

Introduction

The major part of the collection comprises life story interviews originally collected as part of the study *The Edwardians: Family Life and Work Experience Before 1918*. The interviews were undertaken in the early 1970s and formed the basis of the first national oral history project in the United Kingdom, as well as the basis for Professor Paul Thompson's, *The Edwardians, The Remaking of British Society*, (1975, 1992). A total of 537 interviews were recorded on reel-to-reel audio tape and 453 later transcribed as typed, paper documents. The interviews were open-ended (guided by a schedule) and of between one and six hours duration.

Methodology

Six major occupational groups and three classifications of location, gender and regional distribution were used as the basis for the sample. The respondents were chosen by a variety of means, including through social workers, old people's homes, personal contact and advertisement. However, ultimately more than this amount were interviewed, both because some people in reality belonged to a different occupational group than that anticipated and because not all of the interviews were adequate for their purpose.

The interviews were conducted by a number of part-time interviewers. A detailed interview schedule was essential in order to ensure that the data collected were appropriate for comparison, as well as to facilitate the collection of the most complete stories possible. At the same time, however, the interviewers were encouraged to keep the interview 'open' and, where appropriate, to follow the flow of the interviewee.

Two or three sessions were normally required to complete each interview, with the average length of interview being four hours. The interviews were recorded on open-reel tapes, resulting in usually two or three, but in exceptional cases up to six or seven, 5" spools for each interview. In total, this resulted in approximately 1,400 open-reel tapes containing 1,800 hours of interview material, and accompanying full transcripts comprising almost 35,000 typed pages.

In addition to the complete transcripts, the data were coded according to twenty main themes. The interview transcripts were cut and pasted, in the literal sense of the term, so that there now exist files for each of the themes containing all of the relevant extracts from all of the interviews.

Occupational and geographical classifications

The occupational classifications are based upon those of the Registrar General.

Within each region, the interviews may be clustered in one or two locations. For example, the eleven interviews in region K (Central and North Wales) were actually collected from the area around a village in North Wales called Blaunau Ffestiniog. Tables were produced to show the spread of interviews with regards to occupation, location, region and gender. There is an occupational datasheet for each occupational group, divided according to location, region and gender, and filled in with the appropriate interview numbers. These can be cross-referenced with the card index in order to identify particular interviewees. Interviewees are defined according to their classifications in 1911, thus not making reference to previous occupations or locations.

Occupational classifications

- A Professional
- B Employers and Managers
- C Clerical and Foremen
- D Skilled Manual
- E Semi-skilled Manual
- F Unskilled Manual
- G Unclassified

Geographical classifications

Locations

- A Rural
- B Urban
- C Conurbation (A - Greater London, G - Manchester and Liverpool, M - Glasgow and Edinburgh)

Regions

- A Greater London
- B Bedfordshire, Hertfordshire, Buckinghamshire, Surrey, Kent and Sussex
- C Essex, Suffolk, Norfolk, Cambridgeshire and Lincolnshire
- D Cornwall, Devon, Somerset and Dorset
- E Shropshire, Herefordshire, Worcestershire, Gloucestershire, Oxfordshire, Berkshire, Wiltshire and Hampshire
- F Derbyshire, Nottinghamshire, Staffordshire, Leicestershire, Warwickshire and Northamptonshire
- G Lancashire and Cheshire
- H Yorkshire
- I Northumberland, Durham, Cumberland and Westmorland
- J Glamorgan and Monmouthshire
- K Central and North Wales
- L Highlands of Scotland
- M Lowland Southern Scotland

Biography: Professor Paul Thompson

Born in 1935, Paul Thompson was educated at the University of Oxford, graduating in 1958 with First Class Honours in Modern History. He obtained a D.Phil (also at the University of Oxford) in 1964. This was entitled *London working class politics and the formation of the London Labour Party, 1885-1914*. In 1964, having spent three years as a Junior Research Fellow at Queen's College, Oxford, Thompson was appointed Lecturer in Sociology (Social History), at the newly established University of Essex. He was to continue his research and teaching in sociology and social history at Essex, being appointed Research Professor in Sociology in 1988. Thompson is regarded as one of the pioneers of oral history as a research methodology. He is founding editor of the journal *Oral History* and founder of the National Life Story Collection at the British Library National Sound Archive, London. Between 1994 and 2001, as Director of Qualidata, University of Essex, Thompson actively pursued his interest in the preservation of qualitative research materials for secondary use, depositing his own datasets and overseeing the development of this archival service.

His experiences with the Edwardians were important in pioneering the methodology of oral history, and the research contributed to his later publication on method, *The voice of the past: oral history* (Oxford: Oxford University Press, 1977; Oxford: Oxford University Press, 3rd edition, 2000).

SOCIAL SCIENCE RESEARCH COUNCIL

Application for a Research Grant
(or a supplement to a Research Grant)
(Please use typescript in completing this page)

1	Applicant's name (Principal investigator only)	(Surname) (Prof., Dr., Mr., etc.) (Initials) JAMESON Dr P.R. 1-34	Associated workers may be named in section 11.																																																																																						
2	(a) Institution (b) Official address (c) Post held by applicant and nationality if not British	(Institution) University of Essex 1-34 (Postal address) Wivenhoe Park, Colchester, Essex Colchester 5141 (Telephone No.) 1-60 Lecturer in Sociology (Social History) Since 1964; Senior Lecturer 1 October 1968 If not on the staff of a University, or similar Institution, state on a separate sheet (a) academic record with dates (b) research experience (c) publications	(Department or Laboratory) Department of Sociology 36-60																																																																																						
3	Brief title (less than 12 words)	Family life and Work Experience in Britain, 1900-18 1-60																																																																																							
4	Abstract of proposed research	Recording interviews of a quota sample of 600 persons born before 1911, for information on family life, relationships with the community, and work experience.																																																																																							
5	Grant required (a) Summary of sections 7-10 (b) Estimated incidence of expenditure in each calendar year (c) Length of grant and starting date or Length of extension and value of existing grant	<table border="1"> <tr> <td>7a</td> <td>Research staff</td> <td>(Number of posts)</td> <td>one</td> <td>£ 32130</td> </tr> <tr> <td>b</td> <td>Technical staff</td> <td>two</td> <td></td> <td>22005</td> </tr> <tr> <td>c</td> <td>Other staff</td> <td>one</td> <td></td> <td>21000</td> </tr> <tr> <td>d</td> <td>Senior visiting fellows</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Travel and subsistence</td> <td>(a) In the U.K.</td> <td></td> <td>4000</td> </tr> <tr> <td></td> <td></td> <td>(b) Overseas</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>Equipment materials and consumables</td> <td>(a) Non-recurrent</td> <td></td> <td>22100</td> </tr> <tr> <td></td> <td></td> <td>(b) Recurrent</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>Other costs (specify:-)</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5">TOTAL £ 9635 1-34</td> </tr> <tr> <td colspan="2">1969</td> <td>1970</td> <td>19</td> <td>19</td> </tr> <tr> <td colspan="2">£</td> <td>£</td> <td>£</td> <td>£</td> </tr> <tr> <td colspan="2">7235</td> <td>2400</td> <td></td> <td></td> </tr> <tr> <td colspan="2">year(s)</td> <td>months</td> <td colspan="2">Starting date</td> </tr> <tr> <td colspan="2">42-43</td> <td></td> <td colspan="2">1 January 1969</td> </tr> <tr> <td colspan="2">year(s)</td> <td>months</td> <td colspan="2">Supplementing</td> </tr> <tr> <td colspan="2">12-13</td> <td></td> <td colspan="2">1968</td> </tr> </table>			7a	Research staff	(Number of posts)	one	£ 32130	b	Technical staff	two		22005	c	Other staff	one		21000	d	Senior visiting fellows				8	Travel and subsistence	(a) In the U.K.		4000			(b) Overseas			9	Equipment materials and consumables	(a) Non-recurrent		22100			(b) Recurrent			10	Other costs (specify:-)				TOTAL £ 9635 1-34					1969		1970	19	19	£		£	£	£	7235		2400			year(s)		months	Starting date		42-43			1 January 1969		year(s)		months	Supplementing		12-13			1968	
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6	Details of any support from other bodies for this or related research and any current applications elsewhere	Awarding Bodies Wellcome Foundation Nuffield	Amount sought £	Period January-September 1968	Amount awarded £ 2450																																																																																				

ESTIMATES (7-10)

7 STAFF COSTS: (For supplementary applications please indicate whether posts are additional or extensions of existing posts)					
Salary Range	Average salary (including family allowances)	Superannuation e.g. F.S.S.U. (per annum)	Grad. Pension and National Insurance (per annum)	Length of appointment	Total for period £
(a) Research Assistants:					
1. £650-1200	£1000		£65	2 years	£2130
For which posts are candidates already available? (Include details in section 12)			Post 1 Research Staff TOTAL £ 2130		
(b) Technicians: transcribers					
2. £760-£975	£870		£65	21 months	£1635
3. " "	" "		" "	15 months	£1170
			Technical Staff TOTAL £2805		
(c) Other Staff: (Indicate type)					
4.) 6 part time.					
5.) interviewers paid	£300			1 year	£300
6.) £3 per interview					
7.)					
8.) 9.)					
			Other Staff TOTAL £ 1800		
Senior Visiting Fellows: (A full account of the purpose of the visit(s) and the benefits to be derived therefrom should be given in section 12)					
Name and present position	Proposed salary or expenses	Return fares to host institution	Length of visit (max. 12 months)	Total for period	
					
			S.V.F. TOTAL £		
TRAVEL and SUBSISTENCE: (other than in 7(d) above)					
(A specific case must be included in Section 12 for all expenditure proposed under this heading)			Travel costs	Subsistence costs	TOTALS
(a) Inside U.K.			£300	£300	£800
(b) Outside U.K.					
In the case of expeditions or similar visits the team members should be indicated in section 11.			Travel, etc. TOTAL £800		

9	EQUIPMENT, MATERIALS and CONSUMABLES (List all Principal Items identify foreign items and show import duty separately)	TOTAL Non-recurrent	TOTAL Recurrent
	<p>Nine portable tape recorders at £150 each</p> <p>Five hundred tapes at £1 10s each</p>	<p>£1350 ✓</p> <p>£750 ✓</p>	
	TOTALS £ 2100 ✓ £		
10	OTHER COSTS (Please specify):-		
	TOTALS £ £		
11	Research personnel associated with or working on the investigation		
	Name	Position held	Since
	Miss E. Sloan	Research Assistant	1 October 1967

12 PROPOSED INVESTIGATION

This account should say what the specific objectives are and their relevance to the advancement of knowledge (in a technological investigation the likely practical applications should also be stated). It should give the research methods and reasons for choosing these methods. The parts to be played by the personnel and equipment requested in the application should be stated, and brief reference should be made to any relevant research experience of yourself and the personnel named in Section 11.

The account should be self-contained within the space provided on pages 3 and 4. Exceptionally further details may form an appendix (or appendices) of which thirty copies should be supplied if the grant is for more than £10,000 sixty copies are to be supplied.

Work so Far: Objectives and Personnel

The primary objective of this research is to gather information of a kind which will not be available unless collected now. I became aware of the need for this information through my work on a Social History of Britain, 1900-18, in a new series edited by Dr. E. J. Hobsbawm for Messrs. Weidenfeld and Nicholson. (My publications in related fields are: Socialists, Liberals and Labour: the Struggle for London 1895-1914, Routledge and Kegan Paul, 1967; The Work of William Morris, Heinemann, 1967; and (with Peter Kidson and Peter Murray) A History of English Architecture, Penguin Books, 1965).

The Social History is intended to present a broad analysis of the demographic and occupational structure of Britain, stratification, ideal styles of life, physical types of community, family relationships, deviance and crime, religion and education, wherever possible making direct comparisons with the contemporary situation. There is abundant good contemporary secondary material on the period, including the work of Booth, Rowntree, M.E. Loane, and others; but there is a scarcity of direct comment from a working class point of view, as was provided for an earlier period by the interviews of Mayhew. I was impressed by some of the material collected by George Ewart Evans in his study of Blaxhill, Ask the Fellows who cut the Hay, and therefore decided to supplement my research by interviewing survivors of the period. The Department of Sociology at the University of Essex appointed a Research Assistant, Miss Elizabeth Sloan (B.A. Keele) to help me in research for the book, both from secondary sources and interviewing, and I have also received some voluntary assistance in interviewing. The costs of travelling and transcribing have been met from a Small Grant from the Nuffield Foundation. This grant, and Miss Sloan's appointment, terminate in September 1968, and I am myself taking up a Senior Research Fellowship at Nuffield College for one year, on leave of absence from the University of Essex. In view of the present application, Nuffield College have

agreed to support Miss Sloan until December 1968.

Work so Far: Results

A hundred persons have been interviewed. During this experimental period the interview schedule has been developed and extended, and its present is attached. The respondents were living in London, Essex, Yorkshire and Staffordshire, and were chosen by a variety of methods: through welfare officers, old people's homes, personal contacts, and advertisement. With a few exceptions, the respondents have shown surprisingly clear and detailed memories on the subject matter of the interview schedule. In the majority of cases a second interview has proved necessary to complete the schedule. About a quarter of the respondents have been able to talk usefully about exact subjects such as their perception of class relationships.

Some extracts from the interviews are attached. The results are valuable in two ways. Firstly, they provide an imaginative insight into the life experience of an earlier generation, obtainable by no other method and only within the few years of life left to them. Secondly, they provide factual information which is essential both to the analysis of social life in Britain before 1918, and to the study of social change. There is, for example, no other possible way of comparing the child-rearing patterns described by J. and E. Newson in their Infant Care in an Urban Community and Four Years Old in an Urban Community with the practices of fifty years older. In the absence of such comparative evidence, assumptions are made of social changes, such as the increasing role of the husband in household work or the decreasing incidence of punishment, which are not so far born out by our interviews. Similarly, recent community studies have assumed that help from relatives and neighbours was declining, but the evidence of our interviews does not suggest this.

The information on social mobility and stratification also challenges the conventional assumptions about British society

before 1918. The occupational mobility of most respondents is surprising, in many cases ranging from, 'unskilled' manual worker to small proprietor. This range is emphasised when the occupational patterns of siblings (and also of wife or mother's family) is taken into account. Families of 'labour aristocrats', whose role has been much emphasised in working class political history, have proved very difficult to discover. A larger number of interviews, together with more accounts of perceived class relationships, could lead to a major re-evaluation in this field.

Proposed Investigation

It is proposed to interview a further 600 persons, using the attached interview schedule. Although differential mortality makes any precise statistical analysis impossible, it will be possible to make some firm non-statistical inferences from a representative sample of this size.

The Sample

The basis for selection will be an occupational quota sample, derived from the census of 1911, which is attached. The respondents will be selected from a few major types of community (metropolis, market town, single-industry town, etc) which will also be based on the occupational census of 1911, and distributed regionally; the areas proposed are also attached. The purpose of the sample is to obtain a group of respondents as far as possible representative of the population in 1911; occupational and geographical distribution are chosen as significant and practicable methods of achieving this.

The sample will contain 270 occupied and 330 unoccupied persons; 290 men and 310 women. The age groups of the respondents in 1911 will have been as follows: 0-10, 124 (resulting from the occupational quota); 10-20, about 238; over 20, about 238. None of the first group, perhaps only one of the second, and probably about 100 of the third group

left home by an average age of 20, and also that none of the 100 respondents married in 1911 will be the spouse of another respondent, the sample will produce about 462 descriptions of families existing 1911 (362 from children and young adults, 100 of respondent's own married life); and also about 238 of a rather earlier period. The sample is therefore sufficient for the elementary analysis of both family life and work experience, using occupation, religion, region and sex as variables where appropriate. For example, it would be adequate for an examination of the relations between wife's control of the household income, husband's occupational group, and region, assuming that none of these variables was scored too finely, and that a minimum of ten cases per cell is necessary to make plausible generalisations. The sample would also provide sufficient material for the more intricate, illustrative method of historical discussion.

The respondents will again be chosen by a variety of methods: such as social workers, old people's homes, personal contact and advertisement. It is estimated that half the initial contacts will not prove worth pursuing. Interviews will average $1\frac{1}{2}$ hours in length, because respondents normally become too tired after this time. It is assumed that two thirds will therefore require a second interview in order to complete the schedule. It is also assumed that in some cases respondents will be reclassified as a result of the interview, and will be of no use in the sample, but that such 'wasted' interviews can be compensated by drawing on the 100 interviews which already exist. It should be emphasised that these existing interviews were experimental, and the schedule was varied, and they were not drawn on a sample basis, so that only a few could be used in this way.

Data-collection

A research assistant will be appointed for two years from

January 1969 (salary range £650 - 1200) who will be responsible for 400 interviews, completing these by June 1970, and also for assistance in the organisation of the project and in analysing the data.

The remaining 600 interviewers would be obtained by part time interviewers. Work so far indicates the advantages of well-informed interviewers of mature personality. It is therefore proposed to choose six interviewers, who would each obtain a hundred interviews over a period of one year, beginning by June 1969. They would be paid by interviews obtained.

Travelling and Subsistence

The research assistant will require an estimated £150 in travelling, and £200 in subsistence, during the period of data-collection. The part-time interviewers would only be paid for journeys over 10 miles, or for travelling in connection with screening interviews; £300 is estimated for this purpose. Finally, in connection with supervision of the work, my own travelling costs are estimated at £150, and subsistence at £100.

Transcribing

It is proposed to appoint one full-time transcriber immediately for a period of 21 months, and a second in June 1969 for a period of 15 months. Commercial transcribing of the present work has proved uneconomic and the number of accurate transcribers available for difficult work of this kind has not been sufficient. Full-time directly supervised transcribers would also be trained to eliminate irrelevant sections of interviews.

Analysis

The research assistant will help in the analysis of the data. The first stage will consist in the break-down of interviews as they are received. In the case of first interviews, this will allow decisions to be taken on the scope of second interviews with some respondents. The second stage, which will start by June 1970 will be the examination of the interviews as

a whole, and the statistical testing of hypotheses where appropriate. It is anticipated, however, from the nature of the data collected, that it will open as many questions as it closes, and continue to provide valuable source material for future research.

Proposed publications

- (a) some of the material will be used in my Social History of Britain 1900-18
- (b) a representative selection of the best interviews will be published as a separate book (or books)
- (c) articles on the findings of the research in particular fields, such as child-rearing or social mobility.

Other work in this field

I know of no other systematic work. Where material of this nature has been collected, it has generally been either as an accidental and partial by-product of interviews of old people for other purposes, or with other intellectual frames of reference: for example, linguistic (Jeremy Seabrook) or antiquarian (George Ewart Evans).

Paul Thompson

1. Professional - 11 (5 F) - 3 higher professional - clergy; doctors;
- 8 (5 F) lower professional - 5 teachers;
nurses; arts;
2. Employers and Managers - 27 (6 F) - 7 (2 F) self-employed - 3 shop-keepers; farmers; boarding house keeper;
- 11 (2 F) proprietors - 2 farmers;
2 shop-keepers; 1 mines; 1 manufacturing; 1 building
- 9 (2 F) managers and administrators - 2-3 auctioneer, estate agent, sales manager; 2 retail business; 2 catering, hotel, pub; mining;
3. Clerical - 12 (3 F) - insurance agents, book-keepers, clerks, typists;
4. Foremen - 3
5. Skilled manual - 83 (19 F) - 18 metals, 15 textiles (9 F), 11 leather and dress (6 F), 8 coal, 7 wood, 7 building, 4 paper and printing, 2 railways;
6. Semi-skilled manual - 106 (19 F) - 28 domestic service (25 F), 18 agricultural labourers, 15 manufacturing (5 dress, 3 textiles, 3 metals), 14 transport (6 horse drivers), 13 shop assistants (5 F), 8 mines, 3 armed forces;
7. Unskilled manual - 25 (4 F) - 7 transport, 3 building, 3 metals, 2 textiles, 2 charwomen;
11. Men of leisure' and retired men - 11
12. Unoccupied married housewives - 103 F (husbands class 1-4; 2-11; 3-5; 4-1; 5-31; 6-41; 7-10)
13. Spinsters, aged over 20 - 16 F
14. Widows - 16 F
15. 'Schoolboys', aged 10-20 - 27 (parents class 1- 1; 2- 3; 3- 1; 4- 0; 5- 8; 6- 11; 7- 3)
16. 'Schoolgirls', aged 10-20 - 33 F (parents class 1- 1; 2- 3; 3- 2; 4- 1; 5- 10; 6-13; 7- 4)
17. Children, aged under 10- 124 (62 F) (parents class 1-5; 2-12; 3-6; 4- 1; 5- 39; 6- 49; 7-12)

TOTAL 600

Regional distribution of respondents

London	105
Rest of SE	50
East Anglia	37
SW England	25
W England	32
Midlands	65
Lancashire and Cheshire	83
Yorkshire	57
NE and NW England	34
S Wales	21
Rest of Wales	11
Scotland	80
	<hr/>
	600

Interview extracts - to be attached; not yet complete

Interview schedule

Year of birth Where born What sort of district
Describe household
Fathers occupation If death of parent describe what happened
How much did you see of your father Can you remember any specific
jobs ~~he~~ did for you Did he help in the house b
Brothers and sisters
Did your mother work If so where Who looked after you
Any domestic help laundry, cleaning, mending etc. Resident
or daily
 (Community feeling)
Help from neighbours/friends/relations Regular or times or crisis
What did each member of the family do in the house Did each have
their jobs Who looked after younger brothers and sisters
Who did you play with Friends in same street from school
parents' interest games what sort where - street/park/
garden Bedtime what time any general routine
bath sleeping arrangements Meals which room what time
with father or not did he have different food joint on Sunday
how many meat meals a week did mother bake own bread etc.,
Could you talk during meals were your parents strict over table
manners was grace said
What happened when you were disobedient who punished you
often police home pets gardening fishing excursions
holidays - where to, how long, regularly, all the family
Outings from home shopping Bank Holidays
Reading- books, newspapers in the house
Dress- different on Sundays, did mother make clothes new at whitsun
Pocket money what spent on any extra earned
Mother's outside interests, e.g. Father-clubs, pubs, races,
football, cricket etc.,

Religion

Were your parents church or chapel regular how many times a
Sunday

Religion contd.,

Did the family go together or were the children sent alone

Any mid-week activities organised by the church/chapel Band of Hope/
evening classes/ Temperance League any annual outings

Politics

-parents activities- branch member- elections

School

How old when started what sort of school board/private

co-ed Boys, Girls and Infants how long did it take you to

get to school dinner at home uniform

Were the teachers strict did you enjoy school what lessons

especially homework did you work hard how large were

the classes were the teachers local were your parents

interested in school did you ever meet the teachers

special occasions at school- prizes-

Were you mixing with different kinds of children or the same sort as

yourself Were there cliques was there much mixing of

girls and boys would you have stayed on longer if you had had

the opportunity how old were you when you left.

Work

What was your first job how did you get it did you choose

it or your parents what was the first day at work like how

did you get on with the people you worked with, with your employers

were they good to you

Any TU activities were you interested in TUs and politics

Did you feel workers had different interests from employers

Did you serve an apprenticeship was it a skilled job

What sort of hours did you work how much wage

Did your pay go to your mother how much would you have to

spend o on what did you still live at home

(domestic science: repeat household questions)

Spare time evenings and weekends courting where

did you meet boys/girls how often what was your parents attitude

were you allowed to be alone together

Marriage

Where met How long had you known each other -proposal-
engagement Church/chapel/registry office honey-moon
Had you saved up/ bottom drawer Did your parents help
Where did you live after marriage what sort of house
(repeat household-church-politics questions)
Where did you learn to cook Did you carry on working (woman)
Did your wife go on working (man) Who took financial decisions
Was this discussed
Children diddyou want children straight away who helped
at birth at home husband's attitude help from family/
neighbours

Infant rearing - breast-feeding - weaning - toilet training - attitudes
to children e.g. leaving them, handling displaced siblings

Community

How met them

Friends mostly local invited home for meals c.f. parents practice
neighbourhood as a community - importance of shopkeepers, farmers, clergy,
other groups - perception of class structure
(courtseying; calling 'sir'; distinction craftsmen-labourer etc)
(women - is perception of own position tied to husband, house, parents,
work?)

