

THE SUSPENSE
TASMANIA AND
THE GREAT WAR
IS AWFUL

The Suspense is Awful:
Tasmania and the Great War

Teacher's guide

Centre for Learning and Discovery

A guide to TMAG's First
World War exhibition

TASMANIAN	
MUSEUM	&
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Acknowledgements

This teacher's guide has been developed to accompany the temporary exhibition *The Suspense is Awful: Tasmania and the Great War* on level one of the Argyle Galleries at the Tasmanian Museum and Art Gallery.

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cover:
Young boy at Great War peace celebrations at Waratah (detail), c 1918, purchased, 1984
Q1984.232

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Introduction

In October 1915, during World War I (WWI), John Burge wrote in anguish to his local Member of Parliament. He had heard that his son, Stan, had been killed at Gallipoli while storming Turkish trenches. "The suspense", he said, "is awful". In fact Stan survived Gallipoli and served on the Western Front where he wrote home from Pozières in August 1916 that "it was a particular Hell". Two weeks later he was dead, killed in the battle of Mouquet Farm, at Pozières.

The Suspense is Awful exhibition at the Tasmanian Museum and Art Gallery (TMAG) examines the war's impact on Tasmanians during and after the war. It shows how family, friends and the wider society coped with the prolonged absence, and often death, of their loved ones. It also reveals the divisions that erupted throughout the island and how society changed as a result of the war. It was meant to be 'the war that ended all wars', but proved to be far from that.



The exhibition also has its own [website](#).

Curriculum Links

This resource supports aspects of the Year 6 and Year 9 Australian History Curriculum. It is not intended that a teacher would use all activities with either year level but would choose and adapt activities to match their specific inquiry focus and the students in the appropriate year level. Links to the relevant curriculum elements and how they could be connected to the exhibition are outlined in the table below:

Year 6 Australian History Curriculum	Year 9 Australian History Curriculum
<ul style="list-style-type: none">Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children.<ul style="list-style-type: none">Explore:<ul style="list-style-type: none">the experiences of citizenship of Aboriginal soldiers;the treatment of migrants from enemy countries;the changing status of women in wartime; andthe representation of ordinary Australian citizens in advertising.The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society.Explore:<ul style="list-style-type: none">the significant contribution of individuals to Australian society through their involvement in military and medical roles;the contribution of significant women, children and organisations such as Red Cross in the war effort and returned service organisations after the war; andthe contribution of ordinary people who became significant Australians as a result of their contributions during the war.	<p>Year 9 includes a specific unit focus on WWI. Activities in this resource which could contribute to the unit include a focus on:</p> <ul style="list-style-type: none">the reasons people did or didn't join up;the places where people fought and the nature of warfare;exploring the experiences of Aboriginal and Torres Strait Islander people during the war;the impact of WWI, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate);explaining the treatment of people of German descent during the war; andthe commemoration of WWI.

Inquiry approach of the resource

The thematic elements of *The Suspense is Awful* exhibition draw on the wartime stories of several individuals as well as events central to experiences on the home front. While some activities focus on looking more deeply at items within the exhibition, the resource also provides opportunities to explore the individuals and themes covered in more depth back in the classroom as appropriate to the inquiry focus adopted.

This resource utilises a number of thinking strategies, including those from the [Visible Thinking website](#) in order to help students develop an understanding of the content, concepts and skills of the Australian history Curriculum for Year 6 and 9. Visible thinking strategies are listed for activities but teachers should consult the [Visible Thinking website](#) for specific details on how to teach and use each of the strategies.

Developing an overview of WWI (pre-visit)

Introduce students to the major events in the WWI period through exploring and/or creating multi-level timelines that include both military events and the events on the home front such as the conscription debate and internment of members of the German community. This will be important in helping students put the individual lives and aspects of the wartime experience in Tasmania explored into the broader historical context. After viewing the exhibition additional elements could be added to these timelines to fully cover the themes explored in *The Suspense is Awful*.

If creating your own timelines these could be added to after visiting the exhibition to include details on the themes and lives covered. The following timelines may be useful for completing this activity

- [Timeline: Australia in the First World War](#)
- [100 Events of the Gallipoli Campaign](#)
- [Australians at War 1901-2000](#)
- [Tasmanian Government Centenary of Anzac site](#)
- [ABC 100 Years of Anzac](#)

"we went to vote on the Referendum, as to whether conscription should become law in Australia. I think most of the boys voted No. Afterwards pay was distributed."

James Morris,
diary, 16 October 1916



World War 1 conscription billboard displayed on Liverpool Street, Hobart, c 1916

Impacts of war (pre-visit and post-visit)

The Suspense is Awful largely focuses on the impact of the war on the home front. Brainstorm potential impacts of a recent war or current military action such as Iraq on the serving members of the armed forces and on different aspects of life both in the area the action is taking place and on those back home connected to those serving members. For example, these impacts could be written on sticky notes and grouped thematically through a class discussion. Thematic groupings that connect to the exhibition include:

- emotional impacts on those serving and their loved ones;
- impact on communication with loved ones;
- attitude toward the enemy and impact on and treatment of members of the local community who have links to the area where the military action is taking place (for example, the Muslim community);
- impact of deaths and casualties;
- debate about whether Australia should be involved in the conflict;
- depiction of the conflict in the media; and
- responsibility to members of the armed service when they return home.

Using information gathered from the timeline and from the brainstorming activity list some of the impacts of WWI at the front and at home. Again these can be grouped thematically. Remember to include the impacts on all areas of society including men, women and children as well as groups such as Aboriginal people and German Tasmanians.

World War I – People’s Stories (post-visit)

The Suspense is Awful addresses a number of themes which are explored through the fragments of individual Tasmanian lives. The following research steps could be followed to research any serviceman or woman featured in the exhibition, including the [online component](#):

1. Research the person on the [AIF Project](#)
2. Gather information from their service record on [Discovering Anzacs](#)
3. Use the ‘Search for a Person’ section of the [Australian War Memorial \(AWM\) site](#)
4. Use the unit [histories](#) and unit diaries. <http://www.awm.gov.au/collection/awm4/> on the AWM site which relate to the individual.
5. If the individual died search the [Commonwealth Graves War Commission site](#) for details of their grave or place of commemoration
6. If the individual lived in Tasmania before or after the war, use the [LINC names index](#) to locate other records related to their lives.
7. Search for the person on [Trove](#)
8. Use digitised sources such as [Post Office Directories](#) to see where individuals went after the war



Nurses and men at Sutton Veny Military Hospital, England, 1918-19



Another view, in which wounded soldiers can be seen on the way to the advanced dressing station, 1917

“never before had he inspected a contingent of such noble women, going to a place where no Australian woman had worked.”

