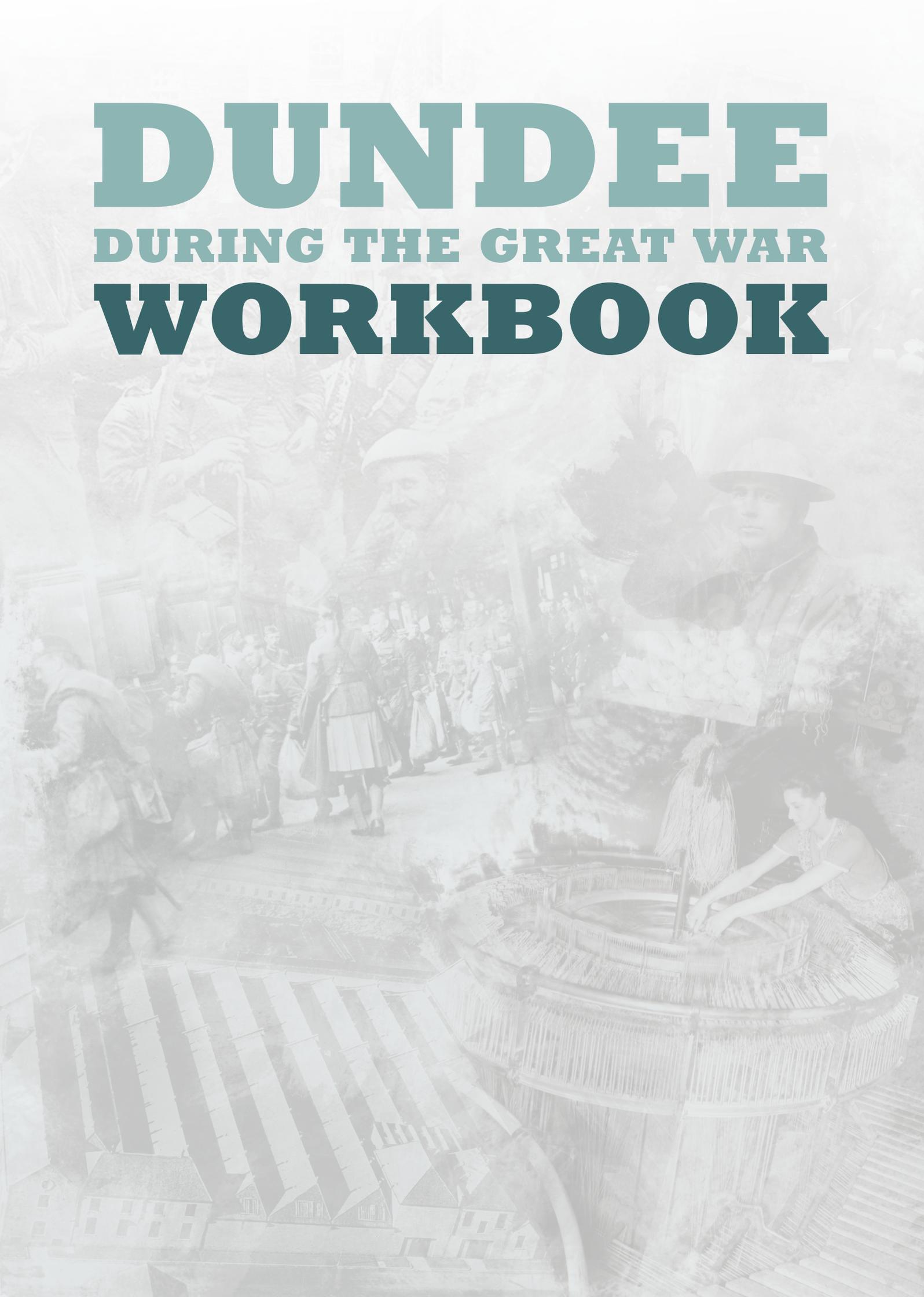


# DUNDEE

DURING THE GREAT WAR

# WORKBOOK



# AN INTRODUCTION TO THE CONNECTIONS BETWEEN DUNDEE AND THE GREAT WAR



Lance Corporal Joseph Lee was a Dundonian who fought in the First World War. He will be your guide through this course which aims to teach you about five different areas of the Great War and what life was like in Dundee at this time:

- **RECRUITMENT**
- **CONSCIENTIOUS OBJECTORS**
- **JUTE**
- **LIVING CONDITIONS**
- **THE BATTLE OF LOOS**

He will introduce you to each area by giving you what he calls '*the bigger picture*' (*this will be a little bit of background information and what the topic has to do with the Great War*). He will then show you how each area listed above connected with Dundee during the Great War and will provide you with a task or activity for you to work on to put what you have learned to the test.

**WHENEVER YOU SEE HIS ILLUSTRATION YOU SHOULD ANSWER HIS QUESTION IN A FULL SENTENCE IN YOUR JOTTER.**



A photograph of Joseph Lee taken in 1916. © Dundee University Archive Services

# SIX FACTS ABOUT JOSEPH LEE

1.

Joseph Lee, known as Joe to his friends, was born in Dundee in 1876 and he was one of nine children. He started work aged 14; after a short time working in a local solicitor's office and then travelling overseas, Joe moved to London in 1904.