Occupational sequence

of father - mother - siblings - children

PROGRESS REPORT

1. University of Essex.
2. Family Life and Work Experience in Britain 1960-18.
3. Report on 1 January - 31 December 1969.
4. Investigator: Dr. Paul Thompson
5. Staff:

Mrs. Thea Thompson: part time research assistant supervising fieldwork (from 1 January)
Mrs. Ruth Hawthorn: part time research assistant responsible for preliminary analysis of transcribed interviews (from 1 October)
Mrs. Janet Parkin: senior secretary - transcriber of interviews from tapes (from 20 October)
Mrs. Gillian Gibbs: temporary transcriber before 20 October.
Mrs. June Hillidge: temporary transcriber before 20 October
Miss J.P. Clegg: temporary transcriber before 20 October
Mrs. Audrey Hoskinson: part time interviewer (Liverpool)
Mrs. Ann Burke: part time interviewer (Salford)
Miss Thelma Crook: part time interviewer (Bolton)
Mrs. Judy Froshaug: part time interviewer (London)
Mrs. Marie Brown: part time interviewer (London and Reading)
Mrs. Marjorie English: part time interviewer (London)
Mrs. Mary Herbert: part time interviewer (Guildford)

6. There has been no change in the field of industry and region covered: the work has begun with interviewing in Lancashire, London and the South East.
7. There has been no change in aims or method proposed.
8. The original proposal to S.S.R.C. was for a grant of £12,444^{12,444} rather than £10,000. In order to reduce costs it was decided to appoint only a part time research assistant during the first nine months, and in view of the success of this appointment and the lower quality of applicants for a full time, rather than a part time, post starting on 1 October, a second part time appointment was then made. Mrs. Thompson works two days a week supervising the interviewers, and Mrs. Hawthorn three days a week on the preliminary analysis of the transcribed interviews. Both are also carrying out interviews themselves.

The appointment of a full time transcriber was also delayed for economy, until after the appointment of all the part time interviewers. There was then a period before our return to the University of Essex, which was too short to make a full time appointment, so that until October we used part time transcribers. Although previous experience enable us to give this work to transcribers whom we knew to be much above the standard of commercial agencies (who made nonsense of any respondent with a strong accent), we found transcribing by this method slow and expensive. We have since then been exceptionally fortunate in finding the full time transcriber

who is now working for us, both well and at the speed estimated in the grant application. Transcribing remains, however, a potential source of difficulty, because it would clearly be very difficult to find a second transcriber of this calibre (or to replace her).

Interviewing by the research assistants has been proceeding throughout the year. The part time interviewers were appointed in June-July. All the promising applicants were asked to tape record a short section of the interview schedule with an old person, and this proved an invaluable aid to selection. We were very fortunate in Liverpool to find interviewers who had been given a fortnight's technical training by Dr. Butler, now of the University of Kent, but all the other applicants with previous experience, (including Government social survey) altered the questions in a way which introduced bias or made them meaningless. With two exceptions, all the interviewers have therefore been trained by Mrs. Thompson, and we are encouraged by the quality of the interviews which we are receiving.

The speed with which interviews are being completed is, however, much less satisfactory, particularly in London. Although the interview schedule is, with some minor improvements, that submitted with the application to S.S.R.C., we have found that the time taken by interviewers is more than we expected, because of the need to develop a good relationship with the respondent and so make several visits, not all for recording. A preliminary visit undoubtedly improves the quality of the interview, and in many cases it would be heartless for the interviewer to break off contact with the respondent after the interview is completed. We have not found, as we had in our pilot interviews, that any respondent can be successfully interviewed in a single session. This is also partly because the present interviews are of a higher standard. However, it has resulted in a much slower rate of completion than we had planned. Our original proposal was to interview 600 respondents. Due to a combination of the reduced grant and the anticipation of these difficulties through the experience of Mrs. Thompson, we reduced the quota to 444 respondents. We have completed 85 to date. Because of our system of payment by completed interview this slow pace is not presenting us with any financial problems, but it throws the timing of the project into serious doubt. It is already clear that interviewing will be continuing well into 1971. There is, however, an important compensation in that a single transcriber can handle this flow of work, and a continuous process of preliminary analysis has been substituted for the post-interview analysis originally envisaged.

The most important point which is already emerging from the study is the unsatisfactory nature of a purely occupational quota in a study which concentrates on family life and community relations. We have continued to find, as was reported in our grant application, a surprising range of occupational mobility during an individual's lifetime; there is the substantial problem of seasonal and part time work, which was widespread in the 1900 s, but concealed in the census; and there is the problem of occupations, such as bricklaying, with an accepted status, which in practice included the whole range of working men from labour aristocrats to casual workers. It is quite clear that for our purposes other distinctions, particularly sobriety, religious practices, and continuity of employment, would have been as important in securing a representative sample of the relevant statistics for the period had been available. A valuable supplement to the present investigation would be a random sample of brief interviews on occupation and these other determinants of social status, which could then be compared with our own quota sample results.

In their letter of 11 December 1968 the Economic and Social History Committee suggested that cheaper tape recorders might be bought. We revised our proposal so that we bought fewer tape recorders of the same model, because a high quality of recording is essential for transcribing. The machines purchased were made by Uher and were those recommended by the B.B.C. and by the Language Centre at the University of Essex, but we should not advise anyone to buy them who is not supported by servicing facilities such as those provided by the Language Centre, as we have been troubled by frequent breakdowns. This difficulty has also contributed to the slow rate of interviewing.

The Committee advised a simplification of the sample frame. This has been carried out: the occupational categories have been reduced from seven to six.

It was also suggested that we should get in touch with other research work in this field. A number of contacts were made as a result of the article on the investigation in SSRC Newsletter, of which the most important was Patrick Saul, whose article on the British Institute of Recorded Sound appeared in the same issue. As it is not the policy of the Data Bank to store permanently tape recordings of interviews, and the case for their preservation was strong both as final evidence (a transcription is merely a literal interpretation, and when a tape is re-examined can often prove to be wrong) and as records of English speech, we have agreed in principle to deposit our tapes in the British Institute, and it is hoped that they will be the nucleus of a larger collection of such recordings. In December Mr. Saul, Professor T.C. Barker and I organised a small conference of Social Historians using interviewing techniques at the British Institute, at which information on work in progress and problems was discussed. Three investigations were particularly closely related to our own. The dialect and industrial folklore surveys at Leeds conducted by Stuart Sanderson and Stanley Ellis include recordings of work histories, which are technical in emphasis, and provide a valuable supplement to our own survey. Unfortunately, however, only a fraction of the large collection at Leeds has been transcribed, and its general use is therefore for the present impracticable. At Ruskin College, Oxford, tape recorded interviews are being used in research by Raphael Samuel into 'rough' working class social customs before 1914; these interviews include group discussions and interviews in public houses, which are interesting to compare with our own, and also with minority groups such as gypsies who are unlikely to be represented in our survey. Lastly, at Kent Professor T.C. Barker, using an interview schedule of similar scope to our own, has been experimenting with the use of school teachers as investigators, raising the questions both of the educational role of such research and the kind of guidance which might usefully be given to amateurs. It is hoped that a committee will be set up in association with the British Institute which will circulate information about research work of this kind and assist discussion of its technical problems.

9.
 - a) 'Memory and History', SSRC Newsletter, June 1969
 - b) talks on the project to Oxford Social History Seminar (5 June) and at British Institute of Recorded Sound Conference (13 December).

Family Life and Work Experience 1900-18: Report for 1970

1. University of Essex
2. Family Life and Work Experience in Britain 1900-18
3. Report on 1st January - 31st December 1970
4. Investigator: Dr. Paul Thompson

5. Staff:

Mrs. Thea Thompson: part time research assistant supervising fieldwork
Mrs. Ruth Hawthorn: part time research assistant responsible for preliminary analysis of transcribed interviews (resigned 22 October)
Mrs. Janet Parkin: full time senior secretary transcribing interviews
Mrs. Gillian Gibbs: part time transcriber
Mr. David Reason: temporary clerical assistant

Part time interviewers:

Mrs. Audrey Hoskinson (Liverpool)
Mr. Reginald Collins (Liverpool)
Mrs. Ann Burke (Salford)
Miss Thelma Crook (Bolton)
Mrs. Judy Froshaug (London)
Mrs. Marjorie English (London)
Mrs. Lena Inger (London)
Mrs. Mary Herbert (Guildford)
Mrs. Ann Cryer (Keighley)
Mr. Ian Stewart (Newcastle-upon-Tyne)
Mrs. Doris Redfern (Darlington)

In addition, some other interviewers have carried out only one or two interviews each.

6. (a) The work has been continued along the lines described in the proposal to SSRC. There have been no changes in aims or methodology. Interviewing this year has been completed in Lancashire, and continued in London, the South East and East Anglia. Yorkshire was started in May and North-East England and the Scottish Highland and Island regions in September, and interviewers for the Midlands who are now starting work were selected in December.

(b) The most important point already emerging from the study is that relating to the use of a purely occupational quota, which I discussed in my report from 1969. I gave a paper on this aspect of our work to a conference on social mobility held at this university in July, but insufficient interviews have been completed so far for interim results on social mobility or the other questions which we are investigating.

I also reported last year on the contacts made with other research workers in this field. Since then I have collected a list of current work in Britain, which has been circulated by the British Institute of Recorded Sound. It is

7. (b) Paper to conference on Social Mobility, University of Essex, 4 July 1970.

Reference in Oral History Association Newsletter (Vermont, U.S.A.)
IV, 1, p.3.

8. Tape recorded interviews are being obtained from a sample of 444 persons born before 1911, for information upon family life, community and work experience before 1918. The interview schedule covers domestic routine including the roles of husbands and children; meals; the upbringing of children, emotional relationships and values in the family; leisure; religion; politics; school; courtship and marriage; the wider family; relationships with neighbours and perception of community structure; experience of work, and occupational history of the whole family. The sample is a quote derived from the occupational census of 1911, distributed regionally through England, Wales and Scotland in selected districts. The interviews normally require a preliminary visit and two or three recording sessions, and are being conducted by part time interviewers and research assistants. The tapes, together with transcripts, will eventually be deposited at the British Institute of Recorded Sound. The research is more fully described in an article by the investigator, Paul Thompson, in the SSRC Newsletter June 1969.

I have no objection to this report being made available to other research workers.

January 1971

Paul Thompson.

The Nuffield Foundation awarded a grant of £450, subsequently raised to £570, towards the travelling expenses and transcribing of interviews with old persons to provide additional material for a Social History of Britain 1900-18 which I am writing. The work has as far as possible followed the lines of my application to The Foundation in December 1967. During the year some 200 interview sessions were conducted by my research assistant, Miss Elizabeth Sloan, and by wife, Mrs Thea Thompson. The preliminary sessions were not recorded, and a number of potential respondents were discarded as unsuitable at this stage. Tape-recorded interviews were conducted with 69 persons, with 37 follow-up interviews, making a total of 106 interviews. The total cost of transcribing these interviews was £445.4s.1d, and the travelling expenses £111.8s.3d.

The interviews were concentrated in five groups, as follows: north-east Essex (rural arable), 13 respondents; Northumberland (Warkworth), Gloucestershire (Chipping Sodbury) and Wiltshire (Pewsey) (rural non-arable), 12 respondents; Yorkshire (Heckmondwyke) (textiles, railways & c), 14 respondents; Staffordshire (Biddulph) (mines, potteries, & c), 20 respondents; and London (largely Camden), 19 respondents. We were thus able to achieve some regional diversity, together with a good representation of such major occupational groups as coal miners, textile workers, agricultural labourers and domestic servants. Most of the respondents were working class (53), but 14 came from lower middle class and 2 from upper middle class families. We contacted respondents through welfare officers, old people's homes, personal recommendation, and in Staffordshire through an advertisement in the local paper. This last method was particularly successful, and produced a rather less biased selection of respondents than the other methods. We attempted to keep the balance of respondents broadly as indicated by our previous analysis of the 1911 census, but in view of the small number of respondents interviewed did not impose the strict quota which we had earlier envisaged.

I have been very much encouraged by the results of the interviews. As was to be expected, some of the earlier interviews were not very satisfactory, but we were able to develop and test out an interview schedule, of which a copy is attached. This indicates the surprising range of information which we have found possible to obtain from our respondents. On some points, such as parental discipline, or the husband's contribution to domestic tasks, the interviews have very clearly suggested that accepted sociological views of traditional attitudes may require qualification. The interviews also provide a great deal of imaginative insight into the life experiences of the lower middle and working classes, and also of upper class life seen through the eyes of servants, of a kind not encountered in published literature about the period.

In view of the success of these first interviews, I decided to try to continue the work. Nuffield College supported Miss Sloan until the end of 1968 (when she left to get married), and in January 1969 I was awarded a grant of £10,000 over three years by the Social Science Research Council, which will enable me to obtain a national quota sample of nearly 500 interviews. Some of the existing interviews will be included in this quota. I published an article describing this project in SSRC Newsletter 6, pp.16-18 of which a copy is enclosed. The article includes extracts from the existing interviews, and gives a rather lengthier assessment of their value.

I should like to conclude by expressing my very great gratitude to the Trustees for their support, which has enabled me to explore this type of research and so develop the larger research project which the Social Science Research Council is supporting.

Paul Thompson



Social Science Research Council **Application for a research grant**

R1

1971

in confidence

please type throughout

1 applicant Prof/Dr/Mr/Mrs/Miss initials surname
DR P.R. THOMPSON

2 department
SOCIOLOGY

3 institution
UNIVERSITY OF ESSEX

4a official address
Department of Sociology,
University of Essex,
Colchester, Essex.

4b official telephone
number (give STD code)
0206-5141

5 position held
Senior Lecturer

6 type of application (tick appropriate boxes)	project or <input checked="" type="checkbox"/>	programme <input type="checkbox"/>	new <input type="checkbox"/>	revised <input type="checkbox"/>	supplementary <input checked="" type="checkbox"/>
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7 brief title of research (up to 12 words)
Family Life and Work Experience in Britain ^{before} 19~~00~~¹⁸

8 abstract of research (up to 150 words)

Completion of a quota sample of 444 persons born before 1911, ~~for~~ who are currently being interviewed for information upon family life, community and work experience in England, Wales and Scotland before 1918. The sample is a quota derived from the occupational census of 1911, distributed regionally in selected districts. The interview schedule covers domestic routine, including the roles of husbands and children; meals; the up**bb**inging of children, emotional relationships and values in the family; leisure; religion; politics; school; courtship and marriage; the wider family; relationships with neighbours and perception of community structure; experience of work, and occupational history of the whole family.

9 total grant required (£)
£7100

10 proposed starting date
1 January 1972

11 proposed duration
two years

12 staff costs (specify title or level of each appointment)		average salary £	super- annuation (eg FSSU) £	Graduated Pension & National Insurance £	duration of appoint- ment	total for period £
a research workers						
Research assistant		1500		100	2 years	3200
research workers						total £ 3200
b other staff						
Senior Secretary (transcriber)		1200	120	50	21 months	2400
Part time clerical assistant		250	6-	-	2 years	500
Part time interviewers					1 year	600
other staff						total £ 3500
c Senior Visiting Fellows (name and present position)		salary or expenses and fares				
None						
Senior Visiting Fellows						total £ 0
13 travel and subsistence costs (these should be explained in the account of the proposed investigation)		travel			sub- sistence	total
inside UK		150			50	200
outside UK						
travel and subsistence					total £ 200	

14 equipment and materials
(specify and say whether recurrent
or non-recurrent: imported equipment
should be quoted net of import duties)

Already acquired

£

equipment etc	all recurrent	£
	all non-recurrent	£
	total	£ 0

15 other costs (specify)

Telephone, postage and repairs by interviewers; hire of rooms
when selecting interviewers.

other costs	total	£ 100
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**16 financial summary
of grant required**

£

research workers (12a) 3200
other staff (12b) 3500
Senior Visiting Fellows (12c) 0
travel and subsistence (13) 200
equipment etc (14) 0
other costs (15) 100

total

£ 7000

**17 estimated incidence of
total expenditure
in each calendar year (Jan-Dec)**

19/72	23650	3650
19/73	23450	3350
19/		
19/		
19/		
19/		

total

£ 7000

18 What direct or indirect financial support
will be provided by the applicant's own institution?

Secretarial; telephone, postage and stationery; accommodation; equipment
(acquired on original SSRC grant) and its maintenance.

19 Is this research currently being supported by any other outside body
or is this application being submitted elsewhere?
If so, give details. Decisions about applications to other bodies
should be reported to the SSRC as soon as available.

No

Curriculum vitae and relevant publications of applicant

Paul Richard THOMPSON

Born 1935; 1945-53 Bishop's Stortford College;
1955-8 Corpus Christi College, Oxford;
1958 First Class Honours in Modern History;
1959 Senior Scholar, Corpus Christi College, Oxford;
1961-4 Junior Research Fellow, the Queen's College, Oxford;
1964 D. Phil: "London Working Class Politics and the Formation of the London Labour Party, 1885-1914";
1964-8 Lecturer in Sociology (Social History), University of Essex;
1968- Senior Lecturer;
1968-9 Senior Research Fellow, Nuffield College, Oxford.

RELEVANT PUBLICATIONS:

The Work of William Morris, Heinemann and Viking Press, 1967.

Socialists, Liberals and Labour: the Struggle for London 1885-1914, Routledge and Kegan Paul and University of Toronto Press, 1967

(With Peter Kidson and Peter Murray) A History of English Architecture, Penguin Books, 1965.

"Liberals, Radicals and Labour in London, 1880-1900", Past and Present, April 1964.

(EDITED) Oral History: an Occasional Newssheet: Number One, 1970.

Victorian Society conference reports including:

Social Change and Taste in Mid-Victorian England, 1964;

The Victorian Poor, 1967;

Victorian Seaport, 1968.

PUBLICATIONS IN THE PRESS:

William Butterfield, Routledge and Kegan Paul and M.I.T. Press, due Spring 1971.

"Voices from Within", in H.J. Dyos and Michael Wolff, The Victorian City: Images and Realities, Routledge and Kegan Paul, due Spring 1972.

(This article has been written from some of the material already collected.)

CURRENT RESEARCH

Social History of Britain 1900-18, in a series edited by Professor Eric Hobsbawm and published by Weidenfeld and Nicholson. Interviews begun in connection with this research led to the proposal for an independent national survey on "Family Life and Work Experience before 1918", which is now in ~~in~~ progress with the support of a grant from SSRC of £10,000 for the period 1969-71.

└, with the assistance of the University of Essex, the Nuffield Foundation and Nuffield College,

This application is for a supplementary grant in order to complete the interview survey already in progress with the support of SSRC. It is caused by the unexpectedly slow pace with which our part-time interviewers have been completing their work. Allowing for the effect of salary increases since 1968, approximately one third of the application consists of interview fees and an additional transcriber's salary which would have been covered by the original grant had the work been completed this year. It may also be noted that the original application was for £12,400, while the grant awarded was £10,000, and that the initial research programme was therefore redesigned and reduced.

I anticipate that by the end of the current year, when the grant expires, we shall have recorded three quarters of the 444 interviews for our quota sample. Interviewing will have been completed for the Scottish Highlands and Islands, Northern England, Lancashire, Yorkshire, the Midlands, North Wales, East Anglia and London. The interviewing in the rest of Scotland, South Wales, and South East and South West England will be in progress, but not completed. The principal reason for this delay is that our interviewers have been spending more time in developing a good relationship with each respondent than we had anticipated, with the result that the quality and also the length of interviews has exceeded what we had hoped. We had expected that a considerable number of interviews would be completed in a single session and that the average interview would require two visits, but in practice three visits have been normal, producing four hours of recorded interview. In many cases the interviewer has wished to continue social contact with the respondent after the completion of the interview. In addition, the interviewers in London have found special difficulties in securing willing and co-operative respondents, and four interviewers whom we have trained have given up because of this, so that the pace of London work has been particularly slow.

Because our system of payment is by completed interview there has been no increase in the cost of interviewing, and the supplementary grant requested is an estimate of the interview fees allowed for in the original grant which will remain unpaid at the end of 1971.

The original grant allowed for the appointment of a second transcriber. Because of the slow speed of interviewing, this appointment has not been made. The greater length of the recorded interviews has, however, resulted in some increase in the time needed to transcribe, in spite of the outstanding speed and ability of Mrs. Parkin, the transcriber who has been working for us since October 1969. The supplementary grant requested would allow her to continue working until September 1973. Of this period, nine months would have been covered by the original grant and twelve months are additional.

The extension of the research assistantship would therefore be the principal new financial expenditure. I should wish to continue with the division of this post into two part-time appointments, as at present. Mrs. Thompson would complete her work as fieldwork supervisor by the spring of 1973, and then assist Mr. Lummis in the preliminary sorting and analysis of the transcribed interviews. Both would carry out some interviewing themselves.

The field-work supervision has created no special problems and the need to continue with this is a straightforward consequence of the extended time required for interviewing. The preliminary analysis and sorting has, however, proved a more difficult task than I had expected, and the problem has been made much worse by the extra length of the interviews. I have found it a

considerable economy to employ a less skilled clerical assistant for some elementary processes such as cutting, so that an allowance for part-time clerical assistance is included in the application.

The travel costs and items under other costs would be incurred either by interviewers, or by the fieldwork supervisor or myself travelling to meet interviewers.

I wish to emphasise that, apart from its timing, and also the reduction in the total sample and simplification of occupational categories recommended by SSRC, the research has proceeded very much as planned and the material being collected is even more rewarding than I had anticipated. Some indication of its quality can be gathered from the article, "Voices from Within" (to be published in H.J. Dyos and M. Wolff (eds), The Victorian City, Routledge, in the press) which consists of descriptive material taken from the first seventeen interviews which were completed for cities before 1900. They may be taken as representative of the quality of the interviews in general.

Even if the survey is not completed there will, therefore, be a valuable archive for the use of social historians in the future. There will, however, be two effects if the full quota of interviews is not completed. Firstly, some very important regions, such as the Scottish cities, will not be represented. Secondly, it will be impossible to make any systematic use of the archive as a whole. Questions such as those on marital roles, child discipline, kinship, and the labour aristocracy ('Memory and History', SSRC Newsletter, June 1969) cannot be answered satisfactorily and our information on family occupational patterns will be largely wasted.

Since the date of the original application there have been rapid developments in the use of historical interviewing, both in Britain and abroad. In the United States the Fourth National Colloquium on Oral History attracted 150 participants and it is apparent from the report on this occasion that very large sums of money are being spent on this type of research. An Oral History Association Newsletter is published quarterly. I have compiled a list of work in progress in Britain (excluding Ireland), from which it will be seen that important collections of Welsh and Scottish Gaelic material already exist. The only comparable English collection is a by-product of dialect surveys, and is almost entirely rural. The urban populations of England and Scotland have been almost entirely ignored, and in this respect our survey is unique. This appears to be equally true of our attempt to make the survey representative through the use of sampling. Lastly, it is exceptional among British collections in being fully transcribed, so that it will be available to other scholars. I very much hope that we may be given the support needed to complete it.

