

Gallery: CIVILIANS & WAR 1914-18

In August 1914 Britain went to war against Germany. In the next four years Britain:

- created an army of millions through voluntary and compulsory enlistment
- saw government control of food and essential industries
- developed an economy totally geared to the demands of war

In this gallery you are going to investigate the impact of this change on ordinary people and their lives during the war. You will use the sources and information in the case studies to write some summary reports on the impact of the war on civilians.

THE BIG QUESTION IN THIS GALLERY IS :

**HOW DID THE EXPERIENCE OF WAR
AFFECT CIVILIANS IN BRITAIN 1914-18?**

Look at the Big Question for a worksheet that will show you how to use the case studies and how to organise your work.

CASE STUDIES

The Big Question is too big to tackle in one go, so we have broken it up into smaller sections called case studies. Look at the case studies to study the historical sources.

See the following case studies in this gallery to study the sources:

- DORA IN ACTION**
- RECRUIT & CONSCRIPT**
- SHORTAGES & RATIONING**
- THE WORKERS & THE WAR**

GALLERY BACKGROUND

See Gallery Background for some information and sources which may be useful in your investigation.

Case study: DORA IN ACTION

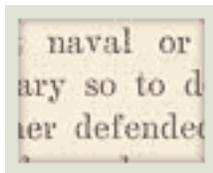
DORA stands for Defence of the Realm Act. This Act was passed within a few days of the Great War breaking out in 1914. The Act gave the government wide-ranging powers to control many aspects of everyday life. It was regularly updated, with the government constantly giving itself new powers, and introducing new restrictions on everything from using petrol to turning on the lights.

People in Britain had never experienced this kind of control before. Did they resent the control or did they approve of it because it was for the war effort?

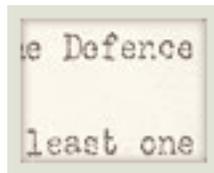
In this case study you will be looking at a range of sources and examining how they were affected by DORA and how they reacted.

SOURCES:

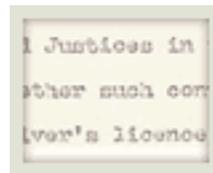
Defence of the Realm Act regulations, 1914



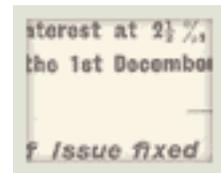
Poster on the Defence of the Realm Act



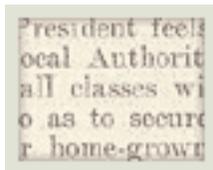
Letter on motorists and lighting regulations, 1915



Handbill on savings bonds, 1916



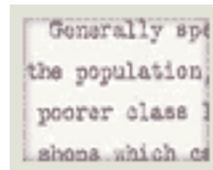
Letter urging councils to take land to grow food



Price of coal, 1917



Police report on early shop closures, 1917



HOW TO USE THE SOURCES IN THIS CASE STUDY :

You can use these case study sources in two ways:

THE BIG QUESTION

The sources in this case study can help you by providing information you can use in your presentation. Study each source carefully. Note down anything which tells you about:

- The powers which the Defence of the Realm Act gave to the government
- How DORA was enforced
- How DORA affected people's everyday lives
- How people reacted to the restrictions which DORA placed on their lives

EXAM PRACTICE

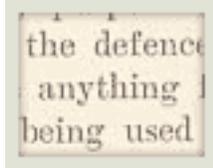
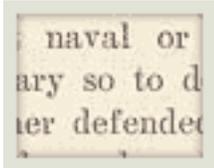
If you want to get some practice on examination type questions, just go to or download the Practice Questions.

Don't forget – if there are words or phrases in the sources which you cannot understand, try the glossary!

SOURCE 1

Additional regulations added to the Defence of the Realm Act, September 1914

(PRO ref: HO 45/10690)



SOURCE 1A

SOURCE 1B

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- What new powers do the army and navy get in regulation 3?
- What new powers were given to the police in Regulation 12?
- What evidence is there in this source of the government trying to control information?
- Does this source contain any evidence of the effectiveness of the Act?

SOURCE 1A

AT THE COURT AT BUCKINGHAM PALACE,

The 1st day of September, 1914.

PRESENT :

THE KING'S MOST EXCELLENT MAJESTY
IN COUNCIL.

Now, therefore, His Majesty is pleased, by and with the advice of His Privy Council, to order,

the following amendments be made in the Defence of the Realm Regulations, 1914:—

1. After Regulation 3 the following Regulations shall be inserted:—

“ 3A. The competent naval or military authority may by order authorise the use of land within such limits as may be specified in the order for the training of any part of His Majesty's naval or military forces; and may by such

“ 3C. The competent naval or military authority may if he considers it necessary so to do for the purposes of any work of defence or other defended military work, or of any work for which it is deemed necessary in the interests of public safety or the defence of the Realm to afford military protection, stop up or divert any road or pathway over or adjoining the land on which such work is situate :

SOURCE 1B

2. The following Regulation shall be inserted after Regulation 12 :—

“12A. Any police officer or any person authorised for the purpose by the competent naval or military authority may stop any vehicle travelling along any public highway, and, if he has reason to suspect that the vehicle is being used for any purpose or in any way prejudicial to the public safety or the defence of the Realm, may search the vehicle and seize anything found therein which he has reason to suspect is being used or intended to be used for any such purpose as aforesaid.”

3. At the end of Regulation 16 the following words shall be inserted :—

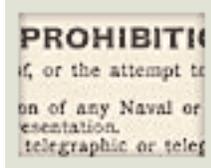
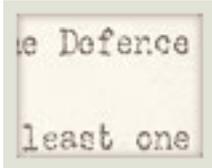
“And no person shall in any area which may be prescribed by order of a Secretary of State keep or have in his possession any carrier or homing pigeons, unless he has obtained from the chief officer of police of the district a permit for the purpose (which permit may at any time be revoked), and the chief officer of police may, if he considers it necessary or expedient to do so, cause any pigeons kept in contravention of this regulation to be liberated.”

4. The following Regulation shall be substituted for Regulation 21 :—

“No person shall by word of mouth or in writing spread reports likely to cause disaffection or alarm among any of His Majesty's forces or among the civilian population.”

SOURCE 2

A poster about the Defence of the Realm Act issued in 1914 to be displayed in railway stations
(PRO ref: RAIL 1057/453)



SOURCE 2A

SOURCE 2B

SOURCE 2C

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- Look at the letter (Source 2a). What does it suggest about government control in 1914?
- Do you think the railway company could refuse to put up the poster?
- Is it possible to say whether they would want to refuse?
- What would you say are the most important features of the poster (sources 2b and 2c)?

SOURCE 2A

9th December, 1914.

IMMEDIATE.

Sir,

I am directed by the Board of Trade to transmit to you the accompanying copies of a new poster which has been issued respecting the Defence of the Realm, and I am to request that at least one copy may be exhibited in substitution for the poster sent to you in August last in a conspicuous position at every station on the Railway or Railways owned or worked by your Company.

I am,

Sir,

Your obedient Servant,

W F Harwood

These Regulations contain PROHIBITIONS AGAINST:—

1. The collection, recording or publication of, or the attempt to elicit, information with respect to Naval or Military matters, or any other information which might be useful to the enemy.
2. The photographing or other representation of any Naval or Military work and the possession in the vicinity of such work, without lawful authority, of apparatus suitable for use in making such representation.
3. Interfering without lawful authority with telegraphic or telephonic apparatus or the possession of apparatus for tapping wireless messages.
4. The keeping, bringing into the United Kingdom, carrying or liberating, of carrier or homing pigeons.
5. The possession of wireless telegraphic apparatus, without the written permission of the Postmaster-General, and the selling of such apparatus to any one who has not obtained such permission.
6. The conveyance, by hand or otherwise (as distinct from by post), of communications to or from the United Kingdom, originating with, or intended for, an enemy or anyone acting on his behalf.
7. Signalling, and the possession of search lights, semaphores and other signalling apparatus.
8. Displaying, without the permission of the Naval or Military Authority, lights, fireworks or fires, in such a manner as could serve as a signal.
9. The publication of false reports or statements, or of reports or statements likely to cause disaffection, or to prejudice the successful conduct of the war, or to prejudice recruiting or discipline.
10. Trespassing on railways, and loitering near tunnels, bridges, &c., or in any forbidden place.
11. Injuring railways, tunnels, bridges, etc.
12. Approaching within specified distance of camps or defence works.
13. The importation into the United Kingdom of firearms, military arms, ammunition and explosives, without the permit of the competent Authority.
14. Endangering the safety of any member of His Majesty's Forces on duty by the discharge of firearms or otherwise.
15. The possession of firearms and ammunition (except for sporting purposes), or of explosives or highly inflammable liquids in excess of requirements near railways, docks, and harbours, or other places where such possession is prohibited.
16. Supplying intoxicants to members of His Majesty's Forces when on sentry or other duty, or (with intent to make them drunk or incapable) when not on duty.
17. The unauthorised use of official uniforms, and the supply of naval and military uniforms to unauthorised persons.
18. The attempt to cause mutiny, sedition, or disaffection.
19. The obstruction of, or withholding information from, officers or other persons carrying out orders of competent Naval or Military Authorities.
20. The falsification of reports with intent to mislead officers on duty.
21. Forgery or personation of passes and permits.
22. The possession of false passports, and, in the case of enemies, the passing under assumed names.
23. Non-compliance with any order issued by the competent Naval or Military Authority.
24. The aiding or abetting of any prohibited act.
25. The non-disclosure of any contravention of the Regulations.