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2.

Using skills he had gained by taking art classes in Dundee and London, Joe started drawing political cartoons and then became a newspaper artist. He moved back to Dundee and, in 1909, he started working for the newspaper publisher, John Leng + Co. He edited and worked for several newspapers including *The People's Journal*.

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3.

When World War One broke out, Joe was almost 40 but still he enlisted to fight. He and many other men from Dundee joined the 4th Black Watch Battalion. Men often enlisted for a variety of reasons, but we do not know why Joe decided to join. Perhaps he was inspired by his grandfather who had also been a soldier?

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4.

While in the trenches and even when he was taken prisoner, Joe drew sketches and wrote poetry to capture his experiences of the war. He sent these back to Dundee and they were published in the local newspaper.

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5.

Joe and the other Dundee journalists at war referred to themselves as '*Fighter-Writers*'. The national newspapers had been censoring reports of the war but, by reading about the Fighter-Writers' experiences in the local newspapers, the Dundee public learnt about life at the Front and what it was really like.

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6.

Joe survived the war and he was highly regarded as a '*War Poet*' although, over time, his poetry was largely forgotten as poets like Wilfred Owen and Siegfried Sassoon grew in popularity. Joe died in Dundee in 1949.

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# RECRUITMENT

## LESSON AIM:

To create a recruitment poster with a Dundee theme to attract men to join the fight.

**SAL 4:** becoming aware of change, cause and effect, sequence and chronology.

Joe's poetry has illustrated that, in war, normal people often had to do terrible things, but why do you think men voluntarily chose to fight? In this lesson you are going to learn about why men decided to join the army at the start of the Great War.

The opportunities men had in 1914 for work and for leisure were quite different to what men can choose from today, 100 years on. We will study them in some more detail later in this unit of work. There was quite a lot of poverty in Scottish cities in the years leading up to the Great War and because of this young men did not have many options when it came to leisure activities.



**“WOULD YOU BE EXCITED ABOUT A WAR BREAKING OUT TODAY?”**

## RECRUITMENT FACTS:

- In the first weekend of the war in 1914, 100 men an hour (*3,000 a day*) signed up to join the armed forces.
- 54 million posters were issued, 12,000 meetings were held, and 20,000 speeches were delivered by military spokesmen.
- By the end of 1914 1,186,337 men had enlisted.



**“WHY DO YOU THINK SO MANY MEN WERE INSPIRED TO SIGN UP TO FIGHT GERMANY?”**

# RECRUITMENT

## DUNDEE'S OWN: 4TH BLACK WATCH BATTALION



Officers of 4th Black Watch at Monzie Camp, near Crieff, 1914. © The Black Watch Regimental Archives

1. The 4th Black Watch Battalion was the one that most Dundonian men joined when serving in the Great War. Dundee's Own battalion had eight hundred and ninety men and left for France on 23rd February 1915.
2. The 4th Black Watch Battalion suffered terrible losses during the Battle of Loos which took place on 25th September 1915. Over two hundred Dundonian men were killed or seriously wounded during this battle and the devastation was so bad that Loos was the last battle that the 4th Battalion ever fought. Survivors were spread around other battalions. The Law Monument in the city is lit every year on 25th September to remember those Dundonian men who gave their lives during the Great War.
3. Dundee Football Club actually brought out a special strip on 25th September 2015 (*the 100 year anniversary*) to remember the men who gave their lives. Following the Battle of Loos it is estimated that 63% of the eligible men in Dundee fought in the Great War. This adds up to around 30,500 men. Three times what Dens Park holds!
4. In fact, Dundonians can be very proud of the bravery shown by their fighting men and their families who waved them farewell, because Dundee had one of the highest contribution rates of any British city. Sadly more than 4,213 of those men never returned to Dundee. These men had no idea of the horror awaiting them in the trenches.

# RECRUITMENT ACTIVITY

Your teacher will now show you a short PowerPoint presentation which shows some posters used to encourage men to join the army in Britain during the Great War.

You should make some notes in your jotter about the key feelings/emotions that the posters tried to make men feel which would make them more likely to join up.

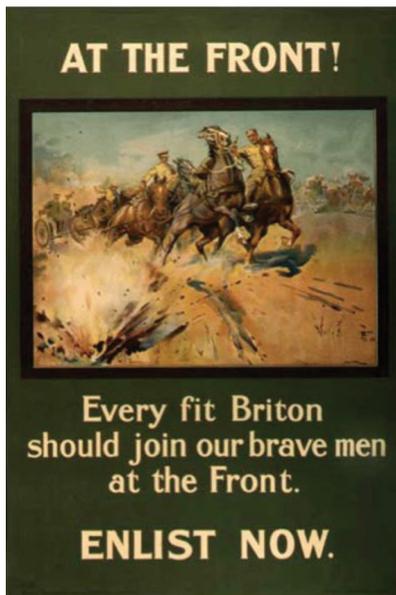
The following page in this workbook will remind you of the key themes you should choose from for your poster.



**“WOULD THESE RECRUITMENT  
POSTERS CONVINCING YOU TO  
JOIN THE ARMY? WHY?”**

Your task is to investigate the reasons so many Dundonian men wanted to join the army. You are to plan, design and create a Great War recruitment poster. It should have a **link to Dundee** either in the picture you draw or the words you use to encourage men to join up.