Interview notes

This interview schedule should be treated as a guide and not as a rigid questionnaire. Some respondents are happier when they feel they can rely on an interviewer to ask them questions, and in such cases it is possible to work through the schedule methodically. Others are keen to take some part in directing the interview and have definite ideas about the information they wish to give. It is always best to encourage them to do so, inserting follow-up questions as far as possible, and returning to the missing questions at a later stage when the respondent has said what he or she considers most relevant. The interview schedule can be used as a checklist and annotated when the first session is played back. A full interview with a respondent who enjoys telling stories will take several sessions. If an attempt is made at the beginning of the interview to stop an anecdote which seems irrelevant, in order to get to the point, it is important to realise that this will reduce the respondent's willingness to talk well on those subjects which are of central importance. The respondent must therefore be steered to the right period and subject matter without interrupting. In general, respondents should be encouraged and reassured; especially if they are worried by, for example, difficulty in remembering dates. It does not help at all, however, to be over-tactful. The interviewer should not be afraid of asking questions as simply and clearly as possible. An attempt to rephrase them more vaguely on sensitive matters is more likely to either produce a meaningless answer, or convey the interviewer's own embarrassment to the respondent. A question can sometimes be asked with the prefix "it says" (referring to the schedule). But it is better to know the questions, ask them directly at the right moment, and keep the schedule in the background. This makes for the most relaxed and effective interview; the schedule becomes a map for the interviewer which will then be referred to only from time to time.

You should arrive punctually for an interview or the respondent may have become tense waiting for you. It is equally important to stop before a respondent becomes tired. If a respondent is giving brief or monosyllabic answers, he/she may be feeling tired, or unwell, or watching the clock for some other engagement. You should then close the recording session as quickly as possible. On the other hand, do not rush away with indecent haste; and in particular, do not refuse to show interest in family

photographs etc. or to take refreshments when offered. You need to show as much warmth and appreciation of what the respondent has been telling you as possible. But an interview is not a conversation; you should keep yourself as far as possible in the background, nodding silently so that your encouragement is not recorded, not thrusting in comments or stories of your own. Do not be afraid of pauses; they can often bring out a supplementary comment to an answer. The time for ordinary two-way conversation is afterwards, when the recorder is switched off. This time will also produce additional information, which after leaving should be noted down or dictated into the recorder. Avoid arguments (e.g. about teenage behaviour) which may make the respondent more reticent later on. Lastly, it is good to write to thank a respondent, but if you want a reply always include a stamped addressed envelope.

Notes on the Interview Schedule

1. The household

1(c) Respondents are not often able to recite the names of the children in the family from eldest to youngest and the spaces between them. It is useful in these cases to ask where the respondent came in the family and then ask who was older than him and the spaces between the children who were older than him. Then ask about the younger ones. Respondents are sometimes vague about the respective ages of their siblings, e.g. "We come at pretty regular intervals". Try to find out what these intervals were, and if there were any exceptions to the average interval.

Respondents sometimes find it easier to write down or tell you the ages and names of their siblings, alive and dead, at the present time.

1(d) When respondents do not know the age of their father when they were born, ask if they know how old their father was when he died (assuming he is dead) and what year that was. Or respondents may know the age their father was when he married and the date. Approximate dates will do.

1(e) See notes on 1(d).

2. Domestic routine

2(a) Select the house in which respondent spent the longest time he can remember before leaving home.

2(c) Servants in this period who did not live in were usually charwomen or women who came in to do the rough, i.e. to do the rough housework. There were also washerwomen who came in to do the washing and young girls who came in to look after children. Where the respondent as a child came into a lot of contact with the servant, particularly if she looked after the respondent, find out what the relationship was between them, the sort of things she did for the respondent, etc.

2(g) Older children sometimes looked after the younger children, took them out for walks, saw them to school, etc.

3. Meals

3(c) Men and women whose working day started early would often take something with them for breakfast. When asking about meals find out when the respondent took food and what he called those meals and stick to the terminology he uses. Lunch is the midday meal to some,

particularly in class 1 and 2, to an agricultural labourer it is a snack eaten at about 11 a.m. Dinner is the midday meal to the majority of respondents. To some, again in class 1 and 2 it is a meal at about 7 or 8 p.m. Tea to most respondents is a meal mainly of bread and tea with occasionally something cooked, and is the last meal of the day. To some, in class 1 and 2 mainly, it is a cup of tea and bread and butter and cake at about 4 p.m. It is usually distinguished as afternoon tea in that case. Supper may be a cup of cocoa and some bread and cheese taken just before bed at 9 pm when tea has been the last meal at about 5 p.m. Or it may be a meal of two courses either hot or cold eaten at about 7 p.m. 3(k) Sometimes a person might take his plate and sit by the corner of the fire during a meal. Or a person in a hurry might snatch some food standing up.

4. General relationships with parents: influence and discipline

4(a) Feel your way carefully here. Many respondents have never put into words their feelings about their parents and some workings of the question may get a better response than others. The first three questions in this section have all got satisfactory responses. Other questions are: Did you feel close to your mother when you were a child? Was your mother a motherly person? Did you get on well with your mother? "She was one of the best", said with emotion, may be all you will get from a respondent.

4(c) Respondents may interpret this question as intending to ask what sort of position or job their parents hoped they would hold, or they may interpret it as a question about values and character. It is deliberately worded ambiguously to find out what the respondent remembers as his parents' main aspiration for him. With the question "Did your parents bring you up to consider certain things important in life?" prompting may often be needed, e.g. What sort of things did they bring you up to consider right and wrong? What sort of things did they consider wrong?

5. Family activities in the home

5(d) Outdoor games should be asked about too. Information about family activities will often be given in the form of anecdotes, accounts of particular social events and there is likely to be a great deal of overlap of questions a, b, c, and d. This is a good way of getting this sort of

information. Where you can, try to get an approximate date for a description of a particular birthday etc. or a funeral. You may realise suddenly that you are being told about something that happened after 1918. It may be upsetting to the respondent to be suddenly cut short but if you can do so inconspicuously put the pause lever down.

6. Family activities outside the home

6(d) Where the respondent's family lived in poverty this question may be treated with scorn by the respondent. The same applies to question 2(c). Explain that questions have been devised to apply to a wide range of income, and that as they are on the schedule they must be put in although the answer seems obvious. If you feel foolish or embarrassed asking a particular question, and occasionally a respondent does have this effect on one, it is best to disassociate yourself from the question by dropping the conversational way in which you have been asking the questions and simply read it in a neutral way from the schedule. Never apologise for the questions or you will transmit your lack of confidence in the value of the questions to the respondent.

7. Weekends and religion

7 f) Some choirs had annual treats, some were paid for their services.
7(g), (h). Possible activities are evening classes, outings, treats.

8. Parents' political attitudes

8(a) Respondents may interpret this question as meaning an active interest in the politics of a particular party, and so deny political interest. Find out if respondent's parents talked about any particular issue, if they had any views about who should govern the country, if they thought the working man had a square deal, etc.

8(b) It may be useful to know that the General Elections in the period are as follows: 1900, 1906, 1910 (January and December), 1918. Women were eligible for the vote in 1918.

11. Community and social class

11(i), (j), (k), Some respondents find these questions difficult and if they are unsure of their own class position evade the questions. If you don't get an answer try some of the other questions in the section, e.g. l, o, s, t

which respondents who are reluctant to talk about class usually find easier as they are less personal.

11(t) This is a particularly useful question for introducing the subject of class to a class-shy respondent. It almost always gets a response. An alternative form of wording is: "If someone was described as 'a real lady' or 'a real gentleman' what sort of person would you expect them to be?"

11(1), (o), (s), (t). If you get some response to these questions try i, j, k again, perhaps phrasing them differently.

13. Work

13(h) and (i). Other ways of wording the question "How did you find ..." What did you think of ... Don't alter the wording of a question so that you load it, e.g. imply that the respondent liked his work, etc.

15. Marriage

Note that this section is not asked unless the respondent was married before the end of 1918.

16. Childbirth and infancy

Similarly, questions about the birth of children and their upbringing will be asked only when the children were born before the end of 1918.

17. Family life after marriage

17(ii)(a) Select the house in which the respondent spent the greater part of his married life up to the end of 1918.

17(ii)(f) Husband's help with children: If the respondent had one child only before 1919 and one or more children after that, take care to ask the questions about the pre-1919 child. Call him by name if possible and emphasise that you are interested in his life before 1919, similarly if two or more of the respondent's children were before 1919. This applies to all questions of which children are the subject. Parents find it difficult to make these distinctions and you are bound to get information about children for the period after 1918. This does not matter. Do not omit questions because they are inappropriate to the age of the child before 1918.

17(n) Do not worry about asking respondents who appear to have been well off if they had a struggle to make ends meet. It was just as possible

to live beyond one's income and feel the pinch at £1,000 per annum as at £100!

18. Living-in servants

Interviews with respondents who have (a) been in domestic service, (b) had parents who employed domestic servants, (c) employed servants themselves, will be more complicated and longer than most other interviews. Prepare carefully for interviews where section 18 will be asked, working out the order of the interview beforehand. Unless you are interviewing a respondent whose parents employed servants you will not usually reach section 18 until the second interview. The following two examples of respondents and the pattern of their interviews have been given as a guide. There will, of course, be far more of the first type than the second, as non-manual workers are only one-fifth of our sample and they employed nearly all the domestic servants in private houses.

Domestic service absorbed a very large proportion of the women workers in the period 1900-1918, so we will be interviewing more respondents who worked as servants than employed them.

1. Respondent born 1898. 1912-1918 employed as a housemaid. Had very little to do with the children in the household, looking after them only once a week when the nanny was out. Married 1918. Two children born 1919 and 1923. Lived in the village in which she was born all her married life.

Sections

1 to 12.

13 a to 1.

18 i; ii ab; iii a to i; v b to f; vi b; vii; viii; ix; xi.

13 m to r.

14.

15.

16 a.

17 i; ii a to f; iii a to i; v b, c, e; vi c, d; vii a-e, g-h; viii; ix; x; xi a - i,n; 20.

2. Respondent born 1890. Cared for by nanny as a child. Educated at home. Never had paid employment. Married 1915. First child born January 1917. Second child born June, 1920. When married set up house in another town from that in which she grew up. Household contained cook, housemaid, nurse and nursery maid.

Sections

2. a - c.

3. i a-c; ii; iii; iv; v; vi a;

7 to 11.

12

13 a. 1.

14 to 16.

17 i; ii a -c;

18 i a - c; ii a - e; iii a - k

19 iv a, b, d - i; v; vi; vii; viii; ix; xi.

20.

18 ii (b) Servants responsible for the children have been called "nannies" for convenience in the following questions. But when putting the questions the title used for this particular servant by the respondent should be used, e.g. maid, nursemaid, nurse, or the nanny's own name. Servant responsible for the children includes servants in households where the mother cared for the children too. In some households the nanny virtually brought up the children in separate quarters of the house, in others a girl lived with the family who took the children for walks, helped in the kitchen and house, put the children to bed and gave them their food, sharing these tasks a lot of the time with the children's mother. Both types of servant will be called nanny for the purpose of this schedule and both will be considered "responsible for the children". The purpose of the questions about the nanny's role is to find out what sort of contact the children had with their parents, how much time they spent with them, what effect the nanny's care of the children had on their relationship with their parents, etc.

18 ii (b-e). The word "child" or "children" has been used so that the questions can be asked of respondents when children themselves, when they had married and had their own children. It will generally be better to substitute "you" in the former case and "your children" in the latter.

18 iv. General relationship with Parents and Nanny: Influence and Discipline. This section has been designed so that the questions can be asked of (a) respondents who were nannies (abbreviated cue IF NANNY). (b) Respondents who were looked after by nannies (abbreviated cue IF CHILD). The questions will be rephrased appropriately.

18. vi b; vii; viii; ix; xi. Some employers of servants were not very different in their style of life from the families whose children entered

their households as servants. Others were heads of grand establishments keeping a large number of servants, holding house parties, large dinner parties, etc. The questions in these sections are a guide to the kind of information wanted about the employers and the lives of the servants they employed. We are interested in how the servants saw their employers, what they remember about their personalities, manners, relationships with members of their family, servants, friends and acquaintances. Where respondents are keen to talk about their lives as domestic servants encourage them to range freely over life below and above stairs. We have used "master" and "mistress" but it is best to use the name that the respondent uses of his employer.

20. The information about jobs is wanted of all children and siblings of the respondent, those born after as well as before 1918. The jobs of those who have died must also be asked. This information should be written down, not recorded. Detail is not necessary here unless the status of a job is obscure: e.g. if a plumber; ask if he owned his own business; a school teacher, ask what kind of school.

Additional notes on the interview schedule

1. The household

1(a) If female respondents were married in 1911 ask the date of their marriage.

1(b) If respondent moved to another part of the same city or conurbation ask for of street or district.

2. Domestic routine

2(c) The duties are the duties of the servant or helper who did not live in, not of the mother.

3. Meals

3(i) There is no need to feel embarrassed about asking this question of respondents who were not short of money. In quite prosperous households there might be a shortage sometimes of a particular foodstuff or less of an appetising dish that was in demand, a pudding for example. You might ask: Do you remember if there was a great demand for a particular dish at a meal that your mother would have less so that the family could have more?

7. Weekends and religion

If respondents are Roman Catholic or Jewish ask about any additional practices which may not be mentioned in the schedule. If you are uncertain about what to ask, tell the respondent that you do not know much about his religion and ask him to tell you about the feasts, festivals, observances, baptisms, etc.

11(o) This question is designed to elicit information about the social differences between Non-Conformist (Chapel) and the Church of England (Church). Where there are a considerable number of Roman Catholics in the area, ask a supplementary question about them, and also ask whether there was any friction between Roman Catholics and Protestants.

11(y) "Rough music" would be produced by a crowd banging saucepans and tin cans, with shouts of "clear out" at intervals, outside the offender's house. Sometimes an effigy of the offending person was made and paraded about with the accompanying "music". This was done for flagrant breaches of accepted standards of behaviour, e.g. if a man sold his wife to another man, beat his wife, lived with two women, etc.

12 k, l, m. Respondents may need prompting here. Many schools had their outcast children: children from the workhouse, children who were mentally handicapped, abnormally badly dressed or dirty. In some schools, clever children were favoured or children from relatively better off homes who were well dressed, or whose parents gave money to the school.

13 m. We need to know the approximate length of time that respondents held particular jobs and enough details about the jobs to enable us to

classify them as professional, managerial or employer, clerical or foreman, skilled, semi-skilled, or unskilled.

Living-in servants

Other living-in employees (e.g. hotel servants, shop assistants).

In a family shop or hotel the situation of the employee would be similar to that of a domestic servant, and the schedule can be followed with modification. Where the employee was not integrated with the employer's family, as section 13 b-i as normally for work, and also section 18 i a, c and d (substituting 'your employer' for 'the mistress' if necessary), and section 18 iii c (meals). Ask about leisure activities in the hotel, shop or hostel; sleeping arrangements. Also ask: What sort of people were the customers/guests? Did you find contact with them easy or difficult? When you wanted to say something to another assistant/servant without a customer/guest understanding, what did you do?

20. Children's and siblings' occupations

Count all "sociological" siblings or children, e.g. unofficially adopted nieces, step-children who were well-integrated into the family. Do not count half-brothers and sisters or step-children who were not part of the family. We must have enough detail about jobs to enable us to classify them. This is very important. "Worked in a hospital" or "had a job in a factory" or "engineer" is not enough. "Was a cleaner in a hospital" or "stripper in a biscuit factory" or "engineer - had served an apprenticeship" is enough.

When women were married more than once, we need to know the other husbands' jobs. When respondents were married more than once after 1918 we need to know the other spouses' jobs.

NOTES ON THE INTERVIEW SCHEDULE1. The household

1(c) Respondents are not often able to recite the names of the children in the family from eldest to youngest and the spaces between them. It is useful in these cases to ask where the respondent came in the family and then ask who was older than him and the spaces between the children who were older than him. Then ask about the younger ones. Respondents are sometimes vague about the respective ages of their siblings, e.g. "We come at pretty regular intervals". Try to find out what these intervals were, and if there were any exceptions to the average interval. Respondents sometimes find it easier to write down or tell you the ages and names of their siblings, alive and dead, at the present time.

1(d) When respondents do not know the age of their father when they were born, ask if they know how old their father was when he died (assuming he is dead) and what year that was. Or respondents may know the age their father was when he married and the date. Approximate dates will do.

1(e) See notes on 1(d).

2. Domestic Routine

2(a) Select the house in which respondent spent the longest time he can remember before leaving home.

2(c) Servants in this period who did not live in were usually charwomen or women who came in "to do the rough", i.e. to do the rough housework. There were also washerwomen who came in to do the washing and young girls who came in to look after children. Where the respondent as a child came into a lot of contact with the servant, particularly if she looked after the respondent, find out what the relationship was between them, the sort of things she did for the respondent, etc..

2(g) Older children sometimes looked after the younger children, took them out for walks, saw them to school, etc..

3. Meals

3(c) Men and women whose working day started early would often take something with them for breakfast. When asking about meals find out when the respondent took food and what he called those meals and stick to the terminology he uses. Lunch is the midday meal to some, particularly in class 1 and 2, to an agricultural labourer it is a snack eaten at about 11 a.m.. Dinner is the midday meal to the majority of respondents. To some, again in class 1 and 2 it is a meal at about 7 or 8 p.m.. Tea to most respondents is a meal mainly of bread and tea with occasionally something cooked, and is the last meal of the day. To some, in class 1 and 2 mainly, it is a cup of tea and bread and butter and cake at about 4 p.m.. It is usually distinguished as afternoon tea in that case. Supper may be a cup of cocoa and some bread and cheese taken just before bed at 9 pm when tea has been the last meal at about 5 p.m.. Or it may be a meal of two courses either hot or cold eaten at about 7 p.m..

3(k) Sometimes a person might take his plate and sit by the corner of the fire during a meal. Or a person in a hurry might snatch some food standing up.

4. General Relationships with Parents: Influence and Discipline

4(a) Feel your way carefully here. Many respondents have never put into words their feelings about their parents and some wordings of the question may get a better response than others. The first three questions in this section have all got satisfactory responses. Other questions are: Did you feel close to your mother when you were a child?

Was your mother a motherly person?

Did you get on well with your mother?

"She was one of the best", said with emotion, may be all you will get from a respondent.

4(c) Respondents may interpret this question as intending to ask what sort of position or job their parents hoped they would hold, or they may interpret it as a question about values and character. It is deliberately worded ambiguously to find out what the respondent remembers as his parents main aspiration for him. With the question "Did your parents bring you up to consider certain things important in life?" prompting may often be needed, e.g. What sort of things did they bring you up to consider right and wrong? What sort of things did they consider wrong?

5. Family Activities in the Home

5(d) Outdoor games should be asked about too. Information about family activities will often be given in the form of anecdotes, accounts of particular social events and there is likely to be a great deal of overlap of questions a, b, c, and d. This is a good way of getting this sort of information. Where you can, try to get an approximate date for a description of a particular birthday, etc. or a funeral. You may realise suddenly that you are being told about something that happened after 1918. It may be upsetting to the respondent to be suddenly cut short but if you can do so inconspicuously put the pause lever down.

6. Family Activities Outside the Home

6(d) Where the respondent's family lived in poverty this question may be treated with scorn by the respondent. The same applies to question 2(c). Explain that questions have been devised to apply to a wide range of income, and that as they are on the schedule they must be put in although the answer seems obvious. If you feel foolish or embarrassed asking a particular question, and occasionally a respondent does have this effect on one, it is best to disassociate yourself from the question by dropping the conversational way in which you have been asking the questions and simply read it in a neutral way from the schedule. Never apologise for the questions or you will transmit your lack of confidence in the value of the questions to the respondent.

7. Weekends and Religion

7(f) Some choirs had annual treats, some were paid for their services.

7(g), (h) Possible activities are evening classes, outings, treats.

- 17(n) Do not worry about asking respondents who appear to have been well off if they had a struggle to make ends meet. It was just as possible to live beyond one's income and feel the pinch at £1,000 per annum as at £100!

18. Living-in Servants

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Sections

- 1 to 12.
- 13 a to l.
- 18 i; ii ab; iii a to i; v b to f; vi b; vii; viii; ix; xi.
- 13 m to r.
- 14.
- 15.
- 16 a.
- 17 i; ii a to f; iii a to i; v b, c, e; vi c, d; vii a-e, g-h; viii; ix; x, xi a - i,n;
- 20.

2. Respondent born 1890. Cared for by nanny as a child. Educated at home. Never had paid employment. Married 1915. First child born January 1917. Second child born June, 1920. When married set up house in another town from that in which she grew up. Household contained cook, housemaid, nurse and nursery maid.

Sections

- 1.
2. a - c.
- 18 i a-c; ii; iii; iv; v; vi a;
- 7 to 11.
- 12 a.
- 13 a. 1.
- 14 to 16.
- 17 i; ii a - c;
- 18 i a - c; ii a - e; iii a - h.
- 19 iv a, b, d - i; v; vi; vii; viii; ix; xi.
- 20.

18 ii (b). Servants responsible for the children have been called "nannies" for convenience in the following questions. But when putting the questions the title used for this particular servant by the respondent should be used, e.g. maid, nurse-maid, nurse, or the nanny's own name. Servant "responsible for the children" includes servants in households where the mother cared for the children too. In some households the nanny virtually brought up the children in separate quarters of the house, in others a girl lived with the family who took the children for walks, helped in the kitchen and house, put the children to bed and gave them their food, sharing these tasks a lot of the time with the children's mother. Both types of servant will be called nanny for the purpose of this schedule and both will be considered "responsible for the children". The purpose of the questions about the nanny's role is to find out what sort of contact the children had with their parents, how much time they spent with them, what effect the nanny's care of the children had on their relationship with their parents, etc..

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NOTES FOR INTERVIEWERS

Some respondents are quite content to work through the interview schedule methodically with the interviewer. They see their task mainly as supplying answers to questions and sometimes need encouragement in order to elaborate a point or tell a story. As this type of respondent usually finds the structured interview form with the interviewer in complete control the most reassuring situation, there is nothing to be gained by hopping from one section to another. A straightforward interview can be analysed more easily.

Where respondents are keen to take some part in directing the interview and have definite ideas about the information they wish to give, it is best to let them do so. You must, however, be very firm about keeping to the period. Sometimes respondents find this difficult and occasionally they are a little confused about time. Some of the irrelevant matter can be eliminated by putting the pause lever down on the recorder. On the whole, it is best to stop the recorder when the respondent first begins to wander out of the period and explain that though you are personally interested in hearing about other times of life, you have to confine yourself to the period up to the end of 1918. Thus if the respondent was married after 1918 nothing is wanted about his married life, nothing about child-rearing if children were born after that date, and so on. Although a certain amount of tolerance may be necessary to avoid hurting the respondent's feelings, in most cases he will be perfectly willing to stick to the period if it is explained that he should do so.

Some respondents are very conscientious and become anxious if they cannot remember exact dates, names, etc.. To these be reassuring and encouraging, telling them that an approximate guess will do. Others are quite the reverse and get careless and lazy about their answers. They answer "I suppose so", "I expect so", and cannot be bothered to answer questions they are not particularly interested in seriously. This must not be allowed to pass for more than a very occasional question or the interview will be worthless. You must be very polite but firm. Let them see that to you the questions are important and press them for a thoughtful answer. Sometimes a respondent becomes very brief and monosyllabic in his answers because he is getting tired, is expecting a visitor or is not feeling very well. Always watch for signs of fatigue and never stay too long. It is very embarrassing for a respondent to have to ask you to leave.

Methods of finding respondents

You will be supplied with information about the number of respondents you will be expected to interview, their sex, age and social class. Where certain occupations were predominant in your region you will be asked to find some representatives of these. Interviewers will find their own respondents and the following are some of the ways respondents may be contacted. It is obviously not an exclusive list.

1. Your own personal contacts: relatives, friends.
2. Members of clubs for old people: There are many of these clubs in every town and village. Contact the Women's Royal Voluntary Service (W.V.S.) and the local welfare department for a list of the clubs. The Chairman or Secretary may suggest some possible respondents to you. A short talk at a meeting about the research project followed by an appeal for volunteers may raise some respondents.
3. Old People's Homes: the Matron or Superintendent may suggest some people to you. Important to get an assurance before following this up that you will be able to interview the respondents in a room alone.
4. People who come into contact with the public through their work, voluntary or professional, in the following organisations: extra-mural departments, Citizens Advice Bureaux, constituency political parties, British Legion, Housing Departments, Clergymen, doctors (some have a list of their over-sixty patients).