Lucy Pitman,
diary, 12 June 1917

Boy at Waratah (during or post-visit)

What does the image say about the boy, his family, Waratah and attitudes to war and children at the time? Create a mind-map with the boy at the centre that includes what the image shows as well as information you have gained from pre-visit activities.

Waratah and the war (post-visit)

What do the image of the boy at Waratah and other images of Waratah in the exhibition (many of which are shown in the theatre) say about Waratah and community attitudes to war? Search Waratah on the [AIF Project site](#) to see who enlisted. Create an Excel database that includes data for each individual such as the first name, surname, date of enlistment, battalion, fate, date of death/date of return. Once created the data can be sorted to examine:

- surnames for family connections;
- date of enlistment to identify periods of enlistment and those who may have enlisted together;
- connections within a battalion;
- number of deaths; and
- dates of death.

Now look at the entry for Waratah on page 252 and 253 of the 1915 Tasmanian [Post Office Directory](#). What can you discover about the nature of Waratah as well the number and type of people who lived there? How does this information add to the details on the AIF project site?

Undertake searches on [Trove](#) refined to Tasmania in the decade 1910-1919 to discover more about Waratah in the war. Search terms could include:

- Waratah war
- Waratah conscription
- Waratah referendum
- Waratah war effort

Brainstorm other search terms based on the themes of the exhibition.

***Note that the activities above could be undertaken on any Tasmanian community.**



Young boy at Great War Peace celebrations at Waratah, Tasmania, c 1918



Waratah Peace Parade, c 1918

For Freedom and Honour – Tasmanian Aboriginal Servicemen

Who were the Aboriginal soldiers? (pre-visit)

At the time of WWI there was no official recognition of Tasmanian Aborigines. Use resources such as [The Islander](#), [Australian Institute of Aboriginal and Torres Strait Islander Studies](#) and [Tales of illegal heroes](#) to identify Tasmanian Aboriginal men who served in WWI. Select one soldier from these sources to search for on the [AIF project site](#). Create a table to collect information on that soldier using the classifications of information used on the AIF project site. This information will be linked to researching the lives of WWI Tasmanian Aboriginal servicemen as a post-visit activity.

Impacts on men and their communities (during and post-visit)

It is recommended that if you wish to have a strong focus on Tasmanian Aborigines in WWI that you also visit the *ningina tunapri* exhibition. In particular, after viewing the *tunapri pakana mapali* (Our people's knowledge) exhibit and viewing *The Story of Aboriginal Soldiers* discuss the following questions:

- How did the absence of these men from the island community impact on peoples' lives in that community?
- What role did these men have in their community?
- How would being away from their community have impacted on their lives while at war?
- What aspects of community life might they have missed?

One example post-visit might be to explore the possible impact on the men and the community of their absence at the time of mutton birding around the end of March. To explore this further you might examine an individual's service record available from the [Discovering Anzacs site](#). After identifying their unit and dates listed in their records examine the history of their unit through sources such as [Australian War Memorial units](#) and [unit diaries](#) to discover what an individual was doing in March in a year that they were serving. For example, Frederick William Brown of Cape Barren Island served with the 40th Battalion. After finding details of his service you can discover where the 40th were in March 1918.



Thomas Mansell, c 1916



War Memorial on Cape Barren Island

'Death penny' (during and post-visit)

Marcus Blake Norman Brown died in France in June 1917. His family received this memorial plaque, also known as a 'death penny' or 'dead man's penny', for his services. More than a million of these plaques were produced, marking the sacrifice of men and women who died between 4 August 1914 and 30 April 1920.

Look at the wording and symbols on the 'penny' and undertake a PMI (Plus, Minus, Interesting) to explore how this penny may have been viewed by Brown's family and community. Consider the poem inserted in the newspaper after Brown's death. How does this add to or alter the PMI?

On return to the class view further information on [Brown's 'death penny'](#). Determine a list of criteria for why this object would be considered one of the 100 objects significant in Shaping Tasmania. To decide on why this object should be in the top 100, research further information on Brown, the Cape Barren Islanders and the 'death penny' on the following sites:

- Founders and Survivors Storylines – [Cape Barreners](#)
- Dead Man's Penny
 - [Museum of Manchester](#)
 - [Splach ABC](#)
 - [National Museum of Australia](#)

Undertake additional research on an Aboriginal serviceman using the research steps outlined earlier in this resource.

Recognition (post-visit)

Use a strategy such as '[Circle of viewpoints](#)' to explore how important it is that Aboriginal involvement in WWI is recognised at a time when Tasmanian Aborigines lacked the same rights as others in the community. Australians have recognised land rights and the stolen generation, but how were Tasmanian Aborigines treated during and after WWI and how could this now be acknowledged?



Death penny for Marcus Brown, c 1919



Marcus Brown, c 1916



Medical Service

Who were Sister Lucy Pitman, Harry (Bill) Baily and William Crowther? What was their service? (pre or post-visit)

Lucy Pitman; Fern Tree girl, adventurer, photographer and nursing sister, along with Harry (Bill) Baily; Huonville motor mechanic, and Dr. William Crowther; medical practitioner, collector and bibliophile, each served as part of Australia's medical team in WWI. The war left a lifelong impact on all three, which is explored through the objects they took with them and the ones they brought home.

Read excerpts of the diaries of Lucy Pitman and Harry (Bill) Baily from the exhibition website ([hyperlink](#)). Locate Pitman's, Baily's and William Crowther's service records on the Discovering Anzacs site. After locating details of their life prior to the war from the initial page of each record, undertake additional searches on Trove. For example, Pitman was from Fern Tree so search for 'Pitman Fern Tree'. What does Trove reveal of her life during and after the war? Baily's name is sometimes spelt Bailey so search for both spellings.

Objects that reveal lives (during and post-visit)

What do the objects that Lucy Pitman, Harry (Bill) Baily and William Crowther collected during the war reveal about their lives at the time and what does the fact they kept them after the war reveal about them as people? Use the table below to record information on the objects belonging to these individuals in the exhibition.

Object	Life at the time	Pitman/Bailey/Crowther as a person

Compare and contrast the experiences of each individual through what the objects and pre-visit research reveal of their experiences.

