw the commitment of large numbers of women employed as nurses and other medical workers. They served in many different places, and were engaged in many different types of nursing. What can we learn about these women's experiences?

On the home front countless women took on voluntary comfort and fundraising roles to support the troops.

However, not all women's roles on the home front were so unifying, as tensions developed over some patriotic, propaganda and political roles undertaken by women.

INVESTIGATIONS:

- 1 What were the experiences of nurses and other medical workers during the war?
- 2 How were women involved in the war on the home front? Was this involvement unifying or divisive?
- 3 What were the continuing impacts of war after 1918?

Teaching suggestions

<p>Essential learning achievements</p>	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of women’s main roles in World War I; ■ understanding of some of the attitudes and values commonly held at the time; ■ empathy with the experiences of nurses and women on the home front; and ■ an informed judgement about the nature of the changes that occurred to women’s roles during the war.
<p>Suggested classroom approaches</p>	<ol style="list-style-type: none"> 1 Have students look at the Forming Ideas page. This will help them to identify idealised images of the World War I nurse, and then to start to question whether that perception supports reality. 2 Investigation 1 asks students to absorb a variety of information on the experiences of the World War I nurses. The activities associated with these images are designed to help students absorb and personalise the variety of experiences and feelings, as well as to classify and sort them. 3 Investigation 2 asks students to look at a variety of other experiences and roles performed by women during the war. This focuses on what is probably a typical community, and may lead students to want to explore their own local community’s reactions and activities. Students will come to realise that there were a great variety of roles and experiences, and that these could be seen as uniting or dividing a community or certain groups within that community. 4 In Investigation 3 students speculate on the impact of women’s experiences of war over the following decades. Again they will see both positive and negative impacts and outcomes. The use of a war memorial at the end is deliberately provocative. Students will undoubtedly see this as a positive and unifying symbol in their own community — the idea that it may, in the past, have been viewed or looked upon as a jagged shard of discomfort and a potentially powerful symbol of division, will be a challenging one to consider. 5 If World War I is the only unit being studied, students may like to undertake the museum exercise in Unit 7. The DVD section on the Australian War Memorial’s representation of women’s experiences of war (see below) will help them with this.
<p>DVD</p>	<p>Chapter 2 of the DVD in this resource presents a museum study approach to the way the Australian War Memorial represents Australian women’s involvement in World War I.</p> <p>It is suggested that this be used as part of Investigation 1.</p>
<p>CD-ROM activities</p>	<ul style="list-style-type: none"> ■ What were Australian women’s uniforms like over time? ■ Create a National Australian Women’s Memorial ■ Create an Australian Women in War poster and timeline ■ Create a recruiting or information poster ■ Who was Effie Garden? ■ Researching Australian nurses who died in World War I – Using primary source documents
<p>Finding out more</p>	<p>Patsy Adam-Smith, <i>Australian Women At War</i>, Penguin, Melbourne, 1996</p> <p>Marianne Barker, <i>Nightingales in the Mud</i>, Allen & Unwin, Sydney, 1989</p> <p>Joan Beaumont (ed), <i>Australia’s War 1914-18</i>, Allen & Unwin, Sydney, 1995</p> <p>Peter Cochrane, <i>Australians At War</i>, ABC Books, Melbourne, 2001</p> <p>Carol Fallows, <i>Love and War</i>, Bantam Books, Sydney, 2002</p> <p>Michael McKernan, <i>The Australian People and the Great War</i>, Nelson, Melbourne, 1980</p>

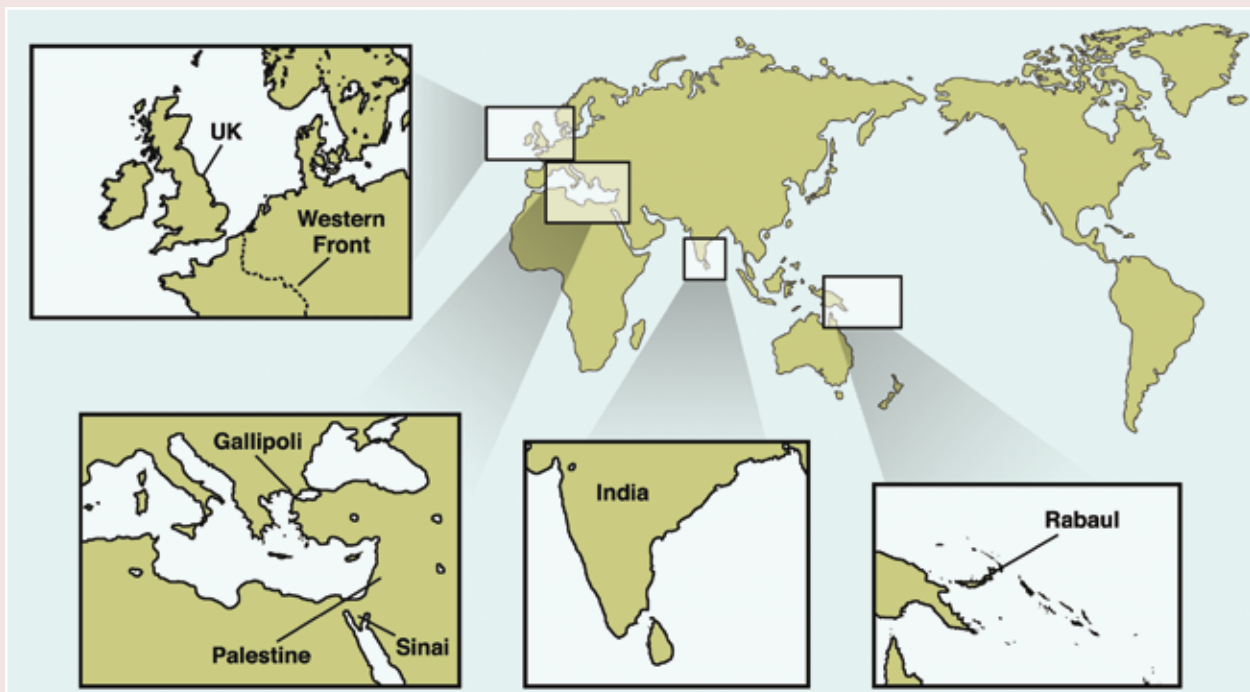
	<p>Jan Bassett, <i>Guns and Brooches</i>, Oxford, Melbourne, 1992</p> <p>Melanie Oppenheimer, <i>Australian Women and War</i>, Department of Veterans' Affairs, Canberra, 2008</p> <p>Melanie Oppenheimer, <i>Oceans of Love. Narrelle - An Australian Nurse in World War I</i>, ABC Books, Sydney, 2006</p> <p>Richard Reid, <i>Just Wanted To Be There</i>, Department of Veterans' Affairs, Canberra, 1999</p>
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Key Data

Conflict	World War I, also known as The Great War.
Period	1914 – 1918
Background to the conflict	<p>In 1914 a series of political tensions in part of the Austro-Hungarian Empire led to the two great sets of alliances, Britain/France/Russia and Germany/Austria-Hungary, and later the Ottoman Empire, going to war. At the outbreak of war, the Australian Government announced that, as Great Britain was at war against Germany, automatically, so was Australia.</p> <p>Many people responded enthusiastically, and a volunteer army was quickly raised. This army was sent to train in Egypt, before becoming a part of the British and allied landing force at Gallipoli, Turkey (Ottoman Empire), on 25 April 1915.</p> <p>Nine months later, and with many more volunteers having been sent to Gallipoli as reinforcements, the force was withdrawn, without having achieved its objectives.</p> <p>After the withdrawal from Gallipoli, some Australian forces were sent to Egypt; most were sent to the Western Front — those areas of France and Belgium where the war was being fought against the Germans.</p> <p>Heavy casualties were suffered on the Western Front, and pressure was on in Australia to keep sending reinforcements.</p> <p>From 1916 to 1918 most of the Australian troops who were sent overseas served on the Western Front, while the Royal Australian Navy served in many parts of the world.</p>
Nature of the conflict	<p>At Gallipoli and on the Western Front the war was mostly fought from trenches. Conditions varied according to the weather.</p> <p>The main feature of trench warfare was armies alternately attacking and defending open ground using machine guns, barbed wire, artillery and infantry soldiers on foot, though there were some set-piece battles and cavalry actions.</p> <p>On the Western Front troops were regularly relieved from the front or rear lines, and were able to take short periods of leave in Britain.</p> <p>In the deserts of Palestine and the Sinai, Australian mounted infantry, called the Light Horse, campaigned against the Turks.</p>
How Australian women were involved	<p>Australian women served in the Australian Army as nurses, and as other medical workers. There were also a number of Red Cross volunteers who provided comforts to the troops, and teachers and fundraisers.</p> <p>Nurses were expected to be single or widowed. Some married women got through the recruiting checks, and some married during their period of service.</p> <p>Of those who served overseas for whom there are detailed statistics, seven were under 21 (though the official minimum age for enlistment was 25), 1184 aged 21–30, 947 aged 31–40, and 91 were 41+.</p>

	<p>Seven women received the Military Medal for bravery under fire, and several died of injuries or disease.</p> <p>More than 2300 members of the Australian Army Nursing Service (AANS) served overseas in war areas. These included: Egypt, Salonika, France, Belgium, Lemnos, India, off Gallipoli, Palestine, the Persian Gulf, Italy, Burma, Vladivostok and Abyssinia.</p> <p>Some nurses and women doctors paid their own way to be involved in medical service during the war. There were also masseuses (physical therapists), blood transfusionists, and other support medical occupations.</p> <p>Other women also performed valuable services. Vera Deakin set up the Red Cross Missing and Wounded Enquiry Bureau, which was instrumental in ascertaining information for families of the circumstances of those who were missing — through death, wounding or capture. Red Cross nurses, known as 'Blue Birds', served in French front line hospitals. Women such as Ranid MacPhillamy and Alice Chisholm set up canteens in Egypt, providing facilities for soldiers on leave.</p>
<p>Key statistics</p>	<p>416,809 Australians enlisted in World War I, of whom 331,781 served overseas. 61,720 of these died during the war, and 137,013 were wounded.</p> <p>In all, 2139 women served with the Australian Army Nursing Service, and 130 worked with the Queen Alexandra Imperial Military Nursing Service. A further 423 nurses served in hospitals in Australia. Twenty-three of these women died in service during the war.</p>

Map showing the main regions of the world where Australian servicemen and women served in this conflict



Based on JCR Cam and John McQuilton (eds), *Australians. A Historical Atlas*, Fairfax, Syme & Weldon Associates, Sydney, 1987. For detailed maps of Australian involvement see John Coates, *An Atlas of Australia's Wars*, Oxford University Press, Melbourne, 2006.

Forming ideas

Here are three images or representations of Australian nurses or medical personnel from World War I.



A Napier Waller, Australian War Memorial stained glass window, AWM ART90410.001



B *Nurse and patient, 3rd Australian CCS*, Frank Crozier, France, c.1918, oil on wood panel, 23.8 cm x 27.4 cm. AWM ART13338



C *The ministering angel*, Benjamin Edwin Minns, Sydney, 1918, 22.4 cm x 20.4 cm. AWM ART93103

1 If you only had these images to form opinions about Australian nurses during the war, what could you say about them?

You are about to investigate the roles and experiences of Australian women in World War I. The following resources will enable you to test the ideas that you have suggested.

IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 2 (pages 25–38)



DVD:
CHAPTER 2
World War I
CHAPTER 5
A Local Community



CD-ROM activities:

- What were Australian women's uniforms like over time?
- Create a National Australian Women's Memorial
- Create an Australian Women in War poster and timeline
- Create a recruiting or information poster
- Who was Effie Garden?
- Researching Australian nurses who died in World War I — Using primary source documents



What were the experiences of nurses and other medical workers during the war?

- 1 Look at **Chapter 2 of the DVD**. It will provide you with some information and ideas about how the displays in the Australian War Memorial show Australian women in World War I. They are a starting point for your investigations in this unit.
- 2 Study the sources below, which show a variety of experiences of Australian nurses during World War I. In the box after each source write individual words or short phrases that summarise your main ideas and reactions. Some examples have been done for Source 1 to help you.

Source 1

Sunday 25 April 1915 off Gallipoli

... About 9am my first patients from battlefield commenced to pour in (We had gone in during night & anchored outside Dardanelles). We wakened up & could plainly hear sounds of guns. They came in an endless stream, some walking holding arms, hands covered with blood, some on stretchers with broken legs, some shivering & collapsed through loss of blood & some with faces streaming with blood ... we went for the worst cases first & worked like fury while all the sound of firing was going on ... we took on board 570 wounded ... we filled every space, mattresses lying everywhere on deck ... in my ward I had 118 patients (one Turk badly wounded) ... we got to bed between 2 & 3 am.

Melanie Oppenheimer, *Australian Women and War*, Department of Veterans' Affairs, Canberra, 2008 p28

Worked hard
Witnessing great suffering
Extreme workload
Fatigue

Source 2

On Lemnos

Had a desperately hard time at Lemnos with food, tents, mud and sickness, as well as great troubles with Colonel Fiaschi, who treated Nurses shamefully — No consideration whatever ... I believe the Hospital would have collapsed but for the Nurses. They all worked like demons ...

Letter from RHJ Fetherston in Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992 p50

Source 3

In India

Here I am on day duty, and Sister-in-Charge of two wards. Oh, these poor men from Mesopotamia! They are ... only skin and bone (men from the Kut campaign). This is amoebic dysentery, and treated with hyperdermic injections of "Emetin" ... most of the poor men are not long for this world ... Oh, Pete, the men with dysentery would make one weep! Why are men allowed to suffer like this? And we hear folk in Australia and England talking about boys who have made the "Supreme Sacrifice", and I suppose stone monuments etc, will be erected to their memory "of our glorious dead". What about the living? The blind, crippled, disfigured and those poor mad men and women.

Matron Babs Moberly, February 1917, in Melanie Oppenheimer, *Australian Women and War*, Department of Veterans' Affairs, Canberra, 2008 p32

Source 4

On Salonika

[Sister Gertrude Munro] was only ill for ten days ... was put straight into hospital for sick sisters where she got the very best medical attention possible, and ... one of her friends was constantly with her ... She had a bad combination, Pneumonia and M.T. Malaria which is very hard to fight. Being a strong healthy woman we hoped against hope she might win through, but alas it was not to be ... She is buried in a very pretty little Cemetery with some other Sisters and Soldiers who have given their lives for their country.

Jessie MacHardie White, 2 December 1918, Red Cross Wounded and Missing Enquiry Bureau files, AWM 1 DRL 428

Source 5

Gertrude Moberley, reaction at the end of the war

Blood! Blood! I am very tired. Oh dear God, how dreadfully tired, and broken-hearted too.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992 p63

Source 6**Sister Aileen Lucas writing from 1 Australian General Hospital tent hospital in France, 1917**

The river was frozen ... The water pipes burst, and we could not get any water for some time, not even to wash the patients... Here we received the casualties straight from the field, some very severely wounded, and feeling the cold very greatly. A great number of them had trench feet and frost-bite. Several patients were frozen to death in the ambulances coming down to us.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, p56

Source 8**In a ward for the blinded**

We had to describe the pictures to them, they enjoyed the music and their tea ... the boys will remember the many musicians who came to cheer them up ... the Red Cross supplied comforts and how the boys enjoyed the hot soup and dainties but even that did not compensate for loss of limbs, health and careers.

Sister Alice Cocking in Rupert Goodman, *Queensland Nurses – Boer War to Vietnam, Brisbane, 1985* p92

Source 10**Sister Mabel Brown writing from a hospital in Belgium during the influenza epidemic that hit at the end of the war, 1918–1919**

I was alone in [a] ward of 22 beds all pneumonia, mostly mad, and had about 3 deaths in every 24 hours. I was there [in that ward] 3 weeks without relief for one hour. The depression which settled on one watching these men die in spite of all you did for them was awful.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992 p38

Source 7**Sister Alice Ross King writing about experiencing an artillery barrage at a Casualty Clearing Station at Messines in 1917**

(During this attack four sisters received Military Medals for their bravery during the night.)

... I could hear nothing for the roar of the planes and the artillery. I seemed to be the only living thing about ... I kept calling for the orderly to help me and thought he was funkng, but the poor boy had been blown to bits ... I had my right arm under a leg which I thought was [a patient's she was trying to help] but when I lifted I found to my horror that it was a loose leg with a boot ... on it. One of the orderly's legs which had been blown off and had landed on the patient's bed. Next day they found the trunk up a tree about twenty yards away.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992 p63 - 64

Source 9**In a ward for the shell-shocked**

One realises what the horrors of war must be like to reduce such fine men to this state. One aged 26 is just like a child, learning to talk again. He's very bright, you can't exactly call him mental but his condition never improves. It's pathetic to see the toys and picture books on his locker ... I never did like working with mentals, for it takes so much out of me. I feel like a piece of chewed string after duty ... Shell shock is fearful, worse than death.

Sister Evelyn Davies in Marianne Baker, *Nightingales in the Mud*, Allen and Unwin, Sydney, 1989 p160

Source 11**In a Casualty Clearing Station**

... all the big cases came pouring in, and we had 1800 men and only twenty-four sisters ... The men were sent down with only their field dressings ... We were bombed every night on and off and that made our work doubly hard, as some of the patients were very difficult to control in their weak state.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992 p58

Source 12

Nursing in 1AAH in Britain

All my boys are either winged or legs off, shoulders blown away, big head wounds, but nearly all healed up and just little pieces of dead bone keeping them from healing up altogether. They are such fine fellows. Some have only had 12 operations.

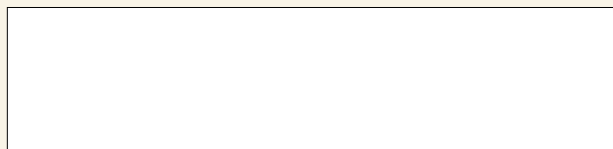
We are getting more stumps every day and now have about 300 without legs and arms.

I have about 30 leg stumps to dress every morning and about 40 beds to make. The orderly helps me but it is an awful rush.

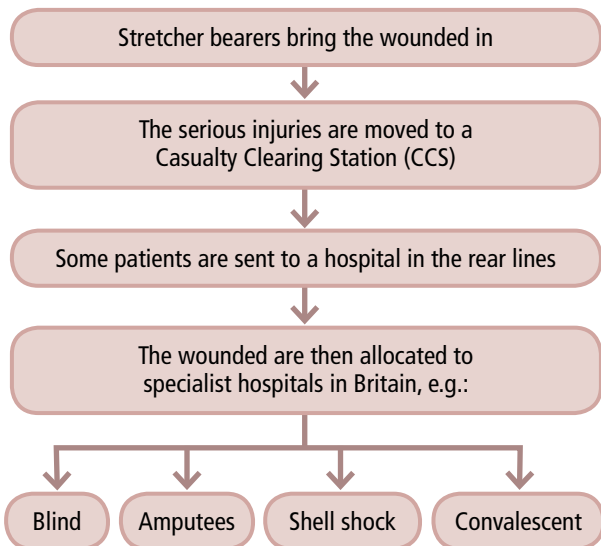
One of the nurses is to be married in the morning from here and Matron is giving her a morning tea. All the boys are standing with an archway of crutches on their one leg!

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

Sister Queenie Avenell, in Rupert Goodman, *Queensland Nurses – Boer War to Vietnam*, Brisbane, Boolarong Publications, 1985 p91



3 Here is a simplified diagram of the stages of moving wounded men from the front line. Try to identify a quotation from Sources 1–12 that matches each of the stages shown. Write the source number beside the stage.



4 Source 13 on pages 32–34 is a set of photographs showing various aspects of nursing, in various places. Cut some or all of these out and arrange them in a scrapbook. Match one of the quotes in Sources 1–12 to each photograph as though it is a caption to that photograph, or as if it is the comments created by the nurse for her scrapbook. You can create this in PowerPoint format as an alternative.

Source 13(a)

Photographic evidence



A Australian Red Cross Voluntary Aid Detachment members in uniform and wearing protective clothing for nursing influenza victims. AWM P01102.021



B The burial of a young soldier. AWM P05412.001



C In an operating theatre. AWM P01908.026



D A group of blind Australian soldiers at St Dunstan's Hospital. AWM H18889

Source 13(b)



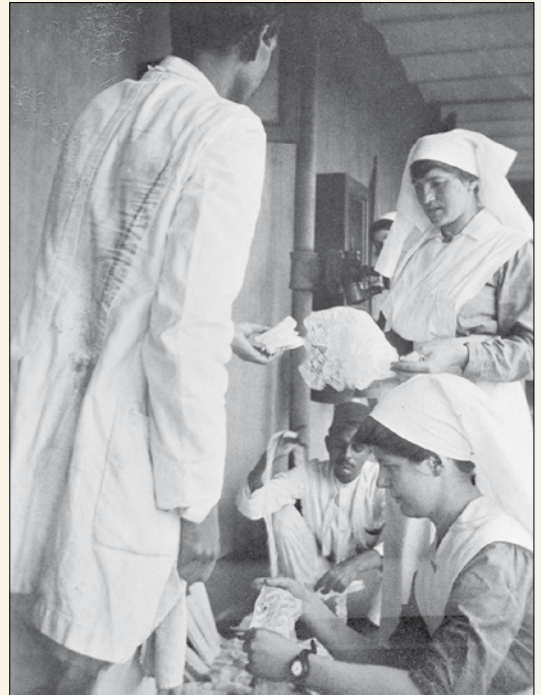
E Nurses' quarters 2nd Australian General Hospital, France. AWM P02402.022



G Amputees and their artificial limbs. AWM P00162.016



I A barge transporting wounded soldiers from Gallipoli to a hospital ship. AWM A02740



F Two Australian nurses in a hospital in Bombay, India. AWM P02523.004



H Four nurses at 1AAH, Harefield, England. AWM P02402.012



J Matron (Margaret) Grace Wilson on Lemnos, Greece. AWM A05332

Source 13(c)



K Staff Nurse Pearl Corkhill receives the Military Medal. AWM P01850.006



L 2nd Australian Casualty Clearing Station, France. AWM P00156.072



M A ward in the 2nd Australian Casualty Clearing Station, France. AWM E04623



N Nurses wearing mosquito protection, Salonica, Greece. AWM H15761



O On leave in London. AWM H15635



P Grave of Staff Nurse Beatrice Middleton Watson, Ismailia, Egypt. AWM C02303

- 5** We think of dangers for soldiers in war, but what about the nurses? What dangers existed for the nurses in World War I?
- 6** What do you think would have been the best and worst aspects of life for nurses during the war?
- 7** What would you say was the significance of the nursing role in the war?

How were women involved in the war on the home front? Was this involvement unifying or divisive?

One way of exploring women's roles and contributions in the war is to look at aspects of women's activities in a country area during the war. One historian, John McQuilton, has studied an area in the north-east of Victoria. Here are some of his findings.

- 1 Look at the list and identify the types of activities that women were involved in during the war — such as voluntary activities; fundraising; patriotic activities; political activities; employment activities. Write the type of activity beside each.
- 2 Decide which of the activities might unite a community, and which might divide it. Write this beside each activity.
- 3 Create a statement that summarises women's activities and roles on the home front.
- 4 How significant were women's activities on the home front? You can consider their significance for the war effort, and also for the status of women in the community.