5. A few borough councils are having a complete list drawn up of every old-age pensioner in the borough. Your welfare department will tell you if there is one in your area.
6. Find out from your local paper who works on the column dealing with local events, personalities, etc. and ask for an appointment. Explain what you are doing and ask them to put something in about it in their paper. Ask for people to volunteer and mention the categories you want to fill, e.g. men or women whose fathers were in coal mining or (cotton mills or whatever it is) in 1911 or thereabouts, women who were in domestic service in 1911, etc.
7. Friends of respondents who have been successfully interviewed.

Most of these methods have been tried successfully. 6 brought a very good response in Stoke-on-Trent. The advantage of that method is that you know the people who contact you are keen to co-operate. Wherever possible see that the initial approach is made to a possible respondent by someone known to them. People are understandably often suspicious of a request by a complete stranger to talk about their personal lives.

First meeting with respondent

Explain briefly to the respondent what the research project is about and why you want his help. Respondents are often worried about some of the following points and it is as well to clarify them before you start the interview.

1. All information given is confidential. Some of the material will be published but names and details that might identify the respondents will be altered. Considerable anxiety may be expressed on these points by respondents living in small communities. Never divulge information, however trivial, given to you by other respondents.
2. All interviews will be recorded. Many of the respondents will have already heard their voices on a tape-recorder and take this in their stride. Others will need some reassurance about this. A few will refuse to be recorded. This cannot be helped. Give the respondent your address so that he can contact you if he has to change the date of the interview.
3. The interview is not an examination! Respondents will not be expected to remember everything and there is no need at all to worry when they don't know the answer to a question or the year when a particular event happened.
4. Interviews must be with one person only. Wherever possible do not interview a respondent at a time of day when other people are in the room. Sometimes a husband or wife will sit perfectly quiet while their spouse is being interviewed but even then the presence of a third party can have an inhibiting effect on interviewer and respondent. When there is a third party interrupting it usually happens that two voices are recorded simultaneously by the recorder and a loud incomprehensible blur results. This is a good reason for giving the respondent, if he shows any doubt about being interviewed alone.
5. Indicate the scope of the interview to the respondent and tell him that it will probably take two visits to complete and possibly three.

Times of interviews

Avoid calling on respondents for your first meeting at a time when they are likely to be eating or asleep in bed. Meal times and bed times vary widely depending on occupation, social class and geographical area so it is very difficult to give any guidance here. You will have to find out what applies in your own area. When agreeing a time for your first interview, make sure that you have a clear two hours before the next meal or preparations for it are due. Don't be afraid to ask when respondent has tea, dinner or whatever it is. The majority of respondents can be interviewed in two two-hour sessions. The interview itself will probably not last more than 1½ hours, the rest of the time being taken up in polite conversation, looking at family photographs (don't refuse to show interest in this sort of thing) interruptions from callers at the door, tea, etc..

When people are in poor health or in their 80's they tire quickly. It took me four visits each least three-quarters of an hour to complete the interview schedule with a man of 90 whose eldest child was 10 in 1918. Obviously, too, respondents who have been married before 1918 usually take longer to interview than those who have not, as more of the schedule has to be covered. When respondents have had one or more children before 1918 this makes the interview longer too.

Recording the interview

You will be shown how to use the Uher tape-recorder if you do not already know. It is extremely important to get as good a quality recording as you possibly can. The typist who transcribes the interviews has her task made doubly hard when the recording is poor. Sometimes important words and phrases are lost.

1. If the budgerigar, canary etc. is particularly noisy ask if it can leave the room for the interview.
2. If a train, etc. passes loudly by, stop the recording.
3. Do not place the microphone right up near the machine as it records the noise of the spool revolving.
4. See that the microphone is on a polished surface if possible, not on a cloth surface. People are usually very obliging about removing table covers, ornaments, etc., or rearranging a room to avoid the noise of passing traffic.
5. Make sure that the microphone is near enough to the respondent's mouth (see booklet of instruction).
6. If possible, record a few minutes preliminary conversation with the respondent to get the best quality recording before beginning the interview proper. It is worth spending a little time at the beginning to make sure you have got the recording level correct.
7. Once you are sure that the machine is recording as you wish, forget about it - but don't carry on after you have got to the end of the tape!
8. Always record at 3½ inches per second.

Interviewing technique

Show as much warmth, appreciation and interest in what the respondent is saying as you can. Show your gratitude for the help he is giving you and although he may not be very fully occupied (and some old people are very busy) always arrive punctually. If you have to contact him by post and require a reply always enclose a stamped, addressed envelope. Unless, you know a person well or there is some good reason for not doing so, always accept refreshment. You may not feel thirsty but drinking a cup of tea together is companionable and reduces tension. Make yourself look pleasant, but it is best not to dress at the extreme of fashion. Remember you are asking the respondent to talk to you about some quite intimate things: his feeling for his parents, his wedding day, etc.. It may be harder for him to talk about these things if you look very strange to him.

Be tolerant of his prejudices if he reveals any in the interview. This is no occasion for heated arguments about teenage behaviour, racialism, etc.. But be yourself. Don't pretend to views you don't have. But do agree with him where you can. Don't be afraid of making the interview a conversation. If you want to tell him something that is out of the scope of the interview or listen to some story of his that is not appropriate, do so. You can always stop the recording.

Preparation for second and subsequent interviews

Play back the tape of your first interview, checking on the interview schedule the questions that you have asked so that you can see clearly what remains to be asked at the next interview. Write on to the schedule key details about the respondent and brief notes on his answers. The more you can remember about the respondent's life when you meet him for the second interview the better. He will be pleased that you have been interested enough in what he told you to remember and you will be more in control of the interview if you know what was said last time. If the respondent was brought up in a household where there were living-in servants, or if as an adult his household contained them, you may find it a help to mark clearly in Section 18 on the schedule those questions which you will need to ask, e.g. in red pencil. The same is true when you are interviewing a respondent who was formerly a domestic servant. Underlining cues, e.g. IF RESPONDENT IS A PARENT, RETURN TO 17 iv (General Relationships with Children: Influence and Discipline) may help you to manage the interview more easily when you are dealing with Section 18.

Additional Notes for Interviewers

The interview schedule was designed for respondents with a 'typical' family: mother, father and children. If your respondent's family lacked a mother, father, brothers and sisters, if he had a substitute parent or parents, a step-mother, etc. adapt the questions accordingly trying to get a full picture of the relationships he had with other adults and children.

Interviewers should send in claims for expenses and for interviewing at the end of the month, quarter or at the end of their employment.

Please write down any regional or local phrases, personal names, or words which may be difficult for the transcriber to understand. If you can get hold of a street directory for your city (this does not apply to London) as it was at the period we are studying we would find this useful too.

Please write section 20 on foolscap size paper. Playing time for tapes is three-quarters of an hour each side at $3\frac{3}{4}$ inches per second.

If respondents go "off the record" to talk about matters they do not wish recorded, e.g. How they learned that babies didn't come from under a gooseberry bush; how their husband-to-be deceived them about his financial state, etc., make a note afterwards about the information. Try to keep as far as you can to the words of the respondent.

Interviews which are refused

If someone refuses to be interviewed or to continue with an interview, please try to get the following information:

1. Name
2. Age
3. Marital status
4. Father's occupation in 1911.
5. Respondent's occupation in 1911.
6. Respondent's present occupation or, if none, his last occupation.
7. The reason the respondent gives for refusing.
8. Any factors not mentioned by the respondent which you think caused the refusal, e.g. memories of unhappy childhood, drunken parent(s), immorality.
9. Any other comments.

Interviews which you decide to discontinue

If you decide to discontinue the interview, please give information as above but for 7. substitute: the reason you discontinued the interview. Omit 8.

Interview schedule

1. The household

a) Respondent's name, present address, year of birth, marital status, year of marriage, birthplace (street or district if known).

b) How many years did you live in the house where you were born?
Where did you live then? CONTINUE FOR MOVES TO END OF 1918. FIND OUT ADDRESS AS NEARLY AS POSSIBLE FOR 1911.

Do you remember why the family made these moves?

c) How many brothers and sisters did you have? Birth order and spacing.

d) How old was your father when you were born? (PROMPT: How old was he when he died? When was that?)

Where did he come from?

Occupation. (IF EMPLOYER: How many people did he employ?)

Did he have another job before or after he became that?

Did he also do any casual or part-time jobs?

CONTINUE FOR ALL JOBS UNTIL DEATH, INCLUDING AFTER 1918.

Do you remember your father ever being out of work?

e) How old was your mother when you were born? (PROMPT: How old was she when she died? When was that?)

Where did she come from?

Had she any jobs before she married? (IF EMPLOYER: How many people did she employ?)

Did she work after she was married or not?

Part-time jobs.

Hours.

CONTINUE FOR ALL JOBS UNTIL DEATH, INCLUDING AFTER 1918.

If mother worked after she had children, who looked after the children while your mother was at work?

2. Domestic routine

a) I should like now to ask you about life at home when you were a child; the time up to when you left school. Can you describe the house at ... (SELECT FROM 1b)? How were the rooms used? Bedrooms; other rooms.

b) Did anyone else besides your parents and brothers and sisters live in the house? Other relatives, or lodgers?
(IF LODGERS: Where did they eat, sleep? What meals did they get? How much did they pay?)

c) Did your mother pay anyone to help in the house?
(IF DAILY OR IRREGULAR HELP: What were her duties: cleaning; looking after children; hours. How did you get on with her? What did she call you and your mother? What did you call her?)
IF LIVING IN HELP, GO ON TO SECTION 18

d) How was the washing done?

e) Did your mother or father make the family's clothes? Were any clothes bought new or secondhand? Where were they bought?
Were they bought for special occasions? (PROMPT: Christmas, Easter, Sunday, school, anniversaries)
Who mended clothes?
REPEAT FOR SHOES.

f) Did your father help your mother with any of the jobs in the house? Cleaning; cooking; washing up; fires; decorating; repairs; improvements to the house?
Did he dress; undress: bath you; read to you; tell you stories; take you out without your mother; look after you when she was out?

g) Did you have any tasks you had to carry out regularly at home to help your mother and father?
How long did you continue to do these tasks? After you left school?
REPEAT FOR BROTHERS AND SISTERS.
Did the older children help the younger with things they found difficult (dressing or eating) or look after them in other ways?
Did the younger children help the older in any ways?

h) Were you expected to go to bed at a certain time in your school days?
Did your mother or anyone else put you to bed?
At what age did you put yourself to bed?
Did you share the bed with anyone? Who else slept in your bedroom?
Sleeping arrangements of whole family.

i) How did the family manage with washing and bathing?
How often did you bath?
When did you have clean clothes to put on?

3. Meals

a) Where did the family have their meals?
Were there any occasions when they ate in another room?

b) Where did your mother cook?
Cooking equipment (range or gas).

c) When was breakfast eaten?
What members of the family were present?
How did the others manage for their first meal?
What did you usually eat and drink?
Did you have anything different on certain days (Sundays)?
REPEAT FOR MIDDAY AND EVENING MEALS.

d) Did your mother or father bake bread; make jam; bottle fruit or vegetables; make pickles, wine, or any medicines for the family?
Was any beer brewed for the family?

e) Did your father or mother grow vegetables and fruit?
Did they buy any? Tinned or dried vegetables or fruit?

f) Did they keep any livestock for family (hens, pigs, goats)? Who looked after them?

g) How many times a week did you eat meat? Tinned meat?

h) Did you ever get some extra meat such as rabbit from poaching? Who from? How often?

i) Do you remember seeing your mother having less food so that the family could have more? Did your father have larger helpings? Or extra food (e.g. tea time or late supper)?

j) Were you allowed to talk during meals or not?

Could you choose what you wanted to eat from what was cooked or did you have to eat a bit of everything?

What was your parents' attitude if you left some food uneaten on the plate?

Could you ask for a second helping?

Were you expected to hold your knife and fork in a certain way and sit in a certain way?

When could you leave the table?

k) Did all the family sit at the table for the meal?

Did you always have the same places at table?

How was the meal served (by whom)? What order were you served in?

Where did the younger brothers and sisters sit before they could feed themselves? Who fed them?

IF FED SEPARATELY: When were they able to join in family meals?

l) IF EMPLOYED SERVANTS: Where did the servants eat?

Did they have different food? What was the difference?

4. General relationships with parents: influence and discipline

a) Was your mother an easy person to talk to? Did she show affection?

If you had any worries could you share them with her or not?

REPEAT FOR FATHER.

How did your parents expect you to behave towards them?

As a child, was there any older person you felt more comfortable with than your parents?

b) Did your parents bring you up to behave towards your brothers and sisters in certain ways?

If you said that a child had hurt you what would your parents say?

(PROMPT: Would they tell you to hit back?)

c) What kind of people do you think your parents hoped you would grow up to be?

Did your parents bring you up to consider certain things important in life?

d) What did they think of swearing?

e) When grown-ups were talking, were you allowed to join in?

f) If you did something that your parents disapproved of, what would happen?

IF PUNISHED: By whom? How?

How often? Ever by other parent?

Do you remember any particular occasion when you were punished?

Do you remember how you felt about being punished?

g) Would you say that you received the ideas you had about how to behave from both your parents, or did one play a more important part than the other?

5. Family activities in the home

a) When you had a birthday would it be different from any other day?

Did you receive any presents; have anything special to eat; guests?

b) How did you spend Christmas Day? (PROMPT: church, visiting relations)

c) Did you have any musical instruments in the home?

Players?

Was there anyone in the family who sang?

Did you ever make music together as a family?

d) Did your parents play any games with you?

e) Were there books in the house? Did you belong to the library?

Newspapers? Magazines?

Do you remember your mother or father reading?

Did they ever read aloud to you or to each other?

f) Do you remember a funeral in the family? What happened?
Who attended? Did you take part?
Did you wear mourning?

g) Do you remember a wedding in the family? What happened?
Who attended?

6. Family activities outside the home

a) Were you taken out visiting neighbours, friends or relations? With whom?

Were you taken shopping? With whom?

b) Do you remember any other outings with your parents? Bank Holidays?

c) Did you ever go away for a holiday? For how long? Regularly?
Which members of the family went? Where?
Activities?

7. Weekends and religion

a) Could you tell me how you spent Saturdays in those days? How about Sundays?

Did you have different clothes?

Did you play games? Did your parents think it wrong to work or play on Sunday?

b) Did your parents attend a place of worship or not? Denomination.
How often? Both mother and father?

Did either hold any position in the church/chapel?

Did you attend?

c) Did you go to a Sunday School or not?

d) Were there any Sunday School outings?

e) What other social activities organised by the church/chapel did you take part in?

f) Did you belong to the choir? Activities.

g) Did the church/chapel run any temperance club? (PROMPT: Band of Hope?)

Were you a member of that or not?

Activities (e.g. evening classes, outings, treats).

h) Did you belong to any other club organised by the church/chapel?

Activities.

i) Was grace said at meals in your family? By whom?

j) Were you taught to say prayers at night? Did you ever have family prayers?

What happened?

k) How much would you say religion meant to you as a child? Why?

8. Parents' political attitudes

a) Did your father take an interest in politics? Do you know what his views were?

Why do you think he held those views?

REPEAT FOR MOTHER.

b) Do you remember your father voting in a General Election before 1919?

Do you know what party he voted for?

Do you remember your mother voting in the first election when women had the vote?

Who for?

c) In some places at that time men felt they risked losing their job or their house if they voted differently from their employers. Do you know if your father felt himself under that kind of pressure to vote for a particular party?

d) Was your father a member of a political party? Do you remember him working for one of the parties at an election?

REPEAT FOR MOTHER.

e) Did your parents take part in any political activity other than at election time?

9. Parents' other interests

a) When your parents were not doing their work, how did they spend their time?

b) Did your mother have any interests outside the home?

c) When she went out what did she do?

Did she ever go out to enjoy herself? Who did she go with? (PROMPT: father, friend, relation)

d) When did your father get home from work in the evenings?

How many evenings a week would be spent at home? How much was he about the house at weekends? How would he spend the time?

e) Did your father attend any clubs or pubs?

When did he go (on way home from work, after tea, Sunday dinner time)?

Did your mother go too?

f) Did your father take part in any sport? Did he watch sport?

Did he attend the races? Did he bet?

Did your mother take part in any sport or games?

g) Did your father or mother belong to any savings clubs?

Insurance; boot; sick; funeral; etc.

Do you know what arrangements your parents had about money?

10. Respondent's leisure before leaving school

a) How did you get on with your brothers and sisters?

Was there one you felt particularly close to?

Was there one you did not get on with?

b) As a child, who did you play with? Brothers; sisters; neighbours?

Did you have your own special group of friends? Did you play games against other groups?

c) Where did you play? Yard/garden/street/other homes/elsewhere?

d) What games did you play?

Were you allowed to get dirty when you played?

Did boys and girls play the same games?

e) Were you free to play with anyone you pleased?

Did your parents discourage you from playing with certain children? (IF YES: Why?)

What did they think about children fighting or gambling in the street?

f) Did you belong to any youth organisations (PROMPT: Scouts, Girl Guides)

g) I should now like to ask about how you spent your free time when you were at school.

Did you have any hobbies then? Did you keep any pets; collect anything; do gardening?

(PROMPT: Cigarette cards)

h) Did you go fishing; for walks; bicycling? With whom?

i) Did you take part in any sports?

j) Did you go to any theatres; concerts; music halls; cinemas while you were still at school?

k) Did your parents give you any pocket money? How much?

Regularly? What did you spend the money on?

11. Community and social class

a) Did anyone outside the home help your mother look after her house or family? Relations; friends; neighbours?

In what ways? Regularly?

b) If your mother was ill or confined to bed how did she manage?

Do you remember what happened when one of your younger brothers/sisters was born?

c) What relations of your father do you remember?

Did any live nearby? When did you see them?

Do you remember them influencing you in anyway, teaching you

anything?

REPEAT FOR MOTHER.

d) Did your parents have friends? Where did they live?

Where did they see them? Did they share the same friends?

Did your mother have friends of her own? Where did she see them?

Did she visit anyone who was not a relation?

REPEAT FOR FATHER

e) Were people ever invited into the home? How often?

Who were they? (PROMPT: relations, neighbours, friends)?

Would they be offered anything to eat or drink?

On any particular days or occasions?

Would you say that the people invited in were your mother's friends or your father's friends or both of them?

f) Did people call in casually without an invitation? When?

g) Did your parents ever go out to visit friends or neighbours?

Would they call on them casually without invitation?

h) People often tell us that in those days they made their own amusements.

What do you think your parents did when they got together with their friends/neighbours?

Music? Games?

i) Many people divide society into different social classes or groups. In that time before 1918 did you think of some people belonging to one and some to another? Could you tell me what the different ones were?

j) What class/group (RESPONDENT'S OWN TERM) would you say you belonged to yourself?

What sort of people belonged to the same class/group as yourself?

k) What sort of people belonged to the other classes/groups you have mentioned?

l) Can you remember being brought up to treat people of one sort differently from people of another?

Were you ever told to curtsy; touch your cap; show respect in some way? To whom?

Was there anyone you called "sir" or "master/madam"?

Do you remember anyone showing respect to your parents in these ways?

m) In the district/village, who were considered the most important people?

Did you come into contact with them?

Why were they considered important?

IF RESPONDENT MIDDLE OR UPPER CLASS: Would these people have been considered at that time to be "in society"?

n) What about the shopkeepers: who did they associate with?

REPEAT FOR OTHER LOCAL SOCIAL GROUPS: e.g. clergy, teachers, employers, farmers.

o) What sort of people would you say went to the church? And the chapel?

p) Where you lived, did all the people in the working (OR lower OR OTHER TERM USED BY RESPONDENT) class have the same standard of living, or would you say there were different groups?

Describe a family within each group.

Do you think that one group felt itself superior to the rest?

Were some families thought of as rough, and others as respectable?

Do you remember a distinction of this kind between craftsmen and labourers?

(PROMPT: What made a family seem tough?)

q) How did your mother behave towards people who were not in the same class as herself?

(PROMPT: Minister, doctor's wife, dustman's wife) (other racial groups)

REPEAT FOR FATHER

r) Do you think your mother thought of herself as a member of a class?

(PROMPT: middle class, working class?)

Why?/Why not?

What made her put herself in that class? (PROMPT: own home background, her job, her type of house, your father's position?)

s) Was it possible at that time to move from one class to another?
Can you remember anyone who did?

t) Do you remember anyone being described as a "real gentleman"/"real lady"?
Why do you think that was?

u) Do you remember seeing a policeman around where you lived as a child?
What did you think of him (e.g. when you were naughty, did your mother ever say "I'll call a policeman")?

v) How do you think he treated the people?

w) Was your home rented?
IF YES: Did you see anything of your landlord?
What did you feel about him as a landlord?

x) Do you remember feeling that your parents had to struggle to make ends meet?
IF NO: Did they help poorer people in any way?
Did they belong to any philanthropic organisations?
IF YES: What did you think about that?
What difference did it make to the family when your father was ill or out of work?
How often?
Did you ever get help from the Guardians or the parish or any charity?
How did they treat you? How did you feel about that?

y) When there was someone in the district whom the people disapproved of very strongly, was there any special way in which they showed it?
Do you remember anyone being made to leave by "rough music"? What for? Was an effigy made?

12. School

a) Were you given lessons by one of your parents, a tutor or governess?

IF NO: Go on to 12 b.

IF YES: Where?

Hours? Did they increase when older?

Alone/with other children?

What lessons did you have? How did you feel about ... as a teacher?

Did they emphasise certain things as important in life?

Manners; tidiness; punctuality; ways of speaking?

If you did something they disapproved of, what would happen? Would they punish you?

How? What for?

How long were you taught by ...?

Did you then go to school? IF NO: Why not?

b) How old were you when you first went to school?

When you first started, what time of the morning did you go and when did you come back?

c) What kind of school was it (board/private/church; day/boarding; boys/girls/mixed)?

IF BOARDING, SEE ALSO SECTION 19 and OMIT 12 d.

d) How did you get to school? How long did it take you? Who went with you?

e) Where did you have your midday meal then?

IF NOT AT HOME: What did you have to eat?

f) What did you think of school? Did you like it or dislike it?

How did you feel about the teachers?

g) Did the teachers emphasise certain things as important in life?

Manners; how to treat the opposite sex; tidiness; punctuality; ways of speaking?

Did they encourage intellectual discussion?

Was any science taught?

h) What games did you play? Compulsory?

i) If you did something the teachers disapproved of, what would happen?
How did they punish the children? Girls the same as boys?
For what offences?

j) Did your parents show an interest in your school work?
Did they ask you what you did at school; visit the school; meet the
teachers?

k) What sort of homes did most of the other children come from? (Some
worse dressed than others?)

l) Did the teachers single out some children for different treatment from
the others?

m) Were there any gangs or groups in the school? (PROMPT: From
different streets or parts of the town?)
Were there any children who were left out of things?

n) Did you go on to another school afterwards?
IF YES: REPEAT 12 b - 12 n.
IF AT A SECONDARY SCHOOL: Did you join a cadet corps? Were you a
prefect?

o) How old were you when you left school?
Would you have stayed longer if you had had the opportunity?
Did you attend any part-time education afterwards? (e.g. evening
classes).

p) Do you have any regrets about your education?
Do you think you benefitted from attending school?

q) IF AT UNIVERSITY: Subjects? New friends? New attitudes?
Influence of tutors? Intellectual discussion? Religion? Clubs and Societies?
Other leisure?
How were women regarded at University at that time?

13. Work

a) While you were at school, did you have a part-time job or any means of earning a little regular money?

