

The National Archives Education Service

'One Soldier'

What can we learn about surgery in World War One from the life of Valentine Burke?

An enquiry for EDEXCEL GCSE Unit 3 (5HBO3) The Transformation of Surgery C1845-1918

HWV 100,000 2-0s 22
 8 25 47 Army Form B. 59.
 (Gen. No. 1903)

ARMY RESERVE. (SPECIAL RESERVISTS). 6 YEARS' SERVICE.

ATTESTATION OF

No. 10114 Name Valentine Burke Corps 8th Leicesters

Questions to be put to the Recruit before Enlistment.

1. What is your Name? 2. In what Parish or Town were you born? 3. Are you a British Subject? 4. What is your Age? 5. What is your Trade or Calling? 6. Have you resided out of your Father's house for three years continuously in the same place, or occupied a house or land of the yearly value of £10 for one year, and paid rates for the same, and, in either case, if so, where? You are hereby warned that if after enlistment it is found that you have given a wilfully false answer to any of the following seven questions, you will be liable to imprisonment with hard labour. 7. Are you, or have you been, an Apprentice? if so, where? to whom? for what period? and, when did, or will, the period expire? 8. Are you Married? 9. Have you ever been sentenced to Imprisonment by the Civil Power? 10. Do you belong to the Army, the Marines, the Militia, the Reserve, the Royal Navy, the Volunteers, the Imperial Yeomanry, the Territorial Force, the Army Reserve, or any Naval Reserve Force? If so, to what Corps? 11. Have you ever served in the Army, the Marines, the Reserve Force, the Territorial Force, the Militia, the Militia Reserve, the Imperial Yeomanry, or the Royal Navy? If so, state which and cause of discharge 12. Have you truly stated the whole, if any, of your previous Service? 13. Have you ever been rejected as unfit for the Military or Naval Forces of the Crown? If so, on what grounds? 14. Are you willing to be vaccinated or re-vaccinated? 15. Are you willing to be attested to serve in the Army Reserve for a period of 6 years (provided His Majesty should so long require your services) 16. Did you receive a notice, and do you understand its meaning, and who gave it to you? 17 (a). Are you aware that you are liable to be called out, or detained whilst called up for training, in case of imminent national danger, or great emergency on permanent service in the United Kingdom or elsewhere until otherwise ordered? (b). Are you aware that if so called out you will be liable to be detained in Army Service for the unexpired portion of your term of service in the Army Reserve and for a further period not exceeding 12 months if so directed by the competent Military Authority?	1. <u>Valentine Burke</u> 2. In the Parish of <u>Leicester</u> in or near the Town of <u>Leicester</u> in the County of <u>Leicestershire</u> 3. <u>Yes</u> 4. <u>18</u> years and <u>8</u> Months. 5. <u>no</u> 6. <u>no</u> 7. <u>no</u> 8. <u>no</u> 9. <u>no</u> 10. <u>no</u> 11. <u>no</u> 12. <u>yes</u> 13. <u>no</u> 14. <u>yes</u> 15. <u>yes</u> 16. <u>yes</u> 17 (a). <u>yes</u> (b). <u>yes</u>
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I, Valentine Burke do solemnly declare that the above answers made by me to the above questions are true, and that I am willing to fulfil the engagement made.

V Burke SIGNATURE OF RECRUIT.
Richard Burke Signature of Witness.

OATH TO BE TAKEN BY RECRUIT ON ATTESTATION.

I, Valentine Burke do make Oath, that I will be faithful and bear true Allegiance to His Majesty King Edward the Seventh, His Heirs, and Successors, and that I will, as in duty bound, honestly and faithfully defend His Majesty, His Heirs, and Successors, in Person, Crown, and Dignity against all enemies, and will observe and obey all orders of His Majesty, His Heirs, and Successors, and of the Generals and Officers set over me. So help me God.

CERTIFICATE OF MAGISTRATE OR ATTESTING OFFICER.

The Recruit above-named was cautioned by me that if he made any false answer to any of the above questions he would be liable to be punished as provided in the Army Act.

The above questions were then read to the recruit in my presence.

I have taken care that he understands each question, and that his answer to each question has been duly entered as replied to, and the said recruit has made and signed the declaration and taken the oath before me at LEICESTER on this 6th day of August 1908.

Richard Burke
Signature of the Justice of the Peace.

If any alteration is required on this page of the Attestation, a Justice of the Peace should be requested to make it and initial the alteration under Section 80 (6), Army Act 1906.
 The Recruit should, if he require it, receive a copy of the Declaration on Army Form B. 59a.

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Rationale

Context

This enquiry was designed for a Year 10, mixed ability group (FFTD targets A to G), many of whom have behavioural and SEND needs. The students regularly achieve below their target grade when completing practice exam questions, as they struggle with literacy and understanding the demands of GCSE questions. Many students show no interest in History, and some no interest in education as a whole. Activities they do enjoy include games such as snap or bingo, lessons with a mystery element and, in general, any activity which does not require them to read or write large amounts. The students study the Edexcel SHP History course with the American West, Medicine through Time and The Transformation of Surgery as the examined units, each worth 25%. The other 25% is achieved by completion of the Controlled Assessment unit on Hitler's Germany. At the end of the course, I would like the students to achieve their target grades, or at least a GCSE in the subject, and to have enjoyed their study of History.

The school, an inner city comprehensive, has recently come out of special measures and exam results are currently at 26% A* to C, including English and Maths. No students achieve the Ebac. The History department is one of the stronger in the school, with an increase in students achieving a C and above improving from 18% to 54% over the last 4 years. Due to BSF, in September 2011 only Years 9 and 11 will remain at the school, and it will close completely in July 2012.

Aims

This enquiry was designed to replace 5 of the 7 lessons at the end of the Transformation of Surgery unit which were allocated to revision. I wanted the revision to be much more structured and also interesting, not just recapping what we had already studied. The WILF's (learning outcomes) I gave the students were:

1. Successful interpretation of sources;
2. Use of the source skills we have been studying;
3. A written response to an enquiry question, modelled on the Edexcel 16 mark question at the end of the paper, which achieves your GCSE target grade.

In the first outcome, I wanted students to handle real documents, not just look at sources from the text book. I wanted them to be able to look at these sources and then interpret them, in order to answer specific questions about one soldier of World War One, Valentine Burke. In using the sources, I wanted the students to become more engaged with the subject material and more motivated to learn. The second outcome related to specific skills or understandings that I wanted the students to be able to demonstrate. The exam paper requires students to infer, test reliability and usefulness, cross reference, analyse, judge and assess the value of sources. Whilst the conceptual understandings required to engage with the sources in these ways have been developed throughout the course, I wanted students to demonstrate this understanding by completing exam style questions based on different sources, using practiced processes for good exam answers. Thirdly, I wanted students to use the information from the sources and knowledge from the topic to answer an enquiry question, pulling together the work on

Valentine Burke. This question was modelled on the 16 mark question at the end of the exam paper, which students find particularly difficult.

The Activities

This enquiry is based around the life of a soldier from the Leicestershire regiment, called Valentine Burke. It explores his early life, his experiences as a soldier at the Battle of Loos in 1915, the impact the 'Transformation of Surgery' would have had on his life and how Valentine is remembered.

The students are guided through the documents in a structured way, supporting their study of each individual source. This structure, based around the Powerpoint presentations, allows them every opportunity to successfully interpret each source and draw accurate conclusions. A number of the exam source skills are practiced using a variety of tasks with accompanying worksheets, which scaffold students to develop higher-level thinking. At various intervals, the students are asked to complete exam style questions based on the documents they have been examining so they can demonstrate their understanding. They also have the opportunity to peer or self assess the responses.

Whilst the enquiry primarily focuses on the nature of source work, it also supports the content aspect. Students will learn more about surgery in World War One and will also recall their own knowledge from the unit. As a result of this enquiry, the students are able to demonstrate this synthesis of source skills, new insights and recalled knowledge with the completion of the enquiry question.

At the end of the five lessons, it is hoped students will have developed their skills through engaging and interesting activities that will enable success in the Transformation of Surgery unit.

Medium Term Plan- putting the enquiry in context

Edexcel GCSE SHP History Unit 3 (5HBO3)
The Transformation of Surgery C1845-1918
An overview of the 44 lessons

1. An operation in the C19th
2. The problems of surgery- pain
3. The problems of surgery- infection
4. The problems of surgery- bleeding and 'shock'
5. Anaesthetics- intro and Nitrous Oxide
6. Anaesthetics- Ether
7. Source skill- cross referencing
8. Anaesthetics- Chloroform
9. Anaesthetics- Chloroform
10. Source skill- value of sources
11. Anaesthetics- opposition to anaesthetics
12. Roald Dahl and his experience of surgery- none, Ether and Chloroform
13. Anaesthetics- Cocaine, Novocaine and Curare
14. My great grandmother and the dentist (Local anaesthetics)
15. Black period of surgery
16. Source skill- Usefulness
17. Anaesthetics summary quiz
18. Infection- early work Semmelweiss
19. Source skill- Inference
20. Infection- early work Florence Nightingale
21. Infection- Joseph Lister (influence of Pasteur)
22. Source skill- making a judgement
23. Infection- reaction to the work of Lister
24. Infection- Aseptic surgery (Halstead)
25. Infection summary quiz
26. Bleeding- early work Pare, cauterising and ligatures
27. Source skill- reliability
28. Bleeding- Landsteiner and blood transfusions
29. Source skill- Source analysis
30. Bleeding- ww1- Sodium Citrate, blood storage, Citrate Glucose and blood depot
31. Bleeding summary quiz
32. Factors intro
33. Role of Science and Technology- Chemicals e.g. Carbolic acid, equipment e.g. for administering aesthetics
34. Role of War- improvements in war time ('war as a catalyst')
35. Role of communication- sharing and reporting, influence of reports on medical and public opinion
36. The exam paper- What can we expect?
37. Mock exam
38. Revision- Valentine Burke enquiry
39. Revision- Valentine Burke enquiry
40. Revision- Valentine Burke enquiry
41. Revision- Valentine Burke enquiry
42. Revision- Valentine Burke enquiry
43. Independent revision
44. Independent revision (set revision work for half term)