God bless dear Daddy, Norman Lindsay, Sydney, Australia, c.1914-18, 47 cm x 38 cm. AWM ARTV05469

- Women were active in both the pro- and anti-case during the bitter conscription campaigns of 1916 and 1917.
- Some women were thrust into public roles during the war.
- Some women broke gender employment barriers, by replacing enlisted men in such areas as bank teller and shire clerk.
- Most women had not changed their occupational status at the end of the war, and continued to be employed in traditionally female occupations.
- Women formed Red Cross branches and worked tirelessly in voluntary activities to support the soldiers.
- The volume of good produced and the personal efforts involved 'beggared the imagination'. One example — by the war's end the Red Cross society of Rutherglen had forwarded 1233 shirts, 8512 pairs of underpants, 1233 pairs of pyjamas, 2405 pairs of socks, 76 sheets, 776 pillow-cases, 455 bed screens, 391 handkerchiefs and 'numerous other items'. The shirts, underpants, socks and pillow cases alone accounted for 30,100 hours of work.
- Red Cross and other volunteers packed billies for soldiers at Christmas time, met troop trains with sandwiches and tea for the travelling soldiers, baked cakes for local training camps and hospitals.
- Women organised fundraising activities.
- They organised touring concert parties to raise funds — the 'Royal Patriots', the 'Win-the-War-Girls', the 'Advance Guard', and 'Our Girls at Home'.
- Some women put great pressure on men to enlist, and refused to go out with eligible men who had not volunteered.
- Some women sent white feathers, the symbol of cowardice, to local men in the community. One man wrote in a letter to the local newspaper that 'Some old tart ... has posted me some White Leghorn Plumage. Little does she know that I have been turned down for various defects including hammer toe and varicose veins.'
- Some women were pressured to force their men to enlist, to 'send their sons, brothers and sweethearts to war and to shun the shirker and poltroon' [those who were too scared or not noble enough to volunteer].
- Some women encouraged their men not to enlist.
- The most common stereotypes of 'the patriotic woman' were those women who worked tirelessly for nation and Empire, the nurse at the front, and the soldier's mother.
- One woman committed suicide when her son returned from the war physically and mentally maimed.
- School girls were encouraged to raise money for patriotic funds — they raffled geese, sold pet lambs, gathered and sold vegetables from their gardens, knitted and made cakes.
- School boys and girls were used in patriotic processions.

From John McQuilton, *Rural Australia and the Great War*, Melbourne University Press, 2001, passim



What were the continuing impacts of war after 1918?

The previous investigations in this unit have introduced two key ideas: that nurses played a significant role in the war; and that on the home front there was both unity and division associated with women's roles.

Look at this information on nurses following their war service and decide what happened.

Source 1

Ella Tucker, application for a war pension in 1920

After return from Active Service I had 12 months' holiday because I felt unable to work, really a general depression after 4 3/4 years' continual strain; I have hardly had a good night's sound sleep since my return.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, p99

Source 2

Winifred Smith, applying for a pension in 1924

I have not been well since demobilization, having contracted Pneumonic Influenza whilst nursing troops (voluntarily) on SS Marathon on Voyage to Australia Oct 1918 to Jan 1919, & have been in indifferent health since ... my Husband is an Anzac who was incapacitated on Gallipoli [sic] & later served in France. He is partially incapacitated receiving a small pension ... altho' in poor health I did not wish for a pension from the A.I.F. as we thought our circumstances would be comfortable, returning to Australia we found things very changed & the continual ill health of my Husband & myself has drained our slender resources.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, 1992, p103

- 1 What do Sources 1–2 suggest about the continuing impact of the war on nurses?

During the war some women had taken on paid work for the first time. Did this continue? Look at these statistics on women's employment.

- 2 List the five main areas of employment of women in 1911. Give an example of a job that might be typical of each of the five areas.
- 3 The recorded female population of Australia in 1911 was 2,141,970. What percentage of this population was employed?

Source 3

An historian reflects

Wartime experience had a lasting impact on many of the nurses. Nearly twenty per cent were declared medically unfit on discharge. Nurses were eligible for pensions, but at a rate which was less than the equivalent male rank. Like many soldiers, some nurses found it very difficult to settle back into civilian life after the stress of war. Nurses remained single at a higher rate than women generally, yet continued to earn lower rates of pay than male equivalents, yet they often were supporting dependent relatives. Many nurses who did marry married incapacitated soldiers, again adding to the problems they faced as bread-winners in a family. 'Governments had paid lightly for the First World War nurses' service. Most of the nurses, on the other hand, had paid a heavy price for their wartime experiences.' ... Yet many of the AIF nurses went into responsible and influential posts within their profession, and continued to provide role models of the highest standard. When 20 years after the end of the First World War Vera Hamilton went off as an army nurse in the Second World War, she remembered that she had joined army nursing because she was 'Young & Patriotic and my Matron was ex Army 1st World War'.

Jan Bassett, *Guns and Brooches*, Oxford University Press, Melbourne, pp107, 110

Source 4

Occupational distribution of Australian female workforce 1911–1933

Occupational area	1911	1921	1933
Upper professional	3,159	5,644	2,815
Graziers, wheat and sheep farmers	1,214	1,148	3,988
Lower professional	38,933	50,598	70,059
Managerial	12,261	8,314	10,188
Self-employed shop proprietors	5,021	7,032	15,141
Other farmers	13,099	6,364	11,122
Clerical and related workers	9,637	32,750	91,539
Armed services and police force	0	31	31
Craftsmen and foremen	88,531	85,144	53,997
Shop assistants	26,381	37,743	50,760
Operatives and process workers	11,177	20,508	57,597
Drivers	719	1,276	1,481
Personal, domestic & other service workers	148,170	160,954	197,752
Miners	57	0	0
Farm and rural workers	708	1,830	4,006
Labourers	4,039	10,379	12,511
Not known	4,751	6,686	16,081
Total workforce	368,457	436,567	599,068

- 4 List the five main areas of employment of women in 1921.
- 5 The recorded female population of Australia in 1921 was 2,672,864. What percentage of this population was employed?
- 6 Look at the figures for 1911–1933. Describe the trends you identify.
- 7 Does the war seem to have interrupted or changed the trends? Justify your answer.

Historians argue that the war provided a powerful sense of national identity.

- 8 During the 1920s and 1930s Australia developed the Anzac tradition that had begun in 1915 and that we still observe today. The war was fought mainly by men, so the tradition is mainly about men's behaviour. Do you think women of the period could identify with the Anzac tradition that was developing? Explain your ideas.

But was the sense of Australian identity that came out of the war really able to provide a social 'glue' that bound people together? Here is a reminiscence of an Australian writer's childhood in the 1920s and 1930s. It provides a view of the Anzac tradition as divisive, as well as unifying.

- 9 What do you think were the main impacts of the war on women into the 1920s and 1930s?
- 10 Source 6 shows images depicting aspects of women's involvement in World War I. After looking at these and reflecting on the other evidence you have now seen, write a brief paragraph that summarises Australian women's involvement and roles in the war, the significance of their contributions, and the impact of the war on women's status in society.

Source 5

Growing up in the 1920s and 1930s

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*, Penguin, Melbourne, 1991, pp2-4



Patients with a nurse in Anzac Hospital. AWM H12889

Source 6

Some other images of women's involvement in the war



A British war brides and their children on the way to Australia. AWM P01908.032



B Olive May (Kelso) King, an Australian who drove her ambulance with Serbian troops in Europe. AWM P01352.002

C A badge issued by the Department of Defence to mothers who had sons serving in the war. AWM REL/11143



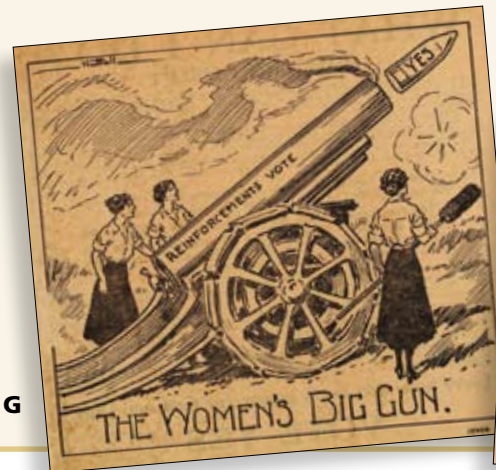
D Women making uniforms at the Commonwealth Clothing Factory. AWM DAX2294



E Women wait to welcome loved ones home from the war. AWM H11576



F Volunteer Red Cross workers packing parcels to be sent to troops at the front. AWM J00346



G



H

Two conscription leaflets. AWM RC00320 (G); AWM RC00336 (H)

AUSTRALIAN WOMEN IN WORLD WAR II (1939-1945)



During World War II the role of women in the services and on the home front expanded immensely.

Women were no longer confined to nursing, medical and voluntary roles, and they were able to join a women's arm of each of the services.

On the home front the number of women employed grew quickly as men left jobs to go to war, and many new occupations suddenly opened to women.

The nature of the war and the threat to Australia meant that there was greater unity on the home front.

There were, however, tensions associated with women's roles, and for many people old attitudes and values were hard to change.

INVESTIGATIONS:

- 1 What new service roles were open to Australian women?
- 2 What impacts did the war have on Australian women's home front roles and experiences?
- 3 Did the war change the role and status of Australian women?

Teaching suggestions

<p>Essential learning achievements</p>	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of women’s main roles in World War II; ■ understanding of some of the attitudes and values commonly held at the time; ■ empathy with the experiences of servicewomen and women on the home front; and ■ an informed judgement about the degree to which Australian women’s roles and status changed during World War II.
<p>Suggested classroom approaches</p>	<ol style="list-style-type: none"> 1 Have students look at the Forming Ideas page. This will help them identify important changes in attitudes towards women. 2 Investigation 1 explores the changing roles of women in the services in World War II. There were now many more options for women apart from nursing. Students could be divided into groups and each group given a particular aspect of women’s services to report on to the class. Students might also act out the conversation on page 44. Students are challenged by deciding whether the image of one service, the WAAAF, portrays reality. Divide the class into groups. Have each group report on one or two pages to the class, which will thus build up an overall picture. 3 Investigation 2 presents a variety of evidence of women’s roles and experiences. By having students comment briefly on each one they will be better able to develop a more personal and empathetic understanding of life at the time. 4 In Investigation 3 students bring all the evidence in this unit, together with some new aspects, to develop an informed judgement. Students will find that some of the statements can be either agreed or disagreed with, depending on their interpretation and on the emphasis they give to different pieces of evidence, so there should be a lot of analytical discussion about the various statements. 5 If this is the only unit being studied, students may like to undertake the museum exercise in Unit 7. The DVD section on the Australian War Memorial’s representation of women’s experiences of war (see below) will help them with this. 6 It would be desirable for students to interview people from the time. Contact your local RSL for advice on how to contact appropriate people in the community.
<p>DVD</p>	<p>Chapter 3 of the DVD provides a museum study approach to the way the Australian War Memorial represents Australian women’s involvement in World War II.</p> <p>It is suggested that this segment of the DVD be used as part of Investigation 1.</p>
<p>CD-ROM activities</p>	<ul style="list-style-type: none"> ■ What were Australian women’s uniforms like over time? ■ Create a National Australian Women’s Memorial ■ Create an Australian Women in War poster and timeline ■ Create a recruiting or information poster ■ Investigating the story of Vivian Bullwinkel ■ What decisions will you make about women’s lives and roles during World War II?
<p>Finding out more</p>	<p>Patsy Adam-Smith, <i>Australian Women At War</i>, Penguin, Melbourne, 1996</p> <p>Jan Bassett, <i>Guns and Brooches</i>, Oxford, Melbourne, 1992</p> <p>Joan Beaumont (ed), <i>Australia’s War 1939-45</i>, Allen & Unwin, Sydney, 1996</p> <p>Peter Cochrane, <i>Australians At War</i>, ABC Books, Melbourne, 2001</p> <p>Daniel Connell, <i>The War At Home</i>, ABC, Sydney, 1988</p> <p>Libby Connors et al, <i>Australia’s Frontline</i>, UQP, Brisbane, 1992</p> <p>Kate Darian-Smith, <i>On The Home Front</i>, Oxford, New York, 1990</p>



Carol Fallows, *Love and War*, Bantam Books, Sydney, 2002

Margaret Geddes, *Blood, Sweat and Tears*, Viking, Melbourne, 2004

Betty Goldsmith and Beryl Sandford, *The Girls They Left Behind*, Penguin, Melbourne, 1990

Jenny Gregory (ed), *On The Homefront*, UWA Press, Perth, 1996

Len Johnson, *Love Letters from a War. The letters of Corporal John Leslie Johnson and his family June 1940-May 1941*, ABC Books, Sydney, 2003

Michael McKernan, *All In!*, Nelson, Melbourne, 1983

Melanie Oppenheimer, *Australian Women and War*, Department of Veterans' Affairs, Canberra, 2008

Richard Pelvin, *Second World War*, Hardie Grant Books, Melbourne, 2005

Joanna Penglase and David Horner, *When the War Came to Australia*, Allen & Unwin, Sydney, 1995

E Daniel Potts and Annette Potts, *Yanks Down Under 1941-45*, Oxford University Press, London, 1985

Richard Reid, *Just Wanted To Be There*, Department of Veterans' Affairs, Canberra, 1999

Key Data

Conflict	World War II
Period	1939 – 1945
Background to the conflict	<p>In September 1939 Germany invaded Poland. Britain had declared that it would defend Poland. When Britain declared war against Germany the Australian Government proclaimed that Australia was also at war.</p> <p>In December 1941, Japanese forces bombed the American naval base at Pearl Harbor, Hawaii, and invaded Malaya, the Netherlands East Indies (Indonesia), Papua and New Guinea. Australia for the first time declared war on Japan, rather than being part of a British declaration of war.</p>
Nature of the conflict	<p>Australia was involved in several distinct phases and types of war.</p> <p>The European war involved all three Australian services. The RAAF flew against German and Italian targets in the Mediterranean, Middle East and Europe as part of the European war against Germany and its allies. The Navy operated in the Atlantic and Indian Oceans as part of this war. Australian troops fought in North Africa, Greece, Crete, and the Middle East.</p> <p>When the Japanese entered the war, elements of Australia's naval and air forces remained involved in the European war, but for the most part they and the Army were urgently returned to Australia to oppose the Japanese in the Pacific and South-East Asia, and to prevent what many believed would be an invasion of Australia.</p>
How Australian women were involved	<p>Many women served in the nursing corps of the three Australian services. Far more women joined the auxiliary services that were established during the war to release men for combat roles. There was an auxiliary element to the three services.</p> <p>There were also many volunteer organisations and a Women's Land Army to support agricultural production.</p> <p>Far more women now worked than ever before, and many now held previously male-only occupations.</p>

Key statistics

691,000 men served in the Army (either the AIF or the AMF). 45,800 men served in the Royal Australian Navy (RAN). 189,700 men served in the Royal Australian Air Force (RAAF).

Over 66,000 women enlisted in a branch of the women's services during the war, just under 7% of the nearly one million Australians who served.

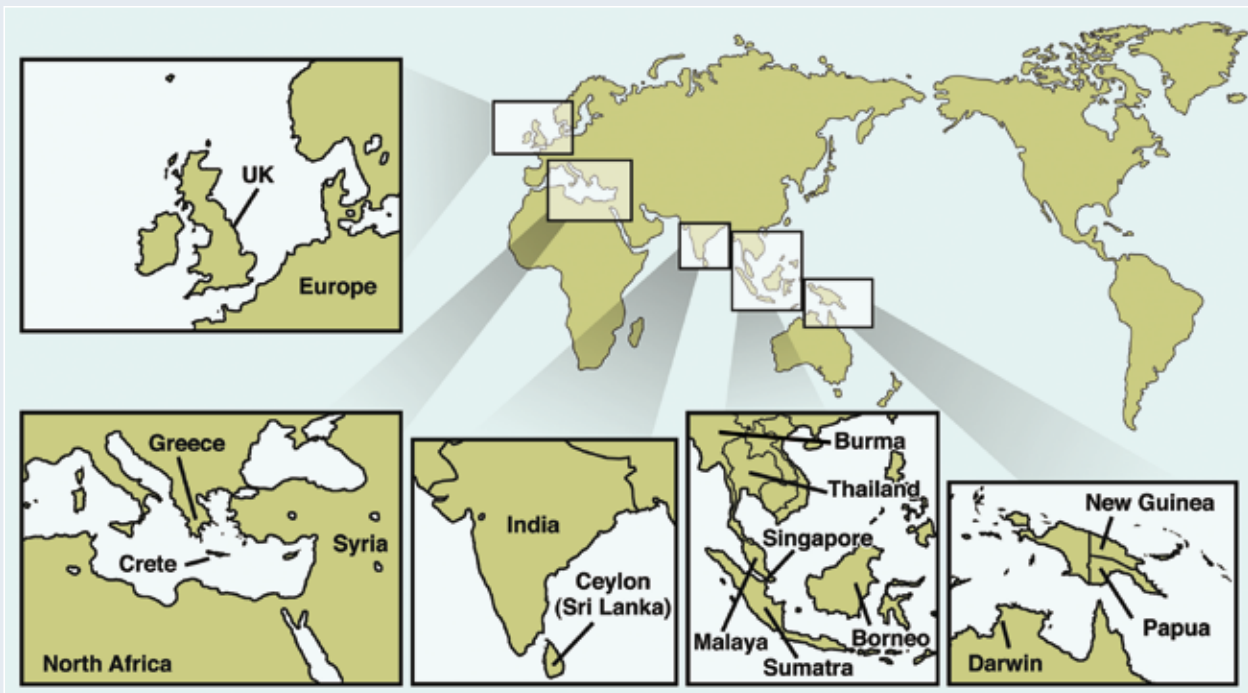
Service	Medical component	Auxiliary component
Army	Australian Army Nursing Service (AANS) 3500 Voluntary Aid Detachment (VAD) which became the Australian Army Medical Women's Service (AAMWS) 8000	Australian Women's Army Service (AWAS) 24,000
Navy	Royal Australian Naval Nursing Service (RANNS) 60	Women's Royal Australian Naval Service (WRANS) 3000
Air Force	Royal Australian Air Force Nursing Service (RAAFNS) 600	Women's Australian Auxiliary Air Force (WAAAF) 27,000

Land Army — 2382 permanent, 1039 auxiliary members.

Many Aboriginal women joined the services, and some were employed in domestic duties or as hospital orderlies at the 121/101 Australian General Hospital at Katherine.

Over 130 women died overseas and in Australia.

Map showing the main regions of the world where Australian servicemen and women served in this conflict



Based on JCR Cam and John McQuilton (eds), *Australians. A Historical Atlas*, Fairfax, Syme & Weldon Associates, Sydney, 1987. For detailed maps of Australian involvement see John Coates, *An Atlas of Australia's Wars*, Oxford University Press, Melbourne, 2006.

Forming ideas

Look at this poster from World War II.

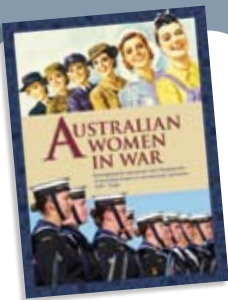


- 1 What does the image on the poster portray?
- 2 What is its main message to women?
- 3 What is its main message to men?
- 4 What is the attitude shown towards the women portrayed in the poster?

- 5 Do you think this attitude was likely to be permanent, or to last only as long as the war lasted? Explain your ideas.

You are about to investigate the roles and experiences of Australian women in World War II. This will enable you to test the ideas that you have suggested.

IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 3 (pages 39–64)



DVD:
CHAPTER 3
World War II
CHAPTER 5
A Local Community



CD-ROM activities:

- What were Australian women's uniforms like over time?
- Create a National Australian Women's Memorial
- Create an Australian Women in War poster and timeline
- Create a recruiting or information poster
- Investigating the story of Vivian Bullwinkel
- What decisions will you make about women's lives and roles during World War II?



What new service roles were open to Australian women?

World War II saw changes to the roles that women played on the home and fighting fronts.

1 Look at **Chapter 3 of the DVD**. It will provide you with some information and ideas about how the displays in the Australian War Memorial show Australian women in World War II. They are a starting point for your investigations in this unit.

2 Look at this imaginary conversation between four World War II women nursing veterans. Use this conversation to summarise what happened in these aspects of nursing in World War II:

Amy Good to see you, girls. Well, we've come a long way since World War I with our nursing services, haven't we?

Nola Well you're still in the largest nursing service, the Army, though not all nurses are with you now.

Amy No, you're with the smallest, aren't you? The Navy doesn't really need huge numbers.

Nola Yes, about 60 of us. Not like you with three and a half thousand!

Ruby Or me with 600.

Mon But I was part of the most numerous group, and we weren't nurses, but medical aides. We used to be called VADs and were volunteers, but became professional in 1940. We had a new name, too – a bit of a mouthful, Australian Army Medical Women's Services.

Ruby Yes AAMWS. We've all got those – AANS, RAAFNS, RANNS.

Amy You served overseas, didn't you?

Mon Yes, like all three of you. Between us I think we served everywhere. England, Palestine, Egypt, Singapore ...

Ruby Libya, Greece, Syria, Ceylon, Malaya ...

Nola Papua and New Guinea, Solomon Islands, Australia ...

Mon and Japan as part of the British Commonwealth Occupation Force at the end of the war.

Amy I think we were basically the only women to serve outside Australian territory.

Ruby Yes. And suffered the dangers because of it. Nurses experienced combat conditions, evacuation under fire, air and torpedo attacks on their ships, sinking, and massacres.

Mon And those terrible experiences of the prisoners of war. Awful.

Nola Seventy-one nurses died during their service. Seventy-five received decorations for bravery or meritorious service, and 133 were mentioned in despatches for the way they conducted their duties.

Ruby It makes you proud to be part of it.

Amy Yes, I joined out of patriotism, and I really feel I've served my country.

Nola Well we all did, but I was also influenced by a sense of duty, that it was the right thing to do.

Ruby And by a spirit of adventure, I'd say.

Mon And, if we're honest, as a result of social pressure. Lots of my friends were going off, and I thought I should, too.

Amy Well, between us we are upholding a great service nursing tradition.

Ruby We'll meet again next Anzac Day. The boys want us here, and we belong.

Nola Too right. Until next year. See you!

Names of the nursing services				
Main roles				
Where they served				
Numbers involved				

Now read this information about the non-nursing and medical women's services, and create a similar summary.

Other services (auxiliary services)				
Names of the auxiliary services				
Main roles				
Where served				
Numbers involved				

Auxiliary services

During the war a number of women's auxiliary services were formed. This term meant that they were not part of the existing Army, Navy or Air Force units, but were additional or supplementary to them.

Women's Australian Auxiliary Air Force (WAAAF)

This body was formed in February 1941 to replace male wireless telegraphy operators for release for service overseas.

Later, while not all Air Force jobs (or 'musterings') were open to women – for example women could not actually fly aeroplanes in combat – most were.

Many WAAAF members were engaged in skilled technical work – communications, signals, mechanics – though most worked in traditional female roles: cooks and mess stewardesses. Yet while women were called on to do the men's jobs, they were only paid about two thirds of the men's wages for equivalent positions.

The WAAAF reached its peak of membership in October 1944, at over 18,000, serving in about 200 stations throughout Australia. About one tenth of the total RAAF ground staff were women.

Uniquely among the auxiliary services, WAAAFs paraded with the RAAF men.

The WAAAF was disbanded in December 1947. Although admitting that women were better than men in some duties, it was argued that they:

- caused problems with administration, training and accommodation;
- were 'uneconomical' because too many left to get married;
- were limited in their employment overseas by 'climatic factors' and unsatisfactory amenities; and
- could not complete the full range of military tasks, such as guard and defence base duties.

It was also thought that men might resent being commanded by women.

- 3 How was this a new situation for women?
- 4 What problems might the WAAAFs have with male colleagues?
- 5 Which, if any, of these reasons do you accept as reasonable?

Look at this comment about the WAAAF by its first commanding officer, Clare Stephenson.