IF NO: GO ON TO 13 1.

b) How did you get it? (Through parents?)

c) What exactly did you have to do in this job?

How did you learn? Were any practical jokes played on you?

d) What hours did you work? Sunday? Saturday? Half-day?

Were there breaks for meals?

Did you have any holidays with pay?

e) What were you paid?

Did you feel that was a fair wage, or not?

f) Did you give any of the money to your mother?

What was it spent on?

g) How did you get on with the other people you worked with?

Did men and women work together? Could you talk or relax at all?

(Could you play games in the breaks?)

Was there a works club? A works outing? Any other entertainments for employees?

Was there a presentation when a worker retired? Did any of the employers or wives visit workers and their wives at times of sickness or bereavement?

h) How did your employer treat you? How did you feel about him?

i) How did you feel about the work? Did you like it or dislike it? Why did you give it up?

j) Did the job alter your attitude to school?

k) Did you do any other part-time jobs before you left school?

IF YES: REPEAT 13 b. - k.

l) Now I should like to ask you about your first full-time job.

What was that?

REPEAT 13 b. - i.

IF LIVING-IN DOMESTIC SERVANT, ASK SECTION 18, THEN RETURN HERE.

How long did you do that for? What did you do after that?

REPEAT 13 b. - i. FOR ALL JOBS (INCLUDING PART-TIME) UP TO END OF 1918.

IF ANY ARE AS DOMESTIC SERVANT, ASK SECTION 18, THEN RETURN HERE.

NOTE: Remember to ask how many months/years each job lasted.

m) What jobs have you done since the First World War?

n) Would you have preferred another type of occupation?

o) Did you serve an apprenticeship or training period for any of your jobs?

p) Did you (or any of your employees) belong to any trade union/professional organisation?

Did you take part in any of its activities?

Did you feel that employers and workers had the same interests, or different?

q) Did you feel that there were divisions of interest among workers?

Some people say that in those days there was a great division between trained craftsmen and other workers. Did you feel that, or not?

r) IF AN EMPLOYER OR MANAGER: Can you tell me who owned the business (partnership, limited company)? How was it founded? How was it run?

How did you learn about the different sides of the business (technology, sales, staffing, finance)?

Which interested you most?

Did you become a partner? What share did you have in the profits and losses?

Did senior partners/directors share a social life together? Invite each other to dinner?

What did the workers call you? Which of them did you know by name?

Did you meet any of them outside work?

s) Would you say that full-time work changed your general attitude to life in any way?

14. Home life after leaving school

a) I'd like to ask you about your life at home after you left school.

Did you continue to live at home then? For how long?

IF AT HOME: Did you have your own room where you could entertain friends privately?

IF SEPARATELY: Did you live alone or share with anyone? Describe house.

Did you have any domestic help? Where did you mainly eat?

b) IF WORKING: Did starting full-time work change your relationship with your parents at all?

With brothers and sisters?

IF NOT WORKING: How did you manage for money? Would you have rather done something else? How did you spend your time (housework, social calls, family business)?

c) Did you spend your Sunday any differently? Church/chapel; Sunday School?

Did religion mean more or less to you after childhood? Why do you think that was?

d) Did you take an interest in politics? (Did you take up any voluntary work?)

IF RESPONDENT MARRIED AFTER 1918 OR NEVER MARRIED, ASK SECTION 17viii AND OMIT 'REPEAT FOR HUSBAND/WIFE'. THEN RETURN HERE.

e) Can you tell me something of how you spent your spare time as a young man/woman?

Did your interests change?

Did you belong to any clubs or youth organisations; take part in sports or games (cards; tennis); go to dances; hobbies; collect anything; go for outings or away for weekends; concerts, theatre, music hall, cinema; pubs?

f) Did you go out in the evening? Where to?

Who with? Holidays? Where; who with?

g) Did you make any new friends - boys or girls - at this time?
How did you meet them? Did you stick to a group of friends? What did you do with them?
Where?
Did you ever bring friends home?

h) Did you have any special friends at this time? Boys or girls?
Were there any special places where boys and girls could meet? Where would you go with them? Were you allowed to be with them alone?

i) Did your parents meet your friends? Did they tell you what they thought about them? Did they expect to know where you were? Did you have to be home by a certain time?
Did your parents disapprove of any of your activities at this time?
What did they think of young people who got into fights; gambling; pinching things?

15. Marriage

a) What age were you when you married?

b) How long had you known your husband/wife then? How did you meet?
Where did he/she come from? From what kind of family?

c) How long were you engaged?
Did you save up money before getting married, or not?
Did your parents help you in setting up a home?
Did they help you later on? (or leave you anything?)
(Or by that stage, did you have to help them?)

d) Could you describe the wedding? Presents? Guests?
Did you have a honeymoon?

e) Where did you live after you married? How many years?
(Did you ever consider moving out of the area when you first married?)
Where did you live then?

CONTINUE FOR MOVES TO END OF 1918.

f) How old was your husband/wife when you married?

g) IF WOMAN: What was your husband's job when you married?
Did he have other jobs before or after?
ASK FOR ALL JOBS: DO NOT STOP AT 1918.
Did he also do any casual or part-time jobs?
IF RESPONDENT WORKED AFTER MARRIAGE (see 13 1.): How did your husband feel about your working?
IF MAN: Did your wife have a job when you married? Had she any other jobs before that? Did she continue working after your marriage?
IF YES: How did you feel about that? What jobs had she had since then?
ASK FOR ALL FULL-TIME JOBS: PART-TIME JOBS ONLY TO END OF 1918.

h) How do you think your husband/wife felt about his/her work? Like or dislike?

16. Childbirth and infancy

a) Did you have any children? IF NO GO ON TO 17.
How many? Names (who were they named after)?
Dates of birth of all children.

b) Were your children born at home?
IF WOMAN: Did you know what to expect in childbirth? How did you get on?
Did you read any books about birth or infant care?

c) Did you have any medical help? Did your husband/you help?
How soon were you/was your wife out of bed? For the whole day?
How did you/she manage while you were/she was in bed?
Did any of your relations or neighbours help? How exactly?
Did you have a nurse? For how long?
IF FOR MORE THAN TWO MONTHS: What did the nurse do for the baby?

d) IF WOMAN: How did you feed your first baby?
IF ANY BREAST FEEDING: did you enjoy feeding the baby?
IF LITTLE OR NO BREAST FEEDING: did you have any special reasons for not breast feeding?
What method did you use instead?

e) IF WOMAN: Did you have any difficulties in feeding? If you needed advice, who did you ask?

If the baby was asleep, would you wake it for a feed? If it cried before the normal time, would you feed it? What did you do if it didn't seem hungry? How long would you let it go on feeding? When did you first give it solid food? When did you wean the baby? Did the baby mind?

f) IF WOMAN: Did you think at the time that it did any harm to a baby to let it cry, or not? Did you punish it when it was naughty? How? For what?

g) How much did your husband/you (IF MAN) have to do with your children when they were babies under one year? Did you/he feed/bath them; change their nappies; play with them; get them to sleep; attend to them in the night; take them out without you/your wife?

17. Family life after marriage

I want to ask you how you and your husband/wife managed the housekeeping in those years before 1919.

(i) Budget and Control of Household

a) IF HUSBAND: How much of your earnings would you give to your wife at that time?

(Did your wife have a personal allowance?)

Did you pay any of the house bills yourself? Which?

IF WIFE: Did you know what your husband earned? How much of that would he give to you?

Did he pay any of the bills himself? Which?

(Did you have a dress allowance?)

Did you discuss with your wife/husband how the money should be spent?

IF WIFE EARNED: What were your wife's earnings spent on?

b) Who chose new furniture; food; drink; doctor; church; clothes of children, husband; presents; outings; holidays; who should be invited to stay or to meals?

Who looked after the garden?

(ii) Domestic Routine

a) Can you describe the house at ... (SELECT FROM 15 e.)? What were the rooms used for?

b) Were there any relatives or lodgers living with you? (Terms?)

c) Paid help in the house? Living-in?

IF YES: GO ON TO SECTION 18.

IF DAILY OR IRREGULAR HELP: What were her duties: cleaning, looking after children?

Hours? What did you call each other?

d) How was the washing done?

e) Clothes made by wife and/or husband? Bought new or second-hand? Where bought? When? Who mended them?

REPEAT FOR SHOES.

f) Husband's help with jobs in the house: cleaning; cooking; washing; washing-up; fires; decorating; repairs; improvements to the house?

IF CHILDLESS,, GO ON TO iii (Meals).

Husband's help with children: dressing; undressing; bathing; reading aloud; telling stories; taking out without mother; looking after children when mother out?

g) Regular household tasks for children to help you?

h) Time at which children went to bed? Put to bed by themselves or a parent?

Did children share a bed or bedroom? Sleeping arrangements for whole family?

i) Washing and bathing arrangements? When?

When did children have clean clothes?

(iii) Meals

a) Where were meals eaten?

Occasions, if any, when eaten in another room?

b) Where did wife cook? Cooking equipment (range or gas)?

c) When was breakfast eaten? What members of the family were present?
How did the others manage for their first meal? What did you usually eat
and drink?

Did you have anything different on certain days (Sundays)?

REPEAT FOR MIDDAY AND EVENING MEALS.

d) Making of bread; jam; pickles; wine; beer; medicines; bottled fruit or
vegetables.

e) Vegetables and fruit grown and/or bought?

Tinned or dried vegetables or fruit?

f) Livestock kept for family (hens, pigs, goats)?

Looked after by whom?

g) How many times a week did you eat meat? Tinned meat?

h) Extra meat obtained from poaching. From whom? How often?

i) Did wife ever have to go short so that husband or children could have
more?

Did husband have larger helpings of food? Extra food at teatime or
supper?

IF CHILDLESS GO ON TO (v) (Family Activities in the Home)

j) Table manners of children: allowed to talk during meals or not?

Choose what they wanted to eat from what was cooked or have to eat a
bit of everything?

Parents' attitude if some food left uneaten on the plate?

Hold knife and fork in a certain way and sit in a certain way?

When did members of the family leave the table?

k) Did all the family present for the meal sit at the table? Regular places
at table?

Meal served (by whom; serving order)?

Method of feeding and seating children too young to feed themselves?

IF SEPARATELY. When did they join in family meals?

(iv) General Relationships with Children: Influence and Discipline.

a) When your children were young did you feel that there was a right way/wrong way of bringing up children?

Did you and your wife/husband have the same ideas about bringing up children, or different ideas? Did you talk about this?

Was there anyone you used to talk to if you were worried about the children?

Was your mother alive when your children were small? How often did you see her?

Did you ask her advice in bringing up the children?

Did you and she have the same ideas on this?

REPEAT FOR MOTHER-IN-LAW.

IF EMPLOYED NANNY: Did you discuss with the nanny how you wanted the children brought up? Were her ideas the same as yours, or different? Did you ever disagree with the way she managed the children? Why was this?

b) Can you tell me some of the things you felt you ought to do for your children? Affection; safety; food; discipline. Did you want them to share their worries with you? How did you want them to behave towards you? What did they call you and your wife/husband?

IF NANNY EMPLOYED: How did you want them to behave towards their nanny?

c) (OMIT IF NANNY EMPLOYED) When the children were young, did you both ever manage to leave them so that you could go out? When?

Did somebody come in to look after them?

Relation/friend/neighbour/older child: stays in house/looks in occasionally/listens from elsewhere/nobody responsible.

d) Did you let your children join in when grown-ups were talking?

e) What did you bring them up to consider important in life?

f) Did you tell them they should hit back or not if another child hurt them?

g) Were there any other children you discouraged them from playing with?

What was it you did not like about those children?

h) If your children did something you disapproved of, what would happen?

IF PUNISHED: By whom? How? How often? Ever by other parent?

IF NANNY EMPLOYED: Ever by nanny?

Do you remember any particular occasion when you punished them?

i) Would you say that your children received the ideas they had about how to behave from both parents, or did one of you play a more important part than the other? (e.g. father with sons, mother with daughters)?

IF NANNY EMPLOYED: What influence did their nanny have on them?

What did the children feel about her?

j) Did you believe that girls should be treated the same way as boys when you had your children?

That they should be taught the same skills and the same games (e.g. girls carpentry, hunting; boys sewing, cooking, dancing, piano)?

How did you teach your boy to behave to his sister (e.g. opening doors, carry things)?; your girl to her brother (sew for him, wait on him)?

k) IF WIFE WORKED AFTER HAVING CHILDREN: Who looked after the children while you/your wife was at work? How did you feel about leaving the children with somebody else?

Some people think that children should be with the mother all the time, others think it is not necessary and does them good to be with other people quite a lot too.

What did you think at that time?

l) Did you send your children to the local county school?

IF NO: Why not? Who chose the school?

Did you think that boys needed a different education from girls?

(v) Family Activities in the Home

a) (OMIT IF CHILDLESS) When your children had a birthday, would it be different from any other day? Did they receive presents; have anything different to eat; guests?

b) What did you and (IF ANY) your children do on Christmas Day?

c) Did you have any musical instruments in the home? Players? Did any of you sing? Did you ever make music together?

d) (OMIT IF CHILDLESS) Did you play any games with the children? Did your wife/husband join in the games or play different ones?

e) Were there books; newspapers; magazines in the house? Where did you get them from?

Did you belong to a library? Did you read aloud to each other or to the children?

(OMIT IF CHILDLESS)

IF NANNY EMPLOYED: Did the nanny read to the children?

(vi) Family Activities Outside the Home.

a) (IF CHILDLESS: START AT c.)

Were the children taken out visiting neighbours, friends or relations? By whom? Were they taken shopping? By whom?

IF NANNY EMPLOYED: Did the children ever visit their nanny's family?

b) Did the children ever go out with just their father?

c) Could the children go out by themselves? Where to? Girls as well as boys?

d) What did you do on Bank Holidays? With children and nanny (IF ANY)?

e) Did you ever go away for a holiday? For how long? Regularly? Where? Why did you choose to go there?

Did you all go (wife; husband; children; nanny)? Activities.

(vii) Weekends and Religion

a) Could you tell me how you spent Saturdays in those days? Sundays? Did you or the children (IF ANY) put on different clothes?

Did you think it wrong to work or to enjoy yourself on a Sunday or did you think it did not matter?

(OMIT IF CHILDLESS) Did you allow your children to play games?

b) Did you attend a place of worship or not? Denomination? How often?
Did your husband/wife attend too?

c) Did you belong to the choir?

d) Did the church/chapel run any temperance club? Were you a member?
Activities.

e) Did you belong to any other clubs organised by the church/chapel?
Activities.

Did you or your husband/wife hold any position in the church/chapel
organisation?

f) (OMIT IF CHILDLESS) Did your children go to Sunday School?
Did they go to any adult or family services at the church/chapel?

g) Was grace said at meals?

h) Did you have family prayers?

i) (OMIT IF CHILDLESS) Were your children taught to say prayers? Who
taught them their prayers? Did you talk to your children about God?

j) Did religion come to mean more or less to you after you were married?
Why do you think that was?

(viii) Political Attitudes.

a) Did you take an interest in politics? What were your views?
Why did you think that?
REPEAT FOR HUSBAND/WIFE.

b) IF HUSBAND: Did you vote in a General Election before 1919?
IF WIFE: Did you vote in the first General Election when women had the
vote?

c) Did you or your husband/wife ever feel under any pressure from
anybody to vote for a particular party (e.g. from an employer)?

d) Were you a member of a political party?
Did you ever work for one of the parties at an election?

e) Did you take part in any political activity other than at election time?

(ix) Other Interests and Leisure.

a) When you and your wife/husband were not doing your work, how did you spend your time? Did you ever go out together in the evening? Where? How often?

b) When did you (IF MAN)/your husband get home from work in the evenings?

How many evenings a week would you/he spend at home?

c) Did either of you go to any clubs, institutes or pubs? How often did you go?

Did you go together?

d) Did you belong to any savings clubs? Insurance, boot, sick, funeral, etc.

e) Did either of you take part in any sport? (PROMPT: cricket, football, fishing, shooting, bicycling, walking, racing).

Did either of you bet on anything?

f) Did you go to any theatres, concerts, music halls or cinemas?

g) Did you have any hobbies? Did you keep any pets, collect anything, or do gardening?

h) Did you (IF WOMAN)/your wife have any other interests outside the home?

Did you (IF WOMAN) your wife ever go out to enjoy yourself/herself? With whom?

(x) Relations, Friends and Neighbours.

a) Did anyone outside the home help you (IF WOMAN)/your wife look after her house or family?

Relations, friends or neighbours?

In what ways? Regularly?

b) If you (IF WOMAN) /your wife was confined to bed, how did you manage?

c) Did either of you have any relatives living nearby? How much did you see of them? Where?

d) Did you have friends? Where did they live? Did you share the same friends?

e) Were people ever invited into the home? How often?
Who were these people? Would they be offered anything to eat or drink?
On particular days or occasions? (Sunday?)
Would you say that the people invited in were your wife's/husband's friends or relations or both?
IF EMPLOYED NANNY: Did the children meet people who came to call or have meals(casual or formal) with you?

f) Did people call in casually without an invitation? When?

g) Did you ever go out to visit friends or neighbours? Did you call in casually without an invitation?

h) People often tell us that in these days they made their own amusements. What did you do when you got together with friends or neighbours? Music? Games?

i) Was your home rented?
IF YES: Did you see anything of your landlord?
How did you feel about him as a landlord?

j) (IF RESPONDENT HAS NOT MOVED FROM COMMUNITY DESCRIBED EARLIER, GO ON TO n.) In the district/village where you lived then, who were considered the most important people?
Did you come into contact with them? Why were they considered important?

k) What about the shopkeepers? Who did they associate with?
REPEAT for clergy, teachers, farmers, employers.

l) What sort of people would you say went to the church? And to chapel?

m) Where you lived, did all the people in the working class have the same standard of living, or would you say there were different groups? Describe a family in each group. Do you think that one group felt itself superior to the rest? Were some families thought of as rough, and some as respectable? Do you remember a distinction of this kind between craftsmen and labourers?

n) Did you have a struggle to make ends meet at that time?

IF NO: Did you help poorer people in any way? (Did you join any philanthropic organisations?)

IF YES: What did you think about that?

What difference did it make when you (IFMAN)/your husband was ill or out of work?

How often? For how long? Did you ever get help from the Guardians, the parish or a charity?

How did they treat you? How did you feel about that?

How did you spend your time when you were out of work (at home, with friends in the street, in pub)? Did friends help you out at all.

18. Living-in servants

(i) NOTE: THIS SECTION SHOULD BE USED BOTH WHEN RESPONDENT OR PARENTS EMPLOYED LIVING-IN SERVANTS, AND WHEN RESPONDENT WAS AN EMPLOYEE OF THIS KIND. IN THE LATTER CASE THE SECTION SHOULD BE REPEATED FOR ANY HOUSEHOLD WHICH THE RESPONDENT CAN REMEMBER IN SATISFACTORY DETAIL.

a) IF SERVANT: How did you get your first position in service (personal recommendation, registry office, advertisement)?

What were you called (e.g. kitchen maid, housemaid, etc.)?

What hours did you work (weekdays/weekends)? Did you get any holidays?

What were you paid? Did you think that was a fair wage or not?

b) How many servants were there? LIST titles and work.

Where slept and ate.

Was there a division into upper and lower servants?

Was there a servant's hall, or anywhere they could sit when they were not working?

Did the mistress supervise all the housework personally? Or pass orders through the senior servants? (PROMPT: housekeeper)?

c) Did you feel at ease with the servants/members of the family?
How did servants and members of the family address each other? Did you feel that any of them was interested in you as a person?

d) Did the mistress give any moral guidance to her servants? Were they allowed any time to do just what they liked? When could they go out of the home? Did she mind what they did then, or when they returned?

e) IF SERVANT: Did you feel homesick? Were you lonely or did you have enough companionship? Was there anything you particularly liked or disliked about that situation?

(ii) Domestic Routine

a) How did the housework go? Was the washing sent out?
Who made or mended the family's clothes?
Who did the cooking?
Who was responsible for repairs and improvements to the house?
Did your father help with any of the jobs in the house? Did he help look after you?

b) Was there a nanny or servant responsible for the children? Was there a nursery maid?

IF NO, GO BACK TO 2f. WHEN ASKING RESPONDENT ABOUT
CHILDHOOD, OR TO 17

(ii) f. WHEN ASKING ABOUT RESPONDENT 'S MARRIED LIFE: IF
RESPONDENT IS A SERVANT, NOT RESPONSIBLE FOR CHILDREN,, GO ON
TO (iii) Meals.

Nanny's duties, hours, time off. Holidays?

What did your mother do for you (dressing, bathing, bedtime, games, shopping, outings, reading)?

Where child would see parents, in the house: nursery, drawing room or elsewhere?

IF MOTHER WORKING: Time spent at home.

IF CHILD: How long did nurse look after you? Until what age? What was

she like? Were you fond of her?

Were there any other servants who you were close to?

c) Did the children have any tasks to carry out regularly to help in the home?

When? How long did tasks continue? After leaving school?

REPEAT FOR BROTHERS AND SISTERS.

Did the older children help the younger with things they found difficult (dressing, eating) or look after them in other ways?

Did the younger children help the older in any ways?

d) Children's bedtime. Who put children to bed? At what age did children put themselves to bed?

Did children share bedroom or bed with anyone?

Sleeping arrangements of whole family (including nurse)?

e) What room for bathing? How often did children bath? When were clean clothes put on?

(iii) Meals

a) Where did the adults eat their meals?

IF THERE WERE CHILDREN: Where did the children eat their meals?

Were there any exceptions to this? Were any adults with them when they ate?

Did the adult(s) eat then too? At what age did you have meals with your parents (breakfast, lunch, tea, dinner)?

b) What cooking equipment was there in the house (range, gas)?

c) When was breakfast eaten? What members of the family were present?

When did the others have their breakfast? What food was eaten at breakfast?

Anything different on certain days (Sundays)?

REPEAT FOR OTHER MEALS.

d) Were any of the following made in the house: bread, jam, bottled fruit and vegetables, pickles, wine, beer, medicines? Who made them?

e) Were fruit and vegetables grown. Were any bought for the household? Tinned or dried? Who did the garden?

f) Was any livestock kept for the family (hens, pigs, goats)? Who looked after them?

g) How many times a week was meat eaten? Was any tinned meat used?

h) Did children, servants and parents have the same food or different food?

What were the differences?

i) Where did the servants eat?

IF NURSE,, GOVERNESS: Where did the nurse, governess eat?

IF SERVANT NOT RESPONSIBLE FOR CHILDREN, GO ON TO (v) b.

j) Were children allowed to talk at meals or not? Was this different when visitors came? Could they choose what they wanted to eat from what was cooked or did they have to eat a bit of everything? What was said if something was left uneaten on the plate? Could children ask for a second helping?

Were children expected to hold their knife and fork in a certain way, sit in a certain way? Could toys or books be brought to the table? When could they leave the table?

k) IF FAMILY ATE WITH CHILDREN: Did you always have the same places at table? Who served the meal? In what order?

IF CHILDREN ATE SOME MEALS APART FROM PARENTS: Were there any special preparations when the child ate with its parents (e.g. grooming, special clothes)? Who supervised the children's meals when they ate separately? Did she have her meal with them?

Who served the meal?

Did the mother or father appear during the children's meals?

Did the mother or father take an interest in what the children had eaten and how they had behaved? Were the children taught table manners by their parents or someone else?

IF RESPONDENT IS A PARENT, RETURN TO 17 (iv).

(iv) General Relationship with Parents and Nanny: Influence and Discipline.

a) What did you call your mother? Was she an easy person to talk to? Did she show affection?

If child had any worries, could it take them to her or not? Would you say you were frightened of her?

REPEAT FOR FATHER AND NANNY.

How did parents expect child to behave towards them? And towards brothers and sisters? And towards nanny? How did nanny expect child to behave towards herself?

b) Did nanny tell child how to behave towards brothers, sisters and parents?