1. ADVENTURE!
2. GUILT!
3. PATRIOTISM!
4. ROMANCE!
5. SHAME!



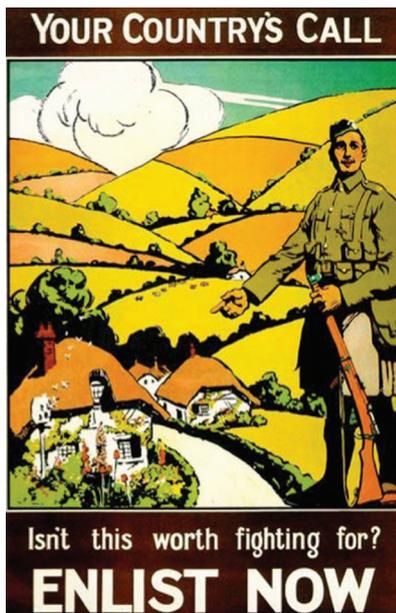
1. Adventure



2. Guilt



3. Patriotism



4. Romance



5. Shame

# CONSCIENTIOUS OBJECTORS

## LESSON AIMS:

To understand why recruitment changed from voluntary to compulsory. To examine Dundee's connections to 'conscientious objectors'.

**SAL 9:** developing useful skills for learning, life and work.

1. When war broke out in August 1914 the British Army had around 700,000 soldiers<sup>1</sup>. However the German Army had over four million men<sup>2</sup> in August 1914.

*You should have some idea from the previous lesson about how men were encouraged to join the army to boost its numbers – remember the posters used to encourage men to join the fight?*

Recruitment techniques between August 1914 and December 1915 led to almost 2.5 million men voluntarily joining the army<sup>3</sup>.

2. However, by December 1915 it was clear that the war was not going to be “over by Christmas” and stories of the hell in the trenches were starting to creep back over to Britain.

The brutal nature of war began to filter back to the people of Dundee. The true nature of war was revealed. The devastating impact from the ‘*Battle of Loos*’ was being felt in the city and recruitment numbers dried up.



*It soon became clear that the war was going to last much longer than Christmas 1914, despite what some had hoped many more men were going to be needed.*

1. This seems to vary depending on where you look. [www.1914-1918.net/faq.htm](http://www.1914-1918.net/faq.htm) and [www.nationalarchives.gov.uk/pathways/firstworldwar/service\\_records/sr\\_soldiers.htm](http://www.nationalarchives.gov.uk/pathways/firstworldwar/service_records/sr_soldiers.htm) seem to be around 700,000.
2. [www.spartacus-educational.com/FWWarmies1914.htm](http://www.spartacus-educational.com/FWWarmies1914.htm)
3. [www.bl.uk/world-war-one/articles/voluntary-recruiting](http://www.bl.uk/world-war-one/articles/voluntary-recruiting)

3. War was no longer being seen as romantic or heroic. This led to the numbers of men joining the army drying up. This put the British Army at risk of being overrun and calls for compulsory conscription began to be heard.

By May 1916 the Government had passed two Military Service Acts which meant that all men aged between 18 and 41 had to join the army. Certain men were exempted from conscription including those who were medically unfit, teachers, clergymen, and certain types of worker.

4. During WW1 conscription was successful in recruiting around 2.5 million men into the army.

However, this led to many people rebelling against the government. Around 16,000 men in Britain simply refused to join the army. They believed that it was wrong to kill another human being even during war time. People who oppose violence like this are called pacifists and in wartime they are called conscientious objectors, or '*conchies*'.

5. It is thought that around 7,000 of these men agreed to non-combat service which meant they did jobs in France and Belgium like being a stretcher-bearer. This was a very dangerous job with high casualty rates.

There were some among the 7,000 who were called '*absolutists*'. These men completely rejected any involvement in war and they were imprisoned for their beliefs. Conditions were so bad in prison for them that some actually died.



**“CONSCRIPTION WAS ABOLISHED IN THE UK IN THE 1960S. HOW WOULD YOU FEEL IF IT WAS REINTRODUCED?”**

**Use the information you have just read to answer the following questions.**

1. How many men had been enlisted voluntarily by December 1915?
2. What was the aim of the '*Military Service Acts*' of 1916?
3. What type of man was '*exempt*' from fighting?
4. What was a '*conchie*'?
5. What was an '*absolutist*'?

James Lovegrove was only sixteen when he joined up on the outbreak of the war. He found himself pressured into joining the army (*despite being too young*) by a group of women who stuck a white feather in his coat and mocked him.

This was quite common around Britain in the years before conscription where women tried to shame men into joining the army. James survived the war and tells his tale below...



*“On my way to work one morning a group of women surrounded me. They started shouting at me, calling me names for not being a soldier! They stuck a white feather in my coat, meaning I was a coward. Oh, I did feel dreadful, so ashamed.*

*I went to the recruiting office. The sergeant there couldn't stop laughing at me, saying things like “**Looking for your father, sonny?**”, and “**Come back next year when the war's over!**” Well, I must have looked so disappointed that he said “**Let's check your measurements again**”. You see, I was 5 ft 6 and only about eight and a half stone. This time he made me out to be about six feet tall and twelve stone, at least, that is what he wrote down. All lies of course – but I was in!”*

([www.spartacus-educational.com](http://www.spartacus-educational.com))



You will now hear about the story of a Dundonian, Bernard Douglas Taylor. He was a ‘*Quaker*’ which is a religious group that believes in peace.