The Defence of the Realm Regulations also confer upon the competent Naval or Military Authority the following, amongst other powers :—

1. To take possession of any land or buildings ; to destroy any property or do any other act interfering with private rights of property.
2. To have access to any land or buildings.
3. To use land for the training of troops.
4. To stop or divert roads.
5. To require the removal of vehicles, live stock, foodstuffs, fuel or tools from a specified area.
6. To require the removal of inhabitants from specified areas.
7. To require licensed premises to be closed.
8. To direct that all lights visible from the outside of any house shall be extinguished or obscured within specified hours.
9. To require inhabitants to remain indoors between specified hours.
10. To order the removal of suspected persons and to prescribe the areas within which they may reside.
11. To require a census of specified goods.
12. To require the preparation by the person in control of a scheme for destruction of harbour works, gas or electric light or power works, etc.
13. To prohibit persons from having in their possession telephonic, telegraphic or other apparatus for sending or receiving messages.
14. To prevent the embarkation of persons suspected of communicating with the enemy.
15. To require or procure the removal of flagstaffs or other apparatus for signalling.
16. To prevent persons approaching within a specified distance of a camp or work of defence.
17. To prohibit the manufacture and sale of arms, ammunition and explosives.
18. To search ships arriving from abroad for arms, ammunition and explosives.
19. To control the navigation and pilotage of ships.
20. To enter and search buildings, ships, land, vehicles, and other premises at any time, and to seize and destroy things found therein kept or in use in contravention of the Regulations.
21. To stop and search vehicles.
22. To require persons to furnish information.
23. To require the production of any letters or other written messages in the possession of persons landing or embarking in the United Kingdom, and to search any such person or any baggage for such letters or messages, and to examine any letters or messages found on such search.
24. To arrest without warrant persons suspected of acting prejudicially to the safety of the Realm.
25. To require the production of permits.

SEVERE PENALTIES ARE PRESCRIBED FOR CONTRAVENTION OF THE DEFENCE OF THE REALM REGULATIONS.

SOURCE 3

**Letter from the Metropolitan Police Commissioner relating to the prosecution of motorists for disobeying regulations on lighting, 4 March 1915
(PRO ref: MEPO 2/1661)**

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- What has happened to a number of drivers?
- Why did the government introduce this restriction?
- What is the question about the licenses of the drivers?
- What evidence is there about the types of drivers and vehicles stopped?
- What is the most important information for the historian contained in this source?

SOURCE 3

Sir,

I have to acquaint you, for the information of the Secretary of State, that numerous convictions have recently been obtained against the drivers of motor cars for using powerful lamps, contrary to the Order made under the Defence of the Realm Regulations. There is, however, a divergence of opinion amongst Magistrates and Justices in the Metropolitan Police District as to whether such convictions should be endorsed upon the driver's licence.

In the circumstances, I have deemed it advisable to bring the matter to the notice of the Secretary of State

I am, Sir,

Your obedient servant,

2-16

SOURCE 4

Government handbill to encourage people to buy savings bonds, 1916

(PRO ref: T 1/11898/2655/1916)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- What does this poster suggest about the government's financial situation?
- Is this a business deal or a patriotic appeal?
- Is the government asking for or demanding money in this scheme?

SOURCE 4

2½% National Investment Benefit Bonds of £1,

REPAYABLE 1925.

ISSUE OF £1 BONDS,

**bearing interest at 2½%, payable half-yearly on the 1st June and
the 1st December, and carrying Drawing Benefits.**

Price of Issue fixed by H.M. Treasury at £1 per Bond.

A full half-year's Interest will be payable on the 1st June, 1916.

The Bonds will be on sale at the Bank of England or any of its Branches, or at the
Office of any authorised Banker in the United Kingdom, or at any Post Office.

Applicants who wish to pay by instalments may do so through any Post Office.

SOURCE 5

Letter from the Board of Agriculture and Fisheries to local councils urging them to take control of land and use it to grow food, December 1916
(PRO ref: MAF 48/219)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- What was the main purpose of this letter?
- What powers do local councils now have?
- Do you think the government and councils preferred to work with landowners?
- Look at section 22. What impression do you get of the relationship between the government and the local councils?
- Do private societies have a role to play?
- What does this section tell you about the state of Britain's food supply?
- Do you get the impression the government is forcing people to support the war or working with them?

SOURCE 5

SIR,

1. I AM directed by the President of the Board of Agriculture and Fisheries to inform you that a Regulation has been made by Order in Council under the Defence of the Realm Consolidation Act, 1914, with the object of increasing the food supplies of the country by extending the existing powers of providing land for cultivation.

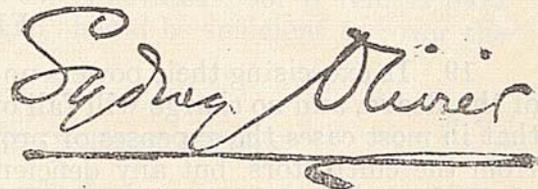
3. The principal object of the Regulation and the Board's Order is to secure the cultivation of unoccupied land in districts where labour for such cultivation is available by authorising Local Authorities to take possession of such land without the necessity of obtaining any consents, but power is also given to take possession of occupied land by agreement with the owner and occupier and to take possession of common land with the consent of the Board.

22. The President desires me in conclusion to commend the matter to the earnest consideration of your Council and to ask that no time may be lost in putting into operation the powers conferred by the Order. Public notices should be issued at once inviting applications from societies or persons who are willing to undertake the cultivation of land which can be acquired under the Order. The matter is urgent, as, if land is to be in the best condition for putting in Spring crops it is desirable that it should be broken up before the Winter is over. The President realises that Local Authorities are already seriously overburdened with work, but the urgency of increasing the food supply by all possible means is such that he feels sure he can rely on the active co-operation and assistance of your Council. The work which has been done in London by the Vacant Land Cultivation Society, 14, Buckingham Street, Strand, W.C., and by similar societies elsewhere has proved that excellent crops of potatoes and other vegetables can be grown on most unpromising sites, and if similar efforts are made in other urban areas a very substantial addition will be made to the food supplies of the nation. The success of the scheme will depend upon cordial co-operation among all those who desire to increase our food production, and the President feels sure that there will be no lack of goodwill on the part either of Local Authorities or of land owners and occupiers, and that men and women of all classes will come forward and give all the time and labour they can spare so as to secure that every available acre should be making its contribution to our home-grown supplies of food.

I am,

Sir,

Your obedient Servant,

A handwritten signature in cursive script that reads "Sydney Oliver". The signature is written in dark ink and is positioned above a horizontal line.

Secretary.

SOURCE 6

A document showing the price of coal as determined by the government in March 1917

(PRO ref: POWE 26/8)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- What does this source tell historians about government control of the economy during the war?
- Do you think big business liked to be controlled in this way?
- What are the advantages for businesses of government control?
- What are the disadvantages?

SOURCE 6

SCHEDULE OF PRICES.*

MONMOUTHSHIRE AND SOUTH WALES.