If child was hit by another child, would it be told to hit back or not? Who would tell child this (nanny or parents)?

c) What kind of people did parents hope child would grow up to be? Did they consider certain things important in life? Did nanny teach child what she thought was important in life? Did she have similar attitudes to parents in this way?

d) What did parents think about swearing? What about accents? What did nanny think about it?

e) When grown-ups were talking, was child allowed to join in?

f) If child did something parents disapproved of, what would happen? IF PUNISHED: By whom? How? How often? Ever by other parent? By nanny?

IF CHILD: Do you remember a particular occasion when you were punished?

Do you remember how you felt about being punished?

g) IF CHILD: Would you say that you received the ideas you had about how to behave from both your parents, or did one play a more important part than the other?

What influence did your nanny have on your behaviour? How did you feel about nanny?

IF NANNY: How did you feel about the way the parents wanted to bring up their children? If there was any difficulty, did you ever feel yourself on the side of the children, rather than the parents?

(v) Family Activities in the Home.

a) Were children's birthdays any different from any other day? Presents, special food, or guests?

b) Can you remember anything the family did together on Christmas Day?

c) Were there any musical instruments in the home? Players? Was there anyone in the family who sang? Did you ever make music together as a family?

d) Did parents play any games with child? Did nanny play any games with child?

e) Were there books in the house? Newspapers? Magazines?

Do you remember mother or father reading?

Did they read aloud to each other? To the child?

Did nanny read to child?

f) Do you remember a funeral in the family? Who attended? Mourning clothes.

g) Did people come to stay? How did this alter your routine?

(vii) Family Activities Outside the Home

a) IF CHILD

Were you taken out visiting neighbours, friends or relations? With whom?

Were you taken shopping? With whom?

Were you ever taken to visit nanny's family home or relations? What did they call you? Did you enjoy it?

Did you ever go out just with your father?

Do you remember any other outings with your parents? Bank holidays.

Did nanny go? Did you ever go away for a holiday? For how long?

Regularly?

Which members of the family went? Where? Activities? Did nanny go too?

What did you and she do on the holiday?

b) IF SERVANT

Did you take the child out for walks or shopping? Were you allowed to talk

to people while you were out with the children? Did you ever take the mistress's child to your own home? For how long? How did he/she get on at home? What did your relations call him/her? What did he/she call them?

Did you ever go out with the master and mistress on a weekend or Bank Holiday? Describe occasion. Did you like it or dislike it?

Did you ever go with the master and mistress when they went away on a holiday or to stay with people? For how long? Regularly? Who else went? Where? Activities? Did they seem different on holiday from what they did at home? In what ways? Was it a holiday for you or did you have as much work as usual?

IF CHILD, RETURN TO SECTION 7: IF SERVANT, GO ON.

(vii) Weekends and Religion

a) Did the master and mistress think it wrong to work or play on Sunday? Did they go to church or chapel? How often? Both master and mistress? Did the children go to church or Sunday School?

b) Did any of the servants attend the same church as the master and mistress?

Where did the servants and master and mistress sit?

c) Was grace said at meals? By whom? Did you have family prayers?

(viii) Political Attitudes

a) Did the master and mistress take an interest in politics?

(ix) Other Interests and Leisure

a) Did the master take part in sport, go to the races, play cards? Did he go to a club? How often?

b) Did the mistress go out on her own? Where did she go? Did she have interests outside the home? Did she do any work for charities, sit on committees, etc?

c) Did the master and mistress go out together?

(x) Social Class

a) What was your master's occupation? Was he ever away from home? How long? What difference did this make to the way the household was run?

REPEAT FOR MISTRESS

b) Did the master and mistress have friends?

When did you see their friends: calling, staying in the house, dining, balls?

Describe these occasions. What kind of people were these friends and callers? Were they the same class as the master and mistress? What class would you say that was? Was the mistress the same class as the master?

c) Did the master and mistress treat some of their friends differently from others (with more elaborate entertainment or more respect)? Why do you think that was?

d) Describe the behaviour of the guests towards the servants.

Did some guests treat you differently from others?

e) Do you think the master and mistress were content with their station in life or do you think they would have liked a higher position? What made you think so?

f) Had you known people like your master and mistress before? What did you think of them and their way of living? Did their manners and general behaviour seem different from people you had associated with before? In what ways?

RETURN TO SECTION 13 m. (Work)

19. Institutional homes for children and boarding education

IN ADDITION TO SECTION 12, ASK

a) Type of school/institution. Number of children.

b) How old were you when you went? For how long? Why? Did you want to go or not?

Did your parents discuss it with you? Where had they been educated themselves?

c) Typical day.

Meals (COMPARE WITH HOME)

How much time did you have to yourself to do as you liked?

How often were you allowed out (walks, church, visits to home or friends)?

Were you allowed home at weekends?

d) Were you allowed to wear your own clothes rather than uniform at any time?

Other personal possessions.

e) Did your parents visit you? How often did you see them?

Were you homesick for anything? What did you miss most?

Did your parents write you letters? Do you think it changed how you felt about them or not? Did you feel more or less close to them or much the same?

f) Did going to school/... change your attitude to life in any way?

Did you meet children of a sort you had not met before? When you came home, did you spend your time differently from how you had before?

With the same friends as before, or new friends?

20. Children's and siblings' occupations

Eldest child, first job, subsequent jobs.

CONTINUE AFTER 1918

REPEAT FOR OTHER CHILDREN

REPEAT FOR RESPONDENT'S BROTHERS, AND FOR DAUGHTERS'
HUSBAND

REPEAT FOR RESPONDENT 'S SISTERS AND FOR THEIR HUSBANDS

REPEAT FOR RESPONDENT'S SPOUSE IF MARRIED AFTER 1918.

1. The Household

- a. Respondent's name, present address, year of birth, marital status, year of marriage, birthplace (street or district if known).
- b. How many years did you live in the house where you were born?
Where did you live then?
CONTINUE FOR MOVES TO END OF 1918. FIND OUT ADDRESS AS NEARLY AS POSSIBLE FOR 1911.
Do you remember why the family made these moves?
- c. How many brothers and sisters did you have?
Birth order and spacing.
- d. How old was your father when you were born? (PROMPT: How old was he when
Where did he come from? he died? When was that?)
Occupation. (IF EMPLOYER: How many people did he employ?)
Did he have another job before or after he became that?
Did he also do any casual or part-time jobs?
CONTINUE FOR ALL JOBS UNTIL DEATH, INCLUDING AFTER 1918.
Do you remember your father ever being out of work?
- e. How old was your mother when you were born? (PROMPT: How old was she when
Where did she come from? she died? When was that?)
Had she any jobs before she married? (IF EMPLOYER: How many people did she employ?)
Did she work after she was married or not?
Part-time jobs.
Hours.
CONTINUE FOR ALL JOBS UNTIL DEATH, INCLUDING AFTER 1918.
- f. If mother worked after she had children, who looked after the children while your mother was at work?

2. Domestic Routine

- a. I should like now to ask you about life at home when you were a child; the time up to when you left school. Can you describe the house at ...(SELECT FROM 1b)? How were the rooms used? Bedrooms; other rooms.
- b. Did anyone else besides your parents and brothers and sisters live in the house?
Other relatives, or lodgers?
(IF LODGERS: Where did they eat, sleep? What meals did they get? How much did they pay?)
- c. Did your mother pay anyone to help in the house?
(IF DAILY OR IRREGULAR HELP: What were her duties: cleaning; looking after children; hours. How did you get on with her? What did she call you and your mother? What did you call her?)
IF LIVING IN HELP, GO ON TO SECTION 18.
- d. How was the washing done?
- e. Did your mother or father make the family's clothes? Were any clothes bought new or secondhand? Where were they bought?
Were they bought for special occasions? (PROMPT: Christmas, Easter
Who mended clothes? Sunday, school, anniversaries)
REPEAT FOR SHOES.
- f. Did your father help your mother with any of the jobs in the house?
Cleaning; cooking; washing up; fires; decorating; repairs; improvements to the house?
Did he dress; undress; bath you; read to you; tell you stories; take you out without your mother; look after you when she was out?

- g. Did you have any tasks you had to carry out regularly at home to help your mother and father? How long did you continue to do these tasks? After you left school?

REPEAT FOR BROTHERS AND SISTERS.

Did the older children help the younger with things they found difficult (dressing or eating) or look after them in other ways?

Did the younger children help the older in any ways?

- h. Were you expected to go to bed at a certain time in your school days? Did your mother or anyone else put you to bed? At what age did you put yourself to bed? Did you share the bed with anyone? Who else slept in your bedroom? Sleeping arrangements of whole family.

- i. How did the family manage with washing and bathing? How often did you bath? When did you have clean clothes to put on?

3. Meals

- a. Where did the family have their meals? Were there any occasions when they ate in another room?

- b. Where did your mother cook? Cooking equipment (range or gas).

- c. When was breakfast eaten? What members of the family were present? How did the others manage for their first meal? What did you usually eat and drink? Did you have anything different on certain days (Sundays)?
REPEAT FOR MIDDAY AND EVENING MEALS.

- d. Did your mother or father bake bread; make jam; bottle fruit or vegetables; make pickles, wine, or any medicines for the family? Was any beer brewed for the family?

- e. Did your father or mother grow vegetables and fruit? Did they buy any? Tinned or dried vegetables or fruit?

- f. Did they keep any livestock for family (hens, pigs, goats)? Who looked after them?

- g. How many times a week did you eat meat? Tinned meat?

- h. Did you ever get some extra meat such as rabbit from poaching? Who from? How often?

- i. Do you remember seeing your mother having less food so that the family could have more? Did your father have larger helpings? Or extra food (e.g. tea time or late supper)?

- j. Were you allowed to talk during meals or not? Could you choose what you wanted to eat from what was cooked or did you have to eat a bit of everything? What was your parents' attitude if you left some food uneaten on the plate? Could you ask for a second helping? Were you expected to hold your knife and fork in a certain way and sit in a certain way? When could you leave the table?

- k. Did all the family sit at the table for the meal? Did you always have the same places at table? How was the meal served (by whom)? What order were you served in? Where did the younger brothers and sisters sit before they could feed themselves? Who fed them?
IF FED SEPARATELY: When were they able to join in family meals?

1. *IF EMPLOYED SERVANTS:* Where did the servants eat?
Did they have different food? What was the difference?

4. General Relationships with Parents: Influence and Discipline

- a. Was your mother an easy person to talk to? Did she show affection?
If you had any worries could you share them with her or not?
REPEAT FOR FATHER.
How did your parents expect you to behave towards them?
As a child, was there any older person you felt more comfortable with than your parents?
- b. Did your parents bring you up to behave towards your brothers and sisters in certain ways?
If you said that a child had hurt you what would your parents say? (*PROMPT: Would they tell you to hit back?*)
- c. What kind of people do you think your parents hoped you would grow up to be?
Did your parents bring you up to consider certain things important in life?
- d. What did they think of swearing?
- e. When grown-ups were talking, were you allowed to join in?
- f. If you did something that your parents disapproved of, what would happen?
IF PUNISHED: By whom? How?
How often? Ever by other parent?
Do you remember any particular occasion when you were punished?
Do you remember how you felt about being punished?
- g. Would you say that you received the ideas you had about how to behave from both your parents, or did one play a more important part than the other?

5. Family Activities in the Home

- a. When you had a birthday would it be different from any other day?
Did you receive any presents; have anything special to eat; guests?
- b. How did you spend Christmas Day? (*PROMPT: church, visiting relations*)
- c. Did you have any musical instruments in the home?
Players?
Was there anyone in the family who sang?
Did you ever make music together as a family?
- d. Did your parents play any games with you?
- e. Were there books in the house? Did you belong to the library?
Newspapers? Magazines?
Do you remember your mother or father reading?
Did they ever read aloud to you or to each other?
- f. Do you remember a funeral in the family? What happened?
Who attended? Did you take part?
Did you wear mourning?
- g. Do you remember a wedding in the family? What happened?
Who attended?

6. Family Activities Outside the Home

- a. Were you taken out visiting neighbours, friends or relations? With whom?
Were you taken shopping? With whom?
- b. Do you remember any other outings with your parents? Bank Holidays?
- c. Did you ever go away for a holiday? For how long? Regularly?
Which members of the family went? Where?
Activities?

7. Weekends and Religion

- a. Could you tell me how you spent Saturdays in those days? How about Sundays?
Did you have different clothes?
Did you play games? Did your parents think it wrong to work or play on Sunday?
- b. Did your parents attend a place of worship or not? Denomination.
How often? Both mother and father?
Did either hold any position in the church/chapel?
Did you attend?
- c. Did you go to a Sunday School or not?
- d. Were there any Sunday School outings?
- e. What other social activities organised by the church/chapel did you take part in?
- f. Did you belong to the choir? Activities.
- g. Did the church/chapel run any temperance club? (PROMPT: Band of Hope?)
Were you a member of that or not?
Activities (e.g. evening classes, outings, treats).
- h. Did you belong to any other club organised by the church/chapel? Activities.
- i. Was grace said at meals in your family? By whom?
- j. Were you taught to say prayers at night? Did you ever have family prayers?
What happened?
- k. How much would you say religion meant to you as a child? Why?

8. Parents' Political Attitudes

- a. Did your father take an interest in politics? Do you know what his views were?
Why do you think he held those views?
REPEAT FOR MOTHER.
- b. Do you remember your father voting in a General Election before 1919?
Do you know what party he voted for?
Do you remember your mother voting in the first election when women had the vote?
Who for?
- c. In some places at that time men felt they risked losing their job or their house if they voted differently from their employers. Do you know if your father felt himself under that kind of pressure to vote for a particular party?

- d. Was your father a member of a political party? Do you remember him working for one of the parties at an election?
REPEAT FOR MOTHER.

- e. Did your parents take part in any political activity other than at election time?

9. Parents' Other Interests

- a. When your parents were not doing their work, how did they spend their time?
- b. Did your mother have any interests outside the home?
- c. When she went out what did she do? (PROMPT: father, friend,
Did she ever go out to enjoy herself? Who did she go with? relation)
- d. When did your father get home from work in the evenings?
How many evenings a week would be spent at home? How much was he about the house at weekends? How would he spend the time?
- e. Did your father attend any clubs or pubs?
When did he go (on way home from work, after tea, Sunday dinner time)?
Did your mother go too?
- f. Did your father take part in any sport? Did he watch sport?
Did he attend the races? Did he bet?
Did your mother take part in any sports or games?
- g. Did your father or mother belong to any savings clubs?
Insurance; boot; sick; funeral; etc.
Do you know what arrangements your parents had about money?

10. Respondent's Leisure Before Leaving School

- a. How did you get on with your brothers and sisters?
Was there one you felt particularly close to?
Was there one you did not get on with?
- b. As a child, who did you play with? Brothers; sisters; neighbours?
Did you have your own special group of friends? Did you play games against other groups?
- c. Where did you play? Yard/garden/street/other homes/elsewhere?
- d. What games did you play?
Were you allowed to get dirty when you played?
Did boys and girls play the same games?
- e. Were you free to play with anyone you pleased?
Did your parents discourage you from playing with certain children?
(IF YES: Why?) What did they think about children fighting or gambling in the street?
- f. Did you belong to any youth organisations? (PROMPT: Scouts, Girl Guides)
- g. I should now like to ask about how you spent your free time when you were at school.
Did you have any hobbies then? Did you keep any pets; collect anything; do gardening?
(PROMPT: Cigarette cards)
- h. Did you go fishing; for walks; bicycling? With whom?

- i. Did you take part in any sports?
- j. Did you go to any theatres; concerts; music halls; cinemas while you were still at school?
- k. Did your parents give you any pocket money? How much?
Regularly? What did you spend the money on?

11. Community and Social Class

- a. Did anyone outside the home help your mother look after her house or family?
Relations; friends; neighbours?
In what ways? Regularly?
- b. If your mother was ill or confined to bed how did she manage?
Do you remember what happened when one of your younger brothers/sisters was born?
- c. What relations of your father do you remember?
Did any live nearby? When did you see them? Where?
Do you remember them influencing you in anyway, teaching you anything?
REPEAT FOR MOTHER.
- d. Did your parents have friends? Where did they live?
Where did they see them? Did they share the same friends?
Did your mother have friends of her own? Where did she see them?
Did she visit anyone who was not a relation?
REPEAT FOR FATHER.
- e. Were people ever invited into the home? How often?
Who were they? *(PROMPT: relations, neighbours, friends?)*
Would they be offered anything to eat or drink?
On any particular days or occasions?
Would you say that the people invited in were your mother's friends or your father's friends or both of them?
- f. Did people call in casually without an invitation? When?
- g. Did your parents ever go out to visit friends or neighbours?
Would they call on them casually without invitation?
- h. People often tell us that in those days they made their own amusements.
What do you think your parents did when they got together with their friends/ neighbours?
Music? Games?
- i. Many people divide society into different social classes or groups. In that time before 1918 did you think of some people belonging to one and some to another?
Could you tell me what the different ones were?
- j. What class/group (*RESPONDENT'S OWN TERM*) would you say you belonged to yourself?
What sort of people belonged to the same class/group as yourself?
- k. What sort of people belonged to the other classes/groups you have mentioned?
- l. Can you remember being brought up to treat people of one sort differently from people of another?
Were you ever told to curtsy; touch your cap; show respect in some way? To whom?
Was there anyone you called "sir" or "master"/"madam"?
Do you remember anyone showing respect to your parents in these ways?

- m. In the district/village, who were considered the most important people?
Did you come into contact with them? Why were they considered important?
IF RESPONDENT MIDDLE OR UPPER CLASS: Would these people have been considered at that time to be "in society"?
- n. What about the shopkeepers: who did they associate with?
REPEAT FOR OTHER LOCAL SOCIAL GROUPS: e.g. clergy, teachers, employers, farmers.
- o. What sort of people would you say went to the church? And the chapel?
- p. Where you lived, did all the people in the working (*OR lower OR OTHER TERM USED BY RESPONDENT*) class have the same standard of living, or would you say there were different groups?
Describe a family within each group.
Do you think that one group felt itself superior to the rest?
Were some families thought of as rough, and others as respectable?
Do you remember a distinction of this kind between craftsmen and labourers? (*PROMPT: What made a family seem tough?*)
- q. How did your mother behave towards people who were not in the same class as herself?
REPEAT FOR FATHER. (*PROMPT: Minister, doctor's wife, dustman's wife?*)
(*other racial groups?*)
- r. Do you think your mother thought of herself as a member of a class? (*PROMPT: middle class, working class?*)
Why?/Why not?
What made her put herself in that class? (*PROMPT: own home background, her job, her type of house, your father's position?*)
- s. Was it possible at that time to move from one class to another?
Can you remember anyone who did?
- t. Do you remember anyone being described as a "real gentleman"/"real lady"?
Why do you think that was?
- u. Do you remember seeing a policeman around where you lived as a child? What did you think of him (e.g. when you were naughty, did your mother ever say "I'll call a policeman")?
- v. How do you think he treated the people?
- w. Was your home rented?
IF YES: Did you see anything of your landlord?
What did you feel about him as a landlord?
- x. Do you remember feeling that your parents had to struggle to make ends meet?
IF NO: Did they help poorer people in any way? Did they belong to any philanthropic organisations?
IF YES: What did you think about that?
What difference did it make to the family when your father was ill or out of work?
How often?
Did you ever get help from the Guardians or the parish or any charity?
How did they treat you? How did you feel about that?
- y. When there was someone in the district whom the people disapproved of very strongly, was there any special way in which they showed it? Do you remember anyone being made to leave by "rough music"? What for? Was an effigy made?

12. School

- a. Were you given lessons by one of your parents, a tutor or governess?
IF NO: Go on to 12 b.
IF YES: Where?
 Hours? Did they increase when older?
 Alone/with other children?
 What lessons did you have? How did you feel about . . . as a teacher?
 Did they emphasise certain things as important in life?
 Manners; tidiness; punctuality; ways of speaking?
 If you did something they disapproved of, what would happen? Would they punish you?
 How? What for?
 How long were you taught by . . . ?
 Did you then go to school? *IF NO:* Why not?
- b. How old were you when you first went to school?
 When you first started, what time of the morning did you go and when did you come back?
- c. What kind of school was it (board/private/church; day/boarding; boys/girls/mixed)?
IF BOARDING, SEE ALSO SECTION 19 and OMIT 12 d.
- d. How did you get to school? How long did it take you? Who went with you?
- e. Where did you have your midday meal then?
IF NOT AT HOME: What did you have to eat?
- f. What did you think of school? Did you like it or dislike it?
 How did you feel about the teachers?
- g. Did the teachers emphasise certain things as important in life?
 Manners; how to treat the opposite sex; tidiness; punctuality; ways of speaking?
 Did they encourage intellectual discussion?
 Was any science taught?
- h. What games did you play? Compulsory?
- i. If you did something the teachers disapproved of, what would happen?
 How did they punish the children? Girls the same as boys?
 For what offences?
- j. Did your parents show an interest in your school work?
 Did they ask you what you did at school; visit the school; meet the teachers?
- k. What sort of homes did most of the other children come from? (Some worse dressed than others?)
- l. Did the teachers single out some children for different treatment from the others?
- m. Were there any gangs or groups in the school? *(PROMPT: From different streets or parts of the town?)*
 Were there any children who were left out of things?
- n. Did you go on to another school afterwards?
IF YES: REPEAT 12 b - 12 n.
IF AT A SECONDARY SCHOOL: Did you join a cadet corps? Were you a prefect?
- o. How old were you when you left school?
 Would you have stayed longer if you had had the opportunity?
 Did you attend any part-time education afterwards? (e.g. evening classes).
- p. Do you have any regrets about your education?
 Do you think you benefitted from attending school?

- q. *IF AT UNIVERSITY:* Subjects? New friends? New attitudes?
Influence of tutors? Intellectual discussion? Religion? Clubs and Societies?
Other leisure?
How were women regarded at University at that time?

13. Work

- a. While you were at school, did you have a part-time job or any means of earning a little regular money?
IF NO: GO ON TO 13 l.
- b. How did you get it? (Through parents?)
- c. What exactly did you have to do in this job?
How did you learn? Were any practical jokes played on you?
- d. What hours did you work? Sunday? Saturday? Half-day?
Were there breaks for meals?
Did you have any holidays with pay?
- e. What were you paid?
Did you feel that was a fair wage, or not?
- f. Did you give any of the money to your mother?
What was it spent on?
- g. How did you get on with the other people you worked with?
Did men and women work together? Could you talk or relax at all?
(Could you play games in the breaks?)
Was there a works club? A works outing? Any other entertainments for employees?
Was there a presentation when a worker retired? Did any of the employers or wives visit workers and their wives at times of sickness or bereavement?
- h. How did your employer treat you? How did you feel about him?
- i. How did you feel about the work? Did you like it or dislike it? Why did you give it up?
- j. Did the job alter your attitude to school?
- k. Did you do any other part-time jobs before you left school?
IF YES: REPEAT 13 b. - k.
- l. Now I should like to ask you about your first full-time job.
What was that?
REPEAT 13 b. - i.
IF LIVING-IN DOMESTIC SERVANT, ASK SECTION 18, THEN RETURN HERE.
How long did you do that for? What did you do after that?
REPEAT 13 b. - i. FOR ALL JOBS (INCLUDING PART-TIME) UP TO END OF 1918.
IF ANY ARE AS DOMESTIC SERVANT, ASK SECTION 18, THEN RETURN HERE.
NOTE: Remember to ask how many months/years each job lasted.
- m. What jobs have you done since the First World War?
- n. Would you have preferred another type of occupation?
- o. Did you serve an apprenticeship or training period for any of your jobs?
- p. Did you (or any of your employees) belong to any trade union/professional organisation?
Did you take part in any of its activities?
Did you feel that employers and workers had the same interests, or different?