He was allowed not to serve in the army but was extremely brave by going over to the battlefield of France to help deliver first aid to soldiers in need.

Incredibly, a letter he received from a group similar to those who confronted James Lovegrove in the street still exists today along with the white feather he was sent to call him a coward, despite his bravery.

# JUTE IN THE GREAT WAR

## LESSON AIM:

To examine the background to the tale of Jute, Dundee and Jute's contribution to the Great War.

**SAL 4:** becoming aware of change, cause and effect, sequence and chronology.

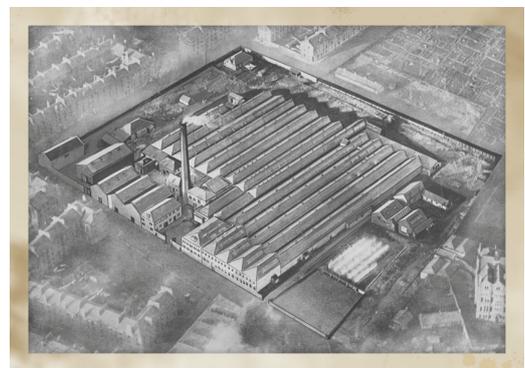


**“CAN YOU NAME ANY OF DUNDEE'S JUTE MILLS? WRITE THEM DOWN IN YOUR JOTTER!”**

Between 1800 and 1900 the **Industrial Revolution** had an enormous impact on Scotland which led to huge changes in the landscape and the way people lived their lives. A Scotsman called James Watt invented the steam engine which powered the Industrial Revolution. People moved from the countryside into towns in search of new jobs provided by the factories that were being built because of the steam engine. Even textile work (*which used to be done in people's own homes*) was now done in huge industrial factories or mills.

The power-looms of Scotland's cotton mills changed the textile industries forever. Huge factories like Stanley Mills and New Lanark employed thousands of men, women and children. Dundee was the world centre of the Jute industry.

It was known as '**Juteopolis**' and increased the size of Dundee by 400% in the 19th century. 50,000 people were employed in Dundee jute mills and factories at its height.



Aerial photograph of Manhattan Works, Dundee.  
Image © Dundee Heritage Trust

## JUTE WAS KING AND DUNDEE WAS ITS REALM!



**Weaving Shed with Looms and Workers.** *The noise of the machinery could be deafening, so workers developed a simple sign language to communicate. Image © Dundee Heritage Trust*

For all the bad things that come from war there are always some people (*usually a small, rich group*) that benefit when a war breaks out. Today it tends to be companies that produce weapons that profit most from war. However Dundee's jute industry was in decline in the years building up to the Great War. In 1914 the outbreak of war acted as a **catalyst** which kept Dundee's jute industry alive for a while longer.