Objects that reveal clues across time (during and post-visit)

Many of Lucy Pitman's belongings reveal clues about her life. Dates and writing in books can be sequenced on a timeline to reveal more detail about the objects and her life. While visiting the exhibition, photograph and/or record on the table details of objects and evidence that dates them, which may include exhibition text or labels. On return to class place these images of objects in chronological order and undertake further research. For example, what and where was Roseneath? How might this link to Lucy enlisting at Austin's Ferry?

Object	Date	Evidence
Autograph Book	June 1917	'Bon Voyage' and a safe return from the patients at 'Roseneath'
Diary	June 8th	Left Hobart



Nurse Lucy Pitman, c 1917



Lucy Pitman kit bag, c 1917

Australian Nurses (post-visit)

A great deal of information can be found on the Australian men who served in WWI but less has been written on the women who served as nursing sisters. Use a search engine to locate information on the nursing service in general and more specifically on Lucy Pitman. Use search terms such as *Australian nursing service ww1*, *Australian army nursing service ww1*, *nurse Lucy Pitman* and *Tasmanian nurses ww1*.

Correspondence from service personnel is a large feature of the exhibition. How do the experiences of nurses at Gallipoli add to our understanding of events? [View samples.](#)

The Baily Flag: combining sources (pre-visit)

In the classroom, provide students with an image of Harry (Bill) Baily, an image of the Baily Flag, an image of the flag at Gallipoli and the first page of Baily's service record from the Discovering Anzacs site. How do these sources combine to tell a story? Use a strategy such as 'See, think, wonder' to look closely at each of the sources.

More than names on a flag (post-visit)

After the war Baily put away his flag. The servicemen who had signed the flag became just names on it. Now that those names and some of the service numbers and service battalions have been transcribed, it is possible to research the lives of those who signed the flag. Use the [Baily Flag resources](#) on the TMAG site to identify an individual to research.



General 60th Field Hospital, Hortiach, Greece, 1917

7th Infantry Brigade, 7th Field Ambulance , Section C (post-visit)

Both William Crowther and Harry (Bill) Baily served with the 7th Field Ambulance, Section C. The majority of those who served with them were from Tasmania. Locate Baily's page on the AIF Project site and then click on the link to *Infantry Brigade 7, Field Ambulance 7, Section C* to reveal the others in their unit. Look at what the fates of these individuals were and compare them to those from the Excel database of Waratah servicemen. Discuss any patterns in the data.

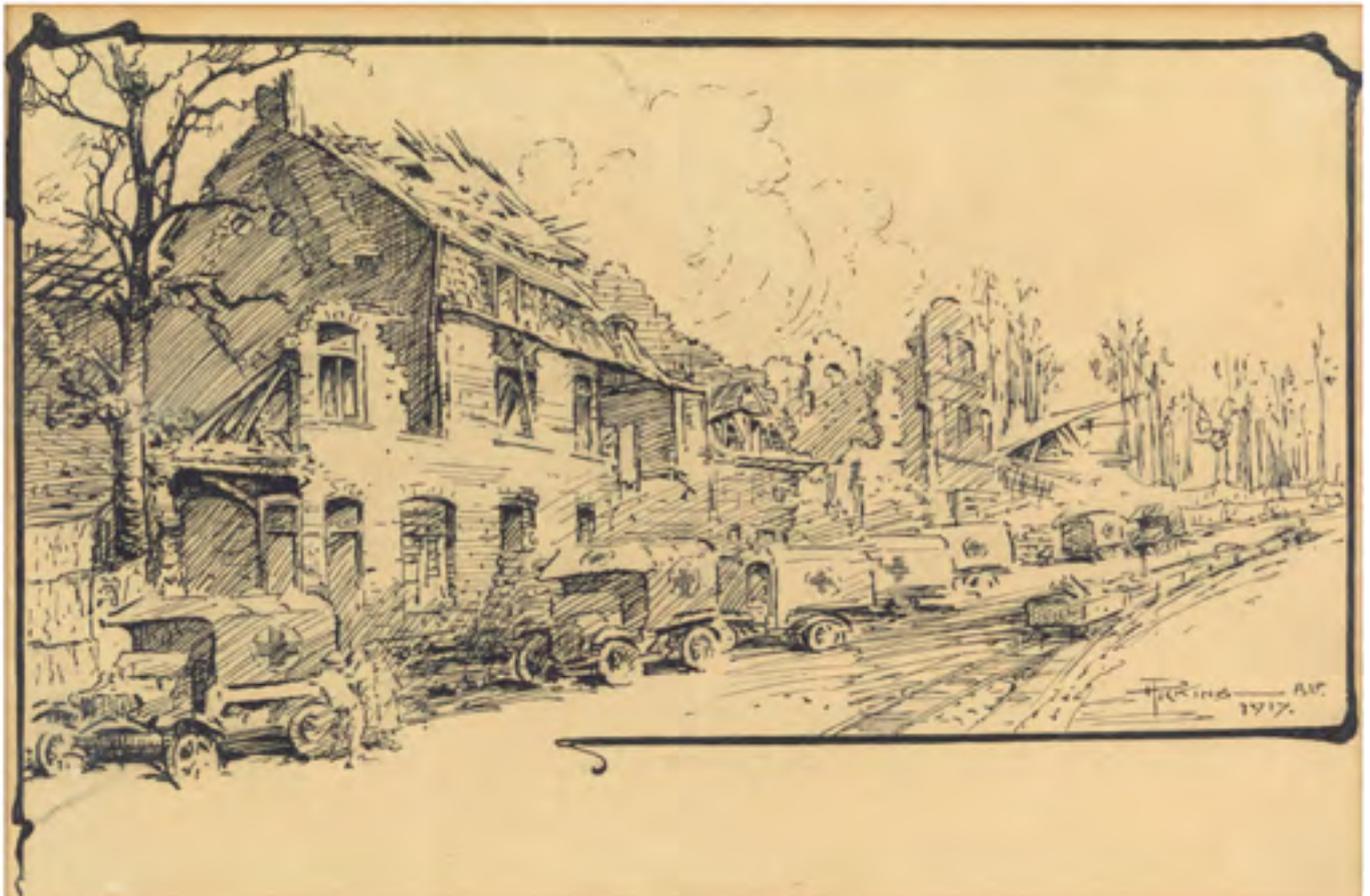
Investigate the unit diary for [Field Ambulance 7, Section C](#). What can we learn about the wartime experiences of both men? What does the first page for May 1915 reveal about the way an officer such as Crowther was viewed in comparison with a private such as Baily?

Images of War (post-visit)

William Crowther collected many images during the war. Use a strategy such as 'See, think, wonder' to examine some of the photos from Crowther's collection available on [Flickr](#).

