‘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
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Hospital sites, depots and camps: History of the Works Directorate

War Cabinet and Cabinet: Minutes April 18th 1917

Information about medical facilities and casualties

Excerpt: From 'All Quiet On The Western Front' by E.M. Remarque 1929

Sections from chapters 1 and 2

Medal card of Valentine Burke

Casualty details of Valentine Burke on the Commonwealth War Graves Commission website

War Cabinet and Cabinet: Minutes October 22nd 1923

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
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

<table>
<thead>
<tr>
<th>Lesson title - Valentine Burke Enquiry</th>
<th>Lesson number in sequence - 38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WALT</strong> - Use a variety of sources, many from the National Archives in London, to investigate the life of Valentine Burke</td>
<td></td>
</tr>
<tr>
<td><strong>WILF</strong> - 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</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Word docs</strong> - cross referencing grid</td>
</tr>
</tbody>
</table>

### Lesson Plan

**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.

**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? Gassed? Missing?

**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.

**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.
<table>
<thead>
<tr>
<th>Lesson title- Valentine Burke Enquiry</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>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</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Power points- Valentine Burke L2</td>
</tr>
<tr>
<td>Word docs- N/A</td>
<td>Others- laminated copies of ‘Loos battle’, ‘loos diary’, ‘Loos map’, ‘Loos today’ and ‘the battle of Loos’</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**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.

**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.

**Plenary-** Students to mark their exam question using the examiner’s mark scheme.

**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 Plan

**Starter** - Literacy starter- Make 20 words in 3 minutes from the letters in ‘Battle of Loos’

**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.

**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.

**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’

**Lesson Plan**

**Starter**- Students to look at ‘CWGC’ and ‘medal card’ and decide- What happened to valentine? When? Where? What else can they find out?

**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?’

**Plenary**- Students to mark their answer. They should then consider how to improve their answer if they have not met their target grade.

**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

<table>
<thead>
<tr>
<th>Resources</th>
<th>Word docs- 16 mark Q guidance</th>
<th>Power points- Valentine Burke L5</th>
<th>Others- N/A</th>
</tr>
</thead>
</table>

**Lesson Plan**

**Starter:** Students to look again at all of the sources which we have used ans 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.

**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.

**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.

**Differentiation:** By outcome. More support by be need by less able students

<table>
<thead>
<tr>
<th>Historical skills</th>
<th>knowledge and understanding (of people, events and change), enquiry using sources, interpretations and organisation and communication (writing skills).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>reading, writing, discussing</td>
</tr>
<tr>
<td>Numeracy</td>
<td>time management, ideas of chronology</td>
</tr>
<tr>
<td>Citizenship/SMSC/ECM</td>
<td>empathy, enjoy and achieve.</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Army record information</th>
<th>1891 Census</th>
<th>1901 Census</th>
<th>Communication from the foreign office</th>
<th>War diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name - Valentine Burke</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age - 18 years and 8 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthplace - Leicester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade - shoemaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature - 27 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joined the army - 6th August 1908</td>
<td></td>
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</tbody>
</table>

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How far do these documents support the army record?

<table>
<thead>
<tr>
<th>Document 1</th>
<th>Document 2</th>
<th>Document 3</th>
<th>Document 4</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Score out of 5 for the quality of care, 5 being the best</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical and medical treatment available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes from meeting 122</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report: History of the Works Directorate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A report from Tientsin, China</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The letter from STM Bridges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss casualty info</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your knowledge about anaesthetics in 1915</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your knowledge about the cleanliness of surgery in 1915</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your knowledge about controlling bleeding in 1915</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 1: 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 2: What do you know/know about?

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.

- 1919 and 1921 census data
- Army paperwork
- Letter from the Foreign Office about declaration of war
- Letter from 6th Regiment War diary
- The Battle of Loos info
- Loss photographs before and after
- Loss map
- Loss diary
- War office minutes 1212 about hospitals
- Loss casualty information
- Letter from OT&A Bridges about medical staff
- Report History of the Works Directorate
- A report from Tianjin, China
- Medical and
- CWGC website
- War archive document - The顺畅
- Two casualty photographs
- All Quot on the Western Front

Step 4: Think about the mark scheme

0- no worthwhile material
1-4 simple statements showing some knowledge
5-8 developed statements (use because)
9-10 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

![1891 Census Document](image1.png)

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

![1901 Census Document](image2.png)
The army record of Valentine Burke

**Army Reserve. (Special Reservists). 6 Years' Service.**

**Attestation of**

No. 189691. Name: Valentine Burke.

Questions to be put to the Recruit before attestation:

1. What is your Name? ........................................
2. In what Parish or Town were you born? ..............
3. Are you a Subject of Her Majesty? ......................
4. What is your Age? ...........................................
5. What is your Trade or Calling? ..........................
6. Have you ever served in your Father’s house for three years continuously in the same place, or occupied a house or land at the yearly value of ten pounds for one year, paid rent for the same, and, in either case, resided therein? ..........................

You are hereby warned that, if after answering 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, since did, or will, the Apprenticeship expire? ..........................
8. Are you Married? ...........................................
9. Have you ever been sentenced to Imprisonment by any Civil Court? ..........................