Scheme of Learning

Lesson title- Valentine Burke Enquiry		Lesson number in sequence- 38	
WALT- Use a variety of sources, many from the National Archives in London, to investigate the life of Valentine Burke			
WILF- 1. Successful interpretation of sources, 2. Use of the source skills we have been studying, 3. A written response to an enquiry question which achieves your GCSE target grade			
Resources	Word docs- cross referencing grid	Power points- Valentine Burke L1	Others- laminated copies of 'census docs', 'Army record', 'war letter' and 'war diary'
<p>Lesson Plan</p> <p>Starter- Students to be given a copy of the '1891 census', discussion of what a census is. They are to write down as many observations as they can in 5 minutes and then discuss as a class. Give students a copy of the '1901 census', students to find 5 similarities and/or differences between this and the first document. Discuss as a class and identify the main similarity between the censuses, the Burke family are on both documents. Explain WALT and WILFs.</p> <p>Main Body- Give students a copy of Valentine's 'army record'. They are to identify what it is, what it tells us about Valentine Burke and then draw a picture of him. Discuss findings as a class and share pictures. Ask students to identify when Valentine could leave the army and what was happening at this time. Give students the 'war letter' and ask what has happened and how would this affect Valentine? Students should now understand that Valentine will be a WW1 soldier, explain that the enquiry will look at his military action and how he was affected by surgical developments and conditions at the time. Now give students the 'war diary'. Looking at the first page, can they identify what a war diary might be? Looking at the second page they should summarise in one or 2 words the events of each day. When discussing student responses highlight Lord Kitchener and ask students where they may have heard this name before? Looking at the third page ask students to write responses to; What happened on the 25th from 6am? How many officers were killed? Wounded? How many of the 'rank and file' were killed? Wounded? Gassed? Missing?</p> <p>Plenary- Ask students to consider how far Valentine's army record supported by information in the other sources? (Cross referencing skill for the exam). Students to complete the grid.</p>			
Differentiation- read the documents as a class, or pair the students in mixed ability pairs. Give the war diary as a paper copy as well for weaker students to highlight.		Historical skills- chronology, knowledge and understanding (of people, events and change), enquiry using sources and interpretations	
Literacy- reading, writing, discussing	Numeracy- time management, ideas of chronology	Citizenship/SMSC/ECM- Working together, listening to each other, empathy, enjoy and achieve.	
Cross curricular links- English, Citizenship		Other information- the war diary should be printed and kept together with a treasury tag.	

Lesson title- Valentine Burke Enquiry		Lesson number in sequence- 39	
WALT- Use a variety of sources, many from the National Archives in London, to investigate the life of Valentine Burke			
WILF- 1. Successful interpretation of sources, 2. Use of the source skills we have been studying, 3. A written response to an enquiry question which achieves your GCSE target grade			
Resources	Word docs- N/A	Power points- Valentine Burke L2	Others- laminated copies of 'Loos battle', 'loos diary', 'Loos map', 'Loos today' and 'the battle of Loos'
<p>Lesson Plan</p> <p>Starter- Students are to look a series of statements, which recap information from the first lesson, and decide which are true and which are false.</p> <p>Main Body- Refer back to the war diary used in lesson one and explain it describes the battle of loos. Give students copies of 'Loos battle', 'Loos map', 'Loos today' and 'the battle of Loos'. Students are to create a spider diagram or mind map showing information about the battle of Loos. Pose the question what would the battle of Loos have been like for valentine based on research, Q and A. Give the students a copy of the Loos diary, written by Private W. Walker fought at the Battle of Loos, ask them to read and write a list of adjectives which describe the battle. Students to complete the exam question 'How reliable is the Loos diary in finding out about Valentine Burke's experience?' using guidance.</p> <p>Plenary- Students to mark their exam question using the examiner's mark scheme.</p>			
Differentiation- Lower ability students could be given a paper copy of the diary and highlight appropriate words as the diary is read as a class.		Historical skills- knowledge and understanding (of people, events and change), enquiry using sources, interpretations and organisation and communication (writing skills).	
Literacy- reading, writing, discussing	Numeracy- time management, ideas of chronology, exam timing	Citizenship/SMSC/ECM- Working together, listening to each other, empathy, enjoy and achieve.	
Cross curricular links- English, Citizenship		Other information-	

Lesson title- Valentine Burke Enquiry		Lesson number in sequence- 40	
WALT- Use a variety of sources, many from the National Archives in London, to investigate the life of Valentine Burke			
WILF- 1. Successful interpretation of sources, 2. Use of the source skills we have been studying, 3. A written response to an enquiry question which achieves your GCSE target grade			
Resources	Word docs- 'Quality of care grid', 'Patient record'	Power points- Valentine Burke L3	Others- Laminated copies of 'bridges letter', 'CM 122', 'medical facilities', 'operating room description', 'surgery description' and 'All quiet'.
<p>Lesson Plan</p> <p>Starter- Literacy starter- Make 20 words in 3 minutes from the letters in 'Battle of Loos'</p> <p>Main Body- Students to look at copies of 'bridges letter', 'CM 122', 'medical facilities', 'operating room description' and 'surgery description'. They should consider what medical treatment may have been available to Valentine if he was wounded at Loos? They should fill in the quality of care grid to show their ideas, the last three columns are to put in their own knowledge from the topic. Explain to students that army records do not give detailed information about what happened to a soldier in a particular battle, as there were so many men, however as 68% of soldiers who fought at Loos were injured, we can assume that Valentine was admitted to a field hospital. Students are to imagine that they are an army surgeon. Go through the scenario, using the power point, created from All Quiet on the Western Front. As students take choices about the care of the patient they should fill in their patient record- diagnosis, treatment, quality of treatment and prognosis.</p> <p>Plenary- Students to look at all the evidence from the lesson and decide how good Valentine's chances of survival were if he was injured at Loos.</p>			
Differentiation- Documents could be read as a class or in small groups		Historical skills- knowledge and understanding (of people, events and change), enquiry using sources and interpretations.	
Literacy- reading, writing, discussing	Numeracy- time management, ideas of chronology	Citizenship/SMSC/ECM- Working together, listening to each other, empathy, enjoy and achieve.	
Cross curricular links- English, Citizenship		Other information- the bridges letter should be photocopied double sided,	

Lesson title- Valentine Burke Enquiry		Lesson number in sequence- 41	
WALT- Use a variety of sources, many from the National Archives in London, to investigate the life of Valentine Burke			
WILF- 1. Successful interpretation of sources, 2. Use of the source skills we have been studying, 3. A written response to an enquiry question which achieves your GCSE target grade			
Resources	Word docs- N/A	Power points- Valentine Burke L4	Others- Laminated copies of 'medal card', 'CWGC', 'cenotaph', 'cenotaph photos', 'Loos memorial', and 'Burke panel'.
<p>Lesson Plan</p> <p>Starter- Students to look at 'CWGC' and 'medal card' and decide- What happened to valentine? When? Where? What else can they find out?</p> <p>Main Body- Students to complete the exam question 'How useful is the CWGC website in finding out about the battle where Valentine died?' using guidance. They should then swap work with a peer and mark each other's answer. Students should look at 'cenotaph', 'cenotaph photos', 'Loos memorial', and 'Burke panel' and draw 2 pictures to show how valentine is remembered. Students should look again at 'cenotaph', 'cenotaph photos' and complete the exam question 'What can you infer from this source about people's attitudes towards soldiers who died in ww1?'</p> <p>Plenary- Students to mark their answer. They should then consider how to improve their answer if they have not met their target grade.</p>			
Differentiation- By outcome		Historical skills- knowledge and understanding (of people, events and change), enquiry using sources, interpretations and organisation and communication (writing skills).	
Literacy- reading, writing, discussing	Numeracy- time management, ideas of chronology	Citizenship/SMSC/ECM- Working together, listening to each other, empathy, enjoy and achieve.	
Cross curricular links- English, Citizenship		Other information- 'cenotaph' and 'cenotaph photos' to be laminated and kept together with a treasury tag.	