Researching lives

Undertake research on the Baily Flag, Baily, Pitman or Crowther using the steps outlined earlier in this resource for researching the lives of those who served.



Menin Road 5th Field Ambulance A.I.F, Belgium, 1917

The war at home (pre-visit and during)

About one third of eligible male Tasmanians enlisted in WWI. That is, two thirds did not or were rejected. The display asks why, as well as how, some of those who stayed home were treated.

Prior to visiting the exhibition read the poem [I didn't raise my son to be a soldier](#). Outline the reasons against war and conscription in the poem. During the visit read the poem *To the men who stayed home* and list the reasons given for enlisting.

Read the letter written to Eric Scott from his father. Conduct a PMI on what the positive, negative and interesting consequences may have been had he decided to go against the wishes of his father.

White feathers (post-visit)

White feathers were given as a sign of cowardice to men who didn't sign up. Search Trove for the term 'white feather' and refine to the decade 1910-1919. Locate articles and letters in the newspapers of the day related to the practice of giving white feathers. How was it viewed in the press and by the letter-writers?

Answering the Empire's Cooe: Recruitment and conscription poster messages (during and post-visit)

With the ever-present need for additional fighting men, recruitment advertising was essential. When the numbers of recruits proved insufficient, Australian voters were asked in October 1916, and again in December 1917, to vote on the issue of conscription. In both cases the referendum was defeated.

Recruitment posters were created to encourage greater numbers to enlist. When referendums were held in both 1916 and 1917 on the issue of conscription, both sides of the debate created posters to encourage support of their views. Poster messages included elements that focused on both the rational and the emotional. Some elements may be considered to have both rational and emotional interpretations. Complete the table below by identifying words and phrases in posters in the exhibition. These tables could form the basis of a discussion back in the classroom.

Element on Poster	Rational	Emotional

Additional posters might be explored and the table expanded.

Search the [Australian War Memorial site](#) for the words 'conscription referendum' to locate posters. Other posters and advertising can be found at:

- State Library of New South Wales – [No Conscription League papers 1914-1918](#)
- [National Library](#) (search for enlistment posters)



Enlistment poster



Conscription poster, 1917

A picture paints a thousand words (pre-visit, during or post-visit)

Locate online copies of conscription posters for WWI featuring images or use those in the exhibition. Use questions such as those below to critically analyse the posters.

- Who created the image? Why?
- Who was the intended audience?
- What angle is created from? How is it framed?
- What is included in the foreground and background?
- Does the image reflect reality or an artist's interpretation?
- What has been added, altered or omitted?
- If there are people in the image what are they doing? What does it convey about the people?

Use the table below to record reasons given on posters and advertising for and against conscription.

Conscription	
For	Against



Tasmanian Mail, 20 August 1914, page 17

'Vote no Mum, they'll take dad next' – the conscription votes (post-visit)

Search Trove for terms such as *conscription 1916*, *conscription 1917*, *conscription no*, *conscription yes*. Refine the searches to the 1910-1919 decade. Add additional reasons for and against conscription to the table from the previous activity.

Attitudes to conscription varied across communities. Examine the results across Tasmania and Australia for the 1917 referendum in the [Zeehan and Dundas Herald](#). What does the data tell you about different communities? Brainstorm some possible reasons for differences in voting across Tasmania. Students could choose a community, such as Waratah, for which there was a strong 'yes' or 'no' vote, and search Trove for the name of that community combined with the word 'conscription'. Examine newspapers articles prior to the referendum that may give indications of community attitudes behind their voting.

The debates and advertising around conscription were politically and socially divisive. Even families were split over the conscription issue. War hero, Albert Jacka was used as a central focus for the 'yes' vote, but his father was opposed. Often media did not, and still does not, give the full story. View this letter by Jacka on [Vrroom](#). Search Trove for *Jacka yes vote* for the period of the two conscription debates to see how Jacka was used to promote the 'yes' campaign.



Conscription posters, 1917

The enemy within the gates – Germans in Tasmania

Attitudes and suspicions (pre-visit)

Attitudes to members of the German community varied widely across Tasmania. 'Bismarck' was renamed Collinsvale and even old people who had arrived as young children in the 1850s were required to fill in registration papers. Search Trove for *Germans Tasmania* and refine the search to Tasmanian publications in 1914 to examine attitudes at the outbreak of war.

A life forever altered (during and post-visit)

Images, artefacts and documents relating to one Tasmanian German who was married to an establishment Tasmanian woman document his high profile across a number of social, political and scientific aspects of Tasmanian society. Fritz Noetling fell from grace during WWI and was interned under suspicion of spying. What do the sources in the exhibition reveal about his life and the impact the war may have had on changing his circumstances and those with whom he was associated? Complete a table like the one below.