Class of Coal.	Price.	Class of Coal.	Price.
<i>Steam.</i>	<i>s. d.</i>	<i>Anthracite (continued).</i>	<i>s. d.</i>
Smokeless Best	33 0	<i>Machine-broken Nuts.</i>	
" Second Quality	31 6	(French, Paris and Stove.)	
Seconds	30 9	Best	42 6
Ordinaries	30 0	2nd	41 0
Best Drys	30 0	3rd	39 0
Ordinary Drys	28 6	Red Vein Nuts	36 0
Steam Smalls, No. 1	21 6		
" " " 2	21 0	<i>Machine-broken Beans.</i>	
" " " 3	20 6	Best	35 0
" " " 4	20 0	2nd	34 0
" " " 5	19 6	3rd	33 0
" " " 6	19 0	Red Vein Beans	31 0
" " " 7	18 6	Price of screened Cobbles, Nuts and	
" " " 8	18 0	Beans of 3rd quality... ..	1s. per
Washed Smalls	22 6		ton resp.
Best Black Vein, Large	30 0		less
Ordinary Western Valley	29 0		than
Best Eastern Valleys	29 0		above.
Second Eastern Valleys	28 0	Peas (all qualities)	20 0
Best Washed Nuts	30 0	Rubbly Culm	13 0
Seconds	28 6	Red Vein Culm	11 0
Best Washed Peas and Beans	27 6	Breaker Duff	8 0
Seconds	26 6	Billy Duff	6 6
Unwashed Duff, 1st quality	18 0		
" " 2nd "	16 0	<i>Steam (Swansea).</i>	
" " 3rd "	14 0	Best Large... ..	30 0
<i>Bituminous.</i>		Second Large	27 0
Best Households	33 0	Best Through	23 6
Good Households	30 9	Second Through	22 0
No. 3 Rhondda Large	30 9	Best Smalls	19 0
Smalls	26 0	Second Smalls	17 0
No. 2 Rhondda Large	27 0	Screened Cobbles	30 0
No. 2 Rhondda Through	23 6	" Nuts	30 0
Ditto and other Through (seconds)	22 0	" Beans	27 6
No. 2 Rhondda Smalls (best)	19 0		
" " " (seconds)	17 0	<i>Bituminous (Swansea).</i>	
Gas Through	25 0	Through and Through	27 0
" Small	21 0	Smalls	24 0
<i>Anthracite.</i>			
Best Breaking Large	30 0	<i>Gas (Swansea).</i>	
2nd Breaking Large	29 0	Through	23 6
3rd Breaking Large	27 6	Smalls	21 0
Red Vein Large	25 6	Patent Fuel	30 0
<i>Machine-made Cobbles.</i>		Coke-oven Coke	47 6
Best	42 6		
2nd	41 0		
3rd	39 0		
Red Vein Cobbles	36 0		

* These prices are subject to an increase of 2s. 6d. per ton to meet the recent war wage increase, except in the case of shipments to France and Italy, and coal for the manufacture of patent fuel for shipment thereto.

SOURCE 7

**Police report from January 1917 on the effects of early shop closures as part of DORA regulations
(PRO ref: HO 45/10956/322254/115)**

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how the Defence of the Realm Act affected people or how they reacted to DORA. You should consider:

ASK YOURSELF:

- How has early closing affected people's shopping habits?
- Why are the poor more affected than the better off?
- What is the general feeling of shopkeepers towards the Act?
- Do you feel that this source is a good source for judging the feelings of the shopkeepers?

SOURCE 7

The public have not experienced any serious difficulty in doing the necessary shopping or getting it done before the closing hour. Any difficulties that have arisen in the case of that section of the public which is engaged in business or labour during the day have been overcome by purchasing goods early, on the way home, or by asking friends to make small purchases during the hours of absence at work.

Generally speaking the Order affects the poorer class of the population, and not the upper or middle classes. The poorer class live in a hand to mouth fashion and the shops which cater for their needs are accordingly those which are affected. Apart from these shops, those of confectioners and tobacconists are affected to a greater extent than their neighbours.

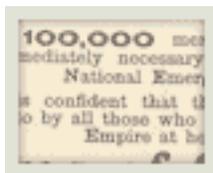
The general feeling of shopkeepers towards the Order is not easy to gauge, as it is so largely dependent upon the human factor. The shopkeepers feel that they, in common with the rest of the public, must be prepared to abide by whatever restrictions are prescribed in the public interest at the present time. The general feeling is probably one of qualified satisfaction, sometimes it is ^{one} merely of toleration, and comparatively rarely of hostility. Many shopkeepers are glad to get the extra rest, and realise that, in view of the long evenings and darkened streets and shop windows, they are likely to gain as much as, or more than, they stand to lose.

Case study: RECRUIT & CONSCRIPT

When war broke out in 1914 Britain had a relatively small army. The government immediately called for volunteers and hundreds of thousands joined up. By late 1915, however, more troops were needed. In January 1916 the government introduced compulsory military service (conscript) for single men. It was then extended to married men in April. In this case study you will be looking at why the government introduced conscription and how people reacted to this measure.

SOURCES:

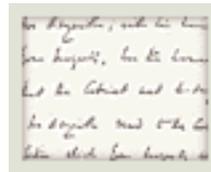
Recruitment posters, 1914



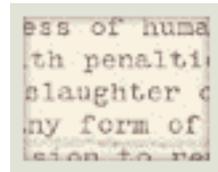
Lord Kitchener's inspection of troops, 1914



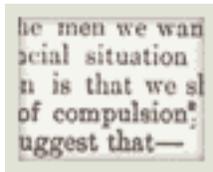
Report of a Cabinet meeting, 1915



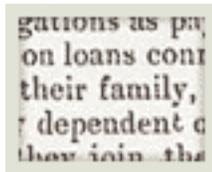
Letter from No Conscription Fellowship, 1915



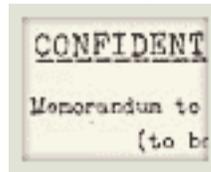
Report on recruiting, October 1915



Report on problems with recruiting, 1915



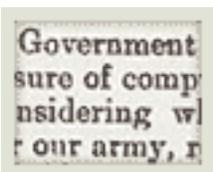
Memo on treatment of conscientious objectors



Cartoon on conscription, 1916



Report on conscripting married men, 1916



HOW TO USE THE SOURCES IN THIS CASE STUDY :

You can use these case study sources in two ways:

THE BIG QUESTION

The sources in this case study can help you by providing information you can use in your presentation. Study each source carefully. Note down anything which tells you about:

- The powers which the Defence of the Realm Act gave to the government
- How DORA was enforced
- How DORA affected people's everyday lives
- How people reacted to the restrictions which DORA placed on their lives

EXAM PRACTICE

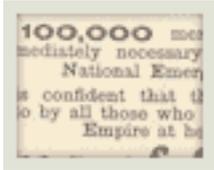
If you want to get some practice on examination type questions, just go to or download the Practice Questions.

Don't forget – if there are words or phrases in the sources which you cannot understand, try the glossary!

SOURCE 1

Recruitment posters calling for volunteers issued in 1914

(PRO ref: PRO 30/57/123)



SOURCE 1A

SOURCE 1B

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What is the main aim of source 1a?
- Is the aim of source 1b the same?
- Do sources 1a and 1b use the same methods to get men to join up?
- Is this evidence that Britain was badly prepared for war in 1914?



KITCHENER
PAPER

**Your King & Country
Need You.**

A CALL to ARMS

An addition of **100,000** men to His Majesty's Regular Army is immediately necessary in the present grave National Emergency.

Lord Kitchener is confident that this appeal will be at once responded to by all those who have the safety of our Empire at heart.

Terms of Service.

General Service for a period of 3 years or until the war is concluded.
Age of Enlistment between 19 and 30.

RATES OF PAY:

1s. 3d. to 10s. 6d. a day, according to Branch of Service and qualifications.

How to Join.

Full information can be obtained at

or any Post Office in the Kingdom or at any Military Depot.

GOD SAVE THE KING.

W. P. DICKINSON, PRINTER, HIGH STREET, MAIDSTONE.

KITCHENER
PAPER



SOURCE 2

Lord Kitchener's inspection of troops in front of St George's Hall, Liverpool, 1914
(first published in *The Queen* magazine, 27 March 1915, photograph courtesy of the Liverpool Record Office)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What does this source tell historians about the type of men who joined up?
- What does the source suggest about the effectiveness of posters like source 1a and source 1b?
- How could you be sure whether or not this response was typical in all cities?
- How could you be sure whether or not this response was typical beyond the early stages of the war?

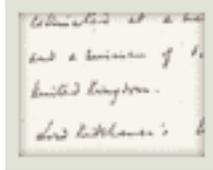
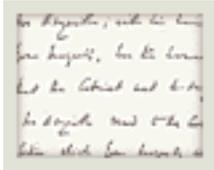
SOURCE 2



SOURCE 3

Extract from a report of a Cabinet meeting written for the King, October 1915

(PRO ref: CAB 37/135/22)



SOURCE 3A

SOURCE 3B

SOURCE 3C

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What was the main issue discussed at this Cabinet meeting?
- Does this source suggest that the recruiting situation was serious?
- What were the main concerns?
- What measures do you think Churchill, Lansdowne and Curzon would have wanted to bring in?