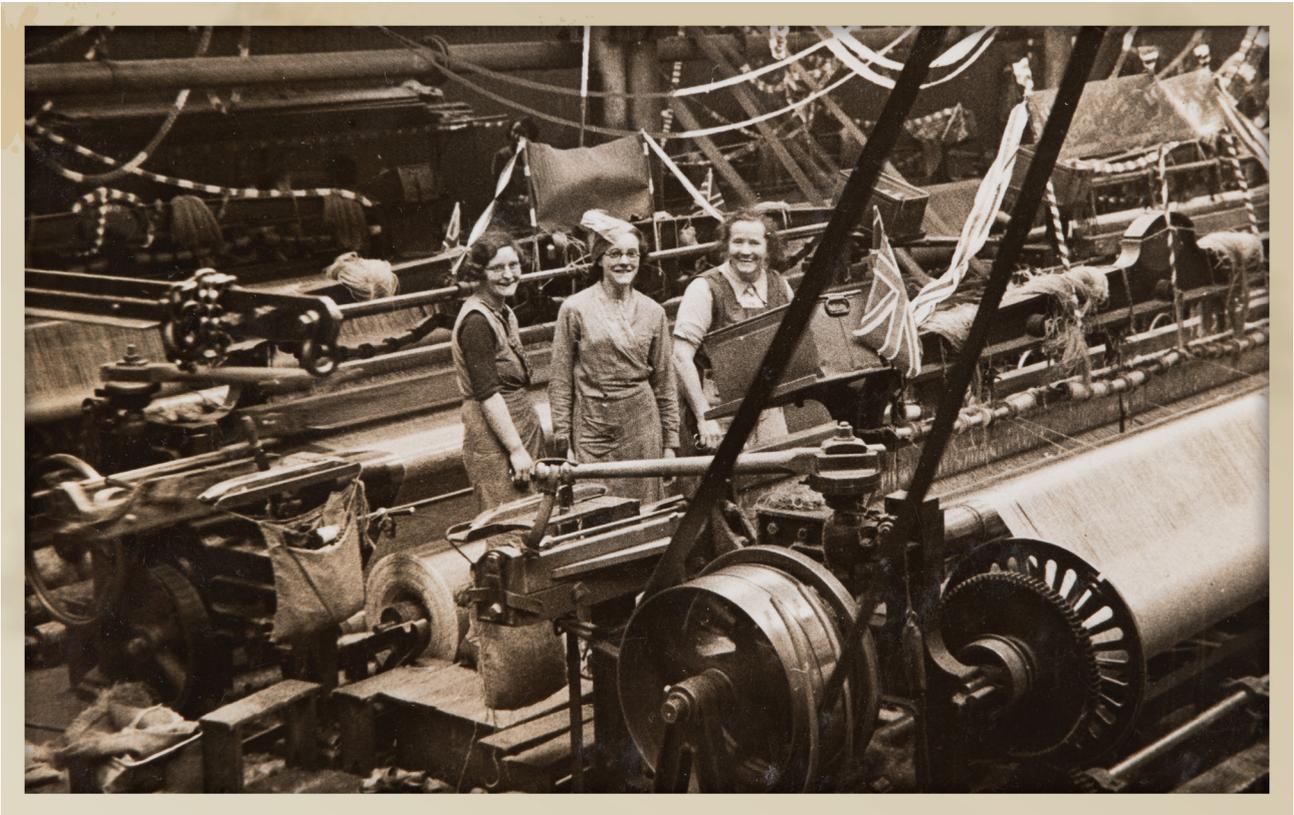


**Workers sack sewing.** *The demand for jute sacking boomed during WW1 as jute sacks were often used as sandbags. Image © Dundee Heritage Trust*



“DICTIONARIES AT THE READY,  
TROOPS! USE PAGE 11 AND 12  
TO HELP ANSWER THE  
QUESTIONS BELOW.”

1. Using a dictionary find out what the words **Industrial** and **Revolution** mean and write an explanation of what you think the **Industrial Revolution** was.
2. Using your dictionary find out what the word **metropolis** means and explain why you think Dundee was known as **Juteopolis**.
3. What do you think sandbags were used for during the Great War and how many did Dundee and Calcutta produce for the soldiers?
4. Using your dictionary find out what the word **catalyst** means and write a sentence using it correctly.
5. Explain the way that war increased demand for jute.



Three women standing among looms. Three women standing amongst looms at Bower Mill, Douglas Street. Image © Dundee Heritage Trust

# WORKING CONDITIONS IN THE JUTE INDUSTRY



**“CAN YOU THINK OF FIVE WORDS TO DESCRIBE WHAT IT WAS LIKE TO WORK IN A JUTE FACTORY?”**

Troops! We are going to delve a little further into the past to see how jute would have been produced in Dundee before the Great War.

Some of the information you will come across is from places in Britain other than Dundee, some of it tells tales of a time up to 70 years before the Great War began.

By studying far and wide we are able to build a picture of how things have progressed...that is a small part of what history is all about.

Despite the fact that many jobs and lots of wealth were created by the jute industry, they came at a cost. Scotland and Dundee faced massive housing and health problems during the 19th and early 20th centuries caused by the growing population.

Heavy industry polluted the air and the rivers and wealth was very unevenly distributed. The rich got richer and the poor became poorer. The next lesson will give you more information about living conditions during the Great War in Dundee.

Many people died in accidents in Scotland's coal mines, foundries, textile mills, factories and railways. Workers faced long hours and poor conditions.

Jute workers in Dundee toiled for 50 to 60 hours a week and children were beaten to make them work faster. Things had started to improve for workers by 1914 but conditions in the jute mills could still be dangerous.



*Three women at a winding machine. Part of the Winding Department at a Dundee Jute Mill. Image © Dundee Heritage Trust*

The youngest children in the textile factories were usually employed as **scavengers** and **piecers**. **Scavengers** had to pick up the loose cotton from under the machinery. This was extremely dangerous as the children were expected to carry out the task while the machine was still working. David Rowland, worked as a scavenger in Manchester:

*“The scavenger has to take the brush and sweep under the wheels, and to be under the direction of the spinners and the piecers generally. I frequently had to be under the wheels, and in consequence of the perpetual motion of the machinery, I was liable to accidents constantly. I was very frequently obliged to lie flat, to avoid being run over or caught.”*

The young children who were employed as **piecers** did not have any easier a time of it than the scavengers. It was the job of a piecer to reach into the machinery as the **mule** (*the piece of equipment that moved back and forth to spin the yarn*) raced to and fro and reattach any threads that had snapped. They did this by rubbing the ends together between their hands. Sometimes this had to be done so hard that their hands bled.