Fritz Noetling at Holsworth Internment Camp, NSW, 1917

Object	What it reveals about him	Impact the war had on him

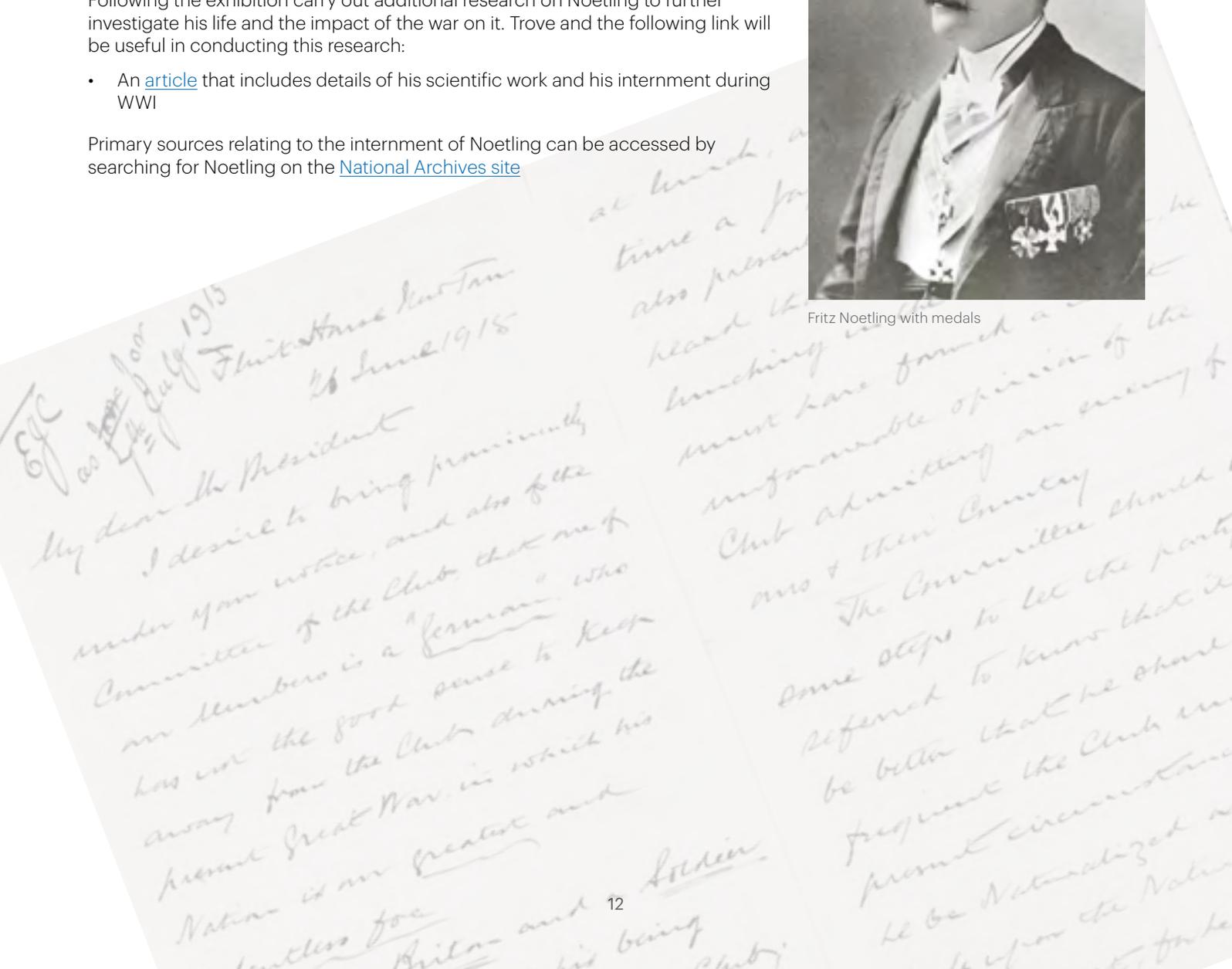
Following the exhibition carry out additional research on Noetling to further investigate his life and the impact of the war on it. Trove and the following link will be useful in conducting this research:

- An [article](#) that includes details of his scientific work and his internment during WWI

Primary sources relating to the internment of Noetling can be accessed by searching for Noetling on the [National Archives site](#)



Fritz Noetling with medals



The forgotten Germans (post-visit)

While many remnants of Fritz Noetling's life have remained there were other Germans interned in Tasmania who have been largely forgotten. A number of Germans were interned at Claremont and later on Bruny Island, before later being removed to Holsworthy in NSW. These included the crew of a German vessel who were captured at port Huon but also locals such as Martin Longo who was a worker at Mount Lyell who apparently condoned the sinking of the *Lusitania*. All that can be found easily about Longo are newspaper reports of his arrest and internment. Unlike Noetling, little appears on his life other than two official files of his naturalisation and internment. The following research can be undertaken to understand more about the internment of Germans in Tasmania.

- [A great article](#) on the historical context of the internment of Germans in Australia.
- For details on the internment of Germans on Bruny Island see the following sites:
 - [Migration Heritage centre – Bruny](#)
 - [German web site](#) on Bruny history
 - Search Trove for *Germans Bruny Island* and refine the search to 1910-1919.
- For details on the experiences of those transferred to Holsworthy, see the following sites:
 - [National Archives of Australia](#)
 - [Migration Heritage Centre: Holsworthy Internment Camp](#)
 - [ABC News: German internment camps in Australia](#)
- For details on the internment of the crew of the Oberhausen see the following sites:
 - [ABC News: Australia's first acts of war](#)
 - [Australian Government Legal Opinions](#)
- Search the [National Archives of Australia](#) for Martin Longo to locate digitised official records.
- Search Trove for Martin Longo and refine the search to Tasmanian publications from 1915
- For additional suggestions of learning activities see the [NSW Migration Heritage Centre learning package](#)

Manuskripten
2855 2588
8757 } 9819
992 }
10 } 878
725 } 735
13585
13339

	<i>Offiziere</i>	<i>Manuskripten</i>
<i>Tot</i>	1.27%	20.42%
<i>Verstümmelt</i>	2.54%	62.60%
<i>Wundt.</i>	0.67%	7.10%
<i>Brüchig</i>	0.28%	5.26%
	4.76%	95.38%

Manuskripten sind 5% Offiziere auf 95% Manuskripten
auf 20 Manuskripten. Die Gefangenen betragen 1 Offizier auf 20 Manuskripten.

When war pays (during and post-visit)

Advertisements in Tasmanian newspapers for particular products such as Bovril and Chevrolet will show how even amidst the tragedy of war, business used the war to profit. During your visit use a table such as the one below to record details for specific ads, to identify who the ad is aimed at, what messages are used in an attempt to convince the audience, and key phrases that are used in that message.

Product	Target audience	Key messages	Key phrases

Following the visit search [Trove](#) for some newspaper advertisements of the products featured in the exhibition. Refine your search to the decade 1910-1919 and select years between 1914 and 1918. Update any elements of the table based on additional investigation of such ads and also on class discussion of each element of the table.

A number of key phrases appear in ads connecting products to the war. Search for phrases you have found in ads such as:

- at the front
- boys at the front
- our boys
- troops
- our troops
- send some
- send them some
- mothers, wives
- brave

Refine the search to the war years as in the previous activity and then further refine the search to the category of advertising to identify additional products to add to the table.

Boys of the Arnott's Brigade

Arnott's Biscuits ran advertising suggesting the qualities eating their biscuits would give to young Australians, such as:

- [Boys of the Arnott's Brigade](#)
- [Arnott's Milk Arrowroot Biscuit Boys](#)

Use a visible thinking strategy such as '[Here now, there then](#)' to discuss how perspectives have changed since the time the ads were created in aspects such as advertising, war and childhood. Similar discussions could be had around other advertising identified in the previous activity.



Bovril advertisement, *The Mercury*, 26 April 1916

Waiting and keeping in touch

“Wishing you a safe and speedy return” – examining the evidence on Wilfred Upchurch (during and post-visit)

A small bible given to Wilfred Upchurch by his sweetheart, Lucy Lucas, when he left for France in 1916 would save his soul in an unexpected way. Using just the bullet-damaged bible given to him by his sweetheart, and Upchurch’s discharge papers, mark on a photo of Upchurch where he carried his bible when shot. What might this say about how he viewed this bible? The discharge papers would need to be in the resource as not included in the exhibition.