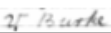
Lesson title- Valentine Burke Enquiry		Lesson number in sequence- 42	
WALT- Use a variety of sources, many from the National Archives in London, to investigate the life of Valentine Burke			
WILF- 1. Successful interpretation of sources, 2. Use of the source skills we have been studying, 3. A written response to an enquiry question which achieves your GCSE target grade			
Resources	Word docs- 16 mark Q guidance	Power points- Valentine Burke L5	Others- N/A
<p>Lesson Plan</p> <p>Starter- Students to look again at all of the sources which we have used and decide which is- The most useful for finding out what Valentine experienced at the Battle of Loos, -The most reliable in finding out what the Loos battlefield looked like, -The most valuable in finding out how Valentine is remembered.</p> <p>Main Body- Remind students that the last question on the exam paper is about judgment, where they will be given a statement which they must present the arguments for and against, using knowledge and sources. Students to write down any 'quotes' which could be used for a 16 mark question about Valentine Burke. Students to fill in the worksheet, which goes through the process of answering a 16 mark question step by step. The question is 'Valentine Burke could not have been expected to survive his injuries because medical treatment at the time was primitive, not having changed for many years.' How far do you agree with this statement? Use any relevant sources and your own knowledge. Once complete students should answer the question.</p> <p>Plenary- Students to use the mark scheme to mark their answer. They should then consider how to improve their answer if they have not met their target grade.</p>			
Differentiation- By outcome. More support by be need by less able students		Historical skills- knowledge and understanding (of people, events and change), enquiry using sources, interpretations and organisation and communication (writing skills).	
Literacy- reading, writing, discussing	Numeracy- time management, ideas of chronology	Citizenship/SMSC/ECM- empathy, enjoy and achieve.	
Cross curricular links- English, Citizenship		Other information-	

Worksheets

Worksheet: Cross referencing grid

Cross Referencing Grid

- Put a tick if the source agrees with the information in the army record
- Put a cross if it disagrees
- Put a 0 if no supporting information is given

Army record information	1891 Census	1901 Census	Communication from the foreign office	War diary
Name - Valentine Burke				
Age - 18 years and 8 months				
Birthplace - Leicester				
Trade - shoe maker				
Signature - 				
Joined the army - 6 th August 1908				

How far do these documents support the army record?

Worksheet: Quality of Care Grid

	Loos diary	Minutes from meeting 122	Report- History of the Works Directorate	A report from Tientsin, China	The letter from GTM Bridges	Loos casualty info	Your knowledge about anaesthetics in 1915	Your knowledge about the cleanliness of surgery in 1915	Your knowledge about controlling bleeding in 1915
Surgical and medical treatment available									
Score out of 5 for the quality of care, 5 being the best									

**Patient Record Patient Record
Loos Field Hospital**

Stage one-Diagnosis _____



Stage Two- Decide upon treatment
Treatment required by the patient

- Amputate leg
- Remove bullet in surgery
- Give antibiotics



Stage Three- Quality of treatment
If you decide to amputate the leg what can you do to prevent the patient feeling pain?

- Provide a stick for him to bite on
- Administer Ether
- Administer Chloroform

What can you do to prevent infection of the wound?

- Prescribe antibiotics
- Use aseptic surgical methods
- Use antiseptic surgical methods
- We don't know what causes infections
- We don't have a cure if a patient gets an infection

What can you do to prevent blood loss and replace lost blood?

- Nothing, giving the patient blood will cause clotting, we don't know why
- Provide a blood transfusion
- Use blood from the blood bank at Cambrai



Stage Four- Prognosis
Will the patient can survive his injuries

- Yes because _____

- No because _____

Judgement Exam Question- 'Valentine Burke could not have been expected to survive his injuries because medical treatment at the time was primitive, not having changed for many years.' How far do you agree with this statement? Use any relevant sources and your own knowledge (16 marks)

Step one- Read and understand the question by underlining the key parts

'Valentine Burke could not have been expected to survive his injuries because medical treatment at the time was primitive, not having changed for many years.' How far do you agree with this statement? Use any relevant sources and your own knowledge (16 marks)

What is the question asking you to do?

Step two- What do you know (knowledge)?

Create a spider diagram for each side of the argument

Valentine could not have been expected to survive as surgery had not changed

Valentine could have been expected to survive as surgery had improved

- Step 3- Look at the sources. What do they suggest which answers the Q? (could he have been expected to survive or not?) Put a tick next to the sources that are relevant. Add info to your spider diagrams from relevant sources; make sure you say which source the information is from.
- o 1891 and 1901 census data
 - o Army paperwork
 - o Letter from the foreign office about declaration of war
 - o Leicester Regiment War diary
 - o The Battle of Loos info
 - o Loos photographs before and after
 - o Loos map
 - o Loos diary
 - o War cabinet minutes 122 about hospitals
 - o Loos casualty information
 - o Letter from STM Bridges about medical staff
 - o Report - History of the War's Directorate
 - o A report from Tientsin, China
 - o Medal card
 - o CW/SC website
 - o War cabinet document- The cenotaph
 - o Two cemetery photographs
 - o All Quiet on the Western Front

Step 4- think about the mark scheme

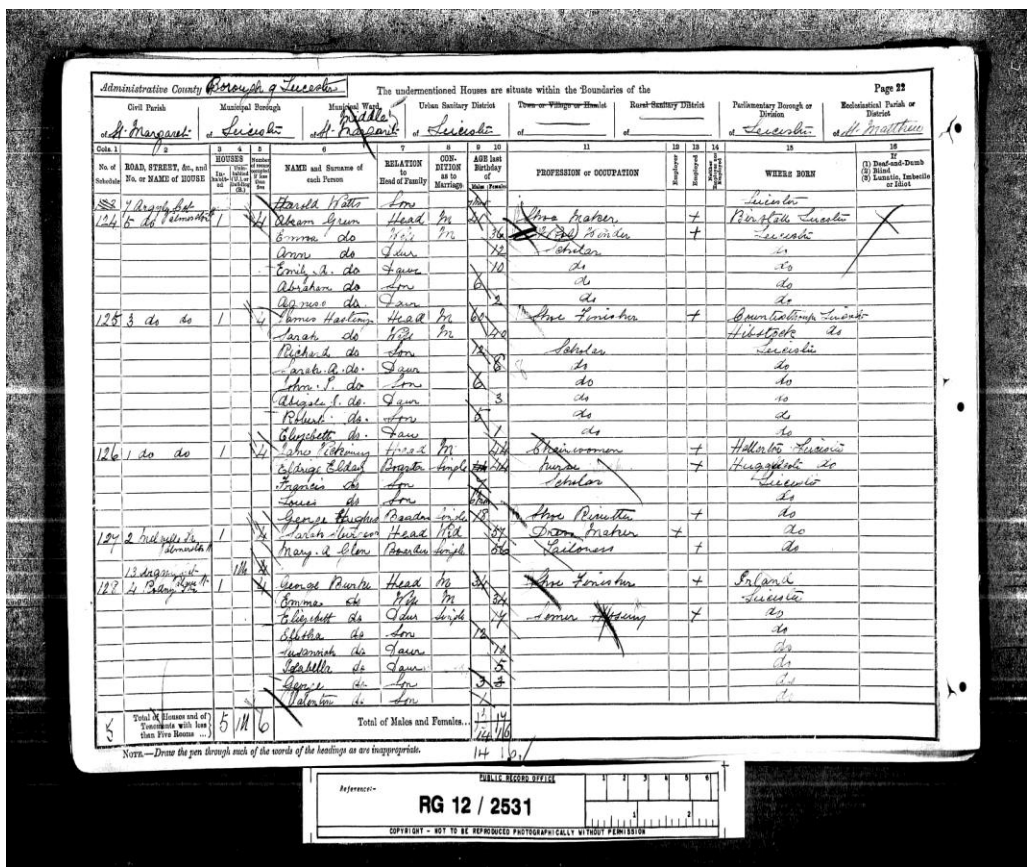
- Q- no rewardable material
- 1-4- simple statements showing some knowledge
- 5-8- developed statements (use because!)
- 9-12- Developed statements (use because!) Answer the Q using sources
- 13-16- Developed statements (use because!) sustained answering of the Q using sources

Step 5- Write your answer using the plan-

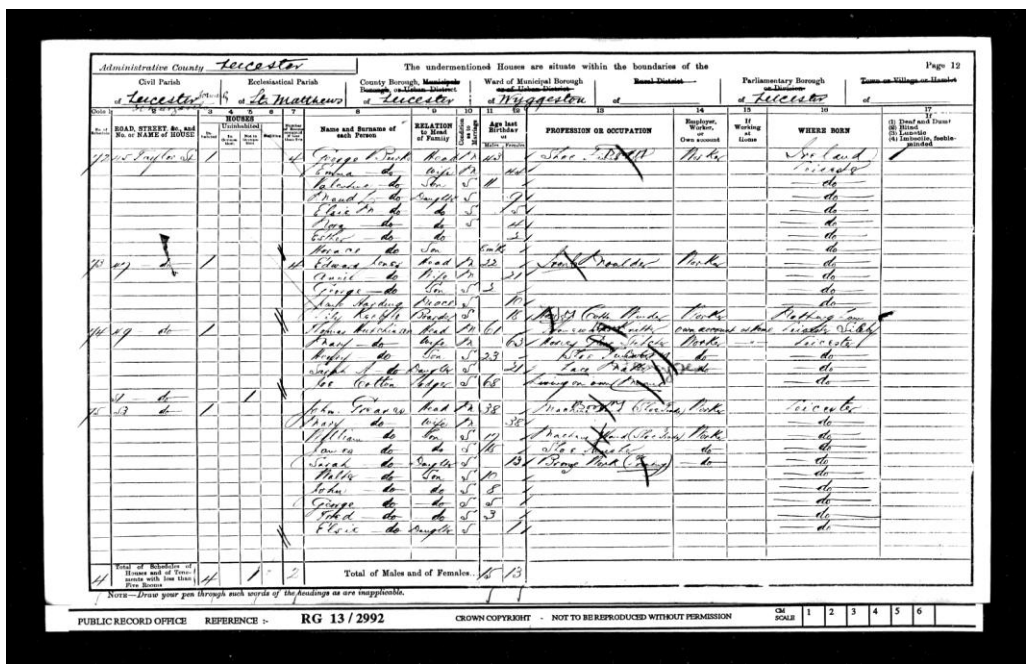
- I'm going to talk about...
- Valentine could not have been expected to survive because... Sources ... and ... agree because...
- Valentine could have been expected to survive because... Sources ... and ... agree because...
- Overall...