- q. Did you feel that there were divisions of interest among workers? Some people say that in those days there was a great division between trained craftsmen and other workers. Did you feel that, or not?
- r. *IF AN EMPLOYER OR MANAGER:* Can you tell me who owned the business (partnership, limited company)? How was it founded? How was it run? How did you learn about the different sides of the business (technology, sales, staffing, finance)? Which interested you most? Did you become a partner? What share did you have in the profits and losses? Did senior partners/directors share a social life together? Invite each other to dinner? What did the workers call you? Which of them did you know by name? Did you meet any of them outside work?
- s. Would you say that full-time work changed your general attitude to life in any way?

14. Home Life After Leaving School

- a. I'd like to ask you about your life at home after you left school. Did you continue to live at home then? For how long?
IF AT HOME: Did you have your own room where you could entertain friends privately?
IF SEPARATELY: Did you live alone or share with anyone? Describe house. Did you have any domestic help? Where did you mainly eat?
- b. *IF WORKING:* Did starting full-time work change your relationship with your parents at all? With brothers and sisters?
IF NOT WORKING: How did you manage for money? Would you have rather done something else? How did you spend your time (housework, social calls, family business)?
- c. Did you spend your Sunday any differently? Church/chapel; Sunday School? Did religion mean more or less to you after childhood? Why do you think that was?
- d. Did you take an interest in politics? (Did you take up any voluntary work?)

IF RESPONDENT MARRIED AFTER 1918 OR NEVER MARRIED, ASK SECTION 17viii AND OMIT 'REPEAT FOR HUSBAND/WIFE'. THEN RETURN HERE
- e. Can you tell me something of how you spent your spare time as a young man/woman? Did your interests change? Did you belong to any clubs or youth organisations; take part in sports or games (cards; tennis) go to dances; hobbies; collect anything; go for outings or away for weekends; concerts; theatre, music hall, cinema; pubs?
- f. Did you go out in the evening? Where to? Who with? Holidays? Where; who with?
- g. Did you make any new friends - boys or girls - at this time? How did you meet them? Did you stick to a group of friends? What did you do with them? Where? Did you ever bring friends home?
- h. Did you have any special friends at this time? Boys or girls? Were there any special places where boys and girls could meet? Where would you go with them? Were you allowed to be with them alone?
- i. Did your parents meet your friends? Did they tell you what they thought about them? Did they expect to know where you were? Did you have to be home by a certain time? Did your parents disapprove of any of your activities at this time? What did they think of young people who got into fights; gambling; pinching things?

15. Marriage

- a. What age were you when you married?
- b. How long had you known your husband/wife then? How did you meet?
Where did he/she come from? From what kind of family?
- c. How long were you engaged?
Did you save up money before getting married, or not?
Did your parents help you in setting up a home?
Did they help you later on? (or leave you anything?)
(Or by that stage, did you have to help them?)
- d. Could you describe the wedding? Presents? Guests?
Did you have a honeymoon?
- e. Where did you live after you married? How many years?
(Did you ever consider moving out of the area when you first married?)
Where did you live then?
CONTINUE FOR MOVES TO END OF 1918.
- f. How old was your husband/wife when you married?
- g. *IF WOMAN:* What was your husband's job when you married?
Did he have other jobs before or after?
ASK FOR ALL JOBS: DO NOT STOP AT 1918.
Did he also do any casual or part-time jobs?
IF RESPONDENT WORKED AFTER MARRIAGE (see 13 1.): How did your husband feel about your working?

IF MAN: Did your wife have a job when you married? Had she any other jobs before that? Did she continue working after your marriage?
IF YES: How did you feel about that? What jobs had she had since then?
ASK FOR ALL FULL-TIME JOBS: PART-TIME JOBS ONLY TO END OF 1918.
- h. How do you think your husband/wife felt about his/her work? Like or dislike?

16. Childbirth and Infancy

- a. Did you have any children?
IF NO, GO ON TO 17.
How many? Names (who were they named after)?
Dates of birth of all children.
- b. Were your children born at home?
IF WOMAN: Did you know what to expect in childbirth? How did you get on?
Did you read any books about birth or infant care?
- c. Did you have any medical help? Did your husband/you help?
How soon were you/was your wife out of bed? For the whole day?
How did you/she manage while you were/she was in bed?
Did any of your relations or neighbours help? How exactly?
Did you have a nurse? For how long?
IF FOR MORE THAN TWO MONTHS: What did the nurse do for the baby?
- d. *IF WOMAN:* How did you feed your first baby?
IF ANY BREAST FEEDING: did you enjoy feeding the baby?
IF LITTLE OR NO BREAST FEEDING: did you have any special reasons for not breast feeding? What method did you use instead?

- e. *IF WOMAN*: Did you have any difficulties in feeding? If you needed advice, who did you ask?
If the baby was asleep, would you wake it for a feed? If it cried before the normal time, would you feed it? What did you do if it didn't seem hungry?
How long would you let it go on feeding? When did you first give it solid food?
When did you wean the baby? Did the baby mind?
- f. *IF WOMAN*: Did you think at the time that it did any harm to a baby to let it cry, or not?
Did you punish it when it was naughty? How? For what?
- g. How much did your husband/you (*IF MAN*) have to do with your children when they were babies under one year?
Did you/he feed/bath them; change their nappies; play with them; get them to sleep; attend to them in the night; take them out without you/your wife?

17. Family Life After Marriage

I want to ask you how you and your husband/wife managed the housekeeping in those years before 1919.

(i) Budget and Control of Household

- a. *IF HUSBAND*: How much of your earnings would you give to your wife at that time?
(Did your wife have a personal allowance?)
Did you pay any of the house bills yourself? Which?
IF WIFE: Did you know what your husband earned? How much of that would he give to you? Did he pay any of the bills himself? Which?
(Did you have a dress allowance?)
Did you discuss with your wife/husband how the money should be spent?
IF WIFE EARNED: What were your wife's earnings spent on?
- b. Who chose new furniture; food; drink; doctor; church; clothes of children, husband; presents; outings; holidays; who should be invited to stay or to meals?
Who looked after the garden?

(ii) Domestic Routine

- a. Can you describe the house at . . . (*SELECT FROM 15 e.*)? What were the rooms used for?
- b. Were there any relatives or lodgers living with you? (Terms?)
- c. Paid help in the house? Living-in?
IF YES: GO ON TO SECTION 18.
IF DAILY OR IRREGULAR HELP: What were her duties: cleaning, looking after children?
Hours? What did you call each other?
- d. How was the washing done?
- e. Clothes made by wife and/or husband? Bought new or second-hand?
Where bought? When? Who mended them?
REPEAT FOR SHOES.
- f. Husband's help with jobs in the house: cleaning; cooking; washing; washing-up; fires; decorating; repairs; improvements to the house?
IF CHILDLESS, GO ON TO iii (Meals).
Husband's help with children: dressing; undressing; bathing; reading aloud; telling stories; taking out without mother; looking after children when mother out?

- g. Regular household tasks for children to help you?
- h. Time at which children went to bed? Put to bed by themselves or a parent?
Did children share a bed or bedroom? Sleeping arrangements for whole family?
- i. Washing and bathing arrangements? When?
When did children have clean clothes?

(iii) Meals

- a. Where were meals eaten?
Occasions, if any, when eaten in another room?
- b. Where did wife cook? Cooking equipment (range or gas)?
- c. When was breakfast eaten? What members of the family were present?
How did the others manage for their first meal? What did you usually eat and drink?
Did you have anything different on certain days (Sundays)?
REPEAT FOR MIDDAY AND EVENING MEALS.
- d. Making of bread; jam; pickles; wine; beer; medicines; bottled fruit or vegetables.
- e. Vegetables and fruit grown and/or bought?
Tinned or dried vegetables or fruit?
- f. Livestock kept for family (hens, pigs, goats)?
Looked after by whom?
- g. How many times a week did you eat meat? Tinned meat?
- h. Extra meat obtained from poaching. From whom? How often?
- i. Did wife ever have to go short so that husband or children could have more?
Did husband have larger helpings of food? Extra food at teatime or supper?
IF CHILDLESS, GO ON TO (v) (Family Activities in the Home)
- j. Table manners of children: allowed to talk during meals or not?
Choose what they wanted to eat from what was cooked or have to eat a bit of everything? Parents' attitude if some food left uneaten on the plate?
Hold knife and fork in a certain way and sit in a certain way?
When did members of the family leave the table?
- k. Did all the family present for the meal sit at the table? Regular places at table?
Meal served (by whom; serving order)?
Method of feeding and seating children too young to feed themselves?
IF SEPARATELY. When did they join in family meals?

(iv) General Relationships with Children: Influence and Discipline.

- a. When your children were young did you feel that there was a right way/wrong way of bringing up children?
Did you and your wife/husband have the same ideas about bringing up children, or different ideas? Did you talk about this?
Was there anyone you used to talk to if you were worried about the children?
Was your mother alive when your children were small? How often did you see her?
Did you ask her advice in bringing up the children?
Did you and she have the same ideas on this?
REPEAT FOR MOTHER-IN-LAW.

/contd.

(iv) contd.

- a. *IF EMPLOYED NANNY:* Did you discuss with the nanny how you wanted the children brought up? Were her ideas the same as yours, or different? Did you ever disagree with the way she managed the children? Why was this?
- b. Can you tell me some of the things you felt you ought to do for your children? Affection; safety; food; discipline. Did you want them to share their worries with you? How did you want them to behave towards you? What did they call you and your wife/husband?
IF NANNY EMPLOYED: How did you want them to behave towards their nanny?
- c. *(OMIT IF NANNY EMPLOYED)* When the children were young, did you both ever manage to leave them so that you could go out? When?
Did somebody come in to look after them? Relation/friend/neighbour/older child: stays in house/looks in occasionally/listens from elsewhere/nobody responsible.
- d. Did you let your children join in when grown-ups were talking?
- e. What did you bring them up to consider important in life?
- f. Did you tell them they should hit back or not if another child hurt them?
- g. Were there any other children you discouraged them from playing with?
What was it you did not like about those children?
- h. If your children did something you disapproved of, what would happen?
IF PUNISHED: By whom? How? How often? Ever by other parent?
IF NANNY EMPLOYED: Ever by nanny?
Do you remember any particular occasion when you punished them?
- i. Would you say that your children received the ideas they had about how to behave from both parents, or did one of you play a more important part than the other? (e.g. father with sons, mother with daughters)?
IF NANNY EMPLOYED: What influence did their nanny have on them? What did the children feel about her?
- j. Did you believe that girls should be treated the same way as boys when you had your children? That they should be taught the same skills and the same games (e.g. girls carpentry, hunting; boys sewing, cooking, dancing, piano)?
How did you teach your boy to behave to his sister (e.g. opening doors, carry things)?; your girl to her brother (sew for him, wait on him)?
- k. *IF WIFE WORKED AFTER HAVING CHILDREN:* Who looked after the children while you/your wife was at work? How did you feel about leaving the children with somebody else? Some people think that children should be with the mother all the time, others think it is not necessary and does them good to be with other people quite a lot too. What did you think at that time?
- l. Did you send your children to the local county school?
IF NO: Why not? Who chose the school?
Did you think that boys needed a different education from girls?

(v) Family Activities in the Home.

- a. (OMIT IF CHILDLESS) When your children had a birthday, would it be different from any other day? Did they receive presents; have anything different to eat; guests?
- b. What did you and (IF ANY) your children do on Christmas Day?
- c. Did you have any musical instruments in the home? Players?
Did any of you sing? Did you ever make music together?
- d. (OMIT IF CHILDLESS) Did you play any games with the children?
Did your wife/husband join in the games or play different ones?
- e. Were there books; newspapers; magazines in the house? Where did you get them from?
Did you belong to a library? Did you read aloud to each other or to the children?
(OMIT IF CHILDLESS)
IF NANNY EMPLOYED: Did the nanny read to the children?

(vi) Family Activities Outside the Home.

- a. (IF CHILDLESS: START AT c.)
Were the children taken out visiting neighbours, friends or relations?
By whom? Were they taken shopping? By whom?
IF NANNY EMPLOYED: Did the children ever visit their nanny's family?
- b. Did the children ever go out with just their father?
- c. Could the children go out by themselves? Where to? Girls as well as boys?
- d. What did you do on Bank Holidays? With children and nanny (IF ANY)?
- e. Did you ever go away for a holiday? For how long? Regularly?
Where? Why did you choose to go there?
Did you all go (wife; husband; children; nanny)? Activities.

(vii) Weekends and Religion

- a. Could you tell me how you spent Saturdays in those days?
Sundays?
Did you or the children (IF ANY) put on different clothes?
Did you think it wrong to work or to enjoy yourself on a Sunday or did you think it did not matter?
(OMIT IF CHILDLESS) Did you allow your children to play games?
- b. Did you attend a place of worship or not? Denomination? How often?
Did your husband/wife attend too?
- c. Did you belong to the choir?
- d. Did the church/chapel run any temperance club? Were you a member of that?
Activities.
- e. Did you belong to any other clubs organised by the church/chapel? Activities.
Did you or your husband/wife hold any position in the church/chapel organisation?
- f. (OMIT IF CHILDLESS) Did your children go to Sunday School?
Did they go to any adult or family services at the church/chapel?

- g. Was grace said at meals?
- h. Did you have family prayers?
- i. *(OMIT IF CHILDLESS)* Were your children taught to say prayers? Who taught them their prayers? Did you talk to your children about God?
- j. Did religion come to mean more or less to you after you were married? Why do you think that was?

(viii) Political Attitudes.

- a. Did you take an interest in politics? What were your views?
Why did you think that?
REPEAT FOR HUSBAND/WIFE.
- b. *IF HUSBAND:* Did you vote in a General Election before 1919?
IF WIFE: Did you vote in the first General Election when women had the vote?
- c. Did you or your husband/wife ever feel under any pressure from anybody to vote for a particular party (e.g. from an employer)?
- d. Were you a member of a political party?
Did you ever work for one of the parties at an election?
- e. Did you take part in any political activity other than at election time?

(ix) Other Interests and Leisure.

- a. When you and your wife/husband were not doing your work, how did you spend your time?
Did you ever go out together in the evening? Where? How often?
- b. When did you (*IF MAN*)/your husband get home from work in the evenings?
How many evenings a week would you/he spend at home?
- c. Did either of you go to any clubs, institutes or pubs? How often did you go?
Did you go together?
- d. Did you belong to any savings clubs? Insurance, boot, sick, funeral, etc.
- e. Did either of you take part in any sport? (*PROMPT: cricket, football,*
Did either of you bet on anything? *fishing, shooting, bicycling,*
walking, racing).
- f. Did you go to any theatres, concerts, music halls or cinemas?
- g. Did you have any hobbies? Did you keep any pets, collect anything, or do gardening?
- h. Did you (*IF WOMAN*)/your wife have any other interests outside the home?
Did you (*IF WOMAN*)/your wife ever go out to enjoy yourself/herself? With whom?

(x) Relations, Friends and Neighbours.

- a. Did anyone outside the home help you (*IF WOMAN*)/your wife look after her house or family? Relations, friends or neighbours?
In what ways? Regularly?
- b. If you (*IF WOMAN*)/your wife was confined to bed, how did you manage?
- c. Did either of you have any relatives living nearby? How much did you see of them? Where?
- d. Did you have friends? Where did they live? Did you share the same friends?
- e. Were people ever invited into the home? How often?
Who were these people? Would they be offered anything to eat or drink?
On particular days or occasions? (Sunday?)
Would you say that the people invited in were your wife's/husband's friends or relations or both?
IF EMPLOYED NANNY: Did the children meet people who came to call or have meals (casual or formal) with you?
- f. Did people call in casually without an invitation? When?
- g. Did you ever go out to visit friends or neighbours? Did you call in casually without an invitation?
- h. People often tell us that in these days they made their own amusements. What did you do when you got together with friends or neighbours? Music? Games?
- i. Was your home rented?
IF YES: Did you see anything of your landlord?
How did you feel about him as a landlord?
- j. (*IF RESPONDENT HAS NOT MOVED FROM COMMUNITY DESCRIBED EARLIER, GO ON TO n.*)
In the district/village where you lived then, who were considered the most important people?
Did you come into contact with them? Why were they considered important?
- k. What about the shopkeepers? Who did they associate with?
REPEAT for clergy, teachers, farmers, employers.
- l. What sort of people would you say went to the church? And to chapel?
- m. Where you lived, did all the people in the working class have the same standard of living, or would you say there were different groups? Describe a family in each group. Do you think that one group felt itself superior to the rest? Were some families thought of as rough, and some as respectable? Do you remember a distinction of this kind between craftsmen and labourers?
- n. Did you have a struggle to make ends meet at that time?
IF NO: Did you help poorer people in any way? (Did you join any philanthropic organisation?)
IF YES: What did you think about that?
What difference did it make when you (*IF MAN*) your husband was ill or out of work? How often? For how long? Did you ever get help from the Guardians, the parish or a charity? How did they treat you? How did you feel about that?
How did you spend your time when you were out of work (at home, with friends in the street, in pub)? Did friends help you out at all.

18. Living-in Servants

- (i) NOTE: *THIS SECTION SHOULD BE USED BOTH WHEN RESPONDENT OR PARENTS EMPLOYED LIVING-IN SERVANTS, AND WHEN RESPONDENT WAS AN EMPLOYEE OF THIS KIND. IN THE LATTER CASE THE SECTION SHOULD BE REPEATED FOR ANY HOUSEHOLD WHICH THE RESPONDENT CAN REMEMBER IN SATISFACTORY DETAIL.*

- a. *IF SERVANT:* How did you get your first position in service (personal recommendation, registry office, advertisement)?
What were you called (e.g. kitchen maid, housemaid, etc.)?
What hours did you work (weekdays/weekends)? Did you get any holidays?
What were you paid? Did you think that was a fair wage or not?
- b. How many servants were there? *LIST* titles and work.
Where slept and ate.
Was there a division into upper and lower servants?
Was there a servant's hall, or anywhere they could sit when they were not working?
Did the mistress supervise all the housework personally? Or pass orders through the senior servants? *(PROMPT: housekeeper)?*
- c. Did you feel at ease with the servants/members of the family?
How did servants and members of the family address each other? Did you feel that any of them was interested in you as a person?
- d. Did the mistress give any moral guidance to her servants? Were they allowed any time to do just what they liked? When could they go out of the home?
Did she mind what they did then, or when they returned?
- e. *IF SERVANT:* Did you feel homesick? Were you lonely or did you have enough companionship? Was there anything you particularly liked or disliked about that situation?

(ii) Domestic Routine

- a. How did the housework go? Was the washing sent out?
Who made or mended the family's clothes?
Who did the cooking?
Who was responsible for repairs and improvements to the house?
Did your father help with any of the jobs in the house? Did he help look after you?
- b. Was there a nanny or servant responsible for the children? Was there a nursery maid?
IF NO, GO BACK TO 2f. WHEN ASKING RESPONDENT ABOUT CHILDHOOD, OR TO 17 (ii) f. WHEN ASKING ABOUT RESPONDENT'S MARRIED LIFE: IF RESPONDENT IS A SERVANT, NOT RESPONSIBLE FOR CHILDREN, GO ON TO (iii) Meals.

Nanny's duties, hours, time off. Holidays?

What did your mother do for you (dressing, bathing, bedtime, games, shopping, outings, reading)?

Where child would see parents, in the house: nursery, drawing room or elsewhere?
When?

IF MOTHER WORKING: Time spent at home.

IF CHILD: How long did nurse look after you? Until what age?

What was she like? Were you fond of her?

Were there any other servants who you were close to?

- c. Did the children have any tasks to carry out regularly to help in the home? When? How long did tasks continue? After leaving school?
REPEAT FOR BROTHERS AND SISTERS.
Did the older children help the younger with things they found difficult (dressing, eating) or look after them in other ways?
Did the younger children help the older in any ways?
- d. Children's bedtime. Who put children to bed? At what age did children put themselves to bed? Did children share bedroom or bed with anyone?
Sleeping arrangements of whole family (including nurse)?
- e. What room for bathing? How often did children bath? When were clean clothes put on?

(iii) Meals

- a. Where did the adults eat their meals?
IF THERE WERE CHILDREN: Where did the children eat their meals?
Were there any exceptions to this? Were any adults with them when they ate?
Did the adult(s) eat then too? At what age did you have meals with your parents (breakfast, lunch, tea, dinner)?
- b. What cooking equipment was there in the house (range, gas)?
- c. When was breakfast eaten? What members of the family were present?
When did the others have their breakfast? What food was eaten at breakfast?
Anything different on certain days (Sundays)?
REPEAT FOR OTHER MEALS.
- d. Were any of the following made in the house: bread, jam, bottled fruit and vegetables, pickles, wine, beer, medicines? Who made them?
- e. Were fruit and vegetables grown. Were any bought for the household?
Tinned or dried? Who did the garden?
- f. Was any livestock kept for the family (hens, pigs, goats)?
Who looked after them?
- g. How many times a week was meat eaten? Was any tinned meat used?
- h. Did children, servants and parents have the same food or different food?
What were the differences?
- i. Where did the servants eat?
IF NURSE, GOVERNESS: Where did the nurse, governess eat?
IF SERVANT NOT RESPONSIBLE FOR CHILDREN, GO ON TO (v) b.
- j. Were children allowed to talk at meals or not? Was this different when visitors came? Could they choose what they wanted to eat from what was cooked or did they have to eat a bit of everything? What was said if something was left uneaten on the plate? Could children ask for a second helping?
Were children expected to hold their knife and fork in a certain way, sit in a certain way? Could toys or books be brought to the table? When could they leave the table?

- k. *IF FAMILY ATE WITH CHILDREN:* Did you always have the same places at table? Who served the meal? In what order?
IF CHILDREN ATE SOME MEALS APART FROM PARENTS: Were there any special preparations when the child ate with its parents (e.g. grooming, special clothes)? Who supervised the children's meals when they ate separately? Did she have her meal with them? Who served the meal?
 Did the mother or father appear during the children's meals?
 Did the mother or father take an interest in what the children had eaten and how they had behaved? Were the children taught table manners by their parents or someone else?
IF RESPONDENT IS A PARENT, RETURN TO 17 (iv).

(iv) General Relationship with Parents and Nanny: Influence and Discipline.

- a. What did you call your mother? Was she an easy person to talk to? Did she show affection? If child had any worries, could it take them to her or not? Would you say you were frightened of her?
REPEAT FOR FATHER AND NANNY.
 How did parents expect child to behave towards them? And towards brothers and sisters? And towards nanny? How did nanny expect child to behave towards herself?
- b. Did nanny tell child how to behave towards brothers, sisters and parents? If child was hit by another child, would it be told to hit back or not? Who would tell child this (nanny or parents)?
- c. What kind of people did parents hope child would grow up to be? Did they consider certain things important in life? Did nanny teach child what she thought was important in life? Did she have similar attitudes to parents in this way?
- d. What did parents think about swearing? What about accents? What did nanny think about it?
- e. When grown-ups were talking, was child allowed to join in?
- f. If child did something parents disapproved of, what would happen?
IF PUNISHED: By whom? How? How often? Ever by other parent? By nanny?
IF CHILD: Do you remember a particular occasion when you were punished? Do you remember how you felt about being punished?
- g. *IF CHILD:* Would you say that you received the ideas you had about how to behave from both your parents, or did one play a more important part than the other? What influence did your nanny have on your behaviour? How did you feel about nanny?
IF NANNY: How did you feel about the way the parents wanted to bring up their children? If there was any difficulty, did you ever feel yourself on the side of the children, rather than the parents?

(v) Family Activities in the Home.

- a. Were children's birthdays any different from any other day? Presents, special food, or guests?
- b. Can you remember anything the family did together on Christmas Day?
- c. Were there any musical instruments in the home? Players? Was there anyone in the family who sang? Did you ever make music together as a family?
- d. Did parents play any games with child? Did nanny play any games with child?

(v) Family Activities in the Home contd.