Undertake additional research on Upchurch using the research steps outlined earlier in this resource. He was from Ranelagh, so a search for Upchurch Ranelagh on Trove will more easily locate relevant information.

‘It is much nicer than the newspapers say’ – Frank and Angus Bethune (during and post-visit)

Frank Bethune served as an officer in the 3rd Machine Gun Company. During the war Bethune sent many postcards to his young son Angus. On one dated 10/9/1918 he wrote “It is much nicer than the newspapers say”. What might his motivation have been for writing this? How does this representation of the war compare to the orders he gave in March of the same year?

By examining the messages on some of his postcards and sources related to his military service, it will be possible to compare and contrast the statements in the cards to the realities of his service.

During the exhibition make notes of messages about the frontline written by Bethune to his son and the date of those cards. In particular take note of the cards entered in the table below. After the exhibition look further into the service of Bethune and compare major incidents to nearest in date to those the postcard messages. In particular look at the sources in the hint column.

Postcard	Message	Research hint
07/06/1916		Brief history of the 12th battalion (Note details of action at Pozieres in July 1916)
07/12/1916		Diaries of the 3rd Australian Machine Gun (Note months at or just before the time cards were sent)
10/03/1917		Awarding of the Military Cross for actions in late February https://www.awm.gov.au/people/rolls/R1538730/
03/08/1917		Diaries of the 3 rd Australian Machine Gun
15/09/1917		Diaries of the 3 rd Australian Machine Gun
14/05/1918		Diaries of the 3 rd Australian Machine Gun



Bible with bullet hole



Bible with bullet hole and photo of Lucy Lucas

Frank Pogson Bethune: a significant Australian

Significant Australians often have an entry in the Australian Dictionary of Biography (ADB). A search for their name combined with ADB online will locate whether an individual has such an entry and this might be done for any significant individual in the exhibition. Frank Pogson Bethune does have an [entry](#) which can be viewed prior to visiting the exhibition.

- [Article on Bethune](#)

'It seems very hard and cruel' – loss and grief (pre and post-visit)

John and Stan Burge – 'The Suspense is Awful'

Often the soldiers involved in war are seen as little more than a statistic, but every attestation paper lists a next of kin and their residence. While these men were away fighting their families were at home waiting for news. Homes and addresses put a human face on war. Stan Burge was more than a statistic of war. He was a son, a brother, a neighbour and a member of the North Hobart community.

Before visiting the exhibition, look up Stan Burge on the AIF project site. This lists two addresses for his next of kin as 7 Williamson Street and 7 Burnett Street. A photo of the family home is part of the exhibition, but which address? Did the family move while Stan was away? Use the [drainage board plans](#) (Plan 21) which date prior to the war to establish where Williamson Street was and compare it to a Google map of the same area today. What do you notice? Visit the following site and look for Williamson Street to find out [more](#).

After visiting the exhibition search the AIF project site for a town or a street and suburb to uncover some of the relationships that existed within that town or street, which would have made each soldier more than just a statistic. For example a search for Kelly Street, Battery Point, uncovers brothers from one house and neighbours in two other houses. Whole streets, suburbs and towns lived with the awful suspense of the telegram arriving to tell of the death or injury of a loved one, neighbour or member of their community.

Postcards home (during and post-visit)

During the war the Burge brothers wrote cards home. When visiting the exhibition, choose four or five cards from one of the brothers which date from different periods. Record the date and main messages on the cards in a table like the one below.

Date	Details on the postcard

On return to class find details of the unit of the brother on whom you have focused from the AIF Project site. Look up details of what that unit was doing at the dates closest to those when the cards were written. Use the unit histories and diaries from the Australian War Memorial site.



John and Sarah Burge and sons



Service in memory of our fallen heroes November 17th 1918 (during and post-visit)

During the visit to the exhibition note any details you can of this service in a table like the one below. On return to class search Trove for reports on the service. What other events represented in the exhibition which have dates listed might also be described in detail in newspaper items. Record those of interest in a table like the one below.

Date	Details on item
November 17th 1918	Service in memory of our fallen heroes...

Never forgotten

Stan Burge was never forgotten by his family as is evident by the items that were kept by them. He was also acknowledged in notices in *The Mercury* newspaper for many years following his death. Search Trove for *Stanley Burge killed in action* and refine the search to Tasmania, *The Mercury*, family notices and decade to identify the last notice known to have been inserted.

The poor girl without a father (during and post-visit)

Betty Venus was born two weeks after her father, Hedley, was killed in action near Armentières in June 1916. Shortly afterwards Betty's mother Ellie received an official telegram reporting her husband's death. She was near term and must have been devastated. The family rallied around her with letters passing between the north and south of the state expressing their horror and grief. Eventually Ellie remarried, but Hedley was not forgotten – the family planted a tree in his honour on the Soldiers Memorial Avenue, Queens Domain, Hobart, in 1918.

During the exhibition consider all the items related to Hedley Venus that would tell his daughter about her father. List the significance of each item in a table like the one below and take photos of each item.

Item	Significance

Fortunately Hedley Venus had a very unusual name, making his life easier to trace. After the exhibition collect further details of his life using the research steps outlined earlier in this resource for researching the lives of those who served. Remember to look for details of his life prior to the war. You might compile a scrapbook of his life in chronological order using the photos taken during the exhibition and clippings from the newspaper.



Betty Venus, c 1918

'Anxious to render assistance' – Red Cross and Fundraising (during and post-visit)

A number of organisations, including the Red Cross, were active in raising funds as well as acting in war zones and on the home front. A collection bag belonging to Mione Ward, a button seller, is featured in the exhibition, and shows 98 fundraising buttons pinned to it. During the exhibition gather terms used on fund-raising buttons and badges such as those below:

- war chest
- our fighting men
- "for France"
- "our day"
- "brave little Belgium"
- "reinforcements day"
- Hobart memorial avenue
- Gallipoli Day
- Australian Comforts Fund

On return to class search for these terms on Trove. Refine the search to Tasmania and the decade to 1910-1919. Research one or more of these fund-raising campaigns.

Fund-raising took place in communities across Tasmania. Use Trove to search for aspects of the war effort in your local community. Combine the name of your community with terms such as *red cross*, *war effort*, *patriotic funds*, *patriotic effort*, and *war work*.