Documents

Document: RG 12/2531
1891 census document, St Margaret's Parish, Leicester



Document: RG 13/2992
1901 census document, St Matthew's Parish, Leicester



HWV 100,000 2-0s 27
8 85 47
Gen. No.
963



Army Form B. 59.

**ARMY RESERVE. (SPECIAL RESERVISTS).
6 YEARS' SERVICE.**

ATTESTATION OF

No. 10,014 Name *Valentine Burke* Corps *3rd Leicesters*

Questions to be put to the Recruit before Enlistment.

- | | |
|---|---|
| 1. What is your Name? | 1. <i>Valentine Burke</i> |
| 2. In what Parish or Town were you born? | 2. In the Parish of <i>Leicester</i> in or near the Town of <i>Leicester</i> in the County of <i>Leicestershire</i> |
| 3. Are you a British Subject? | 3. <i>Yes</i> |
| 4. What is your Age? | 4. <i>18</i> years <i>8</i> Months. |
| 5. What is your Trade or Calling? | 5. <i>Black and</i> |
| 6. Have you resided out of your Father's house for three years continuously in the same place, or occupied a house or land of the yearly value of £10 for one year, and paid rates for the same, and, in either case, if so, state where? | 6. <i>No</i> |
- You are hereby warned that if after enlistment it is found that you have given a wilfully false answer to any of the following seven questions, you will be liable to imprisonment with hard labour.
- | | |
|---|--------------------|
| 7. Are you, or have you been, an Apprentice? if so, where? to whom? for what period? and, when did, or will, the period expire? | 7. <i>No</i> |
| 8. Are you Married? | 8. <i>No</i> |
| 9. Have you ever been sentenced to Imprisonment by the Civil Power? | 9. <i>No</i> |
| 10. Do you belong to the Army, the Marines, the Militia, the Reserve, the Royal Navy, the Volunteers, the Imperial Territorial Force, the Army Reserve, or any Naval Reserve Force? If so, to what Corps? | 10. <i>No</i> |
| 11. Have you ever served in the Army, the Marines, the Reserve Forces, the Territorial Force, the Militia, the Militia Reserve, the Imperial Yeomanry, or the Royal Navy? If so, state which and cause of discharge | 11. <i>No</i> |
| 12. Have you truly stated the whole, if any, of your previous Service? | 12. <i>Yes</i> |
| 13. Have you ever been rejected as unfit for the Military or Naval Forces of the Crown? If so, on what grounds? | 13. <i>No</i> |
| 14. Are you willing to be vaccinated or re-vaccinated? | 14. <i>Yes</i> |
| 15. Are you willing to be attested to serve in the Army for a period of 6 years provided His Majesty should so long require your services? | 15. <i>Yes</i> |
| 16. Did you receive a notice, and do you understand its meaning, and who gave it to you? | 16. <i>Yes</i> |
| 17 (a). Are you aware that you are liable to be called out, or detained whilst called up for training, in case of imminent national danger, or great emergency on permanent service in the United Kingdom or elsewhere until otherwise ordered? | 17 (a). <i>Yes</i> |
| (b). Are you aware that if so called out you will be liable to be detained in Army Service for the unexpired portion of your term of service in the Army Reserve and for a further period not exceeding 12 months if so directed by the competent Military Authority? | 17 (b). <i>Yes</i> |

I, *Valentine Burke* do solemnly declare that the above answers made by me to the above questions are true, and that I am willing to fulfil the engagement made.

V Burke SIGNATURE OF RECRUIT.
Wasson Signature of Witness.

OATH TO BE TAKEN BY RECRUIT ON ATTESTATION.

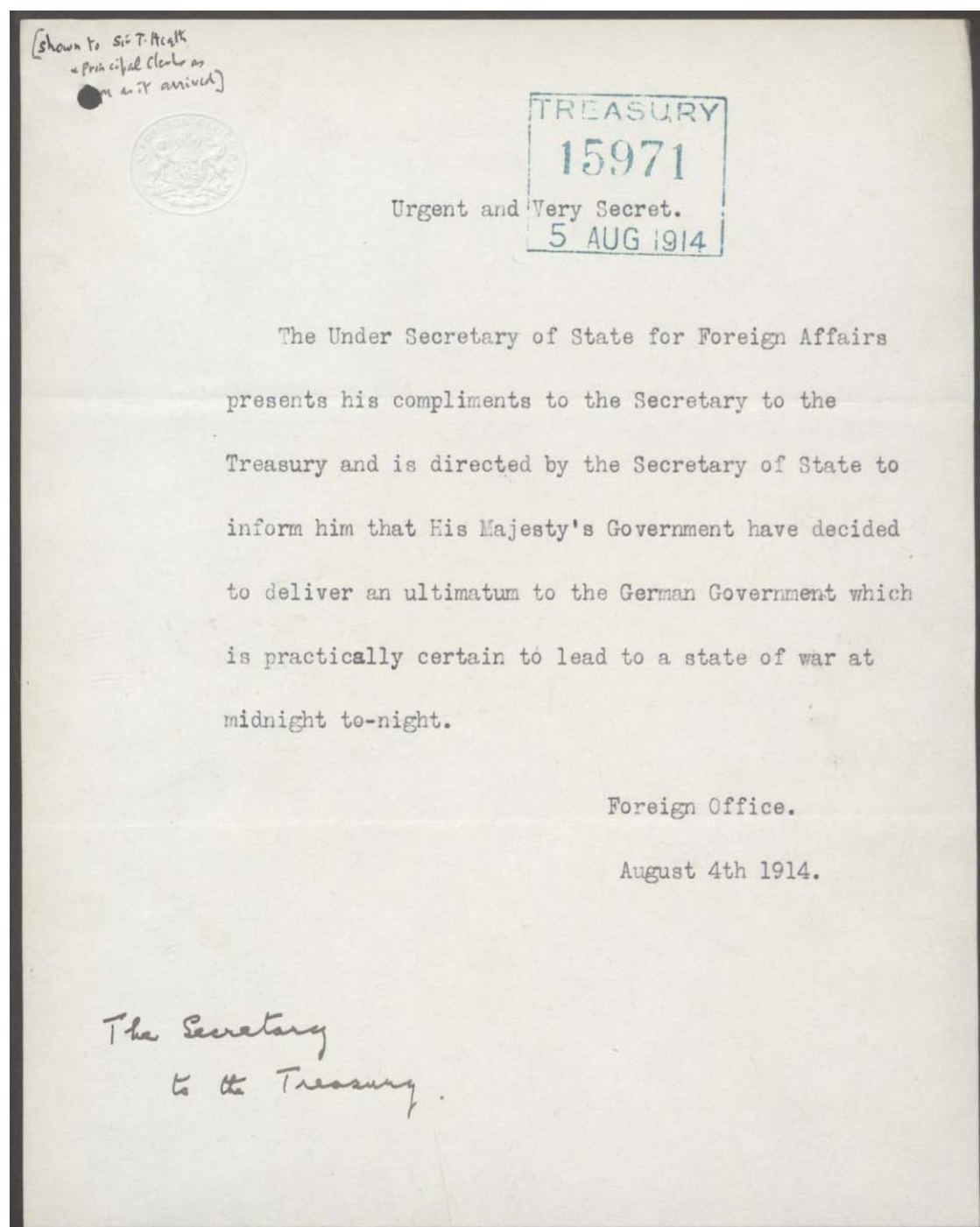
I, *Valentine Burke* do make Oath, that I will be faithful and bear true Allegiance to His Majesty King Edward the Seventh, His Heirs, and Successors, and that I will, as in duty bound, honestly and faithfully defend His Majesty, His Heirs, and Successors, in Person, Crown, and Dignity against all enemies, and will observe and obey all orders of His Majesty, His Heirs, and Successors, and of the Generals and Officers set over me. So help me God.

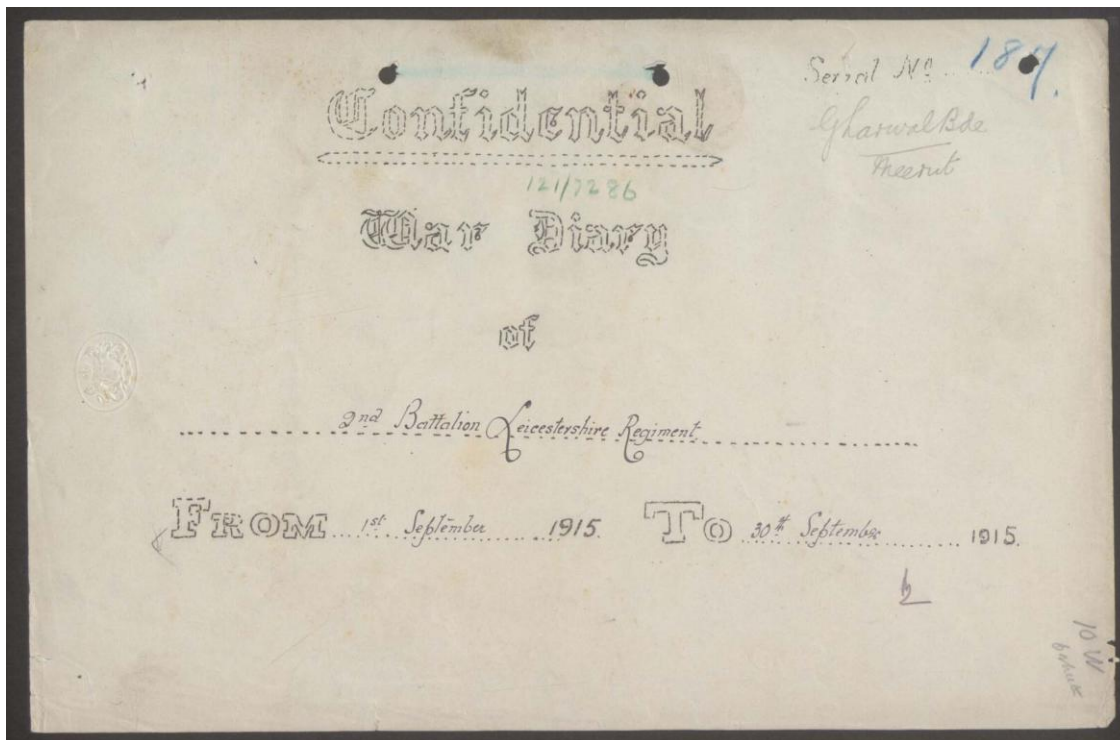
CERTIFICATE OF MAGISTRATE OR ATTESTING OFFICER.

