

## A. Attitudes Towards War

### 1) Propaganda Posters

**Q. What do these posters show about what people thought about war at the beginning?**

### 2) "About the War," *The Sheaf*, March 1915.

When the War began in 1914, many students were eager to support the war effort and to join the army. President Murray considered the War a chance for the University of Saskatchewan to prove its patriotism. Excitement was tangible throughout the campus, as few fully realized the horrors the coming War would bring. These attitudes changed as the War dragged on.

**Q. What does this document show about how people's opinions about the War changed?**

### 3) "Disabled," Wilfred Owen, 1917

This poem was written by a British soldier in 1917.

**Q. What does it say about what he thought about the War? Does he still think it's an exciting adventure?**

There was an artist silly for his face,  
For it was younger than his youth, last year.  
Now, he is old; his back will never brace;  
He's lost his colour very far from here,  
Poured it down shell-holes till the veins ran dry,  
And half his lifetime lapsed in the hot race  
And leap of purple spurted from his thigh.

\* \* \* \* \*

One time he liked a blood-smear down his leg,  
After the matches carried shoulder-high.  
It was after football, when he'd drunk a peg,  
He thought he'd better join. He wonders why.  
Someone had said he'd look a god in kilts.  
That's why; and maybe, too, to please his Meg,  
Aye, that was it, to please the giddy jilts,  
He asked to join. He didn't have to beg;  
Smiling they wrote his lie: aged nineteen years.  
Germans he scarcely thought of, all their guilt,  
And Austria's, did not move him. And no fears

Of Fear came yet. He thought of jeweled hilts  
For daggers in plaid socks; of smart salutes;  
And care of arms; and leave; and pay arrears;  
Esprit de corps; and hints for young recruits.  
And soon, he was drafted out with drums and cheers.

\* \* \* \* \*

Some cheered him home, but not as crowds cheer Goal.  
Only a solemn man who brought him fruits  
*Thanked* him; and then inquired about his soul.

\* \* \* \* \*

Now, he will spend a few sick years in institutes,  
And do what things the rules consider wise,  
And take whatever pity they may dole.  
Tonight he noticed how the women's eyes  
Passed from him to the strong men that were whole.  
How cold and late it is! Why don't they come  
And put him into bed? Why don't they come

### 4) **Putting it together: How did the Great War change opinions and attitudes towards war?**

## B. Scientific/Weapons Developments

1) Letter to the UoF from the Ministry of Agriculture about wheat rust, a disease destroying many crops. Research at the U of S: numerous reports were published advising Saskatchewan farmers on how to produce the largest possible yields (harvest sizes), as well as researching cures for disease. The University changed its focus from the humanities to scientific development.

Q. What does this report tell you about the role of the University in the War?

### 2) Photos of Weapons/Scientific Development

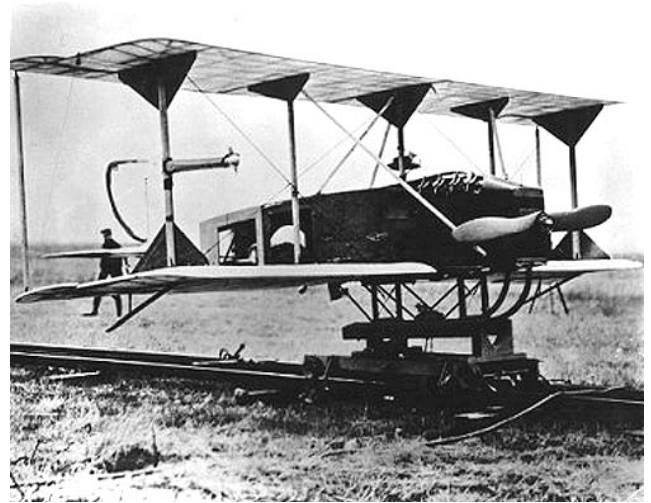
Many innovations came out of both World Wars.

Q. Looking at these pictures – are some positive or negative? Would they have been seen differently during the War than now? How have they affected us?