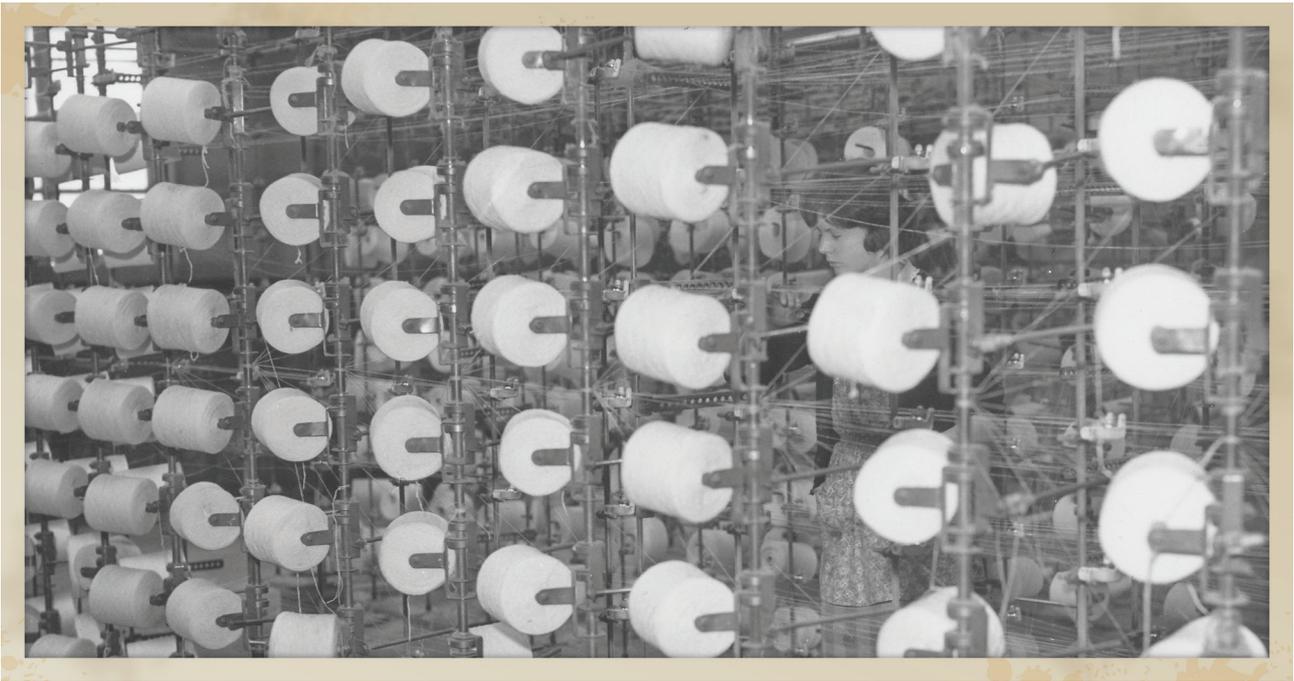


A 'piecer' at work.

## **FRANCES TROLLOPE (ENGLISH NOVELIST), MICHAEL ARMSTRONG, THE FACTORY BOY (1840)**

*A little girl about seven years old, who worked as scavenger, was to collect constantly from the factory floor, the flying fragments of cotton that might get in the way of the work...while the hissing machinery passed over her, and when this is skilfully done, and the head, body, and the outstretched limbs carefully glued to the floor, the steady moving, but threatening mass, may pass and repass over the dizzy head and trembling body without touching it. But accidents frequently occur; and many are the flaxen locks (hair), rudely torn from infant heads, in the process.*

# JUTE INDUSTRY ACTIVITY



**Bobbins on a beaming frame.** *Beaming was part of the weaving process which would prepare the spools for the loom. Image © Dundee Heritage Trust*

You are a '**Horrible Histories**' textile mill owner and you need fresh workers to fill your mills, scavengers and piecers to be precise.

You must produce an **A4 sized advert** for the post which is to be as **detailed** and **illustrative** as possible! Leave no **grisly detail** out! Let them know what will be expected! Let them know the **dangers**!

- **THE LOW PAY!**
- **THE LONG DAYS!**
- **THE LOST LIMBS!**
- **THE FLYING EYES!**

Oh, and tell them what **experience** is required – probably none. Those applying need nice small hands to fit under the dangerous machines and so they will only be around 9! Be sure to tell those interested who to apply to and what they can expect to be making with the jute.

# LIVING CONDITIONS IN DUNDEE DURING THE ERA OF THE GREAT WAR

## LESSON AIM:

To understand that with the significant growth of industry in Dundee came terrible living conditions for the workers.

**SAL 6:** using and applying skills in creating models, maps and graphical representation of information.



**“WHAT DO YOU THINK IT WAS  
LIKE TO LIVE IN DUNDEE ONE  
HUNDRED YEARS AGO?”**

Your teacher will put you into groups of 4. Your aim is to create an information poster showing where the workers lived in Dundee in the years leading up to the Great War. Your teacher will provide your group with a map of Dundee and a sheet of A2 paper. Stick the map onto the centre of the A2 paper and work through the following steps.

1. Work in a group to match up descriptions of houses to pictures of houses. You will stick the pictures around the map and use pens or string to link the house to the area.
2. Circle the area of the map that includes the mills and the houses of the workers.
3. Look at where the poor stay compared to the rich. Look at where the jute factories were. Explain why you think Dundee was laid out like this in the years leading to the Great War. You will put your answer onto your poster.
4. Work in pairs in your group to research living conditions and then share what you have found with the rest of your group. You will decide what facts are most important and add them around your map.

# DUNDEE AND THE BATTLE OF LOOS

## LESSON AIM:

To examine the significance of Dundee's contribution to the Battle of Loos.

**SAL 1:** understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world.

**SAL 4:** becoming aware of change, cause and effect, sequence and chronology.

**It is said that hardly a household in the city of Dundee was unaffected by the terrible carnage and destruction that took place during the Battle of Loos in 1915.**

History is shaped by **cause and effect**. The **effect** of the Battle of Loos on Dundee was that of death and sadness. Before we look at Dundee's contribution to the battle itself it is important to understand a bit about the reasons for the battle – what we call in history the **cause**.