SOURCE 3A

Mr Asquith; with his humble duty to
Your Majesty, has the honor to report
that the Cabinet met to-day.

Mr Asquith read to the Cabinet the
letter which Your Majesty was good
enough to address to him on the 10th
inst.

The sitting was entirely occupied with
the question of Recruiting.

A careful examination of the provisioned
figures of the National Register shows
a still recruitable reservoir, variously

SOURCE 3B

estimated at a maximum of 2,000,000
and a minimum of 1,300,000 men in the
United Kingdom.

Lord Kitchener's Estimate of our Army
requirements from now to the 31st Dec 1916
are as follows:

Field Army	1,400,000
Home Defence Army	350,000
Reservoir for drafts & wastage at the front	1,200,000
	<hr/>
	3,000,000 (roundly)

For such a force, he wishes to have an
average weekly recruiting of 35,000 men.

SOURCE 3C

It may be remarked that as there are 64 weeks from now to the end of 1916, this would mean the enlistment of $(35,000 \times 64)$ 2,200,000, or rather more than the highest estimate of the recruitable reservoir.

Lords Lansdowne & Curzon, Mr. St. George, Mr. Long, & Mr. Churchill, accepting Lord Kitchener's figures, hoped that our voluntary system of recruiting

(as shown by the statistics of the last few months) would not be made to fill the gap.

12 Oct. 1915.

SOURCE 4

A letter from the No Conscription Fellowship written in December 1915

(PRO ref: HO 45/10782)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- Why did the No Conscription Fellowship write this letter at this particular time?
- What is the letter saying?
- Why are they opposed to conscription?
- Do you get the impression these people are prepared to suffer for their beliefs?
- The newspapers often accused the opponents of conscription of being cowards who did not want to fight. Does this source support that view?

SOURCE 4

December 18, 1915.

Dear Sir,

We understand that on Tuesday next Parliament may discuss the issue of Conscription arising out of the recent Recruiting Campaign organised by Lord Derby.

We have addressed you before upon this matter, but in view of the exceedingly grave decision Parliament may be called upon to make we feel it incumbent upon us again to draw your attention to the grave violation of religious and conscientious belief which would be entailed in any system of compulsion enforced for the purpose of carrying on war.

Believing in the sacredness of human life, we are bound to refuse, even though faced with penalties, to take part, directly or indirectly, in the slaughter of our fellow men, nor can we undertake to submit to any form of alternative service: we therefore re-affirm our decision to remain true to our conviction whatever may be the determination at which Parliament arrives in this controversy.

Consequently, we have felt it desirable that we should again acquaint you with these facts.

Yours faithfully

CLIFFORD ALLEN, Chairman.

EDWARD GRUBB, Hon. Treasurer.

A. FENNER BROCKWAY, Hon. Secretary.

W. J. CHAMBERLAIN, Hon. Organiser.

WALTER H. AYLES

A. BARRATT BROWN

J. P. F. FLETCHER

MORGAN JONES

C. H. NORMAN

LEYTON RICHARDS

} Committee.

SOURCE 5

Extracts from an article in *The Times* newspaper on women's suffrage, April 1906

(PRO ref: CAB 37/136/10)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What is the attitude of the writer towards conscription?
- What does the following phrase mean: 'This question is one of fact, and ought not to be approached from the party or political points of view'?
- How does this source show that conscription was an issue which divided the members of the government?
- What solutions did William Long put forward?

SOURCE 5

THE RECRUITING PROBLEM.

1. ALTHOUGH I am fully aware of the difficulties, it is my sincere belief that compulsion is necessary to enable us to get and keep up even fifty divisions.

The real question before us is :—

Can we under the voluntary system get the men we want ?

This question is one of fact, and ought not to be approached from the party or political points of view. The safety of the country is at stake, and one of the worst things that could happen to us now would be disunion in the Government.

4. It seems to me that this will be the inevitable result of forcing a decision on the present lines. But is there no alternative ?

Personally, I have some doubts whether we could get all the men we want even by means of compulsion. The financial situation is not free from anxiety. My suggestion is that we should avoid a direct issue on the question of compulsion; now, and proceed on other lines. I would suggest that—

- (1.) We should communicate at once with our Allies,
- (2.) We should allow Lord Derby and his Recruiting Committee a definite time, say by the end of November, to obtain the necessary recruits.
- (3.) If it appears that sufficient recruits are not forthcoming, we ought all to be willing to accept a measure of compulsion as the *only means* by which the country can do her duty and save her position. One of the Ministers should be entrusted with the duty of preparing the necessary Bill.

5. This I suggest should be the definite policy of the whole Government. The scheme suggested would—

- (a.) Give us time to ascertain the possibilities of the voluntary system ;
- (b.) Enable us to obtain the views of our Allies on the part we must play ; and
- (c.) Secure among us, what is of the greatest importance, unity of purpose and a definite policy.

SOURCE 6

Report from Lord Derby to the Cabinet on problems with recruiting, December 1915

(PRO ref: CAB 37/139/26)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What was wrong with the system of starrng?
- Why were professional and commercial men not joining up?
- What was wrong with the system of recruiting?
- What kind of lucrative employment was available?
- Do you get the impression that men did not want to go to war, or that they simply wanted a fairer and better organised system of recruitment?

SOURCE 6

Many difficulties have been met with, but the chief difficulty has been the availability of the stores as distinguished between those who should and those who should not be taken for the Army. Instead of storing being of assistance, it has been a distinct hindrance in the process. More especially is this so in rural and

many men also who would willingly serve had themselves barred from doing so by domestic, financial, and business obligations. This especially applies to professional and commercial men who find difficulties in meeting such obligations as payment of rent, insurance premium, interest on loans connected with their business, and provision for their family, due to the fact that their income is entirely dependent on their individual efforts, and ceases when they join the colours—separation and dependent allowances being quite inadequate in such cases to meet these obligations. This applies not only to married men, but also to single men in many cases.

Another obstacle to recruiting has been the unequal treatment of individuals. Parents and relations especially cannot understand why their sons, husbands or brothers should join while other young men hold back and secure lucrative employment at home.

Apart from the number of men who have actually enlisted and attested there are many who have promised to enlist when "so and so" has been promised to go. There may, of course, be a number of men who make this answer in all cases. But that it is genuine in a very large number of cases, and is uncalculated by not stating these so, so reason to doubt.

The evidence shows very distinctly that it is not want of courage that is keeping men back, nor is there the slightest sign that the country as a whole is so demoralized to support the Prime Minister in his pledge made at Whitehall on the 9th November, 1914, as it was when that pledge was made. There is abundant evidence of a determination to see the war through to a successful conclusion.

SOURCE 7

Memorandum concerning the treatment of conscientious objectors, July 1916

(PRO ref: HO 45/10882)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What is the main concern in this source??
- Prison governors were being told to act cautiously in this source. What words or phrases tell you this?
- What is the general attitude towards conscientious objectors in this letter?
- On the basis of this source, would you say they were well or badly treated?

SOURCE 7

CONFIDENTIAL.

19th July, 1917.

Memorandum to all Local Prisons.

(to be retained)

Several cases having occurred recently where Conscientious Objectors under sentence by Court Martial have persistently refused to work and have thus rendered themselves subject to repeated punishment, dietary and other, the Commissioners think it advisable that when the punishment ordered by the Governor is ineffective, and seems likely to remain so, he should report the case at an early stage to the Visiting Committee under Rule 82.

Rules do not contemplate that Governors should, by continuing punishments at short intervals, virtually exceed the powers conferred on Visiting Committees by Rule 83.

Further, the award of punishments in these cases must be carefully regulated by Medical opinion.

It has been found that though here and there a man of good physique is to be seen amongst Conscientious Objectors yet the majority are below the average, and an appreciable amount of mental defect has also been observed. It is necessary, therefore, that in dealing with these prisoners much circumspection should be observed, their attitude of mind with regard to all rules and authority, their egotism, the persistence with which some of them refuse to conform to prison discipline, e.g. refusal to work which brings them into repeated conflict with authority with consequent punishment, makes it highly important that Medical Officers should rigidly exercise the safeguard provided by Rule 87 against harm accruing from too frequent punishment.

J. WINN.

Secretary.