10. Do you belong to the Navy, the Marine Corps, the Militia, the Imperial Yeomanry, the Volunteer, the Imperial Force, the Army Reserve, or any Naval Reserve force? If so, to what Corps? ..........................

11. Have you ever served in the Army, the Marine Corps, the Reserve Force, the Volunteer, the Militia, 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 for a period of five years, which shall not extend beyond the 31st day of October next? ..........................

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 detached whilst you are on active service, in case of insurrection or invasion of the United Kingdom, or elsewhere until otherwise ordered? ..........................

(b). Are you aware that if you are called out you will be liable to be attached to the Reserve Forces for the unexpired portion of your term of service in the Army Reserve and for a further period not exceeding 12 months, if required to be directed by the commanding Military Authority? ..........................

1. 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.

[Signature of Recruit]

**Oath to be taken by Recruit on attestation.**

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

[Signature of the Attesting Officer]

[City and Date]
The Under Secretary of State for Foreign Affairs presents his compliments to the Secretary to the Treasury and is directed by the Secretary of State to inform him that His Majesty’s Government have decided to deliver an ultimatum to the German Government which is practically certain to lead to a state of war at midnight to-night.

Foreign Office.

August 4th 1914.

The Secretary to the Treasury.
Confidential
War Diary

2nd Battalion Leicestershire Regiment

From 1st September 1915 to 30th September 1915

19th September 1915
In same billets. Small digging parties were found. No menInfinity.htm

20th September 1915
In same billets. 50 men digging and 100 men carrying were found by the battalion for front trenches. No men Infinity.htm

49th September 1915
In same billets. 100 men digging and 200 carrying were found by the battalion. No menInfinity.htm

21st September 1915
The officers of the Secretary of State for War, Earl Kitchener of Khedive H.G., etc., inspected the Brigade of the Leicestershire Division. The 31st Leicesters was formed up according to the attack plan about 3 miles South of the Leicestershire. No menInfinity.htm

22nd September 1915
Lord Kitchener and some staff officers of the Indian Army Corps arrived. No menInfinity.htm

19th September 1915
In same billets. No menInfinity.htm
British infantry from the 47th (1/2nd London) Division advancing into a gas cloud during the Battle of Loos.
The Loos Battlefield today

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.
Diary of Private W. Walker, 13th Northumberland Fusiliers

In the dimly lit surprised room, I had been waiting and thinking in an old grave for hours. The sky was darkening, but suddenly, the sun shone through a crack in the wall as if to say, "Wake up!" The minutes ticked by, and my mind filled with the thoughts of the past. I couldn't help but wonder if this was the beginning of something new.

When I opened my eyes, the early morning light bathed the room in a warm glow. I could see my reflection in the mirror, a figure standing tall, ready to face the day. My heart raced as I imagined the battles we were about to fight. I knew I was not alone, for there were others like me, standing at the ready.

I paced the floor, trying to shake off the drowsiness that threatened to overtake me. The air was thick with the stench of fear and uncertainty. I could hear the distant sounds of battle, the shouts of men in pain, the cries of the wounded. The sound of cannon fire filled the air, a constant reminder of the war that raged outside.

I sat down, my thoughts racing, trying to make sense of the chaos. I knew we were in for a long battle, but I was determined to see it through. With a deep breath, I stood up and stepped out of the room, ready to face whatever lay ahead.
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 orthopaedic 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.
From The Senior Medical Officer,
North China Command,
Tientsin.

To The Secretary,
War Office,
London, S.W.

Tientsin 26th December 1914.

Sir,

I have the honour to forward herewith the Admission and Discharge Book of the Medical Unit which accompanied the Tsingtau Expeditionary Force together with a copy of the report submitted on the termination of the Expedition.

Total 12 Killed and 59 Wounded.

Most of the wounded admitted to Hospital were caused either by Shrapnel or Shell fragments. Some were of an unusually severe nature.

Five operations were performed at the Field Hospital:- Extraction of Bullets (3) Excision of glands (1) Liver abscess (1). In addition to the above one circular amputation at the middle of arm was performed. The patient was an old Chinese Woman aged 61 years. Her hand and wrist were blown off by a Shell 3 days previously and gangrene had set in when she came to the Hospital.

The wound healed by Primary Union and she returned to her home 12 days afterwards. With the approval of the General Officer Commanding the patient was fed from the hospital during that period.
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 WHEELOCK, D.B.E., 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 sterilising 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 cilled 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 putting the joints and painting the surface with washable paint there are no cracks in which dust can collect or any vermin.
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.

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.
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

Casualty details of Valentine Burke on the Commonwealth War Graves Commission website
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 Rt. Hon.
Viscount Cbole, G.C.H.G.,
Lord Chancellor.

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

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

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

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

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

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

The Rt. Hon.
Viscount Hankey, C.C.H.G.,
Secretary for Scotland.

The Rt. Hon. Sir L. Worthington-Evans, Bart.,

W. P. A. Hankey, G.C.B. Secretary.
CONCLUSIONS of a Meeting of the Cabinet, held at 10, Downing Street, S.W.1, on MONDAY, OCTOBER 23, 1933, at 11-30 a.m.

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 Anzac Day opposite the Cenotaph in Whitehall, the Cabinet agreed —

(a) That a public Service should be held on Anzac 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:

(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.

-1-
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