'Doing a grand job': Join the WAAAF, James Northfield, 1942, photograph, 99.8 x 63.2 cm. ANMM ARTV05170

'Looking back over their years of service, WAAAF were almost unanimous in their comments. Many regarded them as the happiest of their lives; all felt they gave them independence – by no means the norm for young women in those days – and lifelong friendships they would never have made otherwise. For the young recruits, many from outback areas or sheltered suburban homes, joining the service was a totally new experience, opening doors they had never contemplated. After the strangeness of their new lives was overcome, they thrived on it; learning new skills and developing tolerance and understanding as they worked and lived with people of backgrounds different from their own.

Most felt they had helped to win the war, which gave them a warm and patriotic glow of satisfaction. Some felt they had gained educationally. A few found the discipline overwhelming at first, but none seem to have resented it, and many spoke of the respect their officers earned from them. They enjoyed working with men as members of a team, and many women met their future husbands in this way. Living side by side with other women developed a spirit of 'give and take' which carried over into civilian life.

Only one wrote that the day she was discharged to take up a job as cook in a civilian hospital was the happiest day of her service life! The rest are still proud to have been in the WAAAF.'

Clare Stephenson, in Clare Stephenson and Honor Darling (eds), *The WAAAF Book*, Hale and Iremonger, Sydney, 1984 p28

AWM 009233

- 6** What do you think were the main benefits to women from their service experience?
- 7** Do you accept the comments made by Clare Stevenson on page 45 as a good piece of evidence? Discuss the quotation's strengths and weaknesses.

Australian Women's Army Service (AWAS)

The AWAS was formed on 13 August 1941 when War Cabinet granted approval in principal. The AWAS became operational in October 1941. It was formed 'to release men from certain military duties for employment in fighting units.' Members had to be between 18 and 45 years, and single. Widows with dependant children were also allowed to enlist.



Many WRANS were engaged as technical specialists (often involved in top secret work), but most occupied traditional jobs – as typists, clerks, stewards, cooks, and orderlies.

- 9** If most jobs were traditional women's work, how was this a new situation for women?

There were never more than 3000 enlisted at any one time during the course of the war.

The WRANS was disbanded in 1948, reconstituted in 1951, and then disbanded in 1984.

Australian Women's Land Army (AWLA)

This body was established on 27 July 1942 to replace male farm workers who had either enlisted in the armed services or who were working in other essential war work. Members enrolled full-time (for 12 months or the duration) or as auxiliaries (available for short periods at various peak times of the year). The peak number of enrolments was in December 1943 — with 2382 permanent members and 1039 auxiliary members.

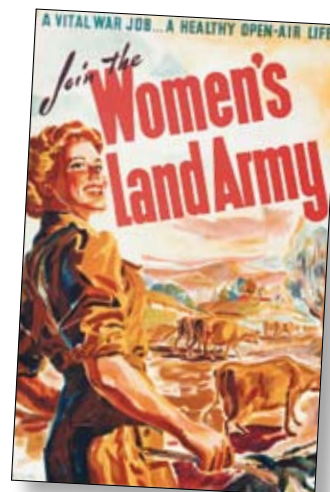
Many women found themselves carrying out work which they had never contemplated before, and which proved very useful to the war effort.

The AWLA was a civilian body and was not part of the services. In 1994 the AWLA was one of the first groups to receive eligibility for the newly-created Civilian Service Medal 1939–1945.

It should be noted, however, that many women traditionally worked on their family farms, and there were probably far more women working in this way who have received no recognition for their efforts.

- 10** What opportunities and benefits did women gain from this experience?

Join the Women's Land Army, Unknown, 1943, lithograph on paper, 74.6 x 47.8. AWM ARTV06446



AWM 136899



From the time of the appointment of the controller of the AWAS in September 1941, until the end of the war, 24,026 women enlisted as volunteers in the service.

Members served as mechanics, drivers, cooks, telecommunications officers, typists, and dozens of other occupations. Many were attached to Royal Australian Artillery fixed defence positions – in charge of the radar and searchlights attached to anti-aircraft gun positions.

The AWAS was the only non-medical women's service to send personnel overseas during the war, when about 350 women were posted to Lae, Hollandia and Rabaul near the end of the war.

By 30 June 1947 the AWAS had been demobilised.

- 8** How was this a new situation for women?

Women's Royal Australian Naval Service (WRANS)

This service was formed in October 1942, although women had been employed as civilian telegraphists since April 1941.

Now look at these sources about aspects of service life, and answer the questions that follow.

Source 1

RAAF Nursing Service in New Guinea

'Sister, can I have a drink, please?' ... 'Sister, my head hurts.' ... 'Sister, can you spare a minute?' ... 'Sister, stay and talk to me.' 'Sister ...'

It might be any hospital ward or tent ... or a transport plane, carrying sick and wounded back from a forward strip to the comfort of a base hospital — a strange little world of sickness and pain, flying through space, eight, nine, ten thousand feet above the earth and the sea, where there is just room for Sister to move up and down between the tiers of stretchers.

In the plane Sister doesn't wear the traditional starched dress and immaculate white flowing veil. She wears instead khaki slacks and a shirt, a fur-lined flying jacket and a forage cap. She's atebirin-yellow, too, but to the boys on the stretchers she's more beautiful than the most glamorous pin-up girl. She's cheerful, matter-of-fact, just as efficient as though she were in a modern hospital ward. Her presence brings a sense of safe, normal, everyday things and faraway homes ...*

In September 1944, only a few weeks after the [RAAF] Air Evacuation Service had begun duty, a transport plane evacuating a load of American casualties had to make a forced landing on the sea fourteen miles off the New Guinea coast. American 'ducks' [small landing craft] working a few miles away saw the accident and came quickly to the rescue. With the crew, last to leave the sinking aircraft, was a small [RAAF] 'flying nurse' — Senior Sister Nancy McBean, of Melbourne. She would not budge until all her

patients were safely transferred to the 'ducks'. Sea water was lapping the aircraft as the last patient was taken off, but Sister McBean was too busy concentrating on the well-being of the patients to notice it. Some people called it 'high courage and devotion to duty'. She thought it was just getting on with the job, 'nothing to make a fuss about' ...

To the boys on the stretchers, they will always be remembered as the Florence Nightingales of New Guinea.

[*Atebrin was a drug used to avoid malaria. It turned the skin yellow.]

RAAF Saga, produced by the Australian War Memorial in 1944 from writings of servicemen to be read by servicemen



Sister J Menzies, RAAF Nursing Service, AWM 099223

- 11 Who is the target audience for Source 1?
- 12 What is the story's main message?
- 13 Do you think it is a good article? Discuss what you see as its strengths and weaknesses.

Source 2

Australian Women's Auxiliary Service (AWAS) (1)

At first, it was a total battle to get men to accept us as workers. They were very hostile ... Articles in the press didn't help. "Servicewomen keep their femininity", and "Girls don't lose their femininity in barracks". This type of article abounded. The soldiers saw us as playing at war. Women had gone into the services with such a load of enthusiasm; they'd go from dawn to next daylight. Soon officers said, "The morale and behaviour of men have lifted since women joined the Service." ... Every girl who enlisted expected to release a man for active service. The returned men appreciated this when they got used to seeing us around.

Dorothea Skov, quoted in Patsy Adam-Smith, *Australian Women At War*, Penguin, Melbourne, 1984 pp195-196



Release a man. Join the AWAS, McCowan, Ian, 1941-1945, lithograph, 61 x 48.3 cm. AWM ARTV01049

Source 3

Australian Women's Auxiliary Service (AWAS) (2)

Many of these girls had never been away from home before, and being sent hundreds of miles away meant they had to readjust to this new phase in their lives amid an excitement, fear and responsibility they could never have anticipated ... Their tasks were not easy. They lived and worked under the same conditions as the men whom they had released for overseas service. Many jobs were menial and monotonous. Postings in some of the isolated areas took them to all sorts of unpleasant conditions — life on lonely islands with mosquitoes and sandflies as companions, and to sandhills and the edges of swamps.

Lorna Byrne in Patsy Adam-Smith, *Australian Women At War*, Penguin, Melbourne, 1984 p198

- 14 Using sources 2 and 3, explain why it would have been difficult for men to accept women as members of the AWAS.

Source 4

Women's Royal Australian Nursing Service (WRANS)

You learn a lot from living in with a group of girls; we were all much enriched by the experience. Better people for it. You were not just yourself, you behaved, became part of something much bigger than yourself.

Sheila McClemons in Patsy Adam-Smith *Australian Women At War*, Penguin, Melbourne, 1991 p159

- 15 What benefits did the women gain from service life?

- 16 Taking all this evidence of the women's services into account, would you say that women's work was accepted as equal by men? Justify your answer.
- 17 Were women seen as permanent or temporary in these roles?
- 18 What was society's attitude to women and their new roles?

Being an historian

These ideas can be explored further by looking at some more evidence about the largest of the women's auxiliary services, the WAAAF. Look at the sources on pages 49–55. Your task is to prepare a report on this service in which you balance its aims and achievements against any criticism that might be justified.

Your task is to prepare a report on this service in which you balance its aims and achievements against any criticisms that might be justified.

You know that many WAAAF veterans speak highly of the service. But you also know that there are often some aspects of any service that were not perfect.

Each of the following evidence pages raise some questions to help you focus on some key aspects you may want to include in your report.

You might prepare your report as a storyboard, or as a PowerPoint presentation.



Three RANNS outside the Depot Hospital. AWM 122505

Advertising images

Look at this evidence and consider:

- What is being promised?
- How is it being 'sold' – in words, images and ideas?
- What expectations is it creating?

Source 1

Enlist today in the
AFW-1-27
AIR FORCE
WOMEN'S AUXILIARY AUSTRALIAN AIR FORCE

There's a new sparkle in her eye
because she's happy and she's fit.

GOOD PAY
DEFERRED PAY NEST-EGG
FARE CONCESSIONS
Plus home leave free passes.
FREE CLOTHING KIT
FREE MEDICAL AND DENTAL ATTENTION
REPATRIATION BENEFITS
VALUABLE TRAINING
Will help you obtain well paying positions after the war.
Obtain full particulars from nearest R.A.A.F. RECRUITING CENTRE or your LOCAL R.A.A.F. COMMITTEE today. If you cannot call, write for illustrated folder: "Everything you want to know about the W.A.A.A.F."

You've seen her about—hundreds of her. You've admired her trim blue uniform and her look of well-being, and you've probably felt you'd like to take your place beside her in doing a vital war job. Don't envy her! There are dozens of wonderful jobs in the Air Force, and there's one ready and waiting for you. It offers you a healthy life . . . splendid conditions . . . good pay . . . unique privileges . . . and grand companionship.

“We're both proud of you my dear.”

When Cecily first told her parents she was “joining up” they were somewhat hesitant. “She had a good steady job, everything she wanted,” they argued; “and . . .” But Cecily had youth and courage. Her will to win the war won them over. Now they're proud of their daughter in her smart Air Force uniform—doing a worthwhile job in the W.A.A.A.F.

The R.A.A.F. wants thousands more such girls who are not in reserved occupations. The W.A.A.A.F. offers unique opportunities for training and advancement—JOIN NOW.

THE W.A.A.A.F. URGENTLY NEEDS:—

CLERKS (General). Girls with office experience, typists, stenographers, pay and stores clerks, and office orderlies; also for training in cypher and signals duties.

TELEGRAPHIST TRAINEES with reasonably good education and aptitude for morse.

Also in other categories in varying age limits.

YOU'LL BE DOING A BETTER JOB WITH THE W.A.A.A.F.
WOMEN'S AUXILIARY AUSTRALIAN AIR FORCE

Apply personally or by letter to the
R.A.A.F. Recruiting Centre
in your town or the
R.A.A.F. Committee.

WMM Special Collections, Australian Leaflets, WAAAF Recruiting, 39/45

Advertising images

Look at this evidence and consider:

- What is being promised?
- How is it being 'sold' – in words, images and ideas?
- What expectations is it creating?

Source 2

Girls wanted for Aircraft Duties



Here is vital war work that will thrill every Australian girl. To learn to service the planes and engines of the R.A.A.F. To release trained men for more R.A.A.F. Squadrons.

Girls wanted urgently in scores of skilled and unskilled categories. Previous experience not necessary.

Enlist today **W.A.A.A.F.**

Apply to R.A.A.F. RECRUITING CENTRE

OR LOCAL R.A.A.F. COMMITTEE

Applicants must not be disappointed if, in the national interest, they are not admitted because of the importance of their present employment.

24/43

Squadron Leader R. N. B. Stevens, D.F.C. and Bar, won his D.F.C. at El Alamein, and his Bar when leading a low-level attack with Kittyhawks on shipping in Milezzo Harbour. He flew Spitfires in Britain and has flown 144 operational sorties.



“The girls of the W.A.A.A.F. are doing wonderful work. Every Australian girl should want to join them and be proud to serve in the Air Force . . .”

says Squadron Leader R. N. B. Stevens, D.F.C. and Bar.

“I’ve seen them at all kinds of work and I think they are grand!” he continues. What would you give to merit such a tribute? Don’t you think it a privilege to do a job that helps such men—that gives you a share in the triumphs of our gallant Air Force?



As a member of the W.A.A.A.F., these fighting men, heroes of the air, will be proud of you.

They will admire you for doing something really worthwhile, respect you for wearing their uniform.

Why not join the W.A.A.A.F. — to-day? It will be a wonderful experience for you — a life that you will like and be proud to share. *Full particulars as to pay, allowances, leave and conditions will be gladly given if you apply at your local R.A.A.F. Recruiting Committee, or at the R.A.A.F. Recruiting Centre, 9 Barrack St., Perth.*

SERVE WITH THE AIR FORCE . . .

Women’s Auxiliary Australian Air Force

WMM Special Collections, Australian Leaflets, WAAAF Recruiting, 39/45

Popular cartoons

Look at this evidence and consider:

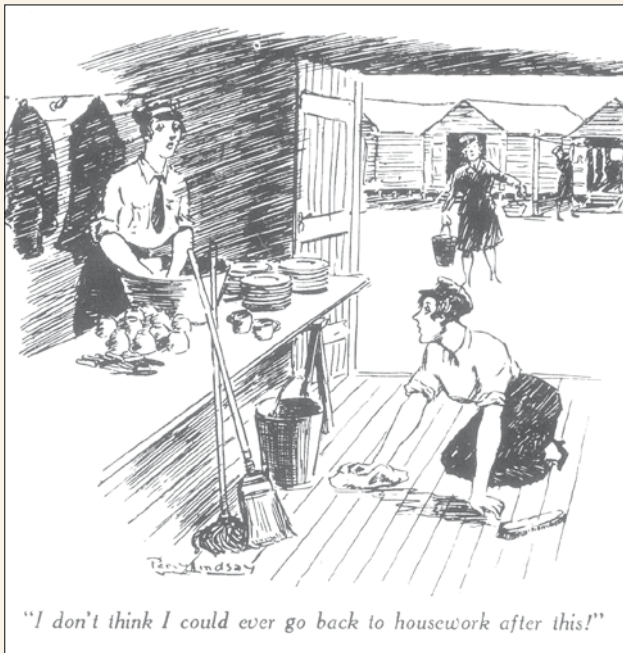
- Who are the subjects of the cartoons?
- What is the joke being portrayed in each cartoon?
- What is the attitude of the cartoonists towards the servicewomen in each case?

Source 3



The Bulletin 29 July 1942

The Bulletin 1939-1945



The Bulletin 17 February 1943



Mustering and rates of payment

Look at this evidence and consider:

- Which are the best paid jobs?
- How many people hold these positions?
- What jobs do most women have?
- How does their pay compare to that of the men's for equivalent work?
- How does this reality compare to the promises or impressions of the wartime recruiting posters and advertisements?

Source 4

Mustering and rates of payment (1944) in the Women's Australian Auxiliary Air Force (WAAAF) and Royal Australian Air Force (RAAF)

Mustering (employment)		Total number of WAAAFs in each group
Group I	Draughtswoman, laboratory technician, link trainer instructress, meteorological assistant, X-ray technician.	63
Group II	Armourer, cinema operator, dental mechanic, electrician, fabric worker, flight mechanic, flight rigger, hygiene inspector, instrument repairer, painter, photographer, radar operator, telegraphist, wireless assistant.	2643
Group III	Accounting machine operator, caterer, clerk general, clerk medical, clerk pay, clerk stores, cipher assistant, dental orderly, driver motor transport, equipment assistant, fabric worker's assistant, hairdresser, meteorological charter, nursing orderly, postal assistant, recorder, tailoress.	6226
Group IV	Canteen stewardess, clerk, clerk librarian, clerk medical assistant, clerk signals, clerk stores assistant, radio telephony operator, service policewoman, sick quarter attendant, telephone operator, tracer under officer disciplinary.	4273
Group V	Aircraft hand, anti-gas instructress, armament assistant, cook's assistant, drill instructress, gardener, office orderly, postal orderly, stewardess, storehand, trainee.	4115

Officers — Daily pay (shillings/pence)

WAAAF	Daily pay	RAAF	Daily pay
Assistant Section Officer	12/4	Pilot Officer	18/6
Section Officer	13/6	Flying Officer	20/-
Flight Officer	17/-	Flight Lieutenant	25/-
Squadron Officer	19/6	Squadron Leader	32/6
Wing Officer	22/-	Wing Commander	38/-
Group Officer	24/6	Group Captain	47/6

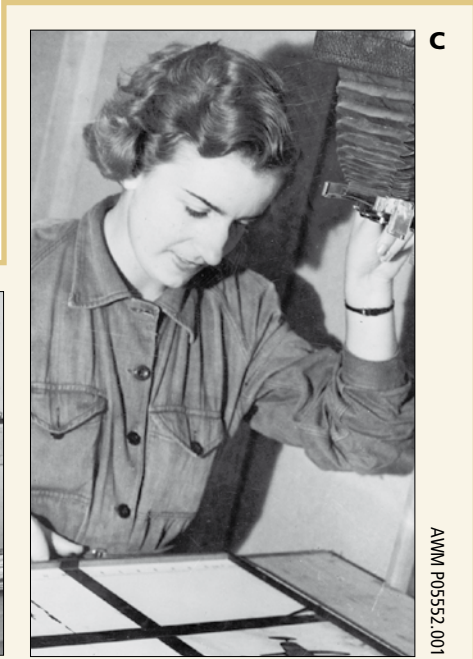
Other Ranks— Daily pay (shillings/pence)

Level	WAAAF						RAAF					
	Under Officer	Flight Sgt	Sgt	Cpl	ACW	Minor	Warrant Officer	Flight Sgt	Sgt	Cpl	LAC	ACI
Group I	9/-	8/8	8/-	7/4	6/8	5/4	15/-	14/6	13/6	12/6	12/-	11/-
Group II	9/-	8/8	8/-	7/4	6/8	5/4	13/6	13/-	12/-	11/-	10/6	10/-
Group III	8/8	8/-	7/8	7/-	6/-	4/10	13/-	12/-	11/6	10/6	9/6	9/-
Group IV	8/-	7/8	7/-	6/4	5/-	4/4	12/6	12/-	11/-	10/-	8/-	7/6
Group V	7/4	7/-	6/4	5/8	4/4	3/10	12/-	11/6	10/6	9/6	7/-	6/6

Photographic evidence

Look at this evidence and consider:

- What jobs are being portrayed?
- Were these jobs traditionally done by women before World War II, or were they ones traditionally done by men?



C

AWM P05552.001

Source 5



A

AWM VIC0328



B

AWM VIC0958



D

AWM VIC0440



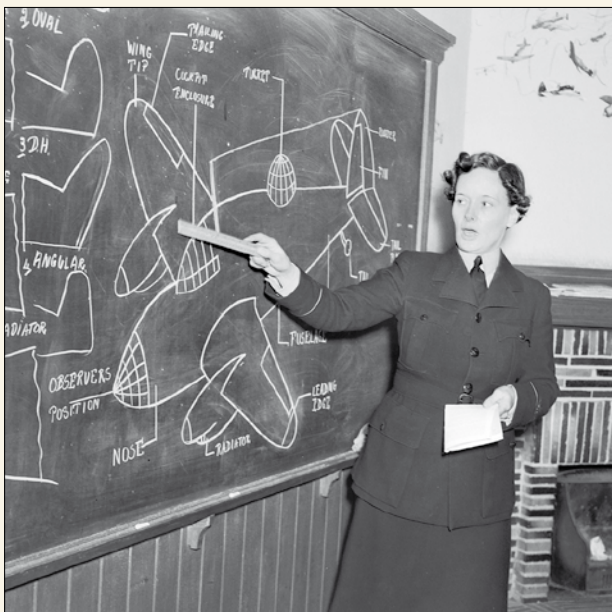
E

AWM VIC0350



F

AWM 013528



H

AWM VIC1343



G

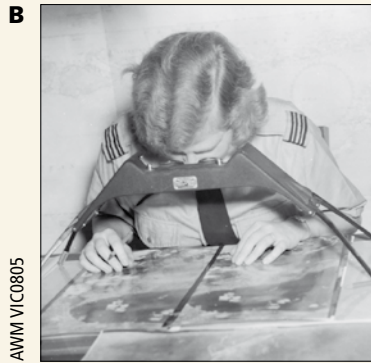
AWM VIC0333

Photographic evidence

Look at this evidence and consider:

- What jobs are being portrayed?
- Were these jobs traditionally done by women before World War II, or were they ones traditionally done by men?

Source 6



Why women joined, and did not join

Look at this evidence and consider:

- Why did some women join the WAAAF?
- Why did some women decide against joining the WAAAF?
- How do these sources both support and challenge the image created by wartime recruiting posters and advertisements?
- Did the image created by the wartime posters and advertisements match the reality?

Source 7

Some reasons why women joined the WAAAF:

- *Being patriotic and wanting to serve my country.*
- *I was young and healthy with an unbending sense of 'my country needs me'.*
- *I'm not sure but perhaps it was my dad's 1st AIF background, seeing friends and families affected in various ways, the lure of enlisting campaigns or the air of mystery and appeal as women began appearing in uniform in our town.*
- *First and foremost I wished to serve my country.*
- *Seeing my four brothers in uniform made me very determined to want to do my bit too.*
- *I joined up because I loved marching, music, excitement, pageantry and the colour blue! I also joined because I loved and still love England.*
- *I joined the WAAAF because I was born Patricia instead of Peter.*
- *I knew that somehow I must be part of the challenge to the German fallacy that 'might is right'.*
- *Many, like myself, found 'joining up' an escape from an intolerable dead-end employment situation, as well as a patriotic response.*
- *Apart from patriotic reasons, I was better off financially.*
- *Walking along St George's Terrace, Perth, with a crowd of girls one evening in 1942, I pointed to an Air Force House and said, 'I think I'll join'. One of the girls said, 'Well, go and do it', and pushed me in the door.*
- *I joined up from a war-embattled home to help protect 40 Marine Parade, Maroubra.*

Clare Stevenson and Honor Darling (eds), *The WAAAF Book*, Hale and Iremonger, Sydney, 1984 pp80-87

Why women were not joining the WAAAF — A 1942 report

Reasons:

- *Bad name — 25%*
- *Low rate of pay/Civil work important — 15%*
- *Personal fears and objections — 12%*
- *Unsatisfactory recruiting methods — 9%*
- *Time lag in muster — 9%*
- *Accommodation problems — 9%*
- *Objections to discipline — 8%*
- *Fear of unemployment after war/Compensation problems — 7%*
- *Snobbishness — 6%*

An explanation of some of these reasons:

Low rate of pay

The low rate of pay is a very strong and indeed, unanswerable, argument for many girls, especially for those who contribute to the upkeep of their parents' home.

Fear of unemployment after the war

There is fear that if they give up their present position to enter the Auxiliary Air Force, they run a big risk, not only of losing status in their work, but even of being unable to obtain work at all after the war. This is of special importance to young women who occupy responsible positions in the commercial world.