SOURCE 8

Cartoon from Punch magazine commenting on conscription, June 1916

(H M Brock, © Punch, Ltd., pu02198)

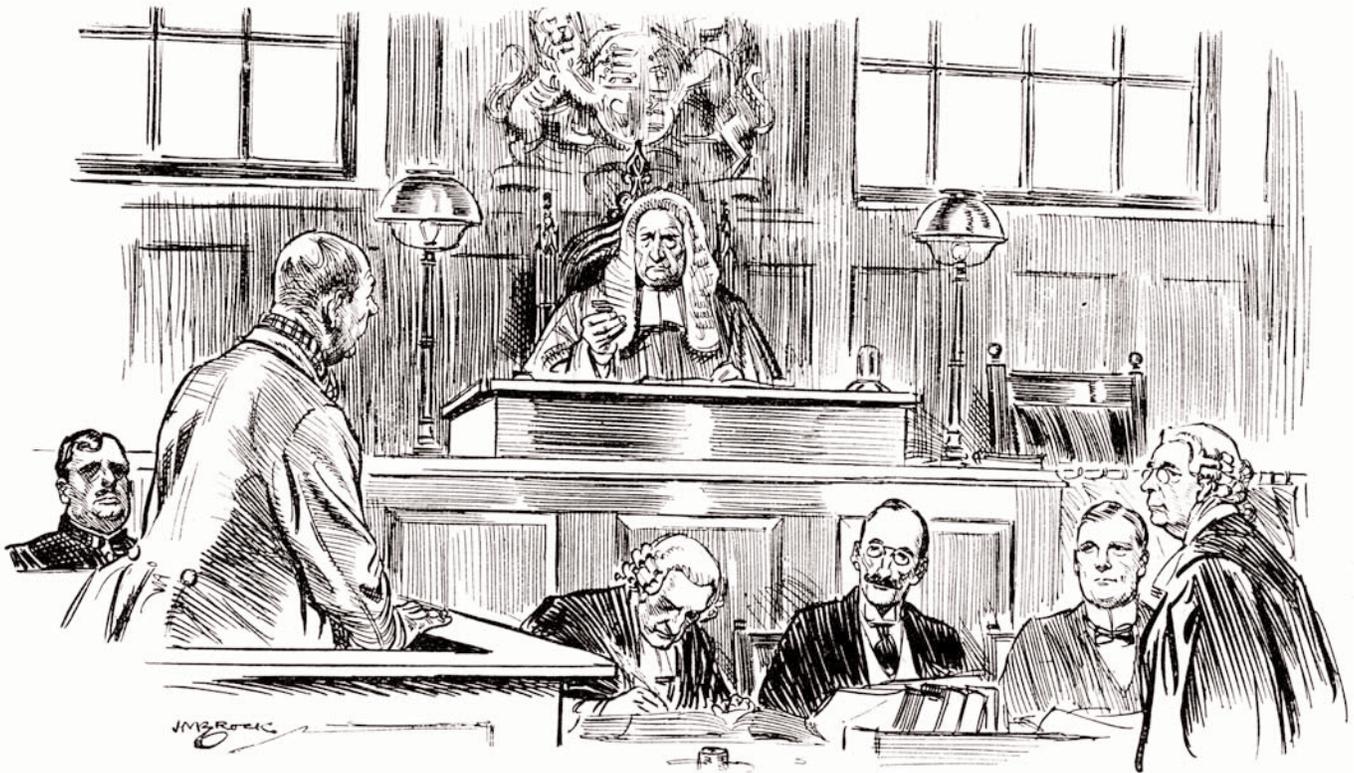
HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What does the cartoon suggest about the kind of person the prisoner is?
- How is he trying to get out of military service?
- Does the cartoon suggest that this kind of trick is common?
- From the other sources you have seen, is there much evidence to support the view of the cartoon?

SOURCE 8



THE JUDGE. "THREE YEARS."

OPTIMISTIC PRISONER. "COULDN'T YOU MAKE IT 'THREE YEARS OR THE DURATION OF THE WAR,' ME LUD?"

SOURCE 9

Extract from a government report on the possibility of extending conscription to married men,
April 1916
(PRO ref: CAB 37/145/7)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about why conscription was introduced and how people were affected by it. You should consider:

ASK YOURSELF:

- What are the main attitudes towards conscription?
- How reliable is this as a view of how the majority of people felt?
- What impression do you get of the government's attitude towards extending conscription to married men?

SOURCE 9

MEMORANDUM ON RECRUITING.

THERE seem to be three main currents of opinion:—

1. Those who desire compulsion because they think it the fairest system. Their catch-word is “equality of sacrifice.”
2. Those who hate compulsion in itself, and still more for what it may lead to.
3. Those who are opposed to compulsion generally, but are prepared for that or for almost anything else which will help to victory.

I therefore venture to urge that the Government should, without any further delay, state its policy on recruiting.

May we not therefore safely go as far as to say—

1. The Government is opposed to compulsion unless it be shown to be necessary in order to procure the numbers which are both requisite and available for military purposes.

2. If it is made clear that we have not succeeded in obtaining those numbers under our present arrangements, the Government is quite prepared to adopt a further measure of compulsion in order to obtain them.

3. In considering what numbers are requisite and available for our army, regard must be had, not only to what is desirable from a strictly military point of view, but also to what is necessary in order to maintain the industrial and financial resources, without which victory is unobtainable.

April 4, 1916.

Case study: SHORTAGES & RATIONING

When war broke out in 1914 most people were not prepared for the long test of endurance which the war turned into. One of the most critical problems Britain faced was feeding its people.

In this case study you will look at a range of sources which focus on this issue and see how shortages and rationing affected people.

SOURCES:

Letter on increased cost of living, 1916



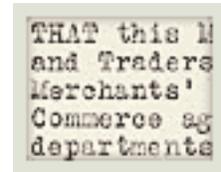
Cartoon on shortages, 1917



Cartoon: 'Doing Their Bit', 1917



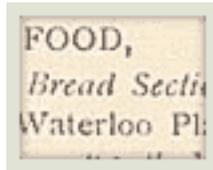
Criticism of government control over supplies



Ration Coupons



Letter encouraging food economy, 1918



Government poster: eat less bread, 1917



HOW TO USE THE SOURCES IN THIS CASE STUDY :

You can use these case study sources in two ways:

THE BIG QUESTION

The sources in this case study can help you by providing information you can use in your presentation. Study each source carefully. Note down anything which tells you about:

- The powers which the Defence of the Realm Act gave to the government
- How DORA was enforced
- How DORA affected people's everyday lives
- How people reacted to the restrictions which DORA placed on their lives

EXAM PRACTICE

If you want to get some practice on examination type questions, just go to or download the Practice Questions.

Don't forget – if there are words or phrases in the sources which you cannot understand, try the glossary!

SOURCE 1

Letter from the Amalgamated Society of Engineers to the Chancellor of the Exchequer, September 1916

(PRO ref: T 172/123)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- This source is a request to increase old age pensions. Why is this useful?
- What problems are facing old age pensioners?
- What does this suggest about the cost of living?
- Is there any evidence that the hardships of the old people are caused by war?

SOURCE 1

Telegraphic Address, "EDIFYING, PECK, LONDON"



ad
AMALGAMATED SOCIETY OF
ESTABLISHED 1851.
Engineers.

Gateshead 5th Branch No. _____

September 20th 1916.

5 Deckham Terrace,
Gateshead,

To the Chancellor of the Exchequer
Dear Sir.

I have been instructed by the Members of the above Branch to forward you the following resolution viz:-
That we the Members of the Gateshead 5th Branch ask the Government to grant the extra 2/6 per week Old Age Pension to all Old Age Pensioners without any further investigations as we are firmly convinced that even with the extra 2/6 per week the position of the

said Old Age Pensioners is a very precarious one owing to the extremely inflated cost of the necessities of life.

I remain,
Yours faithfully,
R. Anderson.

SOURCE 2

Cartoon from Punch magazine on shortages, September 1917

(F H Townsend, © Punch, Ltd., pu02225)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- When was the cartoon published and what was happening at the time?
- What do the background scenes suggest about conditions in Britain at this time?
- Who is the man playing the trumpet?
- What is the cartoon saying about the Prime Minister's attitude?
- Would you say this cartoon is critical of the Prime Minister?

SOURCE 2



“KEEP THE HOME FIRES BURNING.”

SOLO BY OUR OPTIMISTIC PREMIER.