The Recruit above-named was cautioned by me that if he made any false answer to any of the above questions he would be liable to be punished as provided in the Army Act.
The above questions were then read to the recruit in my presence.
I have taken care that he understands each question, and that his answer to each question has been duly entered as replied to, and the said recruit has made and signed the declaration and taken the oath before me at LEICESTER on this 6th day of August 1908.
Signature of the Justice *W. Wasson*

If any alteration is required on this page of the Attestation, a Justice of the Peace should be requested to make it and initial the alteration under Section 80 (6), Army Act.
The Recruit should, if he require it, receive a copy of this Declaration on Army Form B 59A.

* If any the recruit is to be asked the particulars of his former Service, and to produce, if possible, his Pouchment Certificate of Discharge and Certificate of Character, which should be returned to him conspicuously endorsed on the (DMS) form.
+ Here insert Corps.





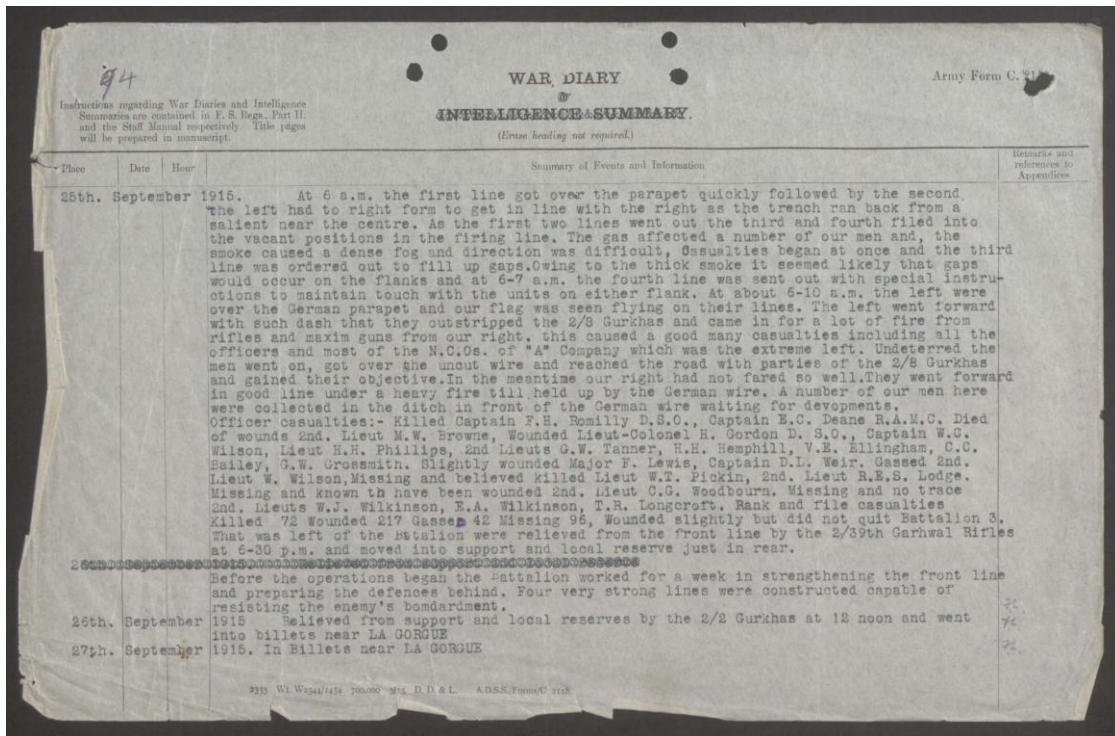
WAR DIARY Army Form C. 2118.

~~INTELLIGENCE IS NECESSARY.~~
(Erase heading not required.)

Instructions regarding War Diaries and Intelligence Summaries are contained in F. S. Regs., Part II, and the Staff Manual respectively. This page will be prepared in manuscript.

Hour, Date, Place.	Summary of Events and Information.	Remarks and references to Appendices
18th. September 1915	In same Billets. Usual digging parties were found.	F+R
18th. September 1915	In same Billets 50 men digging and 100 men carrying were found by the Battalion for front trenches.	F+R
19th. September 1915	In same Billets. 100 men digging and 100 carrying were found by the Battalion.	F+R
20th. September 1915	The Hon'ble The Secretary of State for War, Earl KITCHENER of KHARTOUM K.G, etc. inspected the Brigades of the MEERUT Division. The GARHWAL Brigade was formed up according to the attached plan about 1 mile South of LA GORGUE. LORD KITCHENER and some Staff Officers of the INDIAN Army Corps and MEERUT Division as well as the Commanders of the 1st Army, INDIAN Army Corps and MEERUT Division arrived on the ground at 11 a.m. The Battalion paraded 570 strong, all ranks, including Officers. LORD KITCHENER said that he had heard very good reports of the Battalion and was very pleased to see the men on parade as he had heard so much about their good work. He complimented the Battalion on their soldierlike appearance on parade. At 7-15 p.m. at night all the Officers and N.C.Os. practiced an assembly rehearsal for taking over the trenches from the DEHRA DUN Brigade preparatory to an attack.	F+R
21st. September 1915	In same Billets. War Training.	F+R
22nd. September 1915.	In same Billets. War Training.	F+R
23rd. September 1915.	In same Billets. War Training.	F+R
24th. September 1915.	The Battalion marched from concentration area PONT DU HEM at 7-10 p.m. to position of assembly in front and support lines M 36 d to M 30 c 15.15, which was completed at 10 p.m.	Ref: Trench Map/10,000
25th. September 1915.	At 5-30 a.m. the Battalion was in positions of readiness in accordance with orders in four lines opposite their objective with bombing parties, sandbag parties and carrying parties all arranged and in position.	

Gulab Singh & Sons, Calcutta—No. 22 Army C—3-9-14—197,000



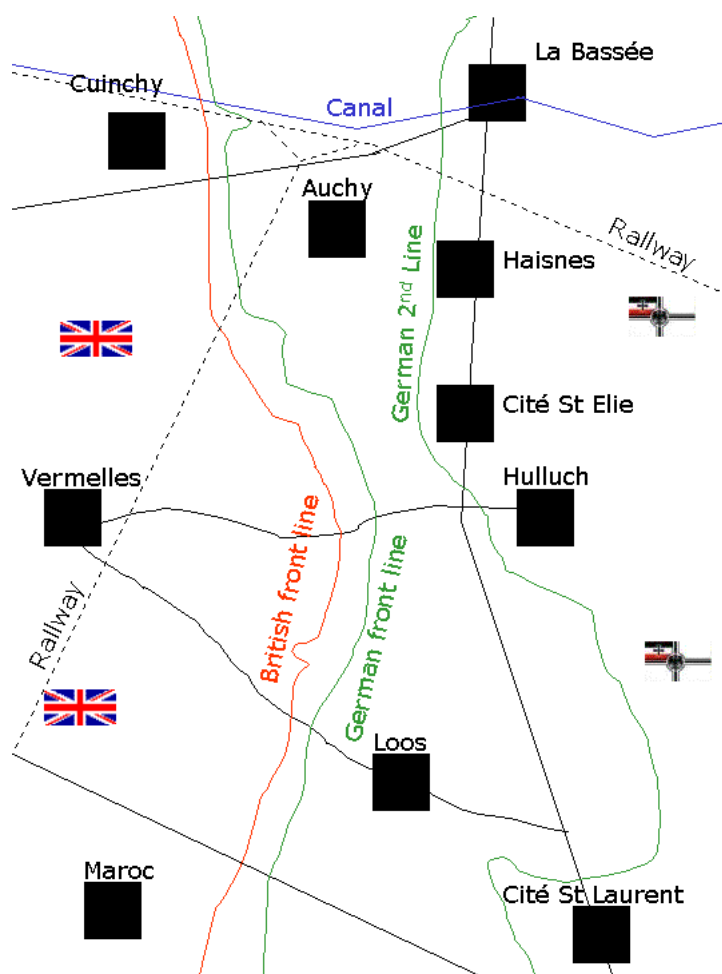
Photograph: No. HU 63277B from the Imperial War Museum collection No. 9306-1 from http://en.wikipedia.org/wiki/File:British_infantry_advancing_at_Loos_25_September_1915.jpg.
British infantry from the 47th (1/2nd London) Division advancing into a gas cloud during the Battle of Loos



Photograph: From <http://www.1914-1918.net/bat13.htm>
The Loos Battlefield today



Map: From <http://www.1914-1918.net/bat13.htm>
Schematic of the Loos battlefield



The Battle of Loos

25 September - 18 October 1915

The Plan

The Loos battlefield lies immediately north of the mining town of Lens, in the heart of the industrial area of north-east France.