Unsatisfactory propaganda and recruiting methods

The basis of the appeal which urges women to release Air Force men for the front by taking their base jobs as clerks, cooks and so on is not effective. Possibly many women do not want to be merely substitutes for men; if they can do certain duties as efficiently as men, they want to be regarded as fellow members of the Air Force — not as substitutes.

Social and personal objections

A number are deterred by a fear, or impression of snobbishness. Many girls are genuinely attached to their homes, and the desire that they should not leave them for comparative hardships, possible unpleasantness and risks of membership of a 'fighting' service, is mutual between them and their parents.

It's not 'our' war

Indifference and selfishness must be included in the personal reasons which in some cases prevent enrolment.

Moral aspersions

There is no doubt that stories about the moral conduct of [WAAAFs] have put many girls off joining up, and have caused parents to dissuade their daughters, and Air Force men, to dissuade their girl friends and sisters from seeking to enrol.

Professor AP Elkin, University of Sydney Archives Document, AWM PR84/291



INVESTIGATION 2

What impacts did the war have on Australian women's home front roles and experiences?

Look at this collection of evidence about women's roles and experiences on the home front during the war.

- 1 For each one:
- write a short summary of what it tells you was happening to women's roles and experiences during the war; and
 - decide whether you think this was likely to be a permanent (P) or temporary (T) thing.

Write your responses in the space provided after each source.

Source 1

Food

If I went to my friend's place for lunch or dinner at night, I would take my butter and sugar. And I remember one time when I was only about six or seven, my girlfriend and I decided we would surprise my mother by making a cake and we used all the butter and sugar ration. And she came home and she was anything but pleased of course.

Helen McAnulty in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, p197

Source 2

Shortages

Until 1942 [Townsville] was a quiet seaside town, where everyone knew everyone else. Then the war, and many thousands of Americans arrived in our small town. Almost overnight just about every essential item for everyday living became scarce, especially food. To keep the forces in meat and vegetables left very little for the housewife to choose from.

My mother queued to buy meat, and if she was lucky [she would] get a leg of lamb or hogget. Then to the queue at the ice works for a block of ice. My mother was one of the unsung heroines of the time — how she could put a meal together with the few ingredients available I don't know.

Marjorie King in Betty Goldsmith and Beryl Sandford, *The Girls They Left Behind*, Penguin, Melbourne, 1990, pp77-8

Source 3

Life at school

Every day we would get the Argus newspaper, which printed lists of those missing or killed. Every morning at school assembly the headmaster would tell us the war news; sometimes he would say that 'so and so' would not be at school that day because their Dad was missing or killed. I feel that we were not shielded from anything about the war, except the Americans when they came — and that was a lock-up-your-daughters situation — but I think that most of the girls at school my age accepted the war situation; life just seemed to go on. We knitted gloves, balaclavas, and socks, often writing short notes to put in the bottom of them. Once we started at high school we got coupons for uniforms, trying hard to stretch ourselves to five feet when they measured us, because then you got extra ration tickets.

Bev Larsen in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, pp11-12

Source 4

Enemy aliens

[The police would go] there; they'd rip the mattresses off the beds and empty all the wardrobes, what they were looking for no one knows, yet they never took the person — yet they emptied the houses out. And never tidied up — just left things as they were, just scattered everywhere — oh, you know, we went to friends that happened to — they just sat there crying — "Just why? What had we done?" But we'd say, "Don't worry, at least you're home — you're not taken away."

Rita Costa in Libby Connors et. al., *Australia's Frontline*, UQP, Brisbane, 1992, p96

Source 5**Letter from an American serviceman**

Dearest Mother;

I hope you don't mind my calling you mother; but after all you were a mother to me and the rest of the boys while I was fortunate enough to be in Melbourne. Yours was truly a house of hospitality to a couple of beat up marines.

E. Daniel Potts and Annette Potts, *Yanks Down Under 1941-1945*, Oxford University Press, Melbourne, 1985, p207

**Source 6****Separation**

I was seventeen, and madly in love with my twenty-year old boyfriend when the war broke out. After two years of courtship, we were to marry on 19 December 1941, but my fiancée's call-up came, to take effect on 15 December. Hurried plans were made, and we were married on the twelfth, leaving us two brief days for our honeymoon ...

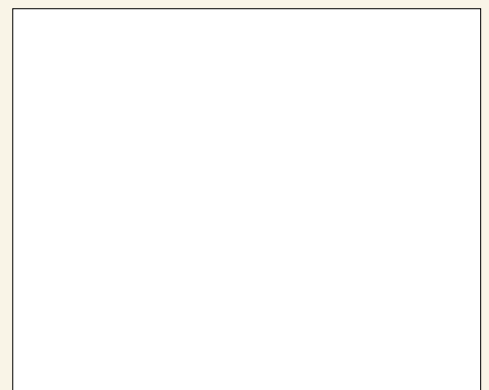
I cannot adequately describe how heartsick and bereft I felt when ... he had gone. I think I wept buckets of tears.

Mrs M, in Betty Goldsmith and Beryl Sandford, *The Girls They Left Behind*, Penguin, Melbourne, 1990, p71

**Source 7****Black Americans**

The American troops, the Catalina pilots and others, were stationed out the back of the university and we used to have dances every Friday night, and I remember these black guys used to come and look in the window and sort of tap their feet to the 'Dark Town Strutters Ball' or whatever we happened to be jitterbugging to, and look so much as if they wanted to be part of it all that I remember one night a couple of us went out and said, 'Why don't you come in?'. And they said, 'Oh no, ma'am, we couldn't do that, we couldn't come in to join in with you people'. And I'm sure lots of black service men must have been incredibly lonely in that society ... Some girls went out with black servicemen but they were shunned and talked about ...

Dorothy Hewett in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, p236

**Source 8****'Come in Spinner'**

In this extract from the novel *Come in Spinner* about a group of Sydney women during the war, an Australian soldier on leave is talking to his girlfriend about the Americans.

'Say look at that corner.' He had caught sight of the jitterbugs flinging themselves through their fantastic contortions. 'Whacko-the-diddle-oh! The Yanks certainly have pepped up this town. The place was dull as ditch water till they came.'

'Well, I don't see any improvement. Do you know what I really think of Uncle Sam and his glamour boys?'

'I haven't the faintest idea, and I couldn't care less.'

'No?' He offered her a cigarette. 'One thing, we don't go flinging our rolls around like they do to catch the girls.'

'You're telling me. The Yanks know how to spend.

They're gentlemen. Not like you guys' ...

'All I can say is, it makes me and my cobbers pretty sick to come back and see what the girls have been up to with the Yanks. Haven't they got any decency at all?'

'Aw, go bag your head. It makes me want to puke when I hear you fellows going on with all this purity bunk, after putting the hard word on all the girls from Sydney to London...'

'Aw, come off it, Peg.'

'You just lay off the Yanks then. Any brawls that have been started round Sydney in the last couple of years have been started by you chaps coming back from overseas too big for your boots. The Yanks don't go looking for trouble.'

'You want to see some of the blues up round Brisbane and Townsville.'

'Well, I'd give ten to one on who started them. If you Aussies were as well behaved as the Yanks, we wouldn't have anything to complain about.'

D. Cusak and F. James, *Come in Spinner*, Angus & Robertson, Sydney, 1961, pp264-5



Source 9

My mother the hero

My father went to war, and the day after he sailed for the Middle East my mother gave birth to twin girls. These were her eighth and ninth children. Dad didn't see his twin daughters for six years.

Mum kept us well fed, but nice clothes were scarce. We were a poor family by others' standards; Coolgardie safes and candles were the order of the day. We were rich by our standards, though. Mum taught us good manners, and we were, and still are, a very close family.

My oldest brother was only ten when Dad left, and a lot fell on his shoulders. When my father returned my brother found it hard to take orders at sixteen from a father he hardly knew, so he saved up and went to New Zealand where he still lives.

We all love our mother very much. My father was highly decorated, but I think my mother should have been too.

Gladys Johnson in Betty Goldsmith and Beryl Sandford, *The Girls They Left Behind*, Penguin, Melbourne, 1990, pp220-1



Source 10

Munitions work (1)

The girls were obviously attracted by the higher wages offering in munitions work and the vast majority were prepared to do overtime for the extra pay. They were expected to work six days a week and, eventually, to go on to two shifts. When asked why they were taking up the work, some said that they wanted to do something to help the war effort: but, if questioned directly, the majority admitted that the relatively high wages had also affected their decision. It is unlikely, however, that girls would deliberately give up so much of their leisure and work such inconvenient hours, if they had not felt in return that they were doing a worthwhile job. Munitions work is made more attractive by its aura of respectability and patriotism. Many girls who had not liked to enter factories before, felt no compunction in becoming cogs in Australia's war machine.

Helen Crisp, 'Women in Munitions', *Australian Quarterly*, September 1941



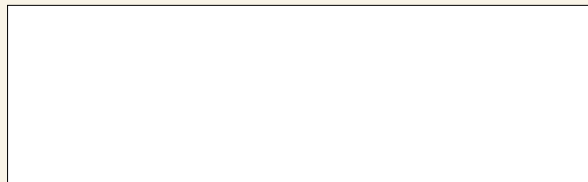
Source 11

A telegram home from an American soldier

Somewhere in Australia.

HAVE MOVED, MET NICE GIRL, BECAME ENGAGED, MARRIED.

E. Daniel Potts and Annette Potts, *Yanks Down Under 1941-1945*, Oxford University Press, Melbourne, 1985, p295



Source 12

Munitions work (2)

But of course you realised that they were depending on you. We were working eleven hours a day, seven days a week, and then they started shift work and when you were on night shift you couldn't sleep during the day — but you needed your sleep so badly. So as well as boring and depressing, it was extremely exhausting ... The facilities were terrible. There was nothing. The work was dirty and there weren't any conveniences at all, you had to walk about 200 yards to the outside toilet and they used to allot one bucket per ten people to wash our hands, there were never any wash basins where I worked. It was a huge place, just made of tin, and we'd be freezing, we'd be there with overcoats and scarves, sitting there for all those hours ... For about three or four years, I regularly had bronchitis, which I've never had since, and everyone had flu and heavy colds. It was terrible. And you had bright lights about a foot above your head and I suffered very badly in those days with migraine and I used to nearly pass out, in fact I did once — I fainted. And I suppose that was partly the reason, sitting there all those hours.

Edna Macdonald in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, pp 143-4



- 2** Now look at the images of the Australian home front in Sources 13(a)–13(c) on pages 59–61. Give each a brief caption, then re-arrange some or all of them to create a sequence that tells viewers the story of Australian women's home front roles and contributions to the war effort. If you need to check what a photograph is showing you can see the official caption at www.awm.gov.au, select Collections, then Collections search, and type in the AWM negative number.

Source 13 (a)

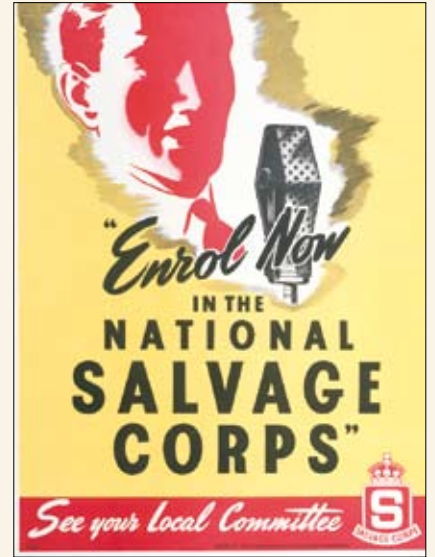
Photographs of women's activities on the home front



A AWM 044519



B *Grow your own vegetables for victory*, artist unknown, 1943, photolithograph in blue and black ink on paper, 76 x 50.8 cm. AWM ARTV02452



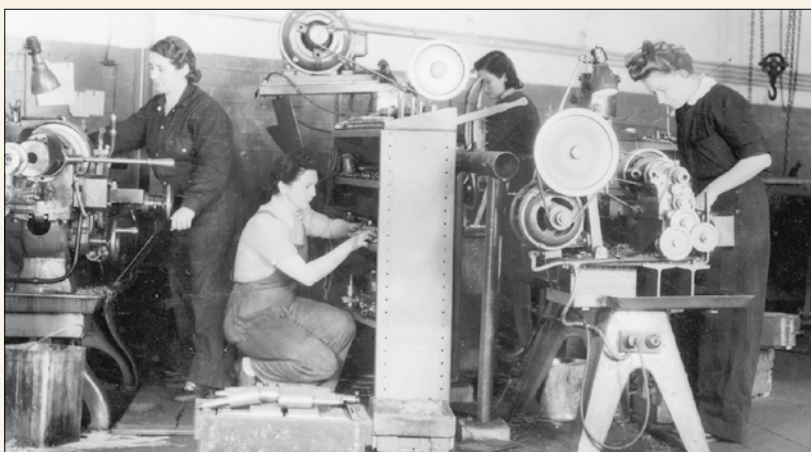
C *Enrol now in the National Salvage Corps*, artist unknown, poster, 1943, photolithograph, 49.2 x 37.1 cm. AWM ARTV02743



D Australian war brides. AWM P00561.036



E AWM 044522

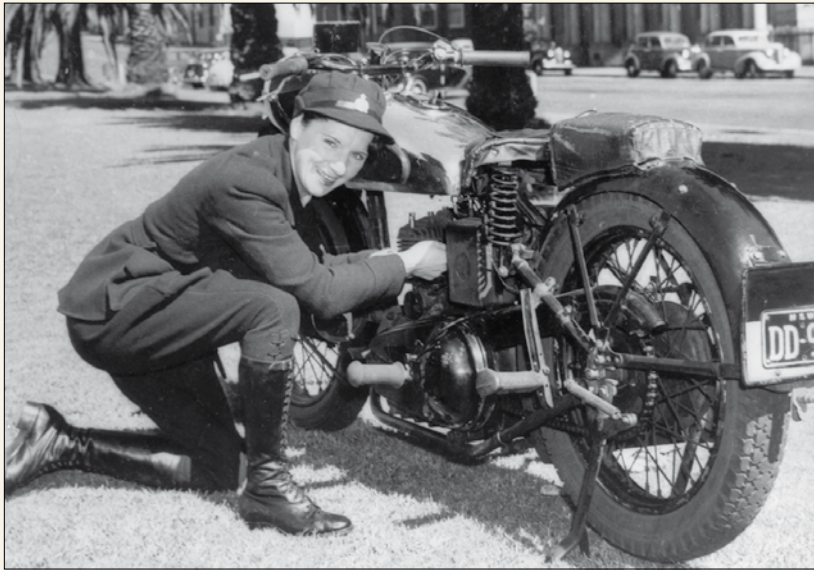


F AWM 045106



G AWM REL34259

Source 13 (b)



A AWM 006679



B AWM 044518



C *Join*, artist unknown, poster, 1939-1945, photolithograph, 36.8 x 24.6 cm. AWM ARTV00790



D *Our job to clothe the men who work and fight*, poster, 1943, colour photolithograph with block printing on paper, 73.8 x 47.9 cm. AWM ARTV01064



E *Coal is vital!*, artist unknown, poster, 1944, lithograph, 36.1 x 24.6 cm. AWM ARTV06690



F AWM 014936



G AWM 045099

Source 13 (c)



A

AWM 000118



C

AWM P00784.209



E

AWM 012268



B

ACF gives and can keep on giving!, artist unknown, poster, 1939-1945, lithograph, 101.5 x 76.4 cm. AWM ARTV06426



D AWM 044516

F
AWM
REL/18564



- 3** Here are some comments and statements about the impact of war on people on the home front, and especially women.

Decide if you agree with them or not, and quote one key document that you have seen in this unit to support your answer in each case.

Statement	Agree	Disagree	Supporting source
Rationing and shortages only affected poorer people			
People had to make do			
People had to change their behaviour in wartime			
Wartime was a time of fear			
Wartime was a time of happiness			
Wartime was a time of anxiety			
There was no discrimination			
Some people of enemy origins were interned			
American soldiers only mixed with pretty girls			
There was tension in society over the Americans			
Black Americans were accepted by Australians			
Decisions of the heart changed some women's lives			
Marriages were strengthened by absences			
The war brought people closer together			
The war gave women new employment opportunities			
The war gave women more confidence and responsibility			
Families were disrupted by the father's/husband's absence			
Farm women worked harder to replace the work previously done by men			
Women took up jobs out of patriotism			
Women took up jobs for the money			
Men accepted and respected women as equals in work situations			
Some people exploited others			
People shared and helped each other			
Being a housewife was a patriotic duty that helped the war effort			



Did the war change the role and status of Australian women?

Many school history textbooks claim that women's roles and status in Australian society changed dramatically because of World War II. Using the evidence from the previous sections of this unit, together with the sources that follow, decide whether you agree with this statement and what evidence you can use to support your conclusion.

Change can have all sorts of aspects to it. For example a change can be good (winning the lottery) or bad (being injured). It can be permanent (leaving school) or temporary (having a holiday).

It can be voluntary (changing your hair style) or forced (being conscripted). It can be beneficial (reducing the road toll) or harmful (an epidemic). And so on.

After you have read all the sources create a table with two columns. In one column list areas of changes in women's roles and experiences during the war. In the opposite column summarise the nature of the changes that occurred in this area. One example has been done to help you.

Area of change in women's roles and experiences	The nature of the change
FAMILY SITUATION	<ul style="list-style-type: none"> • Permanent – where the husband/father had died • Temporary – where he returned home from the war • Better – where the relationship continued despite the separation • Worse – where the man's personality or behaviour had changed

Source 1

Women's pay

Women got [paid] much less [than men who performed the same work]. As far as general office administration, women had been trained in business colleges and were able to do the job much better really, but we got less money than the men did ... And most of the girls didn't want [equal pay] because if the man got as much as they did when they went out they would have to pay for themselves. And it was so nice to have someone bring you a box of chocolates or flowers – so much more romantic. So they didn't want it on equal terms.

Nancy Freedman in Michael McKernan, *All In!*, Nelson, Melbourne 1983, p64

Source 3

Changing jobs

When the war was over, I went back to being a clerk in the Bourke Street store of Coles. I didn't mind because it was made perfectly clear to us when we were made managers that it was for the duration of the war only.

Beattie Crawford, Melbourne in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, p242

Source 2

The liberation of women

The war had a tremendous effect on the liberation of women. To be important, that was the thing: to be absolutely necessary for the running of the country, that women should work, and this is not a light thing and it couldn't possibly be forgotten once the war was over.

Dorothy Hewett in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, p242

Source 4

Reuniting

When at last peace was declared and my soldier returned home, my happiness was complete. Although he was plagued with bouts of malaria for some years, I was one of the lucky ones whose husband returned from the war whole and without wounds. As a result of those years of enforced separation we do not spend any time apart now unless it is absolutely necessary.



Mrs M, in Betty Goldsmith and Beryl Sandford, *The Girls They Left Behind*, Penguin, Melbourne, 1990, p71

AWM P04146.009

Source 5

He did change, my husband

He did change, my husband. When he came back, you couldn't scratch, you couldn't do nothing as would make a noise, he used to be that irritable. We had an open fireplace and Rex, my son, was sitting there one night eating his tea and the old man came in, in a frightful mood, and Rex said something and he went over and give him a boot, kicked him in the fire, all his tea and all went, he got his hands burned ... But he was that irritable you couldn't bear him home, he'd have to go back into a hospital or a home, whatever'd take him.

Queenie Shepherd in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, p233

Source 6

Back to being feminine

We can get out of those slacks and put on one of those vogueish floral cottons with crisp muslin frills, and dress our daughter in a snip of the same. Hand in hand we can skip down the drive and forget the half-ton of wood dumped there waiting for a husband to come home and cart it into the garage.

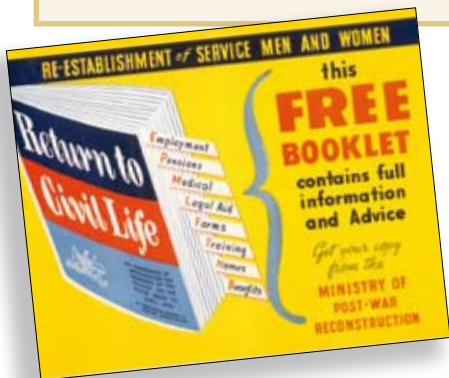
Kate Darian-Smith, *On the Home Front*, OUP, Oxford, 1990, p40

Source 7

Demobilised

[During the war] you felt you were important, that you were doing something worthwhile and also you had the standing of the Army behind you. When I was demobbed and got into civilian dress I felt that I was bereft, I was out on my own. I had no support. [Before] you knew that if anything happened you'd just go to someone in the services and they'd help you sort it out.

Quoted in Nancy Freedman in Kate Darian-Smith, *On the Home Front*, OUP, Oxford, 1990, p142



Return to civil life, poster, 1945-1946, lithograph, 51 x 62.2 cm. AWM ARTV00535

Source 8

Strangers return

I think one of the things that happened during the war was that women became the head of the family. They'd taken over all the responsibility of handling the money, handling the disciplinary problems, handling what would happen to the children, making day-to-day decisions. That was an enormous change. And when the husbands came back the children in many cases had never seen their fathers, they'd never lived in the same house with them, they didn't know who they were. They were strangers, and I think many of those children never related to those fathers again — nor the father to the children.

Dorothy Hewett in Joanna Penglase and David Horner, *When The War Came To Australia*, Allen and Unwin, Sydney, 1992, p236

Source 9

Nominal and Real Wages, Male and Female (average weekly wage, shillings(s)/pence(d))

Year	Index of wages 1939 = 100		Female wage as % of male rate
	Male	Female	
1939	100	100	55.3
1940	97	97	55.3
1941	98	99	55.8
1942	100	101	55.6
1943	103	107	57.2
1944	103	112	60.2
1945	104	112	59.8

S.J. Butlin and C.B. Schedvin, *War Economy 1942-1945*, Australian War Memorial, Canberra, 1977, p561

Source 10

Female employment in Australia (thousands)

Year	Employers & Self-Employed			Wage & salary earners			Total Civilians
	Rural Industry	Other Industries	Total	Rural Industry	Other Industries	Total	
1933	15.1	56.2	71.3	4.4	447.5	451.9	523.2
1939	16.0	62.0	78.0	4.0	561.6	565.6	643.6
1941	14.0	56.8	70.8	6.0	656.2	662.2	733.0
1943	11.7	34.4	46.1	28.1	682.1	710.2	756.3
1945	17.0	43.1	60.1	23.0	667.1	690.1	750.2
1946	16.0	61.0	77.0	21.0	660.9	681.9	758.9

Commonwealth of Australia Yearbook 1946-1947, p488



LINE 4

AUSTRALIAN WOMEN IN THE BRITISH COMMONWEALTH OCCUPATION FORCE (BCOF) AND THE KOREAN WAR (1946–1953)



RAANC nurses rugged up against the cold in Seoul. AWM P02044.008

Australian women had limited involvement in the British Commonwealth Occupation Force (BCOF) and the Korean War.

The main involvement of women was as nurses in BCOF hospitals in Japan, as family members of BCOF soldiers, and as Japanese war brides coming to and facing the unknown in Australia.

A small number of nurses served in a BCOF hospital in Seoul, Korea, and then RAAF nurses accompanied wounded soldiers on flights to hospitals in Japan, where Army nurses would be the main Australian women involved in their care.

The other role women faced, as always in war, was in waiting anxiously and hoping that their men would not be casualties of war.

INVESTIGATIONS:

- 1 What were women's main roles and experiences in BCOF?
- 2 What were women's main roles during the Korean War?