Uniforms, weaponry and tactics may have changed over time in warfare but one thing has, and most probably always will, remain the same. Wars are seldom fought for the right reason.

The safety of the ordinary soldier is often not the most important thing in the minds of those in charge. This was certainly the case for the Battle of Loos which began on a date that should forever be remembered in the minds of Dundonians - September 25, 1915.



**“YOUR TEACHER WILL GIVE YOU FIVE MINUTES FOR THIS. BE PREPARED TO RESPOND AS YOUR TEACHERS WILL SELECT PAIRS AT RANDOM WHEN YOUR TIME IS UP. WORK WITH THE PERSON NEXT TO YOU TO COMPLETE THE FOLLOWING TASKS:**

- 1. NOTE DOWN AS MANY REASONS AS YOU CAN FOR WHY YOU THINK WARS BREAK OUT.**
- 2. WORK TOGETHER TO SELECT WHAT YOU THINK IS THE CAUSE MOST RESPONSIBLE FOR WARS.**
- 3. PREPARE A SHORT STATEMENT ALONG THE FOLLOWING LINES TO FEEDBACK TO THE CLASS:  
“WE THINK THE CAUSE MOST RESPONSIBLE FOR WAR IS \_\_\_\_\_ BECAUSE \_\_\_\_\_.””**

Perhaps the most important reason for the decision to attack at Loos being reached comes from events that were happening on the other side of Europe.

It should not be forgotten that the '*Western Front*' was only one of many theatres of battle during the Great War. The Russian army, an ally of Britain and France, was fighting bravely on the '*Eastern Front*' but by September 1915 was close to collapse. By the end of 1915 it has been estimated that the Russian army had lost two million men, half of them prisoners. If the Russian army was defeated it would have been easier for the German army to focus much more of its energy and resources on the '*Western Front*' which would have put increased pressure on British and French soldiers and perhaps have led to a German victory.

It was decided that a large scale attack be planned and executed against the German forces on the '*Western Front*' area of Loos in order to occupy German forces there and hopefully relieve some pressure on the Russians in the East.

It was also important that Britain was not seen to be leaving all the work to her ally, France.



**“YOUR TEACHER WILL NOW PROVIDE YOU WITH A SIMPLE MAP OF EUROPE IN 1915.**

**USE THE INFORMATION ABOVE AND BELOW TO ADD DETAIL TO THE MAP, WHICH WHEN COMPLETED WILL GIVE YOU A SOURCE EXPLAINING WHY THE BATTLE OF LOOS WAS FOUGHT.”**

1. What were the main causes (*reasons*) for the Battle of Loos being fought? – give two.
2. What was the '*Eastern Front*' and why was it important?
3. Describe the condition of the Russian army by September 1915.
4. Why was it important by September 1915 that Britain and France do something on the '*Western Front*'?

# THE BATTLE OF LOOS AND THE 4TH BLACK WATCH BATTALION



Soldiers of the 4th Battalion leaving Dundee Station to go to France in 1915. *The Courier* © DC Thomson & Co Ltd, 1915

You learned at the start of this topic about the 4th Black Watch Battalion and its importance to Dundee. The men of the 4th Battalion of the Black Watch came from the jute and jam factories of the city. Friends, fathers, sons and husbands carried within them the spirit of the city and marched to war from Dudhope Castle to Tay Bridge Station on 24th February 1915 to the pipers' tune of ***Hielan' Laddie***.

The ***Dundee Advertiser*** reported that "***rarely has any battalion had such a send-off as the Battalion of the 4th Black Watch***". The newspapers in the city the following day reported that:

*The 4th Battalion of The Black Watch – Dundee's Own – left the city yesterday evening and dense crowds gave them a stirring send-off, their destination, presumably, "somewhere in France". Time will tell, but wherever they may be called upon to do their country's work, "the fourth" may be relied upon to uphold the reputation of the most famous Scottish regiment.*

*It was a well-set-up gritty battalion upon which the citizens of Dundee last night showered thunderous cheers as they marched from Dudhope Castle to the West Station. Months of solid military training had converted raw material into hardy fighting men, and "the fourth" looked fit to rough it with the best of them. May they all have a safe return to their "ain firesides".*



A 'relaxed' moment in a trench for men of the Black Watch, 1915. Image courtesy of the Black Watch Regimental Archive

Dundee's Own fought bravely at the Battle of Neuve Chapelle in March 1915 and at Aubers Ridge on 9th May 1915. By September 1915 they had experienced the horrors of trench warfare and were told that they would be one of forty five Scottish battalions taking part in an attempt to capture the French mining town of Loos in North-East France and break through the German trenches.

At 05:50 on the morning of 25th September 1915 amidst the rainfall on northern France, British artillery began bombarding German positions. This was followed at 06:30 by the first use of gas by the British army in the Great War and an advance through the devastation of no-man's land by the Black Watch. Many of the artillery shells failed to cut the German barbed wire and the gas blew back into the faces of the attacking soldiers, making a difficult task almost impossible.