The allied troops, supervised by General Foch, would consist of French Tenth Army and the British First Army. They were to attack the German sixth army on a 20-mile front between Arras and La Bassée. The objective was imprecise and optimistic; the cavalry were to reach the area of Ath and Mons, 50 miles away in Belgium.

The plan was brutally simple. The strong enemy positions would be crushed by four days continuous artillery bombardment, with a 4-hour final crescendo before the infantry attacked. A constant flow of men would follow, as would the reserves behind the assaulting Divisions.

Compared with the small-scale British efforts of spring 1915, this attack of six Divisions was a mighty offensive indeed - so much so that it was referred to at the time as 'The Big Push'. 132 allied divisions were involved compared to 102 German ones.

Results

Despite heavy casualties, there was considerable success on the first day in breaking into the deep enemy positions near Loos and Hulluch. But the reserves had been held too far from the battle front to be able to exploit the successes and succeeding days bogged down into attritional warfare for minor gains.

In the dim light of a hurricane lantern, a few of us extinguished and taking in an old wreck of a barn. It was full of old-smelling hay on which I suppose, thousands of our chaps had rested on their way up to the fight. We couldn't sleep for a moment thinking we would be going up the line the next day, and wondering whether we would ever come down again. A push, we understood, was about to begin and we were going up to chase the enemy from the field.

When I opened my eyes on Saturday morning, September 25th, I could see an aeroplane flying high. We were routed out of our comfortable bed in the soft air of the ploughed land and, after a hurried meal, we had cleaned on. We had not gone many kilometres when a new though distant sound could be heard, like a far-away thunder with now and again a louder boom. The air seemed vibrant. It was a thrilling noise and it made my heart beat nervously as it wanted to stop.

A Scots division had been heavily engaged with the enemy; they had suffered tremendous losses. For an hour or two a continuous stream of their wounded had trickled past us on their way to the rear. They looked grim and bloody. Mingling with these wounded troops were captured German soldiers who didn't look sorry; rather, one could see in their eyes a look of relief.

It began to grow dark. Wind whistled as the clouds were seen and bright flashes of ball and shell, green and yellow light illuminated the dark land in front. We tramped on: the jingling of our equipment, the squeaking of boots in mud, the laboured breathing of weary men, an occasional curse, was like an obbligato to the thunderous storm of war that raged around us.

After stumbling on for another half-hour, some times up to the knees in liquid mud, I could observe by the light of the city signals the ruined outline of a village. It was Loos. The moon now shone revealing the roofless walls of the houses, the open spaces where houses had once stood, marked by heaps of rubble. The village was slowly vanishing under the pounding of the guns.

Two hours after arriving at Loos we got the order to move out and we emerged into an open field over which we walked. Then there began to burr above us a kind of rattle. We stopped on our stomachs when this began. The ground was a quagmire, but mud was better than blood, and we waded in the sticky slush. After a while the cannonade quietened and word came along that we were to advance. Hunger, thirst and deep sleep made me faint and weak.

The mud on my greatcoat made it most awfully heavy, so that it tapped like lead against my legs, making the going utterly wearisome. I would willingly have died just then. The ground was so uneven that headway was difficult to make, not one man by nature either, but by the huddled heaps of men's bodies.

The ground had been bitterly contested. Never was I more out of love with war than that night at the Front. I could see that in that water of mud dividing solemn creeps; of getting back to the rear on some fine day probably. I even thought of going back if I could have found a pain other than in my heart and nerve.

Bullets started dropping all around us like heavy thunder rain. The men on both sides of the line snoring in exhausted slumber. I sat motionless and watched. At last I fell asleep. The next day I saw a deep red light through my tent. By the same light I could see the large face of an officer. No sooner had he walked off than we all dropped off to sleep again in the grey morning dawn.

It was Sunday, September 26th. In the early light an appalling scene lay before us. The ground was strewn with dead and dying men. One lay not two yards from my tent a giant Scotsman stretched out in the posture of a crucifixion. Lying again a few yards was a young Irish lad, kneeling in a stiff prayer; his hands clasped in his chest. The grimace on his ugly face in his temple. Pieces of horse and gun equipment and the money gear of war lay everywhere.

There was no food to be had - indeed food was far from my thoughts. I was thinking of the battle before us. We got the order to advance up the hill. Our greatcoats impeded our progress; we were left without ammunition in our rifles. As we slowly advanced the Germans began sending over all kind of stuff. The hill gave us fair cover and we were fighting in galling the La Bassee road. Here we took off our greatcoats, loaded up, fixed bayonets, and made ready to advance.

At day's break, word came along that general advance was to be attempted; already some had left the shelter of the roadway and were running over the open plain. "Come on, lad, we've got to do it!" cried an old sergeant. We braced ourselves and leapt on to the open field.

The shell-fire was deafening enough, but the danger that commenced with our further advance was abominable. It was a fierce enemy, a shelling with a teeter of machine-guns - it was the hellish machine-guns. I saw no one. Where he was I couldn't gamble: somewhere in front how distant near no one seemed to know. The firing was indestructible force; an invincible hail of lead winged past my ears unceasingly; one ticked my sleeve. Our claps billowed under the mower, mostly about the guts; so well had he got our range. Green and shouting were added to the clamour.

A bullet hit me; I felt its sharp sting yet it failed me to the ground. I imagined the shot was in the head at first but soon found out its position when I managed to crawl back to the road; it had pierced a hole through my right elbow. There was nothing for it but to walk, and, although the fire was growing intense, I managed to dodge the rest. How heavily we had suffered could be gauged by the bleeding masses of men that lay in the shelter of the road side.

It took me a long time to get to the casualty clearing station. There appeared to be hundreds of wounded all making for the same place. As I passed along, a shell burst on a field-gun battery which had just slipped into a new position. There did not seem to be anything but brown dust and rubble left. Flame and explosion surrounded me.

On arrival at the dressing station, some inoculation against typhus, two delicious days spent in a rain-battered ambulance. It was when to Arques, then to Rouen, and from thence to England, where, at Stratford-on-Avon, sorted and kind hearts awaited me.



Col. Jones. 14

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British Mission.
Washington.
3rd May, 1917.

To
Chief of the Imperial General Staff.
War Office.
London, S.W.

Sir,

I have the honour to forward herewith the reports of Officers of the Military Mission, together with report of the action which I have taken since forwarding my last letter to you on April 29th.

I have the honour to be,

Sir,

Your obedient Servant,

(Signed). G.T.M.BRIDGES.

Lieutenant General,
General Staff.

3.

Lt. Col. Dansey, General Staff, has been in communication with the War Department and it has been decided to establish an Intelligence Branch modelled on the British.

Lt. Col. Dansey is lecturing at the War College on Military Intelligence.

Lt. Col. Goodwin, R.A.M.C., reports the following;

Six Base hospitals (23 Doctors and 65 Nurses in each, with 146 subordinate personnel) have been mobilized and it is hoped to dispatch the first unit early next week. 112 additional surgeons and 20 orthopardic surgeons have been called out and given commissions in the Reserve Medical Corps and will be dispatched as soon as transports can be arranged.