Fundraising buttons and bag, c 1914-18

After the war

Pictures and words of peace (post-visit)

The guns stopped at 11:00 am on 11 November 1918 and the world that had been at war rejoiced. The soldiers returned home as heroes and communities around Tasmania held peace celebrations. Many images of these celebrations exist such as those available at the links below:

- TAHO on [Flickr](#)
- [LINC](#)

A number of these images are dated 19 July 1919. Newspaper articles available on Trove which appeared in the days following detailed the events depicted in the images. Label as many of the images as possible using those details found in newspaper reports. For example which school had students doing a maypole dance depicted in one of the images? Conduct further research on Trove into how peace was celebrated in your community.

... the populace in thousands cheered and flung up their hats. There was no half-heartedness about it

*The Examiner and The Mercury,
12 November 1918, page 5*



Waratah Peace Parade, c 1918

Helping returned men and women (during and post-visit)

Although the men who returned were celebrated as the embodiment of a new national spirit, many had been shattered by their experiences. Organisations such as the Returned Sailor's Soldier's Airmen's Imperial League (RSSAILA), the forerunner of the RSL, and Legacy formed to provide support and welfare for returned men and their families. During the exhibition visit examine the pivotal roles of individuals such as Cecil Baldwin and John Gellibrand in these organisations. Undertake further research on them and organisations using a search engine and Trove. Sites that may be useful include those below:

Gellibrand and Legacy

- [Australia Dictionary of Biography –Sir John Gellibrand](#)
- [Legacy](#)
- [The Mercury – Tasmanian War hero](#)
- [ABC News – Medals](#)
- [AIF](#)

Baldwin, the 40th Battalion Association and the RSSAILA

- [The Companion to Tasmanian History](#)
- [RSL – Tasmania](#)

Honoured and remembered (post-visit)

Many Tasmanian communities have memorials and honour boards connected to WWI, some of which are featured in the exhibition. These memorials to the fallen often list the names of those who served and/or died. Undertake research on a local serviceman listed on a memorial or honour board using the research steps outlined earlier in this resource.

The suspense was awful

The suspense was indeed awful and for many the impact of the war never ended. The objects, images and documents viewed in *The Suspense is Awful* exhibition serve as a visual reminder to today's Tasmanians of the impact WWI had on those it touched. The fact that these fragments of the past were retained by those who owned them is a powerful reminder of the meaning these objects held, objects which now form an integral part of the stories of individual lives, local communities and our nation. Those stories await further investigation and telling through the inquiries of students into the many other fragments of those lives waiting to be collected.

The Suspense is Awful: Tasmania and the Great War exhibition: Tasmanian Museum and Art Gallery 17 April 2015 – 29 February 2016.



Major-General Sir John Gellibrand, c 1918



Hobart Cenotaph, c 1925

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World War 1 conscription billboard by S J Marchant
c 1916
Tasmanian Archive and Heritage Office
This recoloured reproduction billboard was displayed outside Brownells, a department store located in Liverpool Street, Hobart.
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Nurses and men at Sutton Veny Military Hospital
Photographer unknown
1918-19
Courtesy of Ann Cassar
- Another view, in which wounded soldiers can be seen on the way to the advanced dressing station
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Photographer unknown
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Major-General Sir John Gellibrand
c 1918
Photographer unknown
Courtesy of Hobart Legacy
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Photographer unknown
c 1925
Q2001.15.34.32



World War 1 conscription billboard by S J Marchant
c 1916

Tasmanian Archive and Heritage Office
This recoloured reproduction billboard was displayed outside Brownells, a department store located in Liverpool Street, Hobart.
PH30-1-5735



Young boy at Great War peace celebrations at Waratah
c 1918
Purchased, 1984
Q1984.232



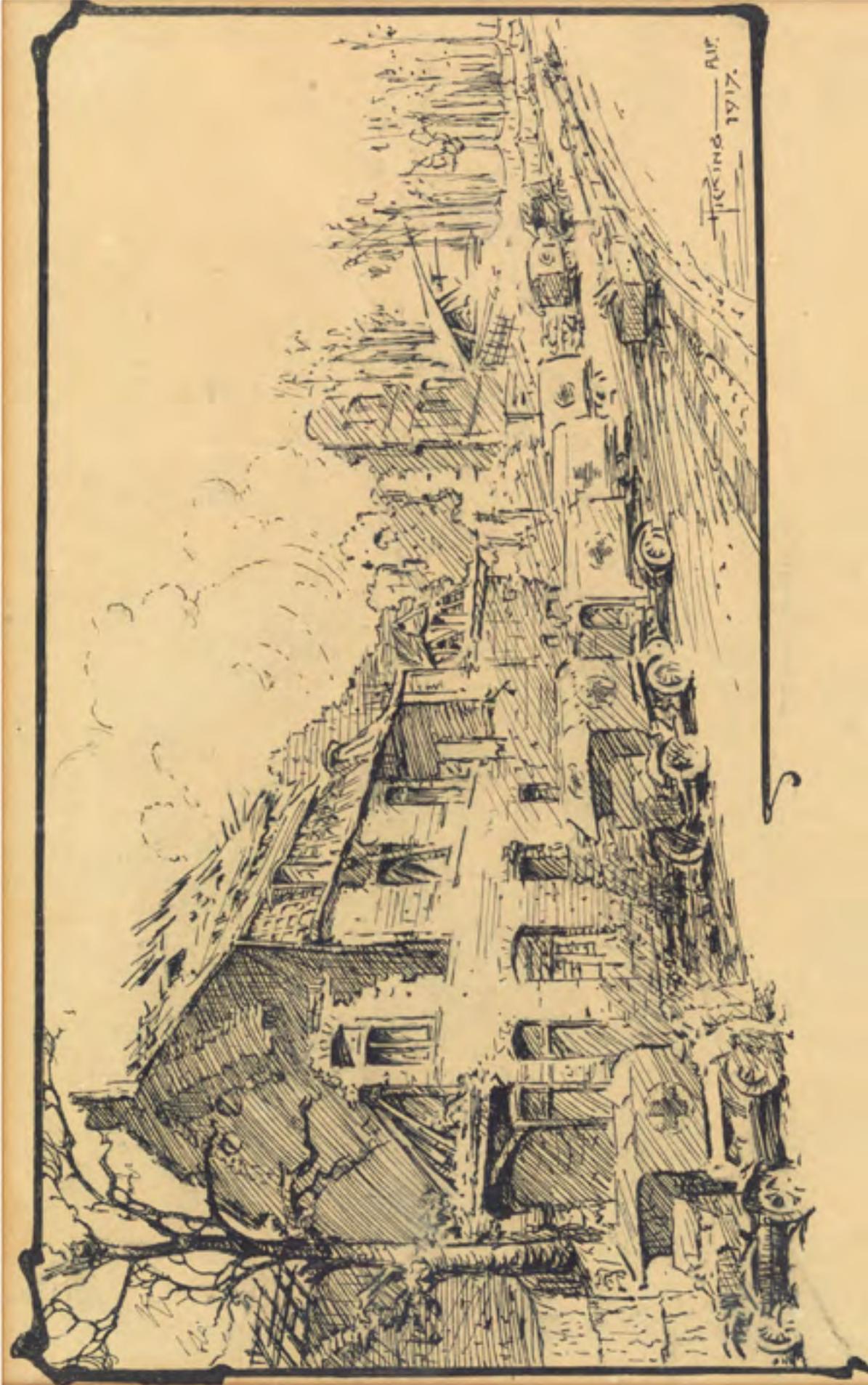
Thomas Mansell, c 1916
Postcard
Courtesy of Lyell Summers