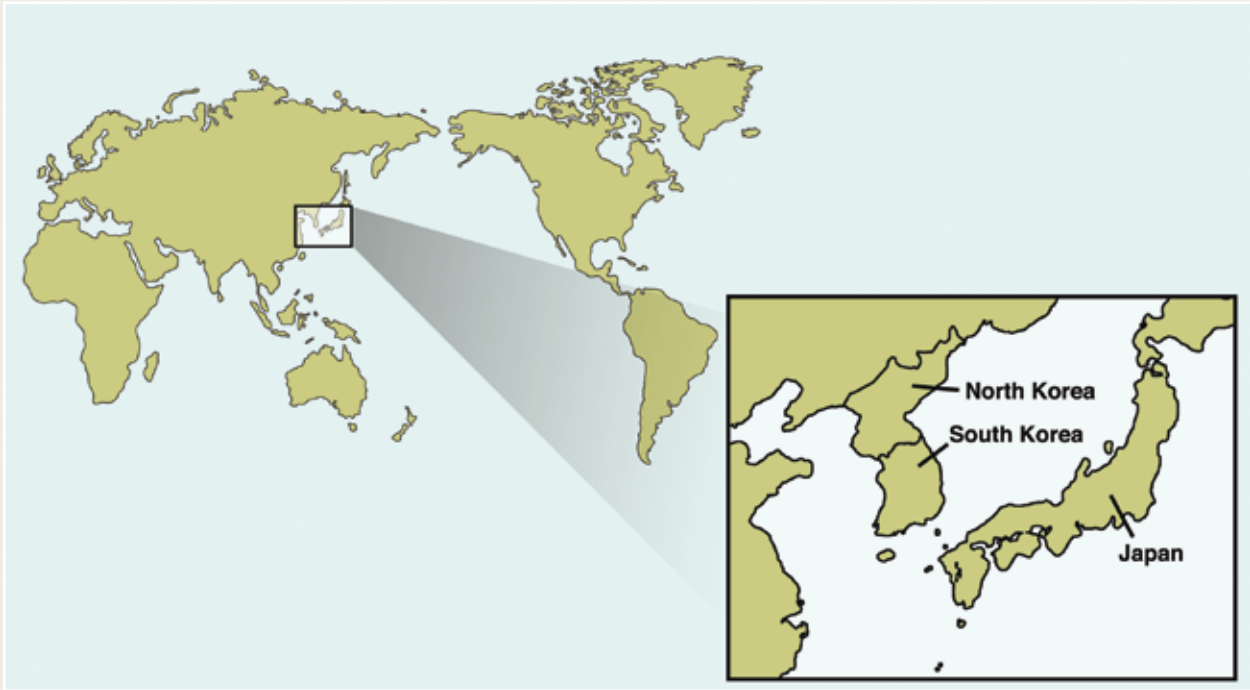
Teaching suggestions

<p>Essential learning achievements</p>	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of women’s main roles in BCOF and the Korean War; ■ understanding of some of the attitudes and values commonly held at the time; and ■ empathy with the experiences of the women involved in caring for the wounded.
<p>Suggested classroom approaches</p>	<ol style="list-style-type: none"> 1 Have students look at the Forming Ideas page. This will enable them to start forming criteria about commemoration. 2 Investigation 1 asks students to identify the key roles of Australian women in BCOF. They will discover that this is a relatively little-known part of Australia’s involvement in this conflict. Students might be encouraged to focus on this group at the next Anzac Day march. 3 Investigation 2 looks at the role of nurses during the Korean War. Limited documentation is available on the roles of the nurses based in Japan during this conflict. 4 If this is the only unit being studied, students may like to undertake the museum exercise in Unit 7.
<p>DVD</p>	<p>Chapter 4 of the DVD provides a museum study approach to the way the Australian War Memorial represents Australian women’s involvement in modern conflicts and peace operations, including the British Commonwealth Occupation Force and the Korean War.</p> <p>It is suggested that this segment of the DVD be used as part of Investigation 1.</p>
<p>CD-ROM activities</p>	<ul style="list-style-type: none"> ■ Create a National Australian Women’s Memorial ■ Create an Australian Women in War poster and timeline
<p>Finding out more</p>	<p><i>Out in the Cold. Australia’s involvement in the Korean War</i> www.awm.gov.au/korea/online.htm</p> <p>Peter Cochrane, <i>Australians At War</i>, ABC Books, Melbourne, 2001</p> <p>Melanie Oppenheimer, <i>Australian Women at War</i>, Department of Veterans’ Affairs, Canberra, 2008</p>

Key Data

Conflict	British Commonwealth Occupation Force (BCOF) in Japan	Korean War
Period	1946–1952	1950–1953
Background to the conflict	<p>At the end of the Pacific War it was agreed by the Allies that the governments of the United Kingdom, Australia, India and New Zealand would provide a contingent in the occupation of Japan. The force was to be known as the British Commonwealth Occupation Force.</p> <p>The Australian Lieutenant General J Northcott was appointed as Commander-In-Chief. The occupation of Japan lasted from 13 February 1946 through to the end of 1952. By the end of 1948 the burden of occupation in the British Commonwealth areas fell to the Australians.</p>	<p>The Korean War was the first occasion that members of the United Nations acted collectively to repel aggression. Australian units served in Korea from 1950 to 1953 and continued in Korea from the armistice to 1956 as part of the United Nations Command to preserve the independence of the Republic of Korea.</p> <p>The war went through several stages: the invasion of South Korea from the North, which saw virtually all of South Korea come under the control of the North; the invasion by the UN troops, which drove North Korean forces back to the border; the entry of the Chinese which pushed the UN forces south; and a counter-attack by UN forces that recaptured most of South Korea, followed by a stalemate that lasted for two years until an armistice was signed.</p>
Nature of the conflict	The BCOF force was responsible for policing areas while the Japanese economy and political system were re-established after the devastation of the war.	The war involved Army, Navy and Air Force actions. It was largely a war of thrust and counter-thrust, fought in conditions that varied from sweltering heat to freezing cold.
How Australian women were involved	Australian nurses were part of the occupation force, and from July 1947 families were allowed to come to Japan. One hundred and forty nurses served as part of BCOF.	<p>Six Australian nurses were based in the Commonwealth hospital in Seoul at any one time, where wounded and ill troops were prepared for flights to Japan. RAAF nursing sisters accompanied troops on these flights. Australian nurses also served in the Commonwealth hospitals in Japan.</p> <p>No Australian women were killed or injured during this conflict.</p>
Key statistics	The entire BCOF force totalled 45,000, with participants from Britain, India, New Zealand, and Australia. About 16,000 Australians served in BCOF, including an infantry contingent of 4700, base units consisting of 5300, an air force wing of 2200, and 130 from the Australian General Hospital. The Royal Australian Navy (RAN) also had a presence in the region as part of the British Pacific Fleet.	From 29 June 1950 to 19 April 1953, some 17,000 Australian sailors, soldiers and airmen served in the Korean War. Australian casualties were 340 killed, 1216 wounded and 30 taken prisoner of war. Twenty other countries contributed combat and medical units to the United Nations command in Korea.

Map showing the main regions of the world where Australian servicemen and women served in these conflicts



Based on JCR Cam and John McQuilton (eds), *Australians. A Historical Atlas*, Fairfax, Syme & Weldon Associates, Sydney, 1987.
For detailed maps of Australian involvement see John Coates, *An Atlas of Australia's Wars*, Oxford University Press, Melbourne, 2006.

Forming ideas

This is the National Memorial to Australian involvement in the Korean War.

What impressions does it give you about the conflict?

There is no mention of women on this memorial. Suggest why this might be.

You will now be able to test your ideas.



IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 4 (pages 65–76)



DVD:
CHAPTER 4
Modern Conflicts and
Peace Operations



CD-ROM activities:

- Create a National Australian Women's Memorial
- Create an Australian Women in War poster and timeline



What were women's main roles in the British Commonwealth Occupation Force (BCOF) in Japan?

Look at Source 1 and answer the questions that follow.

Source 1

Conditions in Kure, Japan

We were given quarters in Kure, opposite the large 7 storey British Commonwealth Military General Hospital, Kure ...

Kure had been a huge Japanese naval base. It, and the population housed nearby, had been severely bombed and damaged during the war. Conditions were still very primitive. We were often understaffed. We had Japanese guards and Japanese personnel, who had many endemic diseases to which our bodies had no immunity. They cleaned our quarters and prepared our meals, often with dirty fingernails. There was regular spraying and/or fogging around our quarters, inside the quarters and the kitchens and food preparation areas and food utensils to combat mosquitoes, fleas, flies, rats and other vermin. Sister Guilfoyle who was i/c often said the stench was overpowering and to 'damn well spray again.'

A series of canals ran between many of the sites in Kure and Hiro, where the Australian troops were held as reinforcements or in holding camps. The canals were filthy, slimy, full of run-off of excreta filled paddy fields, rats and mice, and, often, the rotting bodies of humans and animals. Eradication campaigns were constantly waged against the rats and mice with toxic, poisonous baits and traps. We were forbidden to swim anywhere...

In Kure Hospital we often worked long hours, with limited facilities and staff, particularly when the ambulance convoys and train ambulance carriages arrived with loads of casualties, some quite horrific. As a result, when overworked and dead tired, we sometimes did not take all the normal precautions. Whenever we became sick ourselves, we avoided reporting it, as it meant a greater workload on the remaining sisters and nurses, and curtailed our times off duty, which we treasured. Thus our medical records would not reveal the true extent of whatever illnesses and diseases we, ourselves got, mitigating against later claims, to which, at that time, we gave no thought ...

Ambulance convoys often disgorged 100-150 badly wounded casualties at a time, when we had to work around the clock, often without a break. The surgical ward, alone, in the hospital could hold up to 200 cases, and often did. Many of the soldiers arrived in a filthy condition, in dirty, chemical infested clothing and boots which they had not changed, in some cases, for many weeks. Many of them were infested with lice. They were all fumigated, de-loused, had all their hair shaved or cut off, and were placed in chemically treated baths. I do not know what all the toxic chemicals and solvents used for this purpose were, but there were many, most of which have since been

banned. I do know that they were all liberally dusted all over with anti-lice powder and with DDT hand dust guns, or by engine-driven dusting apparatus.

Within the wards, there were many toxic chemicals used to counter infection, cross infection and keep the wards as sterile as possible. These included a variety of bleaches, Creosol and Lysol, to name just a few. Although we should have always used gloves and protective clothing etc., and washed our hands, as, indeed, should have the doctors, between patients, this was not always possible, when we were dog tired and overworked ...

We often visited Hiroshima, the site of the dropping of the first atomic bomb, as did most servicemen, walking and digging amongst the radiated stones and rocks. Many of us took or sent samples home. In addition, on a voluntary basis, with or without official approval, we often visited the very sick Japanese in Hiroshima and surrounds, taking food, clothing, medical supplies and giving them what little comfort we could. Many lived in caves in filthy clothing, which they had worn for several years, in pitiful conditions and dire poverty. The RAAF Hospital at Iwakuni had a radiation ward for airmen suffering from radiation, and a busy radiation outpatients' ward, for many years after 1945.

Captain Barbara Ann Probyn-Smith, RAANC, (Retd)
<http://www.geocities.com/oprus2001/babs.htm>



Nurses on leave in Hiroshima. AWM H0815720

- 1 Describe the physical conditions which the nurses with the British Commonwealth Occupation Force (BCOF) had to face.
- 2 Describe the nature of the work they carried out.
- 3 Source 1 on page 70 is part of a memoir by a nurse who claimed that her post-war medical conditions were caused by her BCOF service. Identify those areas where she believes she was exposed to dangerous chemicals.

- 4 If this description is accurate, why do you think people would have served in such conditions?
- 5 Look at these images below showing aspects of life for Australian nurses in BCOF. How do they add to your understanding of the nature of their experiences?



RAANC sisters at a military parade. AWM LEEJ0007

A



B Showing a recovering patient how to work a weaving loom. AWM DUKJ4271



D Relaxing at an Australian General Hospital, Eta Jima, Japan. AWM JK0008



An Australian nurse in a BCOF surgical team. AWM P02044.006

C

Source 2

Families in Japan

In December, 1946, Cabinet approved the despatch of families of Australian servicemen to [live in] Japan when housing and medical facilities became available, and the first group of families reached Japan on June 1, 1947.

The main family housing area was located on a disused Japanese airstrip fronting the Inland Sea at Hiroshima, in 34th Australian Infantry Brigade area. Here a considerable township grew up with bungalows and two- or four-apartment dwellings. Chapels, a school, shop and cinema were included in the development. Japanese contractors carried out the work, and furniture was obtained from Japanese sources. To give variety, different types of houses were interspersed, and the changing shades of pastel colouring of plaster walls and roofs made a cheerful and bright picture. My wife, on being consulted regarding the future name of the area, immediately asked what was the Japanese for 'Rainbow Village'. Niji Mura it therefore became, and still remains.

Major General R.W.L. Hopkins 'History of the Australian Occupation in Japan, 1946-50', page 109, in *Royal Australian Historical Society Proceedings*, Vol 40 No 2, 1954



A serviceman and three unidentified women about to share a meal in Japan. AWM LEEJ0400

Women of the Hiro Ladies' Cheer Fund prepare parcels for Australian soldiers serving in Korea. AWM DUKJ3933



- 6 What do you think the women in these families might have done to occupy their time while they were in Japan?
- 7 How might their activities have helped or harmed post-war relations with Japan?
- 8 How important would it be to have families stationed with serving soldiers?

Source 3**Japanese war brides**

When [Australian BCOF soldier] Gordon Parker married a Japanese girl, 'Cherry', early in the occupation of Japan, he stirred up considerable concern amongst the Army and Australian politicians.

Not long after Gordon and Cherry's marriage, other BCOF members applied to the Government, thereby forcing the Australian Government to develop a policy with regards to foreign marriages. By 27 March, 1952, the Australian government had approved admission of Japanese wives of Australian servicemen and ex-servicemen into Australia provided they were approved by the Australian Embassy in Japan.

Kure Municipal Police screened all girls to ensure that they were not:

- communists;
- prostitutes;
- holders of a criminal record; or
- from a family with signs of hereditary insanity.

In addition they had to pass a thorough medical test that included a full x-ray and blood tests. If tuberculosis or any other serious illness was detected, they were denied access until they became medically fit.

The examination and investigation was considered more stringent than that required for any other migrant.

The average age of wives was 22, and 49 of the 150 couples had, or were about to have, children. In 22 out of the 150 cases, both parents [of the bride] were dead. Of the remainder, the parents of only 14 objected to the marriage. Only in one case did the Japanese police request non-approval of the marriage, if at all possible, because the parents were strongly opposed to the marriage.

Whether Australia should ban the admission of Japanese wives is a matter for eventual discussion, but until that decision is made those wives who do come to Australia — lawfully and at the invitation of their Australian husbands — should be treated decently, with a special effort on the part of returned men to make them feel comfortable, if only to offset the inevitable hostility from that small section of the community who, in addition to not having travelled beyond their own shores, have a way of attacking any person who does not conform to their own pattern and way of life.

Based on Returned Services League *Mufti*, December 1952



Sergeant GC McCaughey and his Japanese bride Fumiko Isumizawa at their marriage. AWMN 148137

- 9 Suggest some of the main difficulties these brides might have faced in Australia.
- 10 Suggest ways that these difficulties could have been overcome in Australia.

For the 140 nurses who served in BCOF their main role began when the Korean War started, and they received casualties into Japanese hospitals. These experiences are considered in the next investigation.

What were women's main roles in the Korean War?

Australian women's main contribution to the Korean War was as nurses — with a small number based in Korea preparing men for medical evacuation to Japan, RAAF nursing sisters accompanied the men on the flights, and then mostly Army nurses cared for the casualties in hospitals in Japan.

Read the following sources and use them to answer these questions:

- 1 Describe the conditions under which the nurses worked.
- 2 Why do you think the nurses accepted these conditions?
- 3 What qualities did the nurses demonstrate?
- 4 Many nurses suffered illnesses after their service. Why might this have happened?
- 5 Why might there be no record of women's illnesses on their official service records?

Source 1

An Army nurse remembers Seoul

In February or March 1953, I was transferred to ... Seoul... Seoul had then been fought over four times. It was a mere shell. Bombed out buildings, no running water, no electricity. Dirt, desolation and despair everywhere. Children and families living in deplorable conditions. Destitute. Begging in the streets. The unit was a Casualty Clearing Station, for medical evacuation, usually by 86 Transport Wing, RAAF. I was placed in charge of the surgical cases. On arrival at this unit, having usually passed through Indian, Canadian, British, Belgian or American field medical units, most of the patients, on stretchers, were filthy, dirt engrained, louse ridden, many still had their weapons. They were stripped, deloused, all hair was removed, their heads were dipped and they were fumigated and dipped in chemical solutions. Toxic solvents such as kerosene, metho, turps and cetrimide were used for cleaning and washing patients. There was no heating or electricity in the wards, even during the freezing winters. Often stretchers were placed side by side. To get from one end of the ward to the other to collect or deliver bed pans etc, involved stepping from one stretcher to the next, a difficult task.

Some soldiers hadn't washed for 6 weeks, or up to 3 months in the bitter winters in the frontline. Some were infested with leptospirosis and other water-borne diseases or other diseases endemic to Korea. The aim of the unit was quick turnover, with evacuation to [Japan's] medical facilities. The unit had no sheets, only old, often grotty blankets.

The Seoul unit was primitive. Putrid toilets and 'bush' showers used by Sisters, nurses and patients were outside and consisted of hessian screens. Some staff slept on hessian palliasses. I understand that hessian is a source of Asbestosis. The camp was surrounded by rubbish and junk. The wooden lids for toilets had gaps letting in flies etc. While there we ate mostly Canadian food, including bacon, which may have been from local sources. We also had underground Australian lamb (rabbits). There was a lot of sickness in that unit. The convoys were horrific.

Captain Barbara Ann Probyn-Smith, RAANC, (Retd)
<http://www.geocities.com/oprus2001/babs.htm>



RAANC nurses rugged up against the cold in Seoul. AWMN P02044.008



RAAF nurses touring in Seoul. AWMN JK0701

Source 2

A nurse reflects on her Korean War service



AWM HOB/4463

Well, we few women were non-combatants in a place where we could have been killed just as easily as the men, only we could not shoot back, we never had the chance. So what do you do with your fear and your anger? You internalise it, you absorb it, because you have a job to do and that job involves taking care of the wounded. If you adopt this attitude for a long time it becomes part of your character and is carried over into non-war situations. Right?

Lack of equipment and facilities was a very relevant factor in creating anger. One of the big problems was the lack of blood for transfusion — no blood bank to draw upon — so how do you deal with a soldier who's had his buttocks blown off when his jeep was hit by an exploding mine directly under the jeep? ... You cannot apply a tourniquet, you cannot tie off the bleeders quickly enough, so you let him bleed to death and immediately go to the next casualty. Forget him, then years later the full horror hits you, triggered by a reference on any form of media.

And this explains why I cannot, even now, in comfort, watch the news programs of what's going on in the world at the moment. Absolutely. You may not believe this, but it comes back so vividly at times that I can even smell it.

I think, you know, in the years since the Korean War the voice of women who served there has been very quiet. We've never spoken about it. The war has always been thought of as a man's war with stories of post-war trauma. It's not difficult to realise that the nurses' role is overlooked. We were few in numbers, in a sexual as well as a racial minority among the personnel of twenty-six nations. We very quickly learned that Australia is a very minute part of the world community, as we discovered ...

For the nurse it was easier not to question the cause of the war. You were in the Army and you did your duty, even if you thought the war was ridiculous. The sense of duty was overwhelming, and that meant more than politics. After a long twelve-hour shift you could

be called back on duty, especially as a theatre sister. Nurses quickly became forthright, resilient people who could quickly bring calm to a chaotic situation by sorting out the wounded. And it's not easy to sort out wounded — triage, as it's called — because you cannot allow your personal feelings to come into it. You might think, 'Oh, he's a young soldier, he's an older one, he hasn't got very many wounds but that one's got a lot of wounds.' You have to make the decision on their physical state, not whether you like him or not.

It was very difficult, particularly as a female, because — even within the confines of the unit or at the hospital in Japan — because being a female with such a multitude of men, and human nature being what it is, you were not able to even show one flicker of likeness for one particular person at all. You just simply had to treat the wounded and the other male staff that you were with and the men that you associated with when you went to the front line, and so forth, as one block of people. Perhaps I would describe it in the hospital, I was given by the men (laughs) the name 'the Bloody Duchess'!

Interview with Mrs Betty Lawrence née Crocker, recorded by Rob Linn at West Beach, South Australia, on the 22 May 2002 for The State Library of South Australia South Australians at War Oral History Project 2002. www.slsa.sa.gov.au/saatwar/collection/transcripts/oh644_7a.htm



Source 3

RAAF nurse Sister Patricia Oliver recalls transporting the wounded

There were certain dangers in transporting [the] wounded in freezing conditions in unpressurised aeroplanes ... The condition of the patients was never ideal for evacuation but it was considered preferable to return them to Japan rather than have them remain in Korea any longer... On one occasion, we had to fly so high because of the weather that I became semi-conscious from lack of oxygen.

www.awm.gov.au/korea/ausinkorea/medical/medical4.htm



RAAF nurse aiding an evacuation. AWM JK0718

- 6 What psychological pressures do sources 1–3 show that nurses were under?
- 7 Create a list of words that you would use to describe the nurses' service in Korea.

Source 4

An army wife remembers

Korea was little publicised in day-to-day living. I can remember being at a party at my sister's house and a woman asked me where my husband was that night. When I told her he was in Korea she asked me what he was doing in that country!

The worst part of the time was the loneliness and lack of knowledge of what was happening to my man on the other side of the world. There was no contact with the Army or other Army wives. All I could find out was from the daily newspapers.

June White; her husband, John White, was a parachute instructor at RAAF Williamstown and was posted to Korea in February 1952, where he joined 3 RAR.
www.awm.gov.au/korea/faces/homefront/homefront.htm

- 8 Over 17,000 Australian soldiers served in Korea, and over three hundred of them died during their combat service. Thousands more were ill or wounded. How would this have affected their families in Australia?
- 9 Look back at your thoughts about the Korean War memorial. Would you add to or change those comments?
- 10 Do you think there should be any recognition of women's roles in this war at the memorial site? If so, provide your suggestions.



UNIT 5

AUSTRALIAN WOMEN IN THE VIETNAM WAR (1962–1973)



One of two Australian RAANC nurses, part of an operating theatre team. AWM P01702.009

During the Vietnam War Australian servicewomen were involved as nurses.

Australian women civilians were involved in a number of roles, including members of civilian medical teams, Red Cross support, entertainers, Australian Embassy staff, and journalists.

On the home front some women were actively engaged in the peace and anti-war protest movements.

Some women also 'watched and waited' anxiously as their men served tours of duty with the Australian forces. Five hundred and twenty Australian families lost a loved one in Vietnam.

INVESTIGATIONS:

- 1 What were the roles and experiences of Australian nurses in Vietnam?
- 2 How were women involved in the war on the home front?