SOURCE 3

Cartoon from Punch magazine on how shortages affected people, September 1917

(Lewis Baumer, © Punch, Ltd., pu02204)

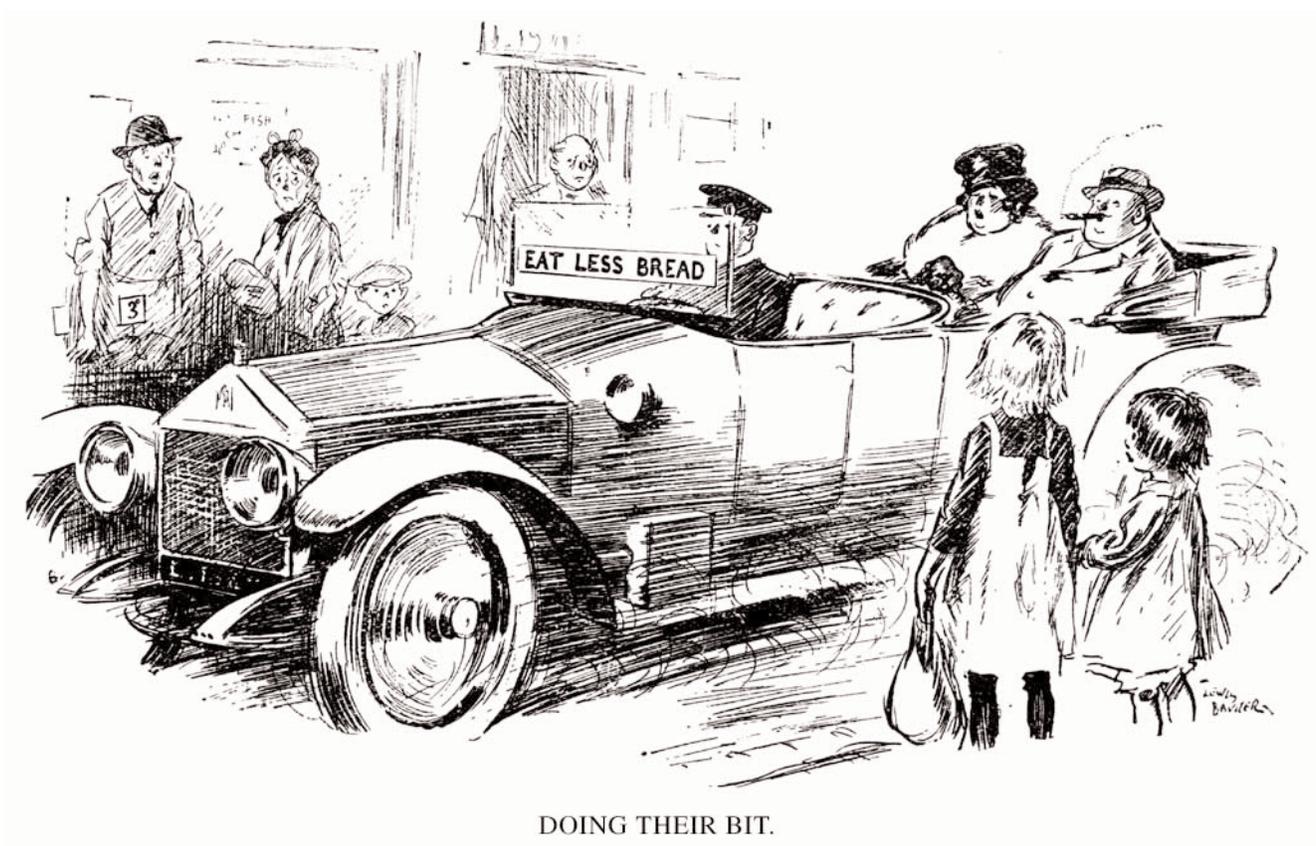
HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- What differences are there between the people in the car and the people in the street?
- According to the cartoonist, how are the rich people in the car 'Doing Their Bit'?
- Do you think the cartoonist is being sarcastic?
- Would food shortages and high food prices affect all the people in this cartoon equally?
- What clues are there in this cartoon about why the government introduced rationing in 1918?

SOURCE 3



SOURCE 4

Resolution passed by the London Chamber of Commerce criticising government control of food and supplies, October 1917
(PRO ref: MUN 4/6556)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- Who is doing the protesting?
- What are they protesting about?
- Would you say that this source is critical of the government?
- What would you say are the motives of the businessmen in passing this resolution?
- How useful is this source in telling you about shortages in 1917?

SOURCE 4

GOVERNMENT CONTROL OF TRADE.

DEPUTATION TO THE PRIME MINISTER.

MEMORANDUM.

1. The resolutions adopted at the public meeting on the 25th October, on the question of Government Control of Trade were as follows :-

- (a) THAT this Meeting of Merchants, Manufacturers and Traders, supports the protest of the Merchants' Committee of the London Chamber of Commerce against the methods adopted by departments of the Government in controlling and restricting trade, which have the effect of diminishing and seriously delaying the arrival of available supplies from sources at home and abroad, and of raising the prices of necessary commodities. This Meeting further submits that Government should cease to act as a trading intermediary between producers and consumers, but should utilise to the fullest extent the services of the business community, and that Control departments should in all cases be assisted or directed by business men nominated by their respective trades.

SOURCE 5

Ration coupons
(PRO ref: IR 79/30)

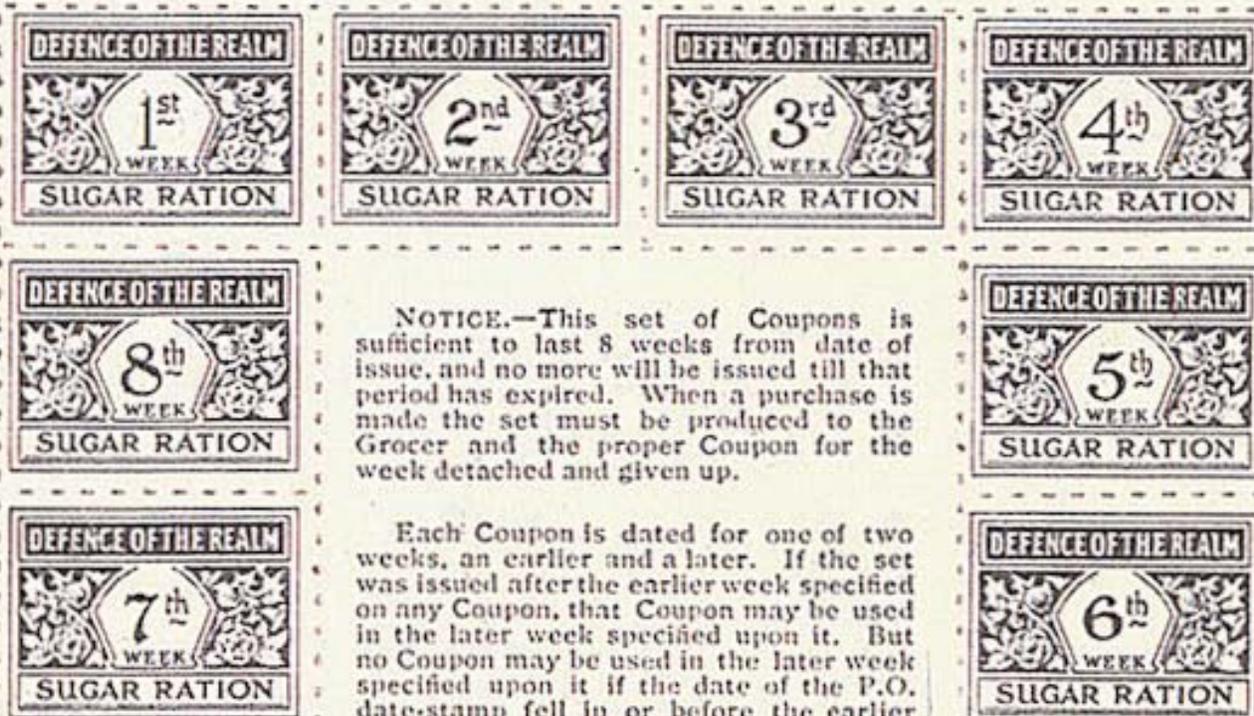
HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- What is being rationed?
- Explain how the coupon system worked?
- Do you get the impression that shopkeepers were fully involved in the scheme?
- Rationing was a big change from the free market which people were used to. Why did most people support it?

SOURCE 5



NOTICE.—This set of Coupons is sufficient to last 8 weeks from date of issue, and no more will be issued till that period has expired. When a purchase is made the set must be produced to the Grocer and the proper Coupon for the week detached and given up.

Each Coupon is dated for one of two weeks, an earlier and a later. If the set was issued after the earlier week specified on any Coupon, that Coupon may be used in the later week specified upon it. But no Coupon may be used in the later week specified upon it if the date of the P.O. date-stamp fell in or before the earlier week specified upon it. For example, a

set of Coupons issued on 25th March must be used in the following order.—Nos. 5, 6, 7, 8, 1, 2, 3, 4.