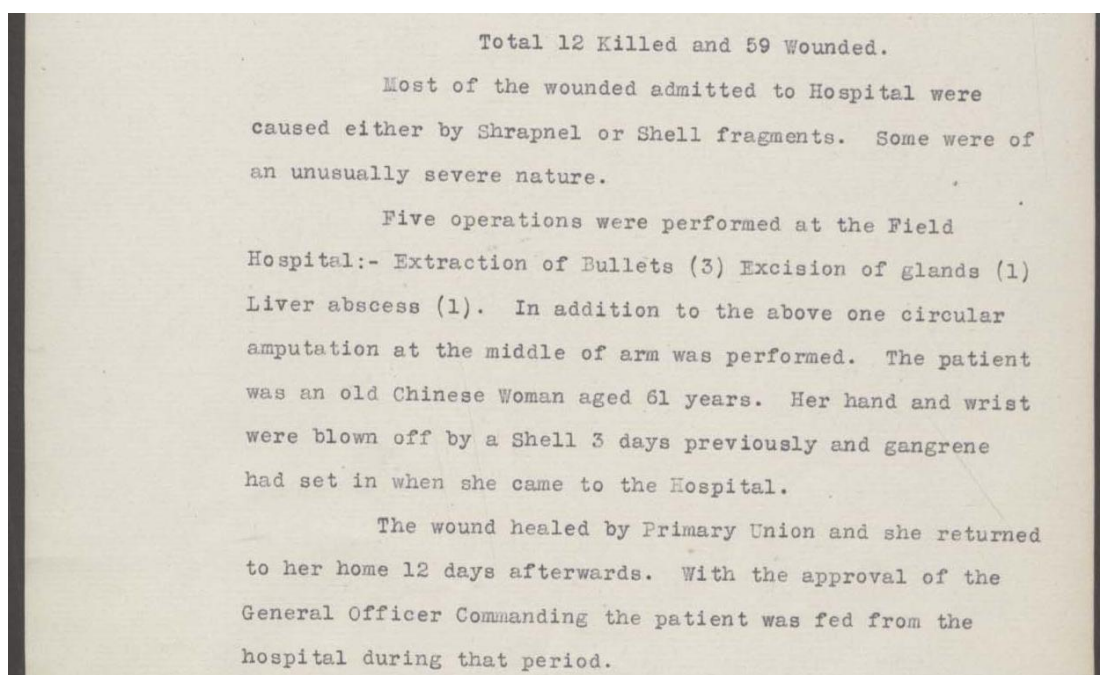
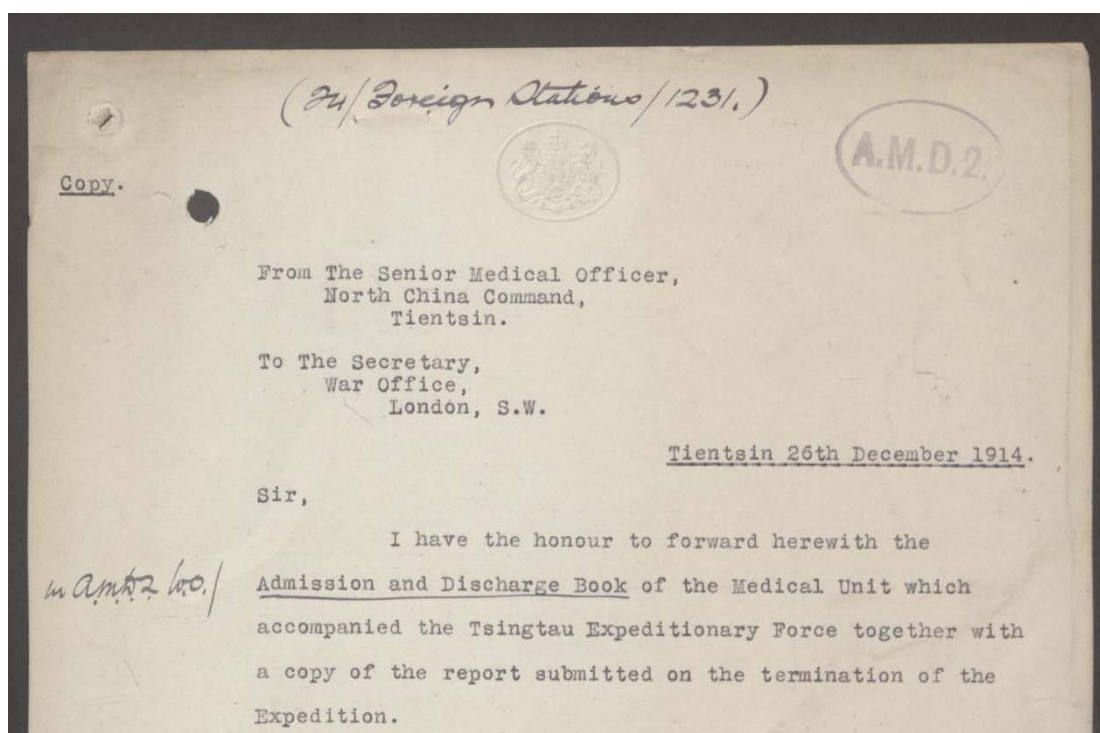
200 Doctors and 200 Nurses have been promised to be available during each month; June, July and August; total promised by end of August, 870 Doctors and 990 Nurses. The chief difficulty is the provision of transports.

Classes of Instructions for the above Officers and also for young Officers in training at the Army Medical School have been formed and commence work this week.

Col. Goodwin is at present at the Surgeon General's Office at the War Department, daily from 9 am to 6 pm except when giving instructions at the Army Medical School or War College. After Dinner young Officers call at his Hotel and obtain information.

Major Spender Clay has lectured on Staff Duties.

Col. Heron has lectured and has been asked for information with regard to the Lines of Communication.



OPERATING BLOCK.

The internal disposition of Operating Theatres was altered from time to time; plans are attached showing the latest model adopted, and also the plan of an Operating Theatre from designs by Colonel HEMMING, D.D.W., some of which were supplied ready made to several hospitals, and others built to the design in situ.

An Operating Theatre included a reception hall, an operating room (sometimes two, one septic and one aseptic), an anaesthetic room, a sterilizing room, medical officer's robing room, nurse's duty room, and a scullery, also a small ward for serious cases. In the latest design of operating, this ward was omitted.

The operating room was provided with ample north lighting, and with overhead sky-lighting for day work, and for night work, diffused electric lighting. The operating theatre was usually lined and ceiled with asbestos sheeting, painted; this is far the best material for lining for operating theatres and hospital wards, being non-conducting and washable, while by puttying the joints and painting the surface with washable paint there are no cracks in which dust can collect or any vermin.

By G. M. Young.

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Printed for the War Cabinet. April 1917.

SECRET 31

WAR CABINET, 122.

*Minutes of a Meeting of the War Cabinet held at 10, Downing Street, S.W., on
Wednesday, April 18, 1917, at 11:30 A.M.*

Hospitals in
France.

11. In reference to War Cabinet 117, Minute 11, the Secretary of State for War reported on the extremely serious situation with regard to the evacuation of our wounded from France. He stated that, if a certain number were brought across daily, the matter could probably be dealt with by the hospitals at home. He considered the real difficulty was the lack of doctors, and mentioned that, if the Military Service Act was made applicable to all doctors under the age of 41, and the Tribunals were not allowed to grant exemptions, the demand might be met—

The War Cabinet requested the Secretary of State for War to go further into the matter with the President of the Royal College of Physicians and the President of the Royal College of Surgeons, and report fully to the War Cabinet on Friday next as to the steps that had already been taken and the steps which can possibly be taken to remedy this grave situation.

Hospitals at
Salonica.

12. The Secretary of State for War also reported on the hospital situation as regards the Salonica Expeditionary Force, and indicated that the position was even graver than that which prevailed at home.

The First Sea Lord reported that the sailings of hospital ships in the Mediterranean were entirely suspended unless the ships were escorted, but even then the escorts were inadequate to ensure immunity from attack. As the matter stood at present it appeared to be impossible to deal with the wounded and the numerous cases of malaria that might be anticipated in the near future.

The Secretary of State for War reported that he was endeavouring to procure a sanatorium at Mount Athos, with a view to alleviating the situation, but was without information at present. The War Cabinet decided that—

This matter should also be reported on by the Secretary of State for War on Friday next.

Medical facilities at the Battle of Loos

Medical facilities on the First Army front at Loos included 16 Advanced Dressing Stations, 15 Main Dressing Stations and 13 Casualty Clearing Stations. In all, these units could accommodate just over 11,500 casualties at any time. 17 ambulance trains were also provided, as were barges and road transport to evacuate wounded men towards the coast. In all, arrangements were made to cope with 40,000 casualties.

Casualties of the Battle of Loos

More than 61,000 British casualties were sustained in this battle, of these, 7,766 men died. New Army units, rushed into a battle area for the first time only a matter of days after landing in France, were devastated. A significant proportion of the remaining pre-war regular troops were lost, and more than 2,000 officers were killed or wounded. This irreplaceable asset in experienced men and leaders was a most serious loss to the army.

Excerpt: From 'All Quiet On The Western Front' by E.M. Remarque 1929
Sections from chapters 1 and 2

I'm sitting by Kemmerich's bed. He is failing more and more visibly. There's a lot of to-ing and fro-ing around us. A hospital train has come in, and they are sorting out any of the wounded that can be moved. A doctor goes past Kemmerich's bed and doesn't even look at him.

'Next time round, Franz' I tell him.

He lifts himself up on one elbow, propped up against the pillow. 'They've amputated my leg.'

So now he has realised after all. I nod by a way of a response... It means you'll go home.'

He signals to me to come a bit closer. I lean over him and he whispers, 'I don't reckon I will.'

... I try to think of something to say that will cheer him up. His lips are pallid, his mouth has got bigger and his teeth look very prominent, as if they were made of chalk... The skeleton is working its way to the surface. His eyes are sinking already. In a few hours it will all be over... Everybody in the whole world should be made to walk past his bed and be told: 'This is Franz Kemmerich, he's nineteen and a half, and he doesn't want to die! Don't let him die!'

My thoughts run wild. This smell of carbolic and gangrene clogs the lungs, like thick, suffocating porridge.

I bend down over his face which is now in shadow. He is still breathing, but faintly. His face is wet, he is crying... Suddenly Kemmerich groans, and there is rattling in his throat I'm on my feet rush outside and ask, 'Where's the doctor?' I see a white coat and grab hold of it. 'Please come quickly or Franz Kemmerich will die.'...

How should I know anything about it?' the doctor snaps, 'I've done five leg amputations today.' Then he pushes me out of the way, tells an orderly, 'Go and see to it,' and rushes off to the operating room.

I'm shaking with anger as I follow the orderly. The man looks round at me and says, 'One operation after the other since five o'clock this morning- crazy, I tell you; just today we've had another sixteen fatalities- your man will make seventeen. There's bound to be twenty at least-'

We reach Kemmerich's bed. He is dead. His face is still wet with tears, his eyes are half open.

The orderly nudges me. 'Taking his things with you?'

I nod

'We've got to move him right away,' he continues. 'We need the bed. We've already got them lying on the ground out there.'

I take the things and ... leave. Behind me they are already bundling Franz on to a tarpaulin.