Teaching suggestions

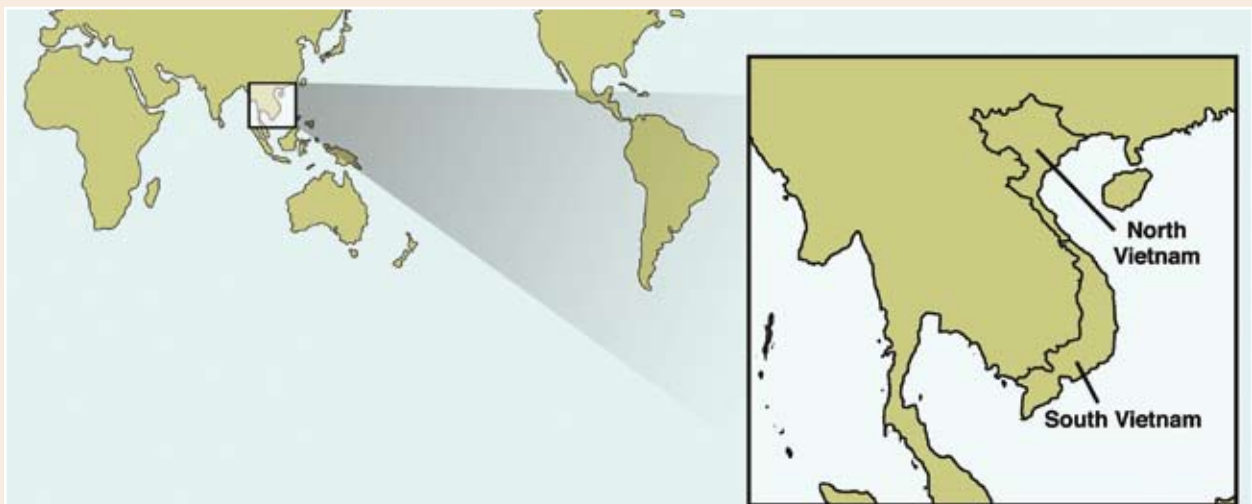
Essential learning achievements	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of women’s main roles in the Vietnam War; ■ understanding of some of the attitudes and values commonly held at the time; and ■ empathy with the experiences of the women involved.
Suggested classroom approaches	<ol style="list-style-type: none"> 1 Have students look at the Forming Ideas page. This will start them thinking about the image of the Australian nurses during the war. The quotations clearly suggest that they were valued by the troops, but do not tell students much about the reality of their experiences. 2 Investigation 1 helps students explore the nurses’ experiences. It also encompasses the civilian nurses who had many similar experiences to their service counterparts, and asks students to reflect on the continuing impacts of war on participants after the fighting has finished. 3 Investigation 2 looks at a variety of home front experiences of women. The popular home front image that students will have of Vietnam is probably one of protest. In fact, a minority of people were active in protests against the war. The sources ask students to think about the prevailing attitudes and values of the time, as well as the variety of motivations that existed for protests. It also reminds students that the cost of war is borne by families, and that out of the horror came a wave of migration by Vietnamese, many of whom had horrific experiences of the war that they put behind them in their new life in Australia. 4 If this is the only unit being studied, students may like to undertake the museum exercise in Unit 7.
DVD	<p>Chapter 4 of the DVD provides a museum study approach to the way the Australian War Memorial represents Australian women’s involvement in modern conflicts and peace operations, including the Vietnam War.</p> <p>It is suggested that this segment of the DVD be used as part of Investigation 1.</p>
CD-ROM activities	<ul style="list-style-type: none"> ■ What were Australian women’s uniforms like over time? ■ Create a National Australian Women’s Memorial ■ Create an Australian Women in War poster and timeline ■ Australian women and the Vietnam War — Create your own documentary
Finding out more	<p>Narelle Biedermann, <i>Tears On My Pillow</i>, Random House Australia, Sydney, 2004</p> <p>Peter Cochrane, <i>Australians At War</i>, ABC Books, Melbourne, 2001</p> <p>Carol Fallows, <i>Love and War</i>, Bantam Books, Sydney, 2002</p> <p>Siobhan McHugh, <i>Minefields and Miniskirts</i>, Doubleday, Sydney, 1993</p> <p>Melanie Oppenheimer, <i>Australian Women and War</i>, Department of Veterans’ Affairs, Canberra, 2008</p> <p>Richard Reid, <i>Just Wanted To Be There</i>, Department of Veterans’ Affairs, Canberra, 1999</p>

Key Data

Conflict	Vietnam War
Period	1962–1973
Background to the conflict	<p>In 1962 Australia sent training advisers to South Vietnam as part of a policy to oppose communist expansion in Asia. These men were to help train South Vietnamese troops to fight a North Vietnamese-backed Communist insurgency.</p>

	<p>In 1965 Australia sent combat troops to help the South Vietnamese in their fight, and in 1966 they included Australian conscripts.</p> <p>In 1969 the Australian Government began a gradual withdrawal of troops from Vietnam, with the last troops withdrawn in 1972.</p>
Nature of the conflict	<p>Australian troops were based initially with American forces in Bien Hoa Province just north of Saigon, and then in their own area of responsibility, Phuoc Tuy province, with troops based at Nui Dat, and at the port of Vung Tau. The troops were supported by the Royal Australian Air Force and the Royal Australian Navy.</p> <p>The main combat experience of most troops was patrolling of areas within the province to ambush enemy troops. There were occasional large-scale combat actions, but most soldiers did not see or come into contact with the enemy for much of the time they were in the field.</p> <p>Support for the infantry came from engineers, artillery, armoured personnel carriers tanks, helicopter gunships and medical evacuations.</p> <p>The Australians had a field hospital at the supply base at Vung Tau, with a smaller support field ambulance based at Nui Dat.</p>
How Australian women were involved	<p>Forty-three nurses served as part of the Australian Army's involvement in Vietnam between 1966 and 1972. Service nurses were also involved in the evacuation of casualties back to Australia.</p> <p>About 210 Australian women civilian nurses were involved in volunteer medical teams organised by the Department of Foreign Affairs. Other Australian women were involved in a variety of roles, including Red Cross support, entertainers, Australian Embassy staff, and journalists.</p> <p>On the home front some women were actively engaged in the peace and anti-war protest movements that were part of the divided Australian society at that time. Far fewer people, including women, were active in demonstrating their support for Australian involvement in the war.</p> <p>Women also 'watched and waited' anxiously as their men served their tours of duty with the Australian forces.</p>
Key statistics	<p>Over 50,000 Australians served. Five hundred and twenty Australian service personnel are officially accepted as having died while on service. One of those was an Australian nurse, Barbara Black.</p>

Map showing the main regions of the world where Australian servicemen and women served in this conflict



Based on JCR Cam and John McQuilton (eds), *Australians. A Historical Atlas*, Fairfax, Syme & Weldon Associates, Sydney, 1987. For detailed maps of Australian involvement see John Coates, *An Atlas of Australia's Wars*, Oxford University Press, Melbourne, 2006.

Forming ideas

These photographs show the National Australian Forces Vietnam War Memorial.



One wall is devoted to statements about the war. There are three of these that relate to nurses' roles:

THE EFFORT REQUIRED OF THE NURSING SISTERS INDICATES THEIR TOUR OF DUTY SHOULD BE REDUCED.

AN EXTREME EFFORT WAS DEMANDED FROM NURSING STAFF ON THESE OCCASIONS - OVER 24 HOURS ON DUTY WAS DONE ON MOST OF THE DAYS MENTIONED.

AT VAMPIRE PAD OUR OWN DOCTORS AND NURSES TOOK OVER - WE KNEW WE HAD MADE IT.

What do these statements mean? Are they accurate? Are they an adequate representation of women's roles in the war? Record your initial ideas. You will be asked to look at these answers again at the end of this unit.

IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 1 (pages 77–86)



DVD:
CHAPTER 4
Modern Conflicts and
Peace Operations



CD-ROM activities:

- What were Australian women's uniforms like over time?
- Create a National Australian Women's Memorial
- Create an Australian Women in War poster and timeline
- Australian women and the Vietnam War — Create your own documentary

What were the roles and experiences of Australian nurses in Vietnam?

- 1** Look at **Chapter 4 of the DVD**. It will provide you with some information and ideas about how the displays in the Australian War Memorial show Australian women in the Vietnam War. They are a starting point for your investigations in this unit.

The Royal Australian Army Nursing Corps (RAANC) nurses were posted to Vietnam, rather than volunteering to go. They were poorly prepared for the experience, receiving no special training. The first nurses arrived to very primitive conditions, and had to make do. Most served in field hospitals, and therefore treated all aspects of war casualties — from inoculations and minor illnesses linked to gunshot wounds and mine injuries. They treated enemy prisoners, as well as Australian, allied and civilian victims of the war.

Most RAANC nurses were based at the hospital at Vung Tau, or in Saigon.

Vietnam service illustrated the great changes which had occurred in military nursing since World War I and World War II.

Look at the information in Source 1 on nursing in Vietnam, and answer the questions that follow.

- 2** What were the main tasks that the nurses performed?
- 3** In what ways did the war have an impact on their nursing role?
- 4** What do you think would have been the impacts on them?
- 5** What do you think would have been the best and worst aspects of their experiences?

Source 1

Australian service nurses

[T]he over-riding concern for most of the army nurses was the condition of their own troops — ‘the boys’. Their injuries, from shellfire, explosions, gunfire and mines, were horrific — so bad, in fact, that in any other circumstances many would never even have had to be treated, because they would have died before reaching a hospital ...

[Army nurse] Trish Ferguson recalls: ‘... as soon as there was a contact, a siren would go all over the hospital as far down as the beach, and anyone who was off-duty would either turn up or phone in and see how many wounded there were and if they were needed ... when the wounded boy came in on a stretcher, there’d be someone standing by with scissors and you’d cut straight through their shoelaces right up their clothes so you could lift them up and examine their back before they were even put on the bed. The back was examined and then the front and the anaesthetist would be there to put the drip in and straight away the pathologist would take the blood for cross-match and everyone else had their own jobs to do, and the boys would be inside scrubbing the theatre, and you’d take the patient through to the theatre within twenty minutes of them being wounded.’ ...

Once, while routinely cutting through an injured man’s shoelaces in triage, Trish Ferguson was appalled when his foot came away in her hand — only the boot had held it in place. Sometimes the injuries were less obvious — shell fragments had to be meticulously removed, along with bits of mud and scrub, before a minuscule perforation of the abdomen could be detected ...

Few of the nurses had ever seen anything like it before ... Despite the seriousness of their injuries, the soldiers’ survival rate was very high — only about 2.6 per cent of those admitted to hospital died, about half the mortality rate in the Second World War ...

The Australian women earned only two-thirds of what a male officer of similar rank earned. The American nurses, who had equal pay, were aghast at the discrepancy, but the Australian made no protest — after all it was the same back home ...

[Army Nurse] Colleen Mealy reckons that seeing the women in a clean starched uniform, however unglamorous, was reassuring to the injured men: ‘You had to look the part, just for our boys to come in and say “we’re home, we’re right, somebody’s looking after us”.’ ...

[RAAF nurse] Del Waterman ... accompanied the injured troops back to Australia ... Sometimes coffins had to be transported in the body of the plane with the injured men. ‘One time which was particularly sad, we had two brothers, and one was alive and one was in the coffin’, Del recalls. ‘He just said to me, “Look after him Sis, that’s my brother”.’ ...

Programmed to put others first, the nurses soldiered on, shouldering the enormous emotional burden of their sick and dying ‘boys’... for the women who had known the harrowing intimacy of sharing someone’s last moments, there would be no forgetting. As ‘Dusty’, an American army nurse, tried to explain: ‘That act of helping someone die is more intimate [than anything], and once you have done that, you can never be ordinary again.’

Source 2

A report on the medical status of nurses after the war

Recognising the sampling limitations [due to the small number of nurses studied] the conditions in the female study for which there is apparently statistical significant excess in comparison with the general community are:

- asthma
- breast cancer
- depression
- eczema and dermatitis
- gastric reflux
- haemorrhoids
- hearing and ear problems
- hepatitis (A and B)
- hydatidiform mole
- ischaemic heart disease
- live births with labour complications
- malaria
- overall total of cancers
- panic attacks
- self-assessed rating of fair or poor health
- stillbirths

An excess level is defined as statistically in excess of what may be expected in a community sample ...

It is a reasonable hypothesis that some aspect of the association between the veterans and their service in Vietnam may have contributed to these conditions ...

The overall outcome lends some weight to the hypothesis that the general health of female Vietnam veterans is worse than that of other Australian women of comparable age ...

Morbidity of Vietnam Veterans, Volume 2, Female Vietnam Veterans, Survey and Community Comparison Outcomes, A Study of the Health of Australia's Vietnam Veteran Community, Department of Veterans' Affairs, 1998
<http://www.dva.gov.au/health/HlthStdy/vetshhtml/Chaps/Chap8.htm>

6 Using Sources 1 and 2, why do you think war experience would continue to have an effect on the nurses' health after the war?

Source 3

Some images of Australian service nurses in Vietnam



A Two Australian RAANC nurses, part of an operating theatre team. AWM P01702.009



C An RAANC nurse gives voluntary English lessons to two Vietnamese girls. AWM EKN/69/0034/VN



B An RAAF nurse tending patients aboard an aeromedical evacuation flight. AWM P01948.008

7 How do these images contribute to your knowledge and appreciation of the role of Australian service nurses in Vietnam?

Source 4**Civilian nurses in Vietnam**

About 210 Australian nurses travelled to South Vietnam between 1964 and 1972 to care for injured civilians during the war.

The tour of duty was generally six months for nurses, although some spent a full year in Vietnam. Many returned for a second or even a third time ...

They worked in intensely crowded wards to care for adults and children, many of whom had dreadful wounds caused by exploding mines. It wasn't uncommon for two or three patients to share a bed ...

The nurses worked during the day and were on-call every second night, both as ward and theatre nurses. They had two days off every three weeks.

When things were quiet at the hospital, surgeons, accompanied by off-duty nurses, would travel 50 kilometres to a leprosarium to perform plastic surgery. Hygiene and sterility were always an issue and the nurses had to apply some lateral thinking to maintain both standards and supplies. Sometimes theatre

packs were put out on the grass to dry, where a local pig would weave its way delicately past the precious drying linen ...

The nurses also tried to look after their own health, but illness was unavoidable for some. 'One of our problems was the icy poles that the children would excitedly bring us,' Von says. 'We knew they were made from contaminated local water, but we couldn't refuse to eat them.'

This diplomacy was often rewarded by incapacitating bouts of diarrhoea and vomiting ...

Everyone has come back changed in some way ... Some had severe health problems which have lingered, although they agree it would be difficult to prove these things were caused in Vietnam.

Most Australian medical and nursing personnel returned home by December 1972. There was no de-briefing, no official welcome. They simply returned to work.

Susan Hudson,, 'Pain remembered', *Australian Nursing Journal*, Vol. 3, 08-01-1995, p27 <http://www.hotkey.net.au/~marshalle/nurses/nurses.htm>

- 8 Using Sources 4 and 5, why do you think these women volunteered for this service?
- 9 What qualities did they show?
- 10 Compare their experiences and attitudes with those of the service nurses — would you say they were mostly the same, or mostly different? Why?
- 11 Would you expect these women to suffer similar post-war health problems as their service counterparts? Explain your reasons.
- 12 What do the photographs and captions in Source 5 tell you about some of the other Australian women's activities in Vietnam?

Source 5**Photographs of other women's activities in Vietnam**

Mr Mervyn Smith (right), civilian medical team leader, cleaning the wounds on the legs of a young Vietnamese child. He is assisted by Registered Nurse Betty Lockwood. More than 450 civilian medical and surgical staff volunteered to work in hospitals in Vietnam to instruct and teach Vietnamese medical and paramedical personnel and provide medical aid to anyone who required it. AWM P05522.003

Carol Eacott, Australian Red Cross, holding a smiling young Vietnamese orphan inside the orphanage, possibly the An Phong orphanage. The orphanage received support as a civil aid project from locally-based Australian and American forces. AWM P02120.002

How were women involved in the war on the home front?

A popular image of the home front during the Vietnam War is one of protest.

In fact it was probably only a small minority of people who actively protested. You could test this statement by interviewing people from that time.

But even when there were protests there were different types of protest, against different things, and reflecting different motives or values.

- 1 Look at the evidence of protest in Sources 1–6. Comment on what it tells you about women and protests during the Vietnam War.

Source 1

University students protest



Vic Sumner/FAIRFAXPHOTOS.COM ID 3441777

Source 2

A first demonstration

My first demonstration was a trifling affair, no more than 500 strong. It was led by several scruffy and uncouth young men ... I was given a placard which stated, THE NLF FIGHTS FOR FREEDOM, and wondered if I should carry it if I had no idea who or what the NLF was. [The NLF was the National Liberation Front, the Vietnamese Communist Party in South Vietnam.] I did carry it, sheepishly, and joined half-heartedly in chants of 'Out now!' and 'No! No! We won't go!' A man leaned out of the pub and spat, a woman shouted 'You all need a good bath!' ... One woman pushed through the crowd, clasped my arm, and said, 'God bless you, dear!' There was no riot, not even an arrest, and I walked back to college, footsore, half disappointed, half relieved, and chiefly interested in the boy beside me and whether he would suggest a cup of coffee or a movie. He didn't.

Charlotte Clutterbuck, 'Protests and Peace Marches: From Vietnam to Palm Sunday' in Keith Maddock and Barry Wright (eds), *War: Australia and Vietnam*, Harper & Row Publishers, Sydney, 1987, pp136-7

Source 3

A peace protest



Burke/FAIRFAXPHOTOS.COM ID 3782784

Source 4

Women remember (1)

We were at uni and enjoying life. We thought the war was wrong, and marched a few times against it down to the city, sat down to stop traffic for a while, then went back to uni. We thought we were doing a good thing. I now believe that a fair bit of it was just being part of the crowd. We thought it was wrong, but we were not really putting our lives on the line to protest.

Another of the tactics of protest at the time was trying to help destroy the draft by putting in false papers — 'fill in a falsie' it was called. I registered myself, a female, to try and foul up the system. I also know that Michael Mouse, Ginger Meggs and P. Lap were also in the system, waiting to be called up for military service!

Interview in 1996 with Ros, a 16 year old student in 1968. Ryebuck Media

Source 5

A man remembers

My memories of this period are contradictory.

On the one hand there was the deep moral commitment, and the exhilaration of feeling that you were right, that you had taken a stand. There was the sense of standing up before history, of trying to have an effect on that history.

On the other hand, there was the factional infighting of the left of the movement, the astounding levels of sexism amongst the young student men, the moral ambiguities surrounding 'our boys', the sense of being out of step with the society, especially in the early phases of the movement.

Gregory Pemberton (ed), *Vietnam Remembered*, Weldon Publishing, Sydney, 1990, p163

Source 6**Women remember (2)**

Well I just accepted what we were told by the government. They knew the state of the war, and what was going on. I trusted and followed our representatives, and believed in the war. That belief was a bit strained by 1970 and 1971, and I was glad to leave the war. I still believed that it was right to try and stop communism. I did not believe that the South Vietnamese would survive very long after we left, but

I suppose we all felt drained and tired and looking for an 'honourable' way out. I could not agree with the radicals who not only opposed the war but supported the enemy — that was traitorous. I did respect the conscientious objectors, but I thought a lot of the anti-war people were wrong. Looking back now, however, they were a lot more right than I was — though at the time I could not have seen or said that.

Interview in 1994 with Lorraine, a 30 year old secretary in 1968. Ryebuck Media

As in all wars, a major role of women is to wait anxiously for news of their loved ones in danger. Here is an account of the return of the remains of a soldier who was killed in 1971, but whose body was not recovered until 2007.

Source 7**A digger is returned**

A fallen Digger finally got the welcome home he deserved when his coffin landed at a Melbourne air base yesterday, 36 years after he was killed in Vietnam.

John Gillespie was just 24 years old and had a young wife and toddler daughter at home when he died serving his country, killed when the RAAF helicopter he was in was shot down during a rescue mission in the Long Hai hills on April 17, 1971.

His remains were returned to his family for burial after they were flown in to the Point Cook RAAF base. His coffin was draped in the Australian flag, and troops formed a guard of honour.

Lance Cpl Gillespie's widow, Carmel Hendry, daughter Fiona Pike, two sisters and a brother were there, along with federal Veterans' Affairs Minister Alan Griffin, Vietnam veterans, and Australian Defence Force officials and personnel.

Ms Hendry said while the return of her husband's remains closed a chapter in the family's history, it would herald a new beginning in which her daughter and her daughter's children would have a proper place to mourn and reflect on his life and ultimate sacrifice.

'It hasn't been easy for any of us,' she said. 'But with support from everyone, particularly the Government, we have made it. We have done this. We've got him home.'

'We're relieved. We're exhausted. But we're just so happy he's on home soil and that we can say hello and have a beer with him.'

Shannon McRae, *Herald Sun*, December 20, 2007



Lance corporal Kevin Sloane returns from South Vietnam. AWM PEA/71/0099/EC

- 2 Why do you think it was so important for this family to have the remains of their loved one returned?
- 3 In World Wars I and II the Australian dead were buried in official cemeteries near where they died. Why do you think this policy of returning the dead from war began only during the Vietnam War?

Another perspective

Between 1975 and 1981 over 40,000 Vietnamese refugees have been settled in Australia. Look at Source 8 as an account of one Vietnamese woman's experience as a refugee.

Source 8

Coming to Australia

I came from a middle class Catholic family in Vietnam. My parents were former officers of the South Vietnamese army and my father was active in the anti-communist movement. My parents were made refugees twice: the first time fleeing from North Vietnam to South Vietnam when communists took government in 1954; the second was when we left Vietnam bound for Australia following the fall of South Vietnam to the Viet Cong. While many people probably benefited from the new regime, my parents were not one of them. They witnessed the arbitrary arrests, torture, executions and persecution for certain classes of people considered bourgeoisie or traitors by the communists. They witnessed the devastation of terrorism and civil war.

To flee one's country is not an easy choice to make. You're leaving behind your homes, your relatives and friends, your culture, your possessions, your memories, your childhood. Fleeing a country on a boat is also a dangerous affair. People speak of the savagery of being looted, raped and killed by pirates at sea. People talk about the unspeakable horrors of resorting to cannibalism of the dead to regain enough strength to fix the boat's engine. Many of us had knowledge of this so why did we take the risk?

We seek freedom because the government we were escaping did not respect our freedom. You will find this is a common story among refugees.

We were the relatively lucky boatpeople who did not encounter pirates, whose boat was not blown off course by storms, and who were rescued just in time. However, the journey was no less perilous. One infant, who would be my age today, died during the journey. On the third day our water supply was contaminated. We were all thirsty and frightened to the point where we could have given up all together. But we took the gamble because we believed the risk at sea was still better than staying in communist Vietnam.

Minh Nguyen, Extract from a talk given to high school students at St Scholastica College, Glebe, Sydney, 8 March 2004
www.acmica.org/pub_nguyen-refugees.html

Michael Jensen, Children and women in cabin on the boat from Vietnam, Darwin, November 1977. nla.pic-vn3209923 National Library of Australia



- 4 Why did her family risk everything to escape?
- 5 What qualities did Minh Nguyen show?
- 6 Do you think this experience is part of Australian women's war experience? Explain your reasons.
- 7 Go back to your initial ideas about the Vietnam War Memorial. What would you add to your initial comments?



UNIT 6

AUSTRALIAN WOMEN IN THE AUSTRALIAN DEFENCE FORCE AND IN PEACE OPERATIONS (1947-TODAY)



(Department of Defence image VK01042) East Timor 2000. Force Commander General de Los Santos presents the United Nations Peacekeeping Medal to Corporal Jodie Mason.

Australians have been involved in peace operations since the first United Nations (UN) operation in Indonesia in 1947.

Some of these peace operations are humanitarian and involve no use of force; others take place in dangerous conflict zones where peacekeepers are at great risk of physical harm.

Initially Australian women were not part of peace operations, but with the expansion of women's roles within the services they are now found in most peace operations.

Does this mean that Australian women in the modern Defence Force will be involved in front line activities in future armed conflict?

INVESTIGATIONS:

- 1 Where have Australian women peacekeepers served?
- 2 What roles do women play as peacekeepers?
- 3 Should Australian women in the Australian Defence Force have a front line combat role in the future?