Name of Person to or for whom these Coupons are issued :—

NOTE.—If you desire to register for a regular supply of sugar from a particular retailer, the portion **B** overleaf should be filled up, and the whole taken to the selected retailer. The retailer accepting will detach portion **B** and write or rubber-stamp his name and address on portion **A**.

SOURCE 6

Letter from the Ministry of Food encouraging food economy, March 1918

(PRO ref: ED 138/59)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- What does the Ministry of Food want the Board of Education to do?
- What does this source tell you about shortages in March 1918?
- Does this provide evidence that rationing was or was not working?

SOURCE 6

" MINISTRY OF FOOD,
 "*Flour and Bread Section.*
 " 2, Waterloo Place, S.W.1.
 " 14th March, 1918.

" SIR,—I am directed by the Food Controller to state that in order to conserve available supplies of Flour, it is essential that as large a percentage of Potatoes as possible should be used in the manufacture of all Bread.

" It is suggested that about 20 lb. of Potatoes per 280 lb. sack of Flour is a proportion which will in the initial stages give the best results, and this will effect an improvement in the Bread rather than otherwise.

" The Ministry is making arrangements in some areas to make the use of a certain percentage of Potatoes compulsory, but it is most important that every effort should be made throughout the country to start the use of Potatoes at once, as every day lost means a depletion in the cereal supplies.

" It is presumed that the specification in the tenders for baking Bread at present issued by the various Educational Authorities would not permit the use of Potatoes, and I am, therefore, to ask whether the Board of Education will represent to the Authorities the desirability of making an alteration in all future contracts. It is also extremely desirable that existing contracts should be altered so as to allow of a percentage of Potatoes being used.

" I am, SIR,
 " Your obedient Servant,
" (Signed) OWEN BAINES,
 " For J. FIELD BEALE,
 " *Assistant Secretary.*"

SOURCE 7

Government poster issued in March 1917

(With thanks to the Trustees of the Imperial War Museum, London)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- Who issued this poster?
- What is the aim of the poster?
- Does this poster suggest that measures to get people to save food were working or not working?

SOURCE 7



SOURCE 8

Cartoon commenting on rationing, February 1918

(Ricardo Brook, © Punch, Ltd., pu02202)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about shortages and rationing and how they affected people. You should consider:

ASK YOURSELF:

- What is the 'New War Terror'?
- Do you think rationing is really seen as a terror?
- What does this cartoon tell you about attitudes to rationing and about government control in general?

SOURCE 8



A NEW WAR TERROR.

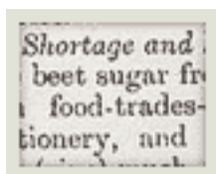
Case study: THE WORKERS & THE WAR

As the war dragged on, it became an industrial war as well as a war of soldiers, sailors and pilots. The soldiers in the trenches needed guns, shells, uniforms and many other pieces of equipment.

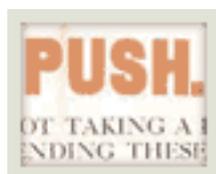
This meant that Britain's industries had to produce what was needed. In this case study you will examine the contribution of workers to the war effort, and also how the war affected them.

SOURCES:

Report on effects of war on economy, 1914



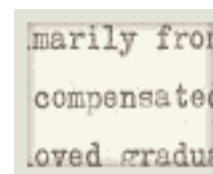
Cartoon on munitions production, 1916



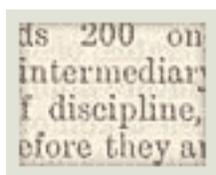
Photos of women in munitions industries



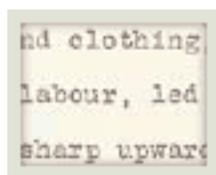
Report from the Mines Department, 1916



Employment of women in the RFC, 1917



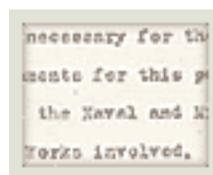
Report on cost of living during the war, 1917



Cartoon commenting on strikes, 1918



Report of Committee on Labour Troubles, 1918



HOW TO USE THE SOURCES IN THIS CASE STUDY :

You can use these case study sources in two ways:

THE BIG QUESTION

The sources in this case study can help you by providing information you can use in your presentation. Study each source carefully. Note down anything which tells you about:

- How workers contributed to the war effort
- Relations between workers and employers and the government
- How the war affected workers' wages and working and living conditions

EXAM PRACTICE

If you want to get some practice on examination type questions, just go to or download the Practice Questions.

Don't forget – if there are words or phrases in the sources which you cannot understand, try the glossary!

SOURCE 1

Extract from a government report on the effects of war on the economy, September 1914

(PRO ref: CAB 37/121/106)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- What does this report tell you about the state of British industry in 1914?
- How has the war affected businesses?
- How might this have affected workers?
- Why is this source unreliable as evidence for explaining how the war affected British workers?

SOURCE 1

Business is reported normal in 3,206 cases, slack in 5,842, while 998 report pressure of work. Full time is being worked in 55.4 per cent. of factories, 42.3 per cent. are working short time, and only 2.2 per cent. have closed or are preparing to close. There is abundant evidence that employers are making every effort to keep their factories open.

The causes assigned for slackness of trade are :—

1. Some *trade depression* previous to the outbreak of war caused by (a) over-production following a period of good trade, particularly in cotton spinning, woollen, clothing, and metal industries; and (b) trade disputes, particularly in the building and textile machinery industries.

2. *Shortage and high price of raw materials*, of which are (a) beet sugar from Germany and Austria, required in certain food-trades—the making of preserves, sweets, confectionery, and biscuits; (b) Belgian and Silesian spelter (zinc) much used in the metal industries—brass-making, galvanising of metal sheets, of wire and hollow-ware; (c) timber from the Baltic, used in making boxes, barrels, tool-handles, matches, furniture, and wood-pulp for paper; (d) dyes from Germany necessary to textile dyeing, chemicals, and paint and colours; (e) flax from Russia and Belgium necessary to the linen trade; (f)

3. *Lessened and cancelled orders* due to customers withholding orders, especially for luxuries. This is given as the reason in 4,976 of the 5,842 cases of slackness.

SOURCE 2

Cartoon from August 1916 commenting on munitions production

(PRO ref: EXT 1/315 pt2. Originally L Raven-Hill, © Punch, Ltd., pu02227)

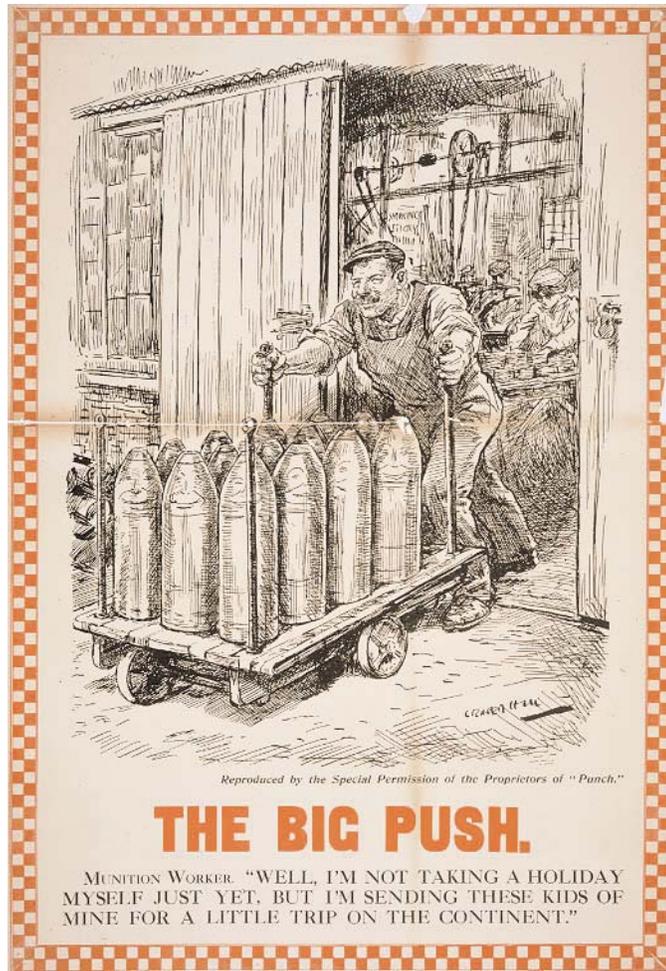
HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- Who is the main figure in the cartoon?
- Is this a real individual or is he representing a group?
- What are 'his kids'?
- What is the trip they are going on?
- What impression do you get of the man's attitude to the war effort?
- Look at the date of the cartoon. Is this important?

SOURCE 2



Reproduced by the Special Permission of the Proprietors of "Punch."