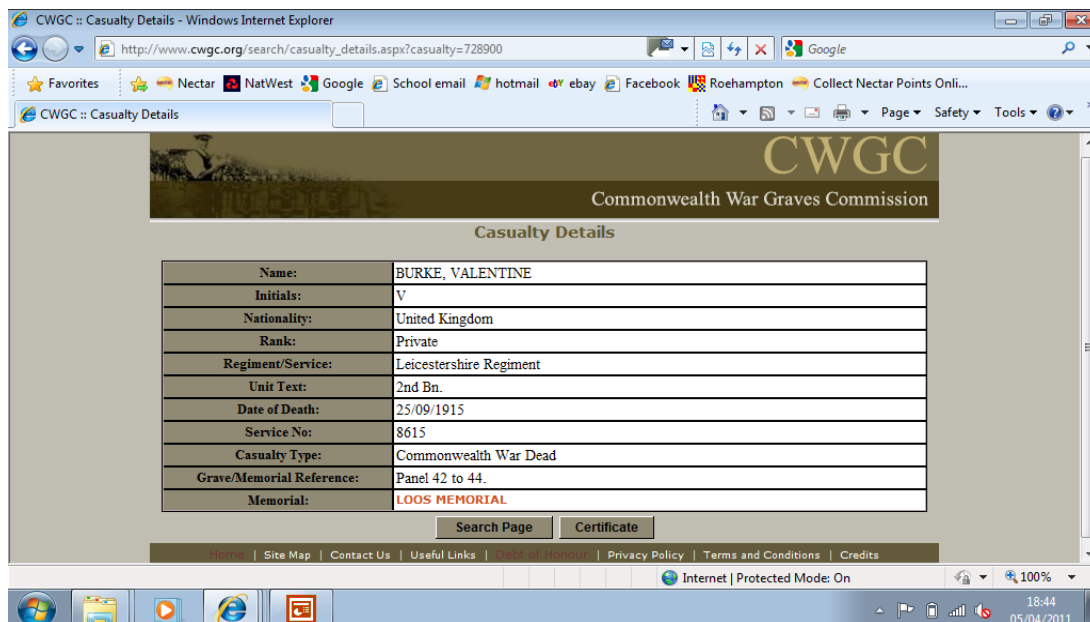
Document: WO 372/3
 Medal card of Valentine Burke

Campaign :— **BEF1914** (A) Where decoration was earned.
 (B) Present situation.

Name	Corps	Rank	Reg. No.	Roll on which included (if any)												
(A) BURKE	<i>2nd Lt on Leics R</i>	<i>Pvt</i>	<i>8615</i>	<i>F/2/2/12</i>												
(B) Valentine	<i>"</i>	<i>"</i>	<i>"</i>	<i>2nd Lt on Leics R</i>												
Action taken	<i>K in A 20-9-15</i> <table border="1"> <tr> <td>NAME</td> <td>PLAT</td> <td>COMP</td> </tr> <tr> <td>VALENTINE</td> <td><i>F/107 Bg</i></td> <td><i>246</i></td> </tr> <tr> <td>BURKE</td> <td><i>do</i></td> <td><i>do</i></td> </tr> <tr> <td>STAR</td> <td><i>14</i></td> <td><i>C.429 IV</i></td> </tr> </table>				NAME	PLAT	COMP	VALENTINE	<i>F/107 Bg</i>	<i>246</i>	BURKE	<i>do</i>	<i>do</i>	STAR	<i>14</i>	<i>C.429 IV</i>
NAME	PLAT	COMP														
VALENTINE	<i>F/107 Bg</i>	<i>246</i>														
BURKE	<i>do</i>	<i>do</i>														
STAR	<i>14</i>	<i>C.429 IV</i>														
Disembarkation Date	<i>12-10-14</i>															

(8 34 46) W231—HP5590 500,000 4/19 HWV(P240) K608 [OVER.]

Website screen shot: http://www.cwgc.org/search/casualty_details.aspx?casualty=728900
 Casualty details of Valentine Burke on the Commonwealth War Graves Commission website



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SECRET.

COPY NO. /

C A B I N E T 49(23).

CONCLUSIONS of a Meeting of the Cabinet held
at 10, Downing Street, S.W.1. on MONDAY,
22nd. OCTOBER, 1923, at 11.30 a.m.
.....

PRESENT :-

The Prime Minister (in the Chair).

The Most Hon.
The Marquess of Salisbury,
K.G., G.C.V.O., C.B.
Lord President of the Council.

The Rt.Hon.
Viscount Cave, G.C.M.G.,
Lord Chancellor.

The Rt.Hon.
Lord Robert Cecil, K.C., M.P.
Lord Privy Seal.

The Rt.Hon.
Neville Chamberlain, M.P.
Chancellor of the Exchequer.

The Rt.Hon.
W.C. Bridgeman, M.P.
Secretary of State for
Home Affairs.

The Most Hon.
The Marquess Curzon of Kedleston,
K.G., G.C.S.I., G.C.I.E.
Secretary of State for Foreign
Affairs.

His Grace
The Duke of Devonshire, K.G.,
G.C.B., G.C.V.O.,
Secretary of State for the
Colonies.

The Rt.Hon.
The Earl of Derby, K.G., G.C.B.,
G.C.V.O., Secretary of State
for War.

The Rt.Hon.
Viscount Peel, G.B.E.,
Secretary of State for India.

The Rt.Hon.
Sir Samuel Hoare, Bart.,
C.M.G., M.P., Secretary of State
for Air.

The Rt.Hon.
L.S. Amery, M.P.
First Lord of the Admiralty.

The Rt.Hon.
Sir P. Lloyd-Greame, K.B.E.,
M.C., M.P., President of the
Board of Trade.

The Rt.Hon.
Sir W. Joynson-Hicks, Bart., M.P.
Minister of Health.

The Rt.Hon.
E.F.L. Wood, M.P., President
of the Board of Education.

The Rt.Hon.
Sir R.A. Sanders, Bt., M.P.
Minister of Agriculture and
Fisheries.

The Rt.Hon.
Viscount Novar, G.C.M.G.,
Secretary for Scotland.

The Rt.Hon. Sir L. Worthington-Evans, Bart.
G.B.E., M.P., Postmaster-General.

Sir M.P.A. Hankey, G.C.B.....Secretary.

SECRET

CABINET 49 (23).

CONCLUSIONS of a Meeting of the Cabinet,
held at 10, Downing Street, S.W.1, on
MONDAY, OCTOBER 22, 1923, at 11-30 a.m.

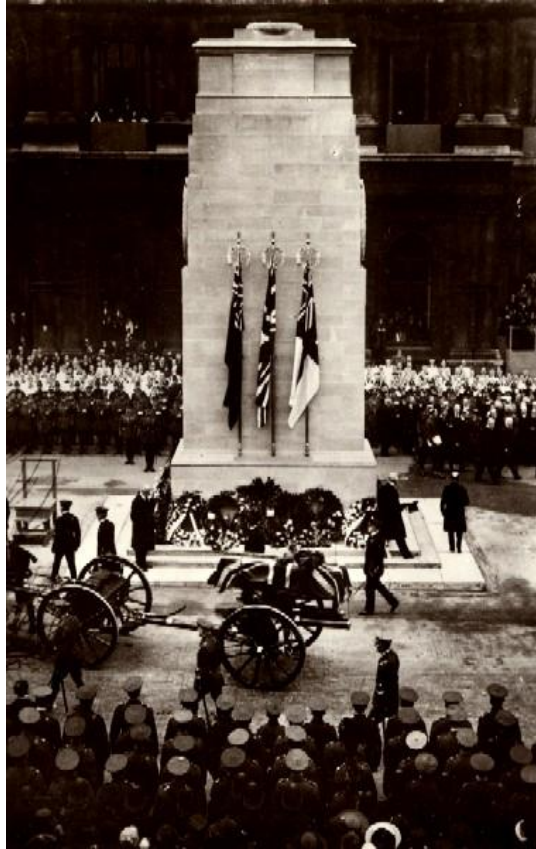
ARMISTICE
DAY.

Previous
Reference:
Cabinet 48
(23), Con-
clusion 2.)

1. In view of the strong public opinion which has formed, since the subject was last considered by the Cabinet, in favour of a public Service being held on Armistice Day opposite the Cenotaph in Whitehall, the Cabinet agreed --

- (a) That a public Service should be held on Armistice Day at the Cenotaph at 11 a.m., to include the Two Minutes' Silence, the singing of a hymn, and the laying of a wreath; the ground in the vicinity of the Cenotaph being held by troops:
- (b) That Lord Curzon should take the pleasure of the King as to the adoption of one or other of the following proposals:-
 - (i) That the Service at Westminster Abbey should be held as previously arranged and should be attended by the King, his Ministers and the Representatives of the Dominions, and that the Prince of Wales should be asked to attend the Service at the Cenotaph, where he should be met by the Secretaries of State for War and Air, and the First Lord of the Admiralty:
--or--
 - (ii) That the Service at Westminster Abbey should be postponed until 11-15 or 11-30 a.m., in order to enable the King and his Ministers to attend the Service at the Cenotaph before proceeding to Westminster Abbey.
- (c) That in any event there should be no change in the arrangements already made for holding Church Services at such an hour as to ensure the observance of the Two Minutes' Silence at 11 a.m.

Photographs: From <http://www.roll-of-honour.com/London/Cenotaph.html>
Two photographs showing the cenotaph in November 1920



Photographs: Provided by the Commonwealth War Graves Commission
 The Loos memorial and the panel showing Valentine Burke's name