Teaching suggestions

<p>Essential learning achievements</p>	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of Australia’s involvement in peace operations and women’s roles in some of these operations; ■ understanding of some of the attitudes and values that are required of peacekeepers; ■ empathy with the experiences of peacekeepers; and ■ knowledge about the changing roles of women in the Australian Defence Force.
<p>Suggested classroom approaches</p>	<ol style="list-style-type: none"> 1 Ask students to look at the Forming Ideas page. This will start them thinking about some of the situations that face peacekeepers, and alert them to the training and decision-making skills that are needed. Students can see the outcomes and test themselves in more situations if they go to the Peace Operations activity on the CD-ROM. 2 Investigation 1 asks students to look at where Australians have been involved in peace operations. Students are advised to divide this task and create a wall map to show the location of these operations. 3 Investigation 2 helps students to understand some of what happens during such operations. There are two stories and extracts from a speech. The stories contrast — one is very ordinary, the other involves great heroism (and two versions of the same story are given to allow students to reflect on the modesty of the heroine). Both stories show the fine qualities of the people involved. The speech provides a context for the shortage of women carrying out these tasks. 4 In Investigation 3 students confront an issue that may be relevant to their lives — whether Australian women should take on the same combat roles as men. At the moment they are in front line areas as support personnel, but if this should change, women’s roles will be different again for this generation of servicewomen. 5 If this is the only unit being studied, students may like to undertake the museum exercise in Unit 7. There is a peacekeeping memorial being planned and students might like to design their own version, rather than the two suggested. <p>Teachers will find a map showing where Australians have served in peace operations at www.awm.gov.au/exhibitions/peacekeeping/timeline/map.htm</p>
<p>DVD</p>	<p>Chapter 6 of the DVD provides some interviews with modern Australian servicewomen.</p> <p>It is suggested that this segment of the DVD be used as part of Investigation 1.</p>
<p>CD-ROM activities</p>	<ul style="list-style-type: none"> ■ What were Australian women’s uniforms like over time? ■ Create a National Australian Women’s Memorial ■ Create an Australian Women in War poster and timeline ■ How difficult is it to make decisions as a peacekeeper?
<p>Finding out more</p>	<p>Janette Bomford, <i>Soldiers of the Queen</i>, Oxford, Melbourne, 2001</p> <p>Peter Londey, <i>Other People’s Wars</i>, Allen & Unwin, Sydney, 2004</p> <p>Melanie Oppenheimer, <i>Australian Women and War</i>, Department of Veterans’ Affairs, Canberra, 2008</p> <p>Richard Reid, <i>Just Wanted To Be There</i>, Department of Veterans’ Affairs, Canberra, 1999</p>

Forming ideas

Being a peacekeeper

Here are two situations. You are part of an Australian peacekeeping force. Choose what you would do from the options provided.

Situation 1

You are in a country where the place of women is not equal to that of men, and there are strict social customs and rules about contact between men and women. Women remain covered at all times in public, and have a subservient public role. The Australian Defence Force (ADF) peace operation includes women who have the same role as the men. There is a roadblock where all men must be questioned.

What do you do?

- A** Only have men questioning men.
- B** Have a man and woman team question each person.
- C** Alternate the questioning between male and female ADF members.

Discuss the options, looking at the advantages and disadvantages of each, and their likely outcomes.

Make your choice.

Situation 2

You suspect that some weapons are being illegally brought into the area by women, hidden in their clothing. A female ADF soldier, in full uniform, with rifle, and with combat helmet, is about to search some women. There is increasing anger and hostility among the watching crowd.

What do you do?

- A** Stop the search and keep the people watching calm.
- B** Go ahead with the search to assert your authority in the situation.
- C** Have the soldier take off her helmet, and then continue the search.

Discuss the options, looking at the advantages and disadvantages of each, and their likely outcomes.

Make your choice.

Both these are real situations that Australian women peacekeepers have faced. What did they do? You will have to go to the Peace Operations activity on the CD-ROM to find out!

IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 6 (pages 87–100)



DVD:

CHAPTER 4
Modern Conflicts and
Peace Operations
CHAPTER 6
Women in the Australian
Defence Force Interviews



CD-ROM activities:

- What were Australian women's uniforms like over time?
- Create a National Australian Women's Memorial
- Create an Australian Women in War poster and timeline
- How difficult is it to make decisions as a peacekeeper?



Where have Australian women peacekeepers served?

1 Look at **Chapter 4 of the DVD**. It will provide you with some information and ideas about how the displays in the Australian War Memorial show Australian women in modern peace operations. They are a starting point for your investigations in this unit.

Here is a list of all peace operations that Australia has been involved in since 1947.

2 Divide the list among your class. Use an atlas to find where the operations took place in the world.

3 Enlarge the map on pages 94–95, or use a wall map of the world, and locate where each operation took place. Shade the country, or use a dot for a more precise location.

4 Australian women have served in missions since 1988. Mark these locations on the map to highlight the missions women have served in.

Key Data

Name of operation	Theatre	Dates of Australian involvement	Total number of Australians involved	Main role of Australians	Women served
UN Consular Commission	Indonesia	1947	4	military observers	X
UN Good Offices Commission (UNGOC)	Indonesia	1947–1949	up to 15		X
UN Commission for Indonesia (UNCI)	Indonesia	1949–1951	up to 19	military observers	X
UN Commission on Korea (UNCOK)	Korea	1950	2	military observers	X
UN Military Observer Group in India and Pakistan (UNMOGIP)	Kashmir	1950–1985	up to 18	military observers and air transport	X
UN Commission for the Unification and Rehabilitation of Korea (UNCURK)	Korea	1951	1	military observer	X
UN Command Military Armistice Commission (UNCMAC)	Korea	1953–present	1–2	monitoring ceasefire between North and South Korea	X
UN Truce Supervision Organization (UNTSO) [Israel and neighbours]	Middle East	1956–present	13 in 1990s	military observers	X
UN Operation in the Congo (ONUC)	Congo	1960–1961	a few	medical team	X
UN Temporary Executive Authority (UNTEA)	West New Guinea	1962–1963	11	helicopters supporting humanitarian aid	X
UN Yemen Observation Mission (UNYOM)	Yemen	1963	2	military observers	X
UN Peacekeeping Force in Cyprus (UNFICYP)	Cyprus	1964–present	16–50 state and federal police	maintenance of law and order	X
UN India-Pakistan Observation Mission (UNIPOM)	India/Pakistan	1965–1966	3	military observers	X
UN Disengagement Observer Force (UNDOF)	Israel/Syria	1974	a few	military observers detached from UNTSO	X
UN Emergency Force II (UNEF II)	Sinai	1976–1979	46 RAAF personnel	monitoring a ceasefire between Israel and Egypt	X
UN Interim Force in Lebanon (UNIFIL)	Lebanon	1978	a few	military observers detached from UNTSO	X

Name of operation	Theatre	Dates of Australian involvement	Total number of Australians involved	Main role of Australians	Women served
Commonwealth Monitoring Force (CMF)	Zimbabwe	1979–1980	150	monitoring Rhodesian forces, cantonment of guerillas, and return of civilian refugees	X
Multinational Force and Observers (MFO)	Sinai	1982–1986 1993–present	110 (82–86); 25–30 (93>)	monitoring Israeli withdrawal from the Sinai	X
Commonwealth Military Training Team – Uganda (CMTTU)	Uganda	1982–1984	6	training government forces	X
UN Iran-Iraq Military Observer Group (UNIIMOG)	Iran/Iraq	1988–1990	15	military observers (only in Iran)	X
UN Border Relief Operation (UNBRO)	Thailand/ Cambodia border	1989–1993	2 federal police	law and order creation; training police	X
UN Transition Assistance Group (UNTAG)	Namibia	1989–1990	300	engineering support; supervision of elections	X
UN Mine Clearance Training Team (UNMCTT)	Afghanistan, Pakistan	1989–1993	13 in 1993	mine clearance – instructing refugees and planning operations	X
Maritime Interception Force (MIF)	Persian Gulf, Gulf of Oman, Red Sea	1990–present (not continuous)	up to 3 ships; 600+ personnel in 1990, 2001–03	enforcing UN-imposed sanctions on Iraq	✓
Operation Habitat	Kurdistan (northern Iraq)	1991	75	delivering humanitarian aid	✓
UN Special Commission (UNSCOM)	Iraq	1991–1999	5 in 1993	inspection of Iraqi chemical, biological and nuclear weapons capabilities	X
UN Mission for the Referendum in Western Sahara (MINURSO)	Western Sahara	1991–1994	45	communications	✓
UN Advance Mission in Cambodia (UNAMIC)	Cambodia	1991–1992	65	communications	✓
UN Transitional Authority in Cambodia (UNTAC)	Cambodia	1992–1993	over 500	communications, transport, assisting the election and maintaining law and order	✓
UN Operation in Somalia (UNOSOM I)	Somalia	1992–1993	30	movement control unit	✓
Unified Task Force (UNITAF)	Somalia	1992–1993	1100	protecting delivery of humanitarian aid	✓
UN Protection Force (UNPROFOR)	former Yugoslavia	1992	a few	military observers and liaison	X
UN Operation in Somalia II (UNOSOM II)	Somalia	1993–1995	40	movement control unit, HQ staff, police	✓
UN Assistance Mission for Rwanda (UNAMIR)	Rwanda	1994–1995	300	medical personnel (115), infantry protection, support troops	✓
UN Operation in Mozambique (ONUMOZ)	Mozambique	1994	20	police, deminers	X

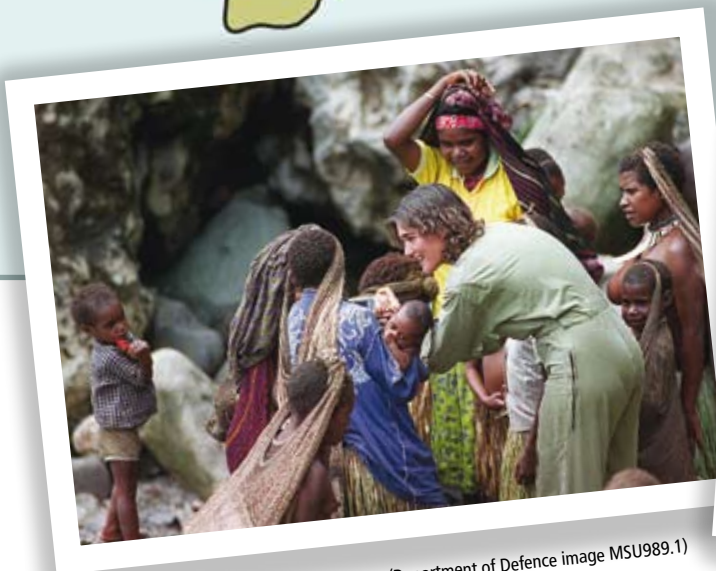
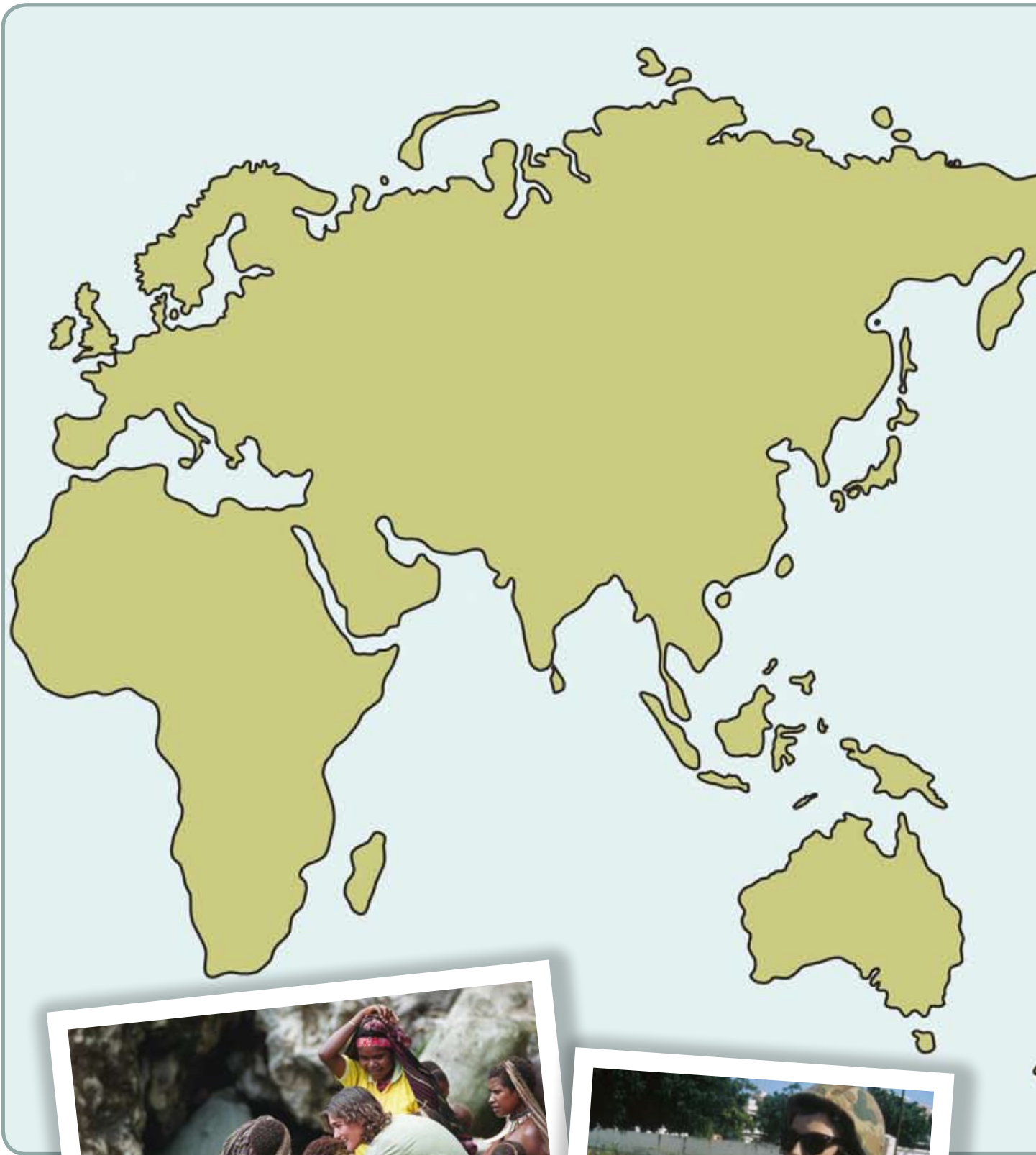
Name of operation	Theatre	Dates of Australian involvement	Total number of Australians involved	Main role of Australians	Women served
South Pacific Peace-Keeping Force (SPPKF)	Bougainville	1994	200, plus two ships	force commander; logistic and other support	✓
Multinational Force (MNF)	Haiti	1994–1995	30	police monitors	✓
United Nations Verification Mission in Guatemala (MINIGUA)	Guatemala	1997	1	observer	✗
Stabilisation Force (SFOR)	former Yugoslavia	1997–present	6	officers attached to British forces with NATO	✗
Truce Monitoring Group (TMG)	Bougainville	1997–1998	110	monitoring ceasefire, facilitating peace process	✓
Peace Monitoring Group (PMG)	Bougainville	1998–2003	260 in first phase	monitoring ceasefire, facilitating peace process	✓
Kosovo Force (KFOR)	Kosovo	1999–present	a few	officers attached to British or American forces with NATO	✗
UN Mission in East Timor (UNAMET)	East Timor	1999	50 police, 6 military liaison officers	facilitating referendum	✓
International Force East Timor (INTERFET)	East Timor	1999–2000	5,000	establishing peace and security, facilitating humanitarian aid and reconstruction	✓
UN Transitional Administration in East Timor (UNTAET)	East Timor	2000–2002	up to 2,000	maintaining security, facilitating reconstruction	✓
International Peace Monitoring Team (IPMT)	Solomon Islands	2000–2002	25	monitoring peace process	✓
United Nations Mission in Ethiopia and Eritrea (UNMEE)	Ethiopia/ Eritrea	2000–present	2	staff officers	✗
International Military Advisory and Training Team (IMATT)	Sierra Leone	2000–2003	2	military observers	✗
UN Mission of Support in East Timor (UNMISSET)	East Timor	2002–2005	1,600 > 100	maintaining security, facilitating reconstruction	✓
UN Monitoring, Verification and Inspection Commission for Iraq (UNMOVIC)	Iraq	2002–2003	a few	weapons inspections	✗
UN Assistance Mission in Afghanistan (UNAMA)	Afghanistan	2003–2004	1	liaison officer	✗
Regional Assistance Mission to Solomon Islands (RAMSI)	Solomon Islands	2003–present	1,650 > 500	police, civilians, military providing security and logistics	✓
United Nations Mission in the Sudan (UNMIS)	Sudan	2005–present	15	observers, logistics, air movement controllers	✓
United Nations Office in Timor-Leste (UNOTIL)	East Timor	2005–present	fewer than 100	military and police support duties	✓

- 5** Twelve Australians, including one woman, have died in peace operations. Mark these relevant operations in an appropriate way on the map on pages 94–95.

Name of Operation	Theatre	Date	Name	Cause
UNMOGIP	Kashmir	4 January 1966	Lieutenant-General Robert Nimmo, Australian Army	Natural causes
UNFICYP	Cyprus	26 July 1969	Sergeant Lew Thomas, South Australia Police	Vehicle accident
UNFICYP	Cyprus	29 August 1971	Constable 1st Class Patrick Hackett, New South Wales Police	Vehicle accident
UNFICYP	Cyprus	12 November 1974	Constable 1st Class Ian Ward, New South Wales Police	Landmine
UNTSO	Lebanon	12 January 1988	Captain Peter McCarthy, Australian Army	Landmine
UNITAF	Somalia	2 April 1993	Lance Corporal Shannon McAliney, Australian Army	Accidentally shot
MINURSO	Western Sahara	21 June 1993	Major Susan Felsche, Australian Army	Aircraft accident
INTERFET	East Timor	17 January 2000	Lance Corporal Russell Eisenhuth, Australian Army	Malaria
INTERFET	East Timor	9 August 2000	Corporal Stuart Jones, Australian Army	Accidentally shot
RAMSI	Solomon Islands	22 December 2004	Protective Service Officer Adam Dunning, Australian Federal Police	Shot (murdered)



Australian involvement in peace operations 1947–Today



Irian Jaya. (Department of Defence image MSU989.1)



Somalia. AWM P01735.010



A Royal Australian Air Force dentist treating a patient at a dental clinic. Solomon Islands. AWM P03518.029



East Timor. (Department of Defence image VK013201)

What roles do women play as peacekeepers?

Here are three sources of evidence about the role Australian women play as peacekeepers. Read them and answer the questions that follow.

Source 1

An Australian soldier in East Timor, 2000

Hi. I'm Lainie Jenkins, I'm 26, originally from North Queensland — and an old student of St Patrick's College, Mackay.

I started my working life in the hospitality industry. I became engaged to a soldier, and decided to join as well.

So now I'm a soldier in the Australian Army, and came here as part of the InterFET force, but I'm actually serving now as part of the United Nations force — which is why I wear the blue beret rather than the usual jungle hat or slouch hat.

My job is as an Operations Mover at the Australian military base in Dili — which means that I help co-ordinate the coming and going of people from Australia and other countries to East Timor.

A normal day sees me up at 6, down to meet the first helicopter shuttle, make sure that people get to the right place they are going to, and then back to the office to keep a record of it all. This happens several times during the day.

I've had plenty of helicopter trips to all parts of East Timor. I've really been shocked to see the extent of the devastation of the place. It looks like almost every house has been wrecked and burnt, with just the shell surviving. This is in small villages as well as the larger towns. I really can't understand why people have been so destructive — it just seems so vicious and unnecessary.

Anyway, the local people are slowly repairing and re-building their houses. It's going to be a long and really hard job, but their optimism and attitude are fantastic. They are just really beautiful people, especially the women and kids, and so happy. I don't know where they get that great spirit from. I have to say that they are really appreciative of what we are doing, and really respond well to the Australians — it makes me proud to be part of something so welcome and so constructive. It's clear that without us to protect people, there would still be some nasty possibilities from the militia and the integrationists.

The security is good at the moment - InterFET have really forced the militia away. We always walk around in pairs, but that's the same if you were in Sydney or wherever, just good sense.

Being part of the UN force, I go around unarmed. I think that creates a bit of confidence in people, too — if I don't need a weapon, then things are getting safer.

I'll be here for 6-9 months. Just as long as I get home in August — because that's when we are getting married. We've already put the wedding off once because of our posting here, so I want to make sure it happens this time!

The old days when women were not quite accepted have gone. We are all accepted as equal, as long as we can all do our job. I trained in a mixed platoon, so you really develop a camaraderie as part of a group — whether you are a guy or a girl.

Interview February 2000, Ryebuck Media



- 1 What qualities does she show that would be of benefit in peace operations?
- 2 What is her attitude to her role in East Timor? How will this affect her work?
- 3 How will it affect the way the local people see Australia?
- 4 Do you think she is proud of what she is doing? Should she be?
- 5 What do her abilities and attitudes tell you about the nature of the modern Australian Defence Force?

In 1994 a group of fifty Australians were assigned to Kibeho, in Rwanda, where 120,000 refugees were gathered. When the refugees resisted expulsion from the camp by Rwandan government soldiers many were hacked to death or shot. Facing a large and threatening force of government troops who were massacring refugees, and protected only by a few Australian soldiers, Captain Carol Vaughan-Evans, a doctor, had to decide what to do.

Here is her account, and that of a witness, Official War Artist, George Gittoes.

Source 2

An Australian soldier in Rwanda, 1994

The government forces had surrounded the camp and in an effort to clear the locals out had closed in very tight ranks, forced the people out of their homes basically denying them water, food and shelter in order to get them out. The locals didn't want to do that. They had fears about returning to their homes where they had lived in previously because returning there often there'd be squatters there, they'd be accused of murder and stoned.

I remember getting there on the Wednesday and that was four days preceding the massacre and we certainly weren't wanted. The government forces made that very, very clear but did respect the UN's presence ... they made our life difficult and insisted that we only treated people who had decided to leave the camp. We couldn't advertise. We had to have no more than two minutes with people. We couldn't feed them. Very hard to explain what drugs to take and how to pick anything wrong when you're just watching people walk by.

The government forces were extremely aggressive indicating that if we didn't empty the hospital they



Captain Carol Vaughan-Evans. (Department of Defence image MSU95.078.06)

would and their means were one of going through and killing people who remained.

So we ... took everybody. We left no-one to have the government forces go through. The mood deteriorated further and whilst we were working on these people ... people within the camp decided to run for their lives ...

[T]hey ran through the human barricade of government forces ... They didn't succeed. They were shot, bayoneted and the government forces chased them down. That went on for some period of time.

My role was to treat patients, to organise the evacuation of them. Certainly I wasn't the only medical personnel. I had medics there and I had the soldiers acting as stretcher bearers but my primary role as the only medical officer was to make sure that I got people out of there alive. So I wasn't focused ... on the danger at all. In fact it took people to remind me that in fact perhaps you should get your head down but I realised in fact yes there was an element of danger."

www.australiansatwar.gov.au/throughmyeyes/pk_cuf.asp

- 6 Vaughan-Evans does not mention danger. Do you think she was in a dangerous situation?
- 7 Her choice was either to keep treating patients and perhaps provoke a reaction from the government troops, or to leave. Discuss the benefits and costs of each possible action. Remember that Vaughan-Evans was the senior officer in command of the Australians, and was responsible for their safety.
- 8 What qualities do you think she showed in the situation?

Now look at George Gittoes' version of the story.

George Gittoes, Official War Artist

One of the most beautiful pieces of courage I've ever seen was from the Australian woman soldier Dr. Carol Vaughan-Evans.

There was a stage when we went down [to the refugee camp] where many people had been killed during the night and there were people with terrible wounds. Carol and the other Australian medics stitched their wounds together, put bandages on them and then it was a slow process of taking them back on stretchers to where they could be helped more in the field hospital.

We got back to the field hospital and the people who were doing the killing came up and said you can't go back, we're going to finish them off. That is, kill the people that the Australians had bandaged.