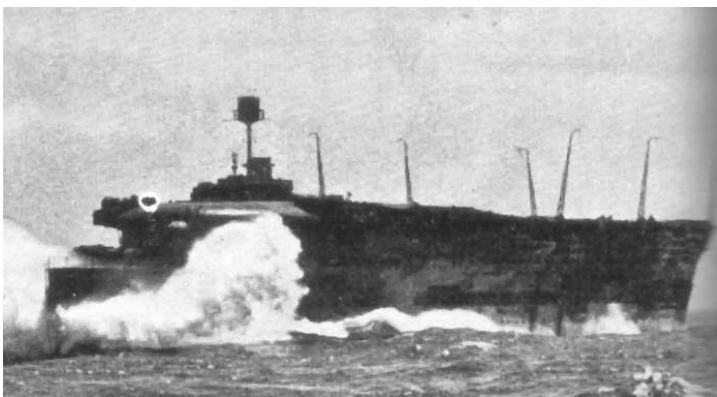
**Tanks**

Source: George Metcalf Archival Collection, CWM 19930012-421



**Pilotless Drones**

Source: Hewitt-Sperry Automatic Airplane in 1918, <http://blogs.mentor.com/jvandomelen/blog/tag/hewitt-sperry-automatic-airplane/>



**Air Craft Carriers and Air Traffic Control**

Source: Rickard, J (22 April 2007),  
*HMS Furious in rough seas*, [http://www.historyofwar.org/Pictures/pictures\\_HMSFurious.html](http://www.historyofwar.org/Pictures/pictures_HMSFurious.html)



**Mobile, compact X-ray machines – invented by Marie Currie**

Source: French Society of Radiology



**3) In 1925, the Geneva Protocol (part of the Geneva Convention) banned the use of chemical weapons, including chlorine gas in warfare.**

**Q. What does this international law, passed after the end of the First World War, say about how the War affected people's attitudes about chemical weapons and what was allowed in war?**

Source: George Metcalf Archival Collection, CWM 19930012-425

**4) Taken together – how did inventions during the First World War change the world – both positively and negatively?**

## **C.) Women's Suffrage and Changing Role**

### **1) Women and the University during the War:**

The enlistment of male students presented women with unique, unprecedented opportunities on campus. Prior to the war, women had only represented a small minority of the student population. With the men departing for war, female students were placed in better positions to bargain for advancement. Advancement for women wasn't limited to students. Pressed to replace enlisted faculty, the university administration broadened its hiring criteria to consider women in departments from which they had previously been excluded. Professor Reginald Bateman was temporarily replaced as English Professor by the university's former librarian and Walter Murray's secretary, Jean Bayer, who became a professor after the War.

While women weren't allowed to join the army, many did go overseas as nurses. One female U of S Student – Claire Reese – volunteered.

**Q. Considering this, how did the War change women's opportunities for advancement?**

### **2) "As a War Measure" Poster**

**Q. What does this document show about how the changing wartime roles of women were related to the campaign for women's right to vote?**

**3) "Women Receive the Vote from Scott Government at Memorable St. Valentine's Day Assembly," *Regina Morning Leader*, 15 February 1916.**

**Q. How does this document show the relationship between the First World War and the campaign for women's suffrage?**

**4) Putting it all together: How did the First World War affect women's suffrage and rights?**

## D.) Attitudes towards Indigenous people and Immigrants

**1) Indigenous treatment – even though many had been treated as equals or heroes in the War (such as the men pictured below), upon returning home, things went back to status quo. There was no increase in civil rights, like some women saw, Indigenous men did not receive the vote, or receive veterans’ benefits like the non-Indigenous population. However, in subsequent years after the War, many Indigenous veterans emerged as community Elders, who led movements advocating for Indigenous rights. Today, recognition for the contributions made by Indigenous communities during the Great War continues to grow.**

**Q. What do you think this shows about Canada’s relationship with Indigenous people during the First World War?**



As a sniper in the Great War, Francis Pegahmagabow was deadly accurate, and although difficult to substantiate, he was credited with 378 kills. The Ojibway war hero, from the Wasauksing First Nation, faced poverty and persecution when he returned to Canada.

Source: George Metcalf Archival Collection  
CWM 20040035-006



Henry Norwest was a Métis marksman from Alberta who fought at Vimy during the Great War. He had 115 confirmed kills and saved many of his comrades’ lives. Yet, his name was not included in a memorial at the Fort Saskatchewan Legion until 2008.