The 4th Battalion fought bravely over tough terrain under heavy machine gun fire. Some soldiers even managed to capture German trenches but were quickly attacked by German reinforcements before British reinforcements could arrive to strengthen their position. By the end of the battle the battalion known as '*Dundee's Own*' had suffered the horrific losses of 19 out of 20 officers and 230 out of 420 men killed or wounded. They had advanced too far too quickly and were an easy target for German machine gunners. The devastation was so great that the 4th Battalion ceased to exist after Loos.

# VOICES FROM THE BATTLE OF LOOS

**SAL 9:** developing useful skills for learning, life and work.

Sources are the way we find out about what happened in the past. You will now work with a collection of primary sources to learn a bit more about the Battle of Loos. A primary source is a source produced by someone who was there at the time and experienced the events.



**“CAN YOU THINK OF THREE DIFFERENT TYPES OF PRIMARY SOURCES WE CAN USE TO STUDY THE BATTLE OF LOOS?”**

## SOURCE A

Private George Coppard, an English soldier who took part in the Battle of Loos describes his experience of the battle in his book written after he retired. ***‘With a machine gun to Cambrai’*** published in 1969:

*We reached the top of the slope where the German front line had been before the attack. And there, stretching for several hundred yards on the right of the road lay masses of British dead, struck down by machine-gun and rifle fire. Shells from enemy field batteries had been pitching into the bodies, flinging some into dreadful postures. Being mostly of Highland regiments, there was a fantastic display of colour from their kilts, glengarries and bonnets, and also from the bloody wounds on their bare limbs. The warm weather had darkened their faces and, shrouded as they were with the sickly odour of death, it was repulsive to be near them. Hundreds of rifles lay about, some stuck in the ground on the bayonet, as though impaled at the very moment of the soldier’s death as he fell forward.*



Glengarry hat

## **SOURCE B**

Philip Gibbs was a journalist reporting in the Daily Chronicle who witnessed the Battle of Loos:

*The Battle of Loos was a ghastly failure. The reserves – the two fresh divisions – were held too far back and came up too late. When they did arrive they were unprovided with maps, knew nothing about the ground, and made an awful mess of things, through no fault of their own. Our forward line, very thin now, received no support at the right time and was in no strength to resist counter-attacks.*

## **SOURCE C**

From a German regimental diary written following the Battle of Loos:

*Never had the machine gunners such straightforward work to do, nor done it so effectively. They traversed to and fro along the enemy's ranks unceasingly.*

## **SOURCE D**

Sergeant Thomas Bowman, a Dundonian of the 4th Black Watch who was awarded the Military Cross for bravery at the Battle of Loos described the battlefield as being “swept by rifle fire” and described conditions during the battle published in the Courier in 1933:

*Stand after stand was made, the men of the 4th halting and firing as they retreated. Men were falling thick. I realised I would have to retreat. I jumped into the open with the intention of making a race for our own trenches. Immediately there was a burst of fire... Afterwards we realised how serious were the losses suffered by the 4th Black Watch.*

# BATTLE OF LOOS SOURCE WORK

You are now to gather information from the sources on pages 22–23 and organise it into a table like the one below. Gather as many points as you can from each source.

Working with sources is an important skill in history and knowing who wrote it and when it was produced can be just as important as what the source itself explains. The first one has been done for you.



**“WHAT PROBLEMS MIGHT YOU COME ACROSS WHEN WORKING WITH PRIMARY SOURCES?”**

AUTHOR	SOURCE	DATE	EVIDENCE
George Coppard (a private in the army)	His book, 'With a machine gun to Cambrai'	1969	"for several hundred yards... lay masses of British dead"

# BATTLE OF LOOS ACTIVITY

You are a newspaper reporter for the Dundee Courier who has received the information on pages 20–21 from one of your sources. You received this information in December 1915, some time after the Battle of Loos took place. Your task is to provide a short report for the people of Dundee explaining the heroism and the tragedy surrounding the battle.

- Your report must include at least four facts.
- It should explain the reasons for the Battle of Loos taking place.
- It should describe the pride the city felt as the 4th Battalion went off to war.
- It should detail the reasons behind the Battle of Loos and have some brief detail about the battle itself.
- It should describe the impact of the battle on the 4th Battalion.
- It should finish with a statement about why the Battle of Loos should never be forgotten by Dundonians.

# THE GREAT WAR 1914 - 1918

# SOURCES USED

- Great War Dundee website – [www.greatwardundee.com](http://www.greatwardundee.com)
- Friends of Dundee City Archives website – [www.fdca.org.uk](http://www.fdca.org.uk)
- Dundee Football Club website – [www.dundeefc.co.uk](http://www.dundeefc.co.uk)
- Dundee University website – [www.dundee.ac.uk](http://www.dundee.ac.uk)
- BBC website – [www.bbc.co.uk](http://www.bbc.co.uk)
- Scran website – [www.scran.ac.uk](http://www.scran.ac.uk)
- Spartacus Educational website – [www.spartacus-educational.com](http://www.spartacus-educational.com)
- British Library website – [www.bl.uk](http://www.bl.uk)
- National Archives website – [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)
- The Courier website – [www.thecourier.co.uk](http://www.thecourier.co.uk)
- Dundee Heritage Trust website – [www.rrsdiscovery.com](http://www.rrsdiscovery.com)