Carol was the senior officer, all the other soldiers looked to Carol, and she made the right decision for all of us. She said 'No, I'm going back.' And everyone was so relieved.

Imagine the decision. She knew that she was risking the lives of the soldiers under her to go back and she and the soldiers were able to get everyone that they treated and get them back. And they were under heavy fire.

It was an act of extraordinary courage but it was the right thing. I felt very proud to have been there and to have witnessed it.

Interview 2005, Ryebuck Media



Courtesy George Gittoes

9 George Gittoes stresses the danger of the situation far more than Vaughan-Evans. Why do you think they have different perspectives?

10 Do you agree that she made the correct decision? Explain your reasons.

Source 3

Extracts from an article on female federal police and peace operations

The Commission on the Status of Women (1995) clearly articulates the recognised benefits of having more women in law-enforcement and decision-making roles on peacekeeping operations. Of particular note are the listed benefits of having women in such roles, because of their ability to de-escalate tensions with greater effect, to gain the trust and confidence of local people, to use otherwise unorthodox yet highly successful methods in negotiation and to remain more focused on human rights issues. In general, the UN has recognised that women perceive the peace process differently to men, and this can be of great advantage to peacekeeping operations. So, the question remains, why are female police officers still finding the prospect of peacekeeping operations inaccessible? ...

Many female officers within UNMISSET (United Nations Mission in Support of East Timor) commented that because of their previous home duties (mother, carer, home-maker and so on) they feel they are viewed as not possessing the required skills and strength necessary to work effectively on a mission. This mindset can be compounded by family, friends and peers who may perceive peacekeeping operations as brutal, harsh and unforgiving environments.

In truth, there is not a great need for physical strength and a ruthless psychology in the modern peacekeeping operation. Rather, the more subtle skills of tactful negotiation, diplomacy, excellent communication, an innate ability to deal with people at all levels and building community trust are far more necessary and essential to the role of rebuilding a nation. Years of study have proven that women in policing perform better than their male counterparts at defusing potentially dangerous and violent situations. They become involved in excessive use of force incidents less often, and build better community relations. Women police officers also respond and resolve far more effectively to incidents of violence against women and children. Furthermore, studies have shown that



United Nations operations name tags for Federal Police
Officer Delia Quigley.
AWM REL31469
AWM REL31472
AWM REL31470

corruption levels have decreased considerably with the increase of women in law enforcement. This generally is due to the fact that women tend to view policing as a community service whereas men see it as involving control through authority ...

Just because you work alongside men, don't try to think like a man, act like a man or conquer like a man. You may have shared the same training, read the same manuals and been taught the same lessons. But you are undeniably different in the way in which you perceive the world. Embrace those differences, and use them wisely in your best efforts as a police officer to achieve harmony.

A. Leanne Giraud, *Issues with women in policing on peacekeeping missions*, www.aps.gov.au/_data/assets/pdf_file/3947/women_peacekeeping_alliance.pdf

- 11 What is the main argument of this article?
- 12 What are the qualities or characteristics that Giraud says make women superior peacekeepers?
- 13 What are the main reasons why more women police are not involved in peace operations?

Should Australian women be front line combat troops in the future?

Women will continue to be a significant part of Australia's Defence Force (ADF). There are nearly 7000 women personnel, making up thirteen per cent of the current armed forces, but women comprise twenty per cent of new recruits.

Women are now incorporated into the Australian services in an almost fully integrated way. Australian service personnel, men and women, can be expected increasingly to take on the role of peacekeepers as the Australian Government commits forces to these operations, and as women make up a greater percentage of the total armed forces. In doing so, both men and women carry out most specialised roles. Women are on active service in combat areas, including Afghanistan and Iraq. Women ADF members fly, navigate and maintain war planes; they crew ships (including submarines); they make command decisions.



Department of Defence image 20061020raaf8164229_0111)
Flight Lieutenant Susan Youngman, an F-111 navigator.



(Department of Defence image JPAU05MAR03WGO1)
Seaman Cherie keeping a watch onboard HMAS Darwin for potential threats.



(Department of Defence image 20051024af8182062_018)
Women members of the Al Muthanna Task Force Group.

However, at present women are excluded from a small number of combat-related roles — serving with navy clearance diving teams, air force ground defence units, and army combat units – including infantry, armour, artillery and combat engineers.

Only a few nations allow women in some combat roles: USA, Canada, Holland, Norway, Denmark, Belgium, Germany and Israel.

In 2001 a Defence Force report to Federal Parliament recommended that women be admitted to combat roles if they matched men's standards. The proposal has created heated discussion.

- 1** Organise a Debate: 'That Australian servicewomen should be able to perform the same front line combat roles as men.'

On the following page there are a number of headings that you could organise your ideas under. You will need to research some of these to create coherent arguments. The comments in the box are typical examples of the sorts of comments that you might come across in your research. These comments are not necessarily true statements, but may be people's opinions. You will need to decide from your own research if you agree with them or not. It will help your research if you can put different sorts of comments into different categories, using the suggested headings.

See if you can match each of these comments to a heading. For example, comment 1 would be an example of heading (c).

A Cultural – does the Australian community want women to have front line combat roles?

B Equity – will this make women truly equal to men in pay and promotion possibilities?

C Hygiene – are there special problems women may encounter in the field?

D Increased danger – will women face greater dangers and be more likely to be captured, raped, or tortured?

E Mission efficiency – will men be over-protective towards women and sacrifice the mission to protect / save the women members who are in a difficult situation?

F Morale – will mixed gender units perform efficiently, or will there be personal rivalries as a result of relationships?

G Physical – do women have the strength and endurance required for front line combat?

H Social – is having women in a killing role contrary to women's nature and personality ('carers and nurturers')?

I Standards – will physical standards need to be reduced to meet women's capabilities?

J Unit efficiency – will women members reduce unit efficiency through greater absenteeism on medical grounds?

Women are more susceptible to infections after long periods in the field with basic conditions.

Women are not by nature violent, and the front line may need aggressive people.

Some women are as strong as or stronger than many men, and can do the job well.

Most women do not have the strength required to carry the heavy loads that are part of front line reality – a heavy pack, and maybe a wounded comrade over their shoulder.

I think I would be more likely to look after the safety of a woman than a man – women would be a distraction.

Women have a right to have equal access to situations which end up accelerating promotion. This is only fair and equitable.

Women have a greater rate of absenteeism than men due to medical conditions – and this can destroy the unity and efficiency of a tight-knit unit.

My fear is that for the sake of 'political correctness' the current standards of combat efficiency will be lowered.

Society is not ready to face the image of the shattered and mutilated body of a woman on the battlefield.

The evidence in Source 1 will help your research.

Source 1

Women in Combat survey:

Are you in favour or against women being allowed to serve in combat roles in the Australian Army?

ATTITUDE	TOTAL (%)	SEX		AGE		
		M (%)	F (%)	18–34 (%)	35–49 (%)	50+ (%)
Strongly in favour	34	33	35	43	39	24
Partly in favour	29	28	30	38	29	20
Total in favour	63	61	65	81	68	44
Partly against	11	10	12	6	12	15
Strongly against	20	23	17	8	15	35
Total against	31	33	29	14	27	50
Uncommitted	6	6	6	5	5	6

Newspoll survey *The Weekend Australian*, June 9–10 2001



UNIT 7

AUSTRALIAN WOMEN AND COMMEMORATION



Australia has a long history of creating public memorials that commemorate people's service and sacrifice.

There are two national memorials to Australian women's involvement in wars and peace operations: one is to nurses, and one is to servicewomen.

In this unit students can explore those memorials, and consider other ways in which they might commemorate women's involvement in wars and peace operations.

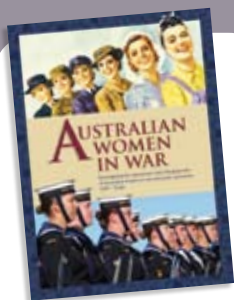
INVESTIGATIONS:

- 1 How has Australian women's service in war been commemorated?
- 2 How could women's roles in peace operations be included in a new memorial?

Teaching suggestions

Essential learning achievements	<p>At the end of this topic students will have developed:</p> <ul style="list-style-type: none"> ■ knowledge of women’s roles in wars, conflicts and peace operations; ■ understanding of some of the attitudes and values commonly held at various times; ■ empathy with the experiences of servicewomen; and ■ understanding of the significance of symbolism in commemorative representations.
Suggested classroom approaches	<p>This activity is a good way of drawing together students’ knowledge and understanding developed during their study of any or all the previous units (1–6) in this resource.</p>
DVD	<p>Students should watch the DVD as it focuses on representations of history throughout.</p>
CD-ROM activities	<ul style="list-style-type: none"> ■ Create a National Australian Women’s Memorial
Finding out more	<p>Janette Bomford, <i>Soldiers of the Queen</i>, Oxford, Melbourne, 2001</p> <p>Peter Londey, <i>Other People’s Wars</i>, Allen & Unwin, Sydney, 2004</p> <p>Melanie Oppenheimer, <i>Australian Women and War</i>, Department of Veterans’ Affairs, Canberra, 2008</p> <p>Richard Reid, <i>Just Wanted To Be There</i>, Department of Veterans’ Affairs, Canberra, 1999</p>

IN YOUR INVESTIGATIONS you should draw on these components of the *Australian Women in War* resource:



UNIT 7 (pages 101–108)



DVD:
All chapters

CD-ROM activities:

- Create a National Australian Women’s Memorial



Forming ideas

Commemoration involves honouring and remembering. This can be done in many ways.

Here are some examples:

- a school holds an Anzac Day or Remembrance Day ceremony;
- an organisation creates an honour board for members who served;
- a public building is named in honour of a person;
- a government strikes a medal to reflect a person's life and service;
- a family arranges a photograph of a loved one in a special place;
- an organisation names a special award after a notable person;
- students research the service history of a past pupil of their school;
- a family holds a private dedication ceremony.

Some of these commemorations are public, and some are personal.

- 1 How many other examples of commemoration can you think of?

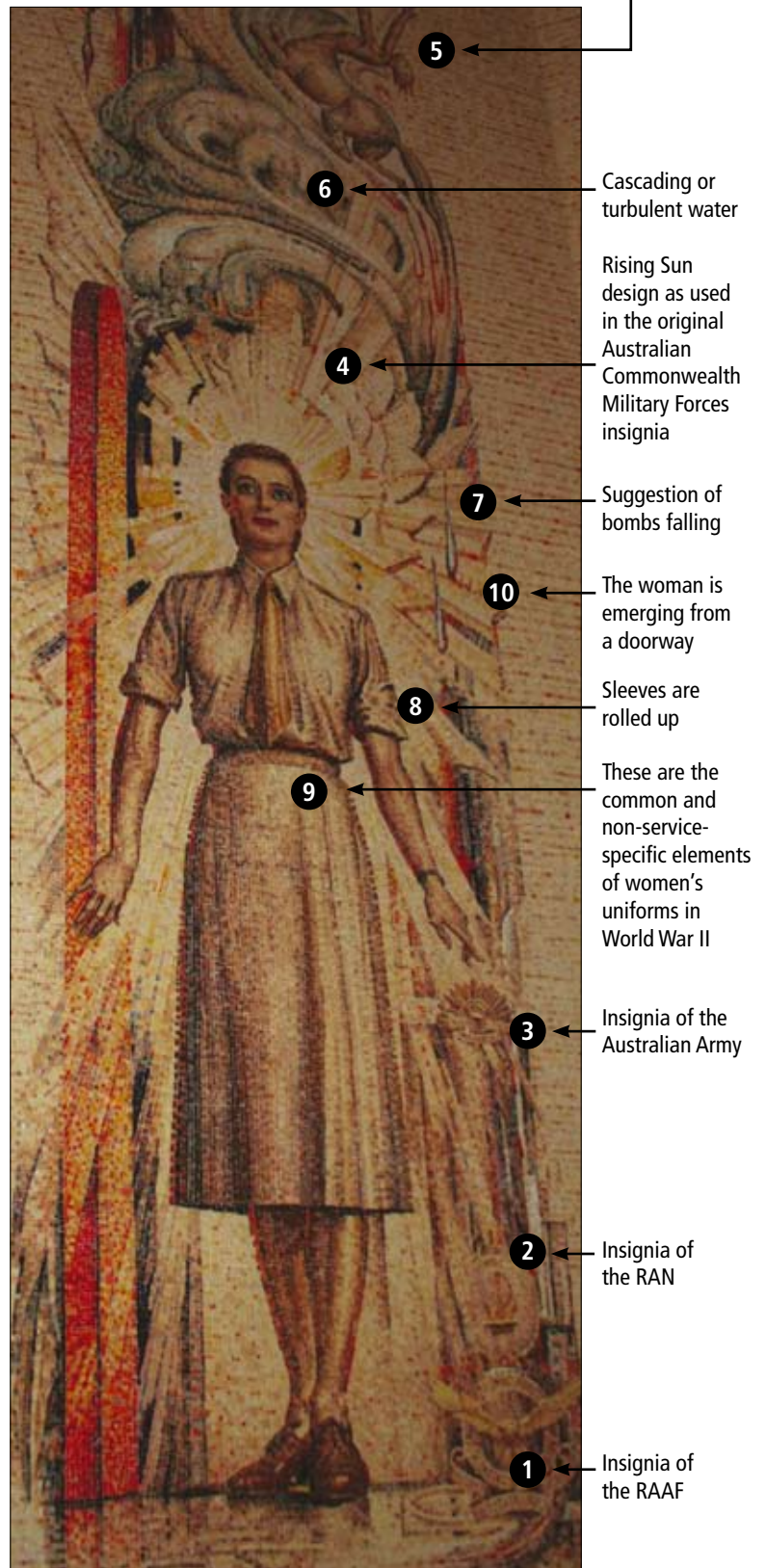
Here is a photograph of the commemorative mosaic in the Hall of Memory at the Australian War Memorial. It represents Women's Services, and was created after World War II. The mosaic uses strong symbols to provide messages about the service of women.

- 2 Some of the symbols that are used in this mosaic are provided opposite. Use this list to decide the meaning that each of these symbols has been designed to convey.

In this unit your main task is to decide:

- What do the two existing symbolic and commemorative national memorials (to Australian service nurses and to Australian servicewomen, explored on the following pages) tell us about Australian women in war?
- How can a proposed national memorial to Australian peacekeepers include an acknowledgement of the role of women?

Mythological Centaur figure. *The Centaur* was the name of a hospital ship that was sunk off the coast of Queensland on 14 May 1943, with the death of many service and medical personnel, and patients. Sister Ellen Savage, despite being badly wounded herself, continued to provide medical aid to survivors throughout the ordeal. For her courage she was awarded the George medal, the highest medal awarded to a woman in World War II.





INVESTIGATION

1

How has Australian women's service in war been commemorated?

The Australian Service Nurses National Memorial

- 1 What are the main things you have learned about nurses' service and experience from your study of them in history? Make a list of the facts, qualities and values that have most impressed you, and that you would want to include in a memorial to Australian service nursing.
- 2 You have seen in the *Forming ideas* activity on page 103 that memorials can use symbolism to convey meanings. Think about the symbols that you might use in a memorial to Australian service nurses. You can practice this using the Create a National Australian Women in War Memorial activity on the CD-ROM with this resource.
- 3 Look at the photographs below and the description on page 105 of the Australian Service Nurses National Memorial in Canberra. Identify the qualities or values of the service nurses that the memorial portrays. Write these beside the appropriate feature. One example has been done to help you.



The Australian Service Nurses National Memorial consists of two curvilinear glass walls. Each wall is faced with clear glass over glass. Etched and cast into the inner glass walls, in a timeline sequence, are important images and events drawn from the history of Australian service nursing. They include names of places in which nurses have served and a collage of historical photographs and extracts from diaries and letters, in the original handwriting.

Some panels are blank. This is intentional, reminding visitors of the inconclusive nature of any memorial to an ongoing service group.

The interlocking glass walls represent nurturing hands, symbolic of nursing.

Extracts from:
www.skp.com.au/memorials2/pages/00010.htm

The quotations etched in the glass are:

Oblivious to fatigue, to hunger or any need for sleep	<i>This shows dedication, and selflessness</i>
In the midst of the chaos of war, the nurses on the civilian surgical teams provided small islands of sanity, security and care.	
The oil smoke, the drill, the ever present threat and vulnerability ...	
Patients were nursed in blankets, there were no sheets, no running water.	
War casualties called for new skills ... VADs AAMWS and orderlies assisted in their nursing care.	
The suction was great, I was pulled into the terrific whirlpool with the sinking ship.	
We grew tomatoes near the wards so we could give the boys a tomato sandwich.	
We were quite a distance out to sea before any of the bullets hit us. No one panicked. They just marched ahead with their chins up.	
They came to us straight from the trenches, their muddy clothing frozen on them.	
An example of calmness and courage to many a shaken soldier.	

An inscription reads:

In memory of Australian Service Nurses whose supreme sacrifice, courage and devotion were inspiring to those for whom they so willingly risked their lives
 Their memory will always be our sacred trust

The Australian Servicewomen’s Memorial

Here is a photograph of the Australian Servicewomen’s Memorial in Canberra. The table underneath it gives a summary of the key features of the Memorial.

4 Look carefully at the memorial, and complete this table, outlining the message or meaning you think the various features are conveying to the observer.



AWM ART30968

Features	Meaning
It is a bare platform of granite, slightly raised above the ground	
The small granite rocks are in a mosaic pattern	
The platform is divided in two by a curved trench made of black granite	
Water runs through the trench	
The colours of the granite stones in one segment are black, blue, grey, and then red and pink	
The colours in the other segment are predominantly lighter	
The insignia of the various women’s services are displayed discreetly around the mosaic	
The platform is composed of different coloured granite stones	
It is set in a peaceful grove between deciduous trees. Leaves fall on the memorial	
One segment is marked pre-1945, the other is post-1945. Plaques list the names of the women’s services pre-1945 in one segment, and post-1945 in the other segment	
The insignia of the three services (Navy, Army and Air Force) are incised into the stone border	

5 Now look at the additional information on page 107 and add to your answers if necessary.

Interpretation plaque at the site of the memorial

Set in a peaceful grove of trees, the use of mosaics echoes the spiritual themes in the Hall of Memory at the Australian War Memorial. The granite stones were selected from all over Australia.

A river bed of black granite bisects the mosaic. One side of the river represents the pre-1945 period, where looming clouds of black, grey and blue evoke the ominous clouds of war. The red and pink stones symbolise the bloodshed and pain of sacrifice, while lighter colours represent courage and joy of success.

On the other side, representing service after 1945, lighter colours predominate, conveying a stronger sense of peace. The artist's intent was to "make a memorial for the future as well as the past, and one that carried with it ... joy, sadness, comradeship and loss".

Visitors are invited to stand within the memorial and reflect on the service and sacrifice of Australian Servicewomen.

Plaque on concrete slab in front of the memorial

Pre-1945: Royal Australian Naval Nursing Service, Women's Royal Australian Naval Service, Australian Army Nursing Service, Australian Women's Army Service, Voluntary Aid Detachments, Australian Army Medical Women's Service, Royal Australian Air Force Medical Service, Royal Australian Air Force Nursing Service, Women's Auxiliary Australian Air Force

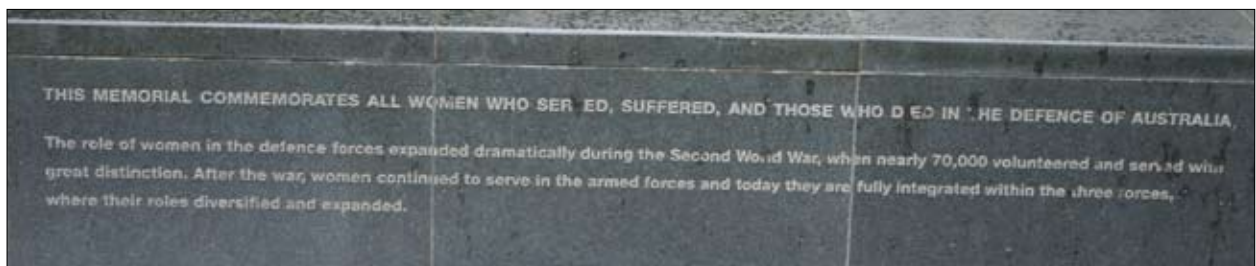
Insignia of Royal Australian Navy
Insignia of Australian Commonwealth Military Forces
Insignia of Royal Australian Air Force

Plaque on concrete slab in front of the memorial

Post-1945: Royal Australian Naval Nursing Service, Women's Royal Australian Naval Service, Royal Australian Navy, Australian Army Nursing Service, Royal Australian Army Nursing Service, Royal Australian Army Nursing Corps, Women's Royal Australian Army Corps, Australian Army, Royal Australian Air Force Nursing Service, Women's Auxiliary Australian Air Force, Royal Australian Air Force

Insignia of Royal Australian Navy
Insignia of The Australian Army
Insignia of Royal Australian Air Force

Commemorative plaque along the base of the memorial





INVESTIGATION 2

How could women's role in peace operations be included in a new memorial?

A space has been set aside in Anzac Parade, Canberra, for an official national memorial to Australian peacekeepers.

There is a competition among architects to design the memorial.

Look at the following information about what the organisers of the memorial want it to achieve, and answer these questions. Then work out your own ideas about how you think Australian women should be acknowledged and commemorated as part of the memorial design. You may be able to follow the development of this memorial and see how the winning entry is implemented.

- 1 Are women to be identified in part of the memorial?
- 2 Should they be?
- 3 How could you include references, symbols and meanings that include women?



(Department of Defence image WK01042) East Timor 2000. Force Commander General de Los Santos presents the United Nations Peacekeeping Medal to Corporal Jodie Mason.

Use the CD-ROM activity Create a National Australian Women's Memorial to try out your ideas.

Commemorative Purpose

The Memorial will commemorate and celebrate Australian peacekeeping. It will commemorate the courage, sacrifice, service and valour of Australian Peacekeepers given in the same spirit as in other conflicts honoured by cenotaphs and memorials across Australia and on Anzac Parade.

The Australian Peacekeeping Memorial will also:

- celebrate Australia's contribution to international peacekeeping since its commitment to the first UN peacekeeping mission on 14th September 1947;
- honour the excellent achievement and reputation of Australia and its Peacekeepers in international peace and security;
- acknowledge the deaths and casualties suffered by Australian Peacekeepers while deployed on operations;
- recognise the critical contributions made by the ADF, the Federal, State and Territory Police Forces, and Australian civilians to peacekeeping operations which are commanded or authorised by the United Nations, or are sanctioned by the Australian Government;
- be a reminder of the difficulties and dangers international peacekeeping often faces in remote and isolated regions, where infrastructure is destroyed and peace is at best fragile;
- acknowledge the skills, professionalism, resourcefulness and courage required of individuals in such circumstances, the often horrific humanitarian

crises and human rights abuses they must confront and the long term emotional and physiological impact these experiences can have on individuals;

- reflect awareness of the support and sacrifices given by the families of peacekeepers;
- show that Australia's contribution to peacekeeping exemplifies Australian openness, fairness, egalitarianism, mateship, initiative, and respect for diversity and social justice for all people;
- reflect the evolution of international peacekeeping over the last 60 years, including the development of complex multi-dimensional and integrated missions with multi-national military, police and civilian components;
- demonstrate that Australia and the individual Peacekeepers that it sends overseas contribute positively to international peace and world stability by assisting nations to regain stability and aiding individuals in distress and danger; and
- form a focal point for national parades and remembrance ceremonies in recognition of Australian peacekeeping on appropriate occasions.

The Australian Peacekeeping Memorial will be a living memorial in that it will identify past and future peacekeeping operations and ongoing national and individual commitment and sacrifice.

https://peacekeeping.nationalcapital.gov.au/commemorative_purpose.asp