Source: Marilyn Buffalo, image provided to CBC News,  
<http://www.cbc.ca/news/canada/edmonton/henry-norwest-metis-marksman-1.4044782>

## **2) “Once a German – Always a German” Poster**

Prior to the First World War, Canadians were not always hospitable towards Germans, Austro-Hungarians, and other immigrant groups from eastern Europe (non-English speaking countries), but they were generally tolerated within Canada. When the First World War broke out, Canadians quickly changed their attitudes toward people who were from the countries that Canada was at war with. Even people who had been naturalized citizens in Canada were targeted. All people who were seen as coming from those countries were seen as “the enemy.”

**Q. How does this document show a change in attitudes towards Germans? This poster was made during the War – what does it show about how the general population thought about German-Canadians?**

## **3) Photos from the Castle Mountain Internment Camp in Banff, Alberta.**

These photos were taken of Castle Mountain Internment Camp, where German-, Hungarian-, Ukrainian-, and Austrian-Canadians (Eastern Europeans) were detained beginning in 1915. These people were interned despite not having committed any crimes.

**Q. What does this information and these photos show about how the War changed how Canadians treated people from the countries they were fighting?**

**4) Putting it all together: How did attitudes and behaviors towards Indigenous people, and people from enemy countries (i.e. German) change as a result of the War?**

## E) Vimy Ridge and Memorials

1) Many historians and writers consider the Canadian victory at Vimy a defining moment for Canadian nationhood, when the country fought as a unified force separate from British command for the first time. However, many Canadians did not identify this event as important until the memorial was unveiled in 1936.

Canadian troops also earned a reputation as formidable, effective troops because of this stunning success. But, it was a victory at a terrible cost, with more than 10,000 killed or wounded. The gleaming white marble and haunting sculptures of the Vimy Memorial, unveiled in 1936, stand as a poignant reminder of the 11,285 Canadian soldiers killed in France (other battles included) who have no known graves. Members of the U of S fought in this battle.



Source: George Metcalf Archival Collection  
CWM 19910181-036

**Q. How do you think the battle and this memorial changed how Canadians think of themselves? Has its effect changed over time?**

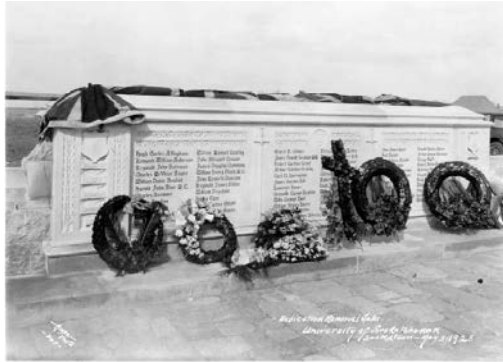
## 2) The University of Vimy Ridge

Towards the War's conclusion, Allied leaders became increasingly concerned with how soldiers would reintegrate into civilian society. One possible solution was through education – a solution which the UofS was closely involved with. In December 1917, the **University of Vimy Ridge** was founded by Edmund Henry Oliver as an institution dedicated to teaching soldiers at the front lines knowledge and skills applicable to postwar employability and citizenship. Edmund Oliver was the first (and only) president of UVR; he was a UofS professor and president of St. Andrew's College (at the UofS) who had enlisted as a chaplain in 1916. See one of his letters in the Sheaf.

Upon returning to Canada, some veterans were offered free tuition at the UofS for a year, and many took advantage of this. Before the War, the UofS had 382 students, at the end of the War this tripled to 1168.

**Q. What effect did the War have on the UofS and what was the importance of education for returning soldiers?**

**3) University Memorials:** Even before the Armistice/Treaty was signed, the campus community sought to make meaning of the War and to memorialize their dead. As early as 1916, the Board of Governors voted to create a Roll of Honour commemorating students, graduates, and employees of the University who enlisted. In 1927, the University of Saskatchewan began construction on the Memorial Gates, on which the names of the 67 campus community members killed in the Great War are carved.



**Memorial Ribbons**

Source: Gibson Photography



**Memorial Gates**

Source: University of Saskatchewan, Facilities Management Division Fonds, Administrating Building Archival Photographs. Interior Volume II – F 2069.

**Q. How do you think memorials affected how people remembered the War? How do they continue to affect how we think about the War?**

**4) Putting it all together: How did the Battle of Vimy Ridge, and other battles, and their memorials affect the U of S and Canada and how we remember the War? How does this continue today?**