Portrait of Marcus Brown
c 1916
Courtesy of Brown family



General 60th Hospital, Hortiach, Greece
Lucy Pitman
1917
Courtesy of Ann Cassar



Menin Road, 5th Field Ambulance A.I.F.

H Pickings

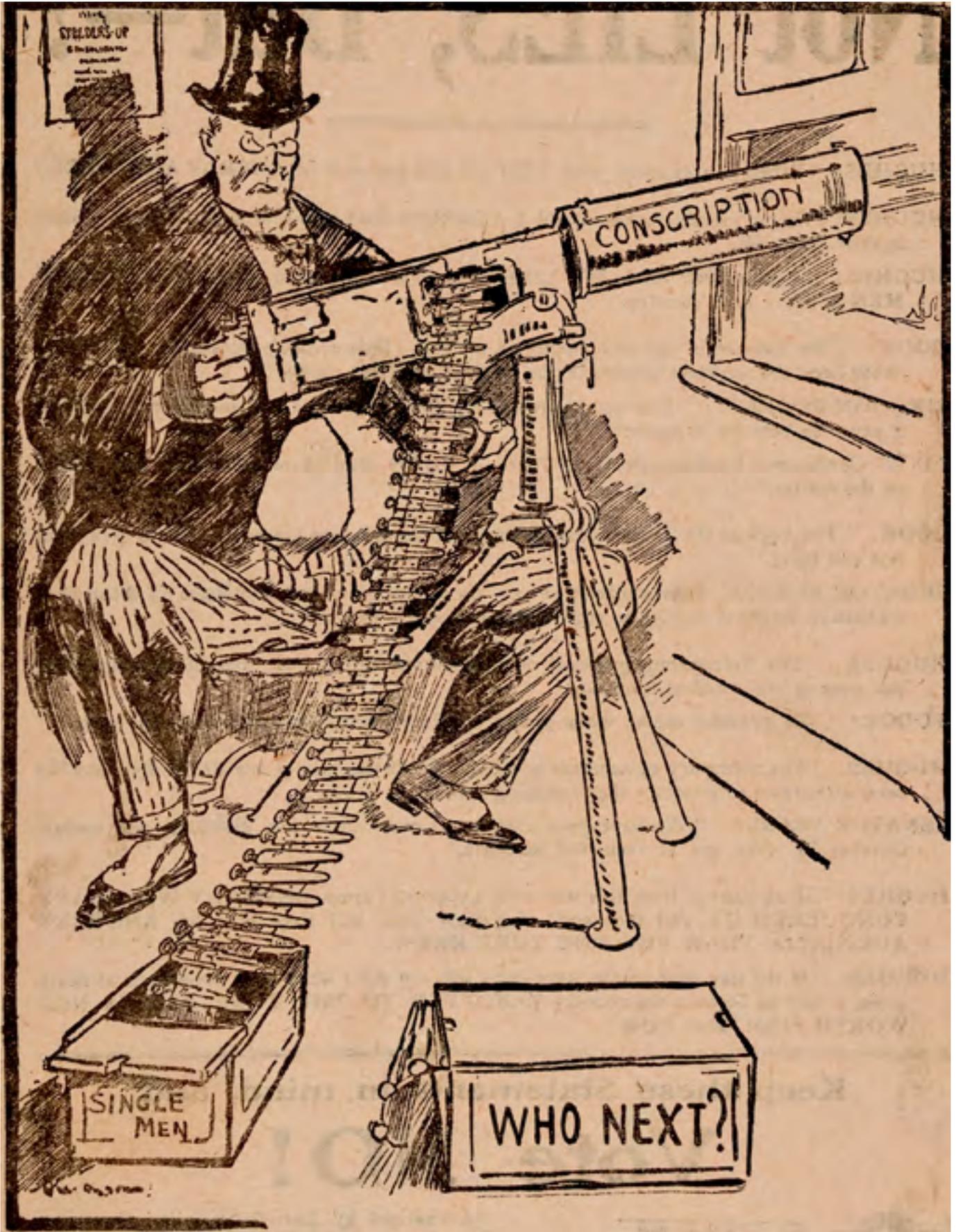
1917

pen and ink sketches

W L Crowther Library

Tasmanian Archive and Heritage Office

AUTAS001125294405



Conscription poster
1917
Collection: Australia War Memorial
RC00339

AUSTRALIAN NATIONALISTS

Married Men are **EXEMPT** if the Government Proposals are **CARRIED**, but if they are **REJECTED**, **ALL** will have **TO GO**.

“**VOTE YES MUM**



or else they'll take **DAD.**”

VOTE
 YES

55
Authorised by D. L. Payer,
120 Queen Street, Melb.
Trades & Cooper Pty. Ltd. Melb.

AUSTRALIAN LABOR PARTY Anti-Conscription Campaign Committee.

“**VOTE NO MUM**



they'll take **DAD**, next ”

VOTE
 NO

Authorised by
B. Mulvogue,
Trades Hall, Melb.

Fraser & Jenkinson, Print.,
343-5 Queen St.



No. H. F. Upchurch
 No. 965 957.
 20th Batt^{ry}

Wishing you a
 safe & speedy
 return.

From L. M. Lucas
 Ranelagh
 Tasmania

R
 S1975.3a

Bible with bullet hole and photo
 of Lucy Lucas

1916

Presented by Mrs D Kennelly, 1975
 S1975.3a, S1975.3a.01



Waratah peace parade
c 1918
Presented by Eric Thomas, 1994
Q1994.55.465