THE BIG PUSH.

MUNITION WORKER. "WELL, I'M NOT TAKING A HOLIDAY MYSELF JUST YET, BUT I'M SENDING THESE KIDS OF MINE FOR A LITTLE TRIP ON THE CONTINENT."

SOURCE 3

Official photographs showing women working in the munitions industries

(PRO ref: MUN 5/164/1124/40)



SOURCE 3A

SOURCE 3B

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- What kind of factory is this?
- Why would it have been almost impossible to see scenes like these in a factory like this before the war?
- What kind of work are the women doing?
- What kind of work are the men doing?
- Do they appear to be working together well?
- Are photographs like this really useful in trying to decide how women were treated?
- What does this source tell you about the extent to which working people supported the war effort?

SOURCE 3A



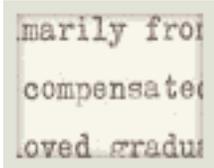
SOURCE 3B



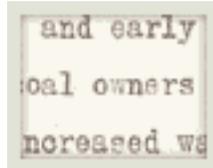
SOURCE 4

Extract from a report produced by the Mines Department, November 1916

(PRO ref: POWE 16/176)



marily from
compensated
loved gradu



and early
coal owners
ncreased wa

SOURCE 4A

SOURCE 4B

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- What was the government's priority for the coal industry?
- Why was the enlistment (volunteering for the Army) of miners a problem?
- What was the problem of absenteeism?
- How bad was it?
- What does this document suggest about relations between miners and mine owners?
- Does this extract provide evidence that miners did not care about the war effort?
- In 1925 the government was planning to throw away the document which this extract comes from. Why is it a good job they did not?

SOURCE 4A

REGULATION OF THE COAL SUPPLY

I. General view of the problem.

(a) Production - The first problem was that of maintaining production with as little diminution as possible under war conditions. Difficulties arose primarily from the enlistment of coal miners which was only in part compensated by the influx into the industry.

A third point on which difficulty was anticipated is absenteeism. Owing to the arduous character of their labour miners do not work six full days in the week. There are regular "idle days", and in addition to these many miners absent themselves from work at irregular times. Part of the absenteeism, which before the war amounted to between 10 and 11% of the working days of the miners employed, is due to unavoidable causes such as accident or sickness.

SOURCE 4B

Absenteeism generally tends to increase when wages rise, miners taking the benefit in the form of a curtailment of work, and early in the war we found the view frequently expressed by coal owners that this would occur so that the consequence of increased wages would be a further reduction of output.

This apprehension, however, has not been borne out by the event. Appeals to the patriotism of miners have counteracted the tendency and though there is still a regrettable amount of absenteeism, there is nevertheless a reduction amounting to almost 20% in the amount of absenteeism which may be taken to be avoidable.

As the broad result, notwithstanding the curtailment of producing power by recruitment and the increased demands of the war services and of our allies there has at no time been a breakdown in the supply of coal, nor have famine prices ever obtained. There have been difficulties and apprehensions of shortage and prices have ruled high but in no case has there been eventual failure to supply coal.

SOURCE 5

Extract from a War Office document on employment of women in the RFC, April 1917

(PRO ref: WO 32/5530)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- What does this source tell you about the work women were doing by 1917?
- What does this source tell you about attitudes to women workers in the war?
- Is this source useful for examining whether women workers were patriotic?
- Is this source any use for assessing whether women workers were appreciated?

SOURCE 5

ARMY COUNCIL INSTRUCTION.

No. of 1917.

WAR OFFICE,

April, 1917.

Employment of women with the Royal Flying Corps at Home, rates of pay and conditions of service.

The employment of women with the Royal Flying Corps at home has been approved. The conditions of service and rates of pay are as follows :—

1. Classes of employment.

- (a) Simple fitting work, assembling, sandblasting, vulcanizing and other similar operations, *e.g.*, acetylene welder, electrician, fitter, machinist, turner, tinsmith.
- (b) Dopers and painters.
- (c) Storekeeping.
- (d) Fabric work (wing working, canvas stitching).
- (e) Tracers.
- (f) Assistant forewomen and forewomen.

In each class of employment there may be an assistant forewoman for every 20 women working at each place at each trade, and two assistant forewomen and one forewoman for every 40 women.

When the number of women working at a trade is less than 20 an assistant forewoman will be appointed only when considered necessary.

When the number of women exceeds 20, but does not attain 40, a forewoman will be appointed. A second assistant forewoman may also be appointed when considered necessary.

GENERAL SUPERVISORS.

When the number of women employed in one place in the classes of employment detailed above exceeds 200 one general supervisor will be appointed. She will be the intermediary between the women and the O.C., and all questions of discipline, for which she will be responsible, will be referred to her before they are referred to the O.C. She will not be concerned with any technical points connected with the work of any of the classes of women for whose discipline and general supervision she will be responsible.

SOURCE 6

Extract from a Ministry of Labour report on the cost of living during the war, October 1917

(PRO ref: LAB 41/81)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- According to the report, how did the war affect wages?
- Did any workers benefit from these changes?
- How did the majority of workers do?
- Is there any evidence in this source to suggest that working people did or did not support the war effort?

SOURCE 6

During the early months of the war, there was little change in rates of wages generally. About the end of 1914, however, a rise in the cost of food and clothing, combined with which was an increasing shortage of labour, led to a demand for higher wages, and in February, 1915, a sharp upward movement began, the advances largely taking the form of war bonuses or special increases limited to the period of the war.

In a few cases, the increases given during the war are either roughly equivalent to, or not far short of, the increase in cost of living. Among these may be mentioned iron ore miners in Cumberland and blastfurnacemen and iron and steel millmen in various districts, whose wages have risen, frequently by 70 or 80 per cent. on pre-war rates,

Such cases, however, are only a minority. In the building trades the usual increase, for men, has been from 2d. to 2½d. per hour (say 8s. to 10s.6d. per week): in the textile trades it has been about 20 per cent.

Taking all industries together, the increases in rates of wages would appear to range, in the great majority of cases, from about 20 per cent. up to 60 or 70 per cent., and even 80 per cent. in a few instances, the average being probably in the neighbourhood of 35 to 40 per cent.

This figure, of course, is much below the average increase in cost of living, which is estimated at about 80 per cent., exclusive of the extra taxes on tea, sugar &c., and it is evident that if consideration were given only to the rates of wages paid for the same work, the great bulk of the working classes would appear to be in a much worse position than before the war.

SOURCE 7

Cartoon from the Daily Mirror commenting on strikes, 31 August 1918

(W K Haselden, Centre for the Study of Cartoons and Caricature, University of Kent, WH2366)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- According to the cartoon, what strikes and boycotts took place in 1918?
- Do you think these strikes and boycotts actually took place, or is the cartoonist simply making a joke about the situation in 1918?
- Does this source provide convincing evidence that there were a lot of strikes in 1918?
- How could an historian check this view, and check whether it was also true for 1914-17?
- Do any other sources in this case study support the view that there were a lot of strikes during the war?

SOURCE 7



SOURCE 8

Extract from the report of the Committee on Labour Troubles, published in April 1918

(PRO ref: NATS 1/232)

HOW TO USE THIS SOURCE TO HELP YOU ANSWER THE BIG QUESTION :

Look carefully at this source and consider what it tells you about how workers were affected by the war and how they contributed to the war effort. You should consider:

ASK YOURSELF:

- Why was the government so concerned about a strike by the ETU?
- What plans was it making in case there was a strike?
- Do you get the impression the government was keen to have a confrontation or keen to avoid one?
- Do you get the impression that industrial relations were generally bad at this time?

SOURCE 8

In case of a strike of the E.T.U., it may be necessary in the interests of public safety to employ soldiers and sailors to work some of the Power Stations - particularly those which are necessary for the maintenance of cold storage of meat, for the working of searchlights, and for the working of munition works and of tramways carrying munition workers.

In other towns, where the maintenance of electric supply affects the national safety, it may be necessary for the same course to be taken, and arrangements for this purpose should be concerted between the Police, the Naval and Military Authorities, and the Managers of the Works involved. It is, however, very undesirable that any general instructions on this subject should be issued. We think that the Ministry of Munitions should indicate those places - as few in number as possible - where interests of vital importance are involved, and the local Naval or Military Authorities and the Police should receive instructions to work out the necessary arrangements with the Managers of the Works under conditions of absolute secrecy. There is no doubt that public opinion would support such action when it was known that the supply of food or the protection of the town against enemy attack was in danger, but if the proposal to employ soldiers and sailors in place of workmen were to leak out before the absolute necessity for such action and its narrow limits were realised, serious trouble might result.