- e. Were there books in the house? Newspapers? Magazines?
Do you remember mother or father reading?
Did they read aloud to each other? To the child?
Did nanny read to child?
- f. Do you remember a funeral in the family? Who attended? Mourning clothes.
- g. Did people come to stay? How did this alter your routine?

(vi) Family Activities Outside the Homea. *IF CHILD*

Were you taken out visiting neighbours, friends or relations? With whom?
Were you taken shopping? With whom?
Were you ever taken to visit nanny's family home or relations? What did they call you? Did you enjoy it?
Did you ever go out just with your father?
Do you remember any other outings with your parents? Bank holidays.
Did nanny go? Did you ever go away for a holiday? For how long? Regularly?
Which members of the family went? Where? Activities? Did nanny go too?
What did you and she do on the holiday?

b. *IF SERVANT*

Did you take the child out for walks or shopping? Were you allowed to talk to people while you were out with the children? Did you ever take the mistress's child to your own home? For how long? How did he/she get on at home?
What did your relations call him/her? What did he/she call them?
Did you ever go out with the master and mistress on a weekend or Bank Holiday? Describe occasion. Did you like it or dislike it?
Did you ever go with the master and mistress when they went away on a holiday or to stay with people? For how long? Regularly? Who else went? Where? Activities? Did they seem different on holiday from what they did at home?
In what ways? Was it a holiday for you or did you have as much work as usual?
IF CHILD, RETURN TO SECTION 7: IF SERVANT, GO ON.

(vii) Weekends and Religion

- a. Did the master and mistress think it wrong to work or play on Sunday?
Did they go to church or chapel? How often? Both master and mistress?
Did the children go to church or Sunday School?
- b. Did any of the servants attend the same church as the master and mistress?
Where did the servants and master and mistress sit?
- c. Was grace said at meals? By whom? Did you have family prayers?

(viii) Political Attitudes

- a. Did the master and mistress take an interest in politics?

(ix) Other Interests and Leisure

- a. Did the master take part in sport, go to the races, play cards?
Did he go to a club? How often?
- b. Did the mistress go out on her own? Where did she go?
Did she have interests outside the home? Did she do any work for
charities, sit on committees, etc.?
- c. Did the master and mistress go out together?

(x) Social Class

- a. What was your master's occupation? Was he ever away from home? How long?
What difference did this make to the way the household was run?
REPEAT FOR MISTRESS
- b. Did the master and mistress have friends?
When did you see their friends: calling, staying in the house, dining, balls?
Describe these occasions. What kind of people were these friends and callers?
Were they the same class as the master and mistress? What class would
you say that was? Was the mistress the same class as the master?
- c. Did the master and mistress treat some of their friends differently from others
(with more elaborate entertainment or more respect)? Why do you think that was?
- d. Describe the behaviour of the guests towards the servants.
Did some guests treat you differently from others?
- e. Do you think the master and mistress were content with their station in life
or do you think they would have liked a higher position? What made you think so?
- f. Had you known people like your master and mistress before? What did you think of
them and their way of living? Did their manners and general behaviour seem
different from people you had associated with before? In what ways?

RETURN TO SECTION 13 m. (Work)

19. Institutional Homes for Children and Boarding Education

IN ADDITION TO SECTION 12, ASK

- a. Type of school/institution. Number of children.
- b. How old were you when you went? For how long? Why? Did you want to go or not?
Did your parents discuss it with you? Where had they been educated themselves?
- c. Typical day
Meals (*COMPARE WITH HOME*)
How much time did you have to yourself to do as you liked?
How often were you allowed out (walks, church, visits to home or friends)?
Were you allowed home at weekends?
- d. Were you allowed to wear your own clothes rather than uniform at any time?
Other personal possessions.

- e. Did your parents visit you? How often did you see them?
 Were you homesick for anything? What did you miss most?
 Did your parents write you letters? Do you think it changed how you felt about them or not? Did you feel more or less close to them or much the same?
- f. Did going to school/... change your attitude to life in any way?
 Did you meet children of a sort you had not met before? When you came home, did you spend your time differently from how you had before?
 With the same friends as before, or new friends?

20. Children's and Siblings' Occupations

Eldest child, first job, subsequent jobs.

CONTINUE AFTER 1918

REPEAT FOR OTHER CHILDREN

REPEAT FOR RESPONDENT'S BROTHERS, AND FOR DAUGHTERS' HUSBAND

REPEAT FOR RESPONDENT'S SISTERS AND FOR THEIR HUSBANDS

REPEAT FOR RESPONDENT'S SPOUSE IF MARRIED AFTER 1918.

NOTES

This interview schedule should be treated as a guide and not as a rigid questionnaire. Some respondents are happier when they feel they can rely on an interviewer to ask them questions, and in such cases it is possible to work through the schedule methodically. Others are keen to take some part in directing the interview and have definite ideas about the information they wish to give. It is always best to encourage them to do so, inserting follow-up questions as far as possible, and returning to the missing questions at a later stage when the respondent has said what he or she considers most relevant. The interview schedule can be used as a checklist and annotated when the first session is played back. A full interview with a respondent who enjoys telling stories will take several sessions. If an attempt is made at the beginning of the interview to stop an anecdote which seems irrelevant, in order to get to the point, it is important to realise that this will reduce the respondent's willingness to talk well on those subjects which are of central importance. The respondent must therefore be steered to the right period and subject matter without interrupting. In general, respondents should be encouraged and reassured; especially if they are worried by, for example, difficulty in remembering dates. It does not help at all, however, to be over-tactful. The interviewer should not be afraid of asking questions as simply and clearly as possible. An attempt to rephrase them more vaguely on sensitive matters is more likely to either produce a meaningless answer, or convey the interviewer's own embarrassment to the respondent. A question can sometimes be asked with the prefix "it says" (referring to the schedule). But it is better to know the questions, ask them directly at the right moment, and keep the schedule in the background. This makes for the most relaxed and effective interview; the schedule becomes a map for the interviewer which will then be referred to only from time to time.

You should arrive punctually for an interview or the respondent may have become tense waiting for you. It is equally important to stop before a respondent becomes tired. If a respondent is giving brief or monosyllabic answers, he/she may be feeling tired, or unwell, or watching the clock for some other engagement. You should then close the recording session as quickly as possible. On the other hand, do not rush away with indecent haste; and in particular, do not refuse to show interest in family photographs etc. or to take refreshments when offered. You need to show as much warmth and appreciation of what the respondent has been telling you as possible. But an interview is not a conversation; you should keep yourself as far as possible in the background, nodding silently so that your encouragement is not recorded, not thrusting in comments or stories of your own. Do not be afraid of pauses; they can often bring out a supplementary comment to an answer. The time for ordinary two-way conversation is afterwards, when the recorder is switched off. This time will also produce additional information, which after leaving should be noted down or dictated into the recorder. Avoid arguments (e.g. about teenage behaviour) which may make the respondent more reticent later on. Lastly, it is good to write to thank a respondent, but if you want a reply always include a stamped addressed envelope.

1. The Household

- c. Respondents are not often able to recite the names of the children in the family from eldest to youngest and the spaces between them. It is useful in these cases to ask where the respondent came in the family and then ask who was older than him and the spaces between the children who were older than him. Then ask about the younger ones. Respondents are sometimes vague about the respective ages of their siblings, e.g. "We come at pretty regular intervals". Try to find out what these intervals were, and if there were any exceptions to the average interval. Respondents sometimes find it easier to write down or tell you the ages and names of their siblings, alive and dead, at the present time.

- d. The schedule assumes a 'typical' family with mother, father and children. If
e. your respondent lacks one or both parents, or had a substitute parent (step parent, grandparent, foster parent) adapt the form of the questions as appropriate to get a full picture of the child's relationships with other adults.

The schedule was designed principally for respondents whose families came from the region in which they were interviewed. When a family migrated a significant distance during a child's lifetime, follow-up questions should be asked on how the decision to do this was reached, who helped at each end (family, clergy, etc.), what the journey was like, first impressions, economic consequences of moving, and social differences (accents; keeping up with people who came from the same region - clubs, churches, letters home, etc.). If a substantial part of the respondent's life was spent outside Britain, the schedule needs considerably more modification, particularly to Section 11.

When respondents do not know the age of their father when they were born, ask if they know how old their father was when he died (assuming he is dead) and what year that was. Or respondents may know the age their father was when he married and the date. Approximate dates will do.

2. Domestic Routine

- a. Select the house in which respondent spent the longest time he can remember before leaving home.
- c. The duties are those of the servant, not the mother. Servants in this period who did not live in were usually charwomen or women who came in "to do the rough", i.e. to do the rough housework. There were also washerwomen who came in to do the washing and young girls who came in to look after children. Where the respondent as a child came into a lot of contact with the servant, particularly if she looked after the respondent, find out what the relationship was between them, the sort of things she did for the respondent, etc.
- g. Older children sometimes looked after the younger children, took them out for walks, saw them to school, etc.

3. Meals

- c. Men and women whose working day started early would often take something with them for breakfast. When asking about meals find out when the respondent took food and what he called those meals and stick to the terminology he uses. Lunch is the mid-day meal to some, particularly in class 1 and 2, to an agricultural labourer it is a snack eaten at about 11. a.m. Dinner is the mid-day meal to the majority of respondents. To some, again in class 1 and 2 it is a meal at about 7 or 8 p.m. Tea to most respondents is a meal mainly of bread and tea with occasionally something cooked, and is the last meal of the day. To some, in class 1 and 2 mainly, it is

the last meal of the day. To some, in class 1 and 2 mainly, it is a cup of tea and bread and butter and cake at about 4 p.m. It is usually distinguished as afternoon tea in that case. Supper may be a cup of cocoa and some bread and cheese taken just before bed at 9 p.m. when tea has been the last meal at about 5 p.m. Or it may be a meal of two courses either hot or cold eaten at about 7 p.m.

- k. Sometimes a person might take his plate and sit by the corner of the fire during a meal. Or a person in a hurry might snatch some food standing up.

4. General Relationships with Parents: Influence and Discipline

- a. Feel your way carefully here. Many respondents have never put into words their feelings about their parents and some wordings of the question may get a better response than others. The first three questions in this section have all got satisfactory responses. Other questions are: Did you feel close to your mother when you were a child? Was your mother a motherly person? Did you get on well with your mother?
- "She was one of the best", said with emotion, may be all you will get from a respondent.
- c. Respondents may interpret this question as intending to ask what sort of position or job their parents hoped they would hold, or they may interpret it as a question about values and character. It is deliberately worded ambiguously to find out what the respondent remembers as his parents main aspiration for him. With the question "Did your parents bring you up to consider certain things important in life?" prompting may often be needed, e.g. What sort of things did they bring you up to consider right and wrong? What sort of things did they consider wrong?

5. Family Activities in the Home

- d. Outdoor games should be asked about too. Information about family activities will often be given in the form of anecdotes, accounts of particular social events and there is likely to be a great deal of overlap of questions a, b, c, and d. This is a good way of getting this sort of information. Where you can, try to get an approximate date for a description of a particular birthday, etc. or a funeral. You may realise suddenly that you are being told about something that happened after 1918. It may be upsetting to the respondent to be suddenly cut short but if you can do so inconspicuously put the pause lever down.

6. Family Activities Outside the Home

- d. Where the respondent's family lived in poverty this question may be treated with scorn by the respondent. The same applies to question 2 c. Explain that questions have been devised to apply to a wide range of income, and that as they are on the schedule they must be put in although the answer seems obvious. If you feel foolish or embarrassed asking a particular question, and occasionally a respondent does have this effect on one, it is best to disassociate yourself from the question by dropping the conversational way in which you have been asking the questions and simply read it in a neutral way from the schedule. Never apologise for the questions or you will transmit your lack of confidence in the value of the questions to the respondent.

7. Weekends and Religion

Supplementary questions must be asked if respondents are Roman Catholic or Jewish: the pattern of worship, festivals, social life attached to the religious community and religious observance in the home.

8. Parents' Political Attitudes

- a. Respondents may interpret this question as meaning an active interest in the politics of a particular party, and so deny political interest. Find out if respondent's parents talked about any particular issue, if they had any views about who should govern the country, if they thought the working man had a square deal, etc.
- b. It may be useful to know that the General Elections in the period are as follows:- 1900, 1906, 1910 (January and December), 1918. Women were eligible for the vote in 1918.

11. Community and Social Class

- i. Some respondents find these questions difficult and if they are unsure of their
- j. own class position evade the questions. If you don't get an answer try some
- k. of the other questions in the section, e.g., l, o, s, t, which respondents who are reluctant to talk about class usually find easier as they are less personal.
- t. This is a particularly useful question for introducing the subject of class to a class-shy respondent. It almost always gets a response. An alternative form of wording is: "If someone was described as 'a real lady' or 'a real gentleman' what sort of person would you expect them to be?"
- l. If you get some response to these questions try i, j, k, again perhaps
- o. phrasing them differently.
- s.
- t.
- o. This question is designed to elicit information about the social differences between Non-Conformist (Chapel) and the Church of England (Church). Where there are a considerable number of Roman Catholics or Jews in the area, ask a supplementary question about them, and also ask whether there was any friction between Roman Catholics, Protestants or Jews.
- p. Where locally appropriate, supplementary questions should be asked about different social groups here.
- y. "Rough music" would be produced by a crowd banging saucepans and tin cans, with shouts of "clear out" at intervals, outside the offender's house. Sometimes an effigy of the offending person was made and paraded about with the accompanying "music". This was done for flagrant breaches of accepted standards of behaviour, e.g. if a man sold his wife to another man, beat his wife, lived with two women, etc.

12. School

- k. Respondents may need prompting here. Many schools had their outcast children:
- l. children from the workhouse, children who were mentally handicapped, abnormally
- m. badly dressed or dirty. In some schools, clever children were favoured or children from relatively better off homes who were well dressed, or whose parents gave money to the school.

13. Work

This section is very schematic. For the respondent's main jobs, once known, much fuller questioning should be devised.

- h. Other ways of wording the question "How did you find...", "What did you think of..."
- i. Don't alter the wording of a question so that you load it, e.g. imply that the respondent liked his work, etc.
- m. We need to know the approximate length of each job.

15. Marriage

The supplementary questions on courtship and marriage may be substituted for appropriate respondents.

16. Childbirth and Infancy

- b. This is the best point at which supplementary questions on birth control and contraception might be asked.

17. Family Life After Marriage

- (ii a) Select the house in which the respondent spent the greater part of his married life up to the end of 1918.
- (x n) Do not worry about asking respondents who appear to have been well off if they had a struggle to make ends meet. It was just as possible to live beyond one's income and feel the pinch at £1,000 per annum as at £100!

18. Living-in Servants

Interviews with respondents who have (a) been in domestic service (b) had parents who employed domestic servants (c) employed servants themselves will be more complicated and longer than most other interviews. Prepare carefully for interviews where section 18 will be asked, working out the order of the interview beforehand. Unless you are interviewing a respondent whose parents employed servants you will not usually reach section 18 until the second interview. The following two examples of respondents and the pattern of their interviews have been given as a guide. There will, of course, be far more of the first type than the second, as non-manual workers are only one-fifth of our sample and they employed nearly all the domestic servants in private houses. Domestic service absorbed a very large proportion of the women workers in the period 1900-1918, so we will be interviewing more respondents who worked as servants than employed them.

- 1. Respondent born 1898. 1912-1918 employed as a housemaid. Had very little to do with the children in the household, looking after them only once a week when the nanny was out. Married 1918. Two children born 1919 and 1923. Lived in the village in which she was born all her married life.

Sections

1 to 12

13 a. to l.

18 i; ii a.b.; iii a. to i.; v b. to f.; vi b.; vii; viii; ix; xi.

13 m. to r.

14, 15, 16 a. {17 i; ii a. to f.; iii a. to i.; v b., c., e.; vi c. d.;

20. {vii a. - e., g. - h.; viii; ix; x, xi a. - i., n.;

2. Respondent born 1890. Cared for by nanny as a child. Educated at home. Never had paid employment. Married 1915. First child born January 1917. Second child born June 1920. When married set up house in another town from that in which she grew up. Household contained cook, housemaid, nurse and nursery maid.

Sections

- 1.
- 2 a. - c.
- 18 i a. - c.; ii; iii; iv; v; vi a.
- 7 to 11
- 12 a.
- 13 a., 1.
- 14 to 16
- 17 i; ii a. - c.
- 18 i a. - c.; ii a. - e.; iii a. - k.
- 19 iv a., b., d. - i.; v; vi; vii; viii; ix; xi.
- 20.

(ii b.) Servants responsible for the children have been called "nannies" for convenience in the following questions. But when putting the questions the title used for this particular servant by the respondent should be used, e.g. maid, nursemaid, nurse, or the nanny's own name. Servant "responsible for the children" includes servants in households where the mother cared for the children too. In some households the nanny virtually brought up the children in separate quarters of the house, in others a girl lived with the family who took the children for walks, helped in the kitchen and house, put the children to bed and gave them their food, sharing these tasks a lot of the time with the children's mother. Both types of servant will be called nanny for the purpose of this schedule and both will be considered "responsible for the children". The purpose of the questions about the nanny's role is to find out what sort of contact the children had with their parents, how much time they spent with them, what effect the nanny's care of the children had on their relationship with their parents, etc.

(ii b-e) The word "child" or "children" has been used so that the questions can be asked of respondents when children themselves, when they had married and had their own children. It will generally be better to substitute "you" in the former case and "your children" in the latter.

(iv) General relationship with Parents and Nanny: Influence and Discipline. This section has been designed so that the questions can be asked of (a) respondents who were nannies (abbreviated cue IF NANNY). (b) Respondents who were looked after by nannies (abbreviated cue IF CHILD). The questions will be re-phrased appropriately.

(vi b.; vii; viii. ix; x.) Some employers of servants were not very different in their style of life from the families whose children entered their households as servants. Others were heads of grand establishments keeping a large number of servants, holding house parties, large dinner parties, etc. The questions in these sections are a guide to the kind of information wanted about the employer and the lives of the servants they employed. We are interested in how the servants saw their employers, what they remember about their personalities, manners, relationships with members of their family, servants, friends and acquaintances. Where respondents are keen to talk about their lives as domestic servants encourage them to range freely over life below and above stairs. We have used "master" and "mistress" but it is best to use the name that the respondent uses of his employer.

18. Other Living in Employees (e.g. hotel servants, shop assistants).

In a family shop or hotel the situation of the employee would be similar to that of a domestic servant, and the schedule can be followed with modification. Where the employee was not integrated with the employer's family, ask section 13 b. - i. as normally for work, and also section 18 (i) a., c. and d. (substituting 'your employer' for 'the mistress' if necessary), and section 18 (iii) c. (meals). Ask about leisure activities in the hotel, shop or hostel; sleeping arrangements. Also ask: What sort of people were the customers/guests? Did you find contact with them easy or difficult? When you wanted to say something to another assistant/servant without a customer/guest understanding, what did you do?

20. Children's and Siblings' Occupations

This section can be written down rather than recorded. We need all children and siblings, whenever born. Count all "sociological" siblings or children e.g. unofficially adopted nieces, step-children who were well integrated into the family. Do not count half-brothers and sisters or step-children who were not part of the family. We must have enough detail about jobs to enable us to classify them. This is very important. "Worked in a hospital" or "had a job in a factory" or "engineer" is not enough. "Was a cleaner in a hospital" or "stripper in a biscuit factory" or "engineer - had served an apprenticeship" is enough.

When women were married more than once, we need to know the other husbands' jobs. When respondents were married more than once after 1918 we need to know the other spouses' jobs.

NOTE:

Where daughters or sisters were unmarried please state. Remember to find out what jobs daughters and sisters did after marriage and indicate which these were.

Work so far: Objectives and Personnel

The primary objective of this research is to gather information of a kind which will not be available unless collected now. I became aware of the need for this information through my work on a Social History of Britain, 1900-1918, in a new series edited by Dr. E.J. Hobsbawm for Messrs. Weidenfeld and Nicolson.

The Social History is intended to present a broad analysis of the demographic and occupational structure of Britain, stratification, ideal styles of life, physical types of community, family relationships, deviance and crime, religion and education, wherever possible making direct comparisons with the contemporary situation. There is abundant good contemporary secondary material on the period, including the work of Booth, Rowntree, M.E. Loane, and others; but there is a scarcity of direct comment from a working class point of view, as was provided for an earlier period by the interviews of Mayhew. I was impressed by some of the material collected by George Ewart Evans in his study of Blaxhill, Ask the Fellows who cut the Hay, (1956), and therefore decided to supplement my research by interviewing survivors of the period. In October 1967 the Department of Sociology at the University of Essex appointed a Research Assistant, Miss Elizabeth Sloan (B.A. Keele) to help me in research for the book, both from secondary sources and interviewing, and I have also received some voluntary assistance in interviewing. The costs of travelling and transcribing have been met from a Small Grant from the Muffield Foundation. This grant, and Miss Sloan's appointment, terminate in September 1968, and I am myself taking up a Senior Research Fellowship at Muffield College for one year, on leave of absence from the University of Essex. In view of the present application, Muffield College have agreed to support Miss Sloan until December 1968.

Work so far: Results

A hundred persons have been interviewed. During this experimental period the interview schedule has been developed and extended, and its present is attached. The respondents were living in London, Essex, Yorkshire and Staffordshire, and were chosen by a variety of methods: through welfare officers, old people's homes, personal contacts, and advertisement. In the majority of cases the interview schedule could not be completed without a second interview.

Information from interviews must be treated with particular caution when the questions do not refer to the present, so that where possible the answers to factual questions were checked against other sources and also for internal consistency. In a few cases the respondent's memory seemed to be confused by reading about the past, or by the need to hold to a particular interpretation of their social experience: interviews with school teachers, for example, have proved rarely worthwhile. In general, however, the respondents showed surprisingly clear and detailed memories and the factual information provided is sufficiently reliable. In addition, about a quarter of the respondents have been able to talk usefully about less exact subjects, such as their perception of class relationships. A section from an interview is attached, showing both types of material.

The results of such interviewing are valuable in two ways. Firstly, they provide an imaginative insight into the life experience of an earlier generation, obtainable by no other method, and only within the few years of life now left to them. Secondly, they supply factual information which is essential both to the analysis of social life in Britain before 1918, and to the study of social change.

There is, for example, no other possible way of comparing the child-rearing patterns described by J. and E. Newson in their Infant Care in an Urban Community (1963) and Four Years Old in an Urban

Community (1968) with the practices of fifty years earlier. In the absence of such comparative evidence, assumption are made of social changes which are not so far borne out by our interviews. The Newsoms write (Infant Care, p.133) that 'there is a great deal of evidence to suggest that the traditional pattern of family life is changing. Marriage is ideally envisaged as a partnership... To most younger husbands, washing up is no longer a sign of henpeckery, but something to be taken for granted. Thus the emancipation of women in one generation has been followed by the domestication of husbands in the next; and, in the home, many of the traditional distinctions between what used to be considered women's work and men's work are wearing rather thin'. We have quite often found, however, that in working class families the husband would not merely help with the children, but with the housework. One respondent (b 1885, north Essex) said that her father, a farm labourer, would 'do anything if mother wanted him', and her husband, a head horseman, would help her with cooking, baking and 'a lot of little jobs in the house... He could do housework too very well and he used to say I did too much'. Another (b 1892, Wiltshire), a baker's assistant, would 'do the dusting, polishing floors, all that, do the garden', although his wife did not work and had no children. It would seem that the 'traditional' distinctions between men's and women's work were less straightforward than the Newsoms believed.

Similarly, the Newsoms may have presented an oversimplified picture of social change in reporting a 'trend away from strict, and even harsh, discipline, and towards a greater flexibility' (Infant Care, p.221). Families in which children were given a 'good hiding for the least thing' (p.225) do not appear to have been as common as they suggest, nor is 'a relationship of real friendship' between parents and children a new possibility resulting from changing attitudes to discipline. Our interviews suggest that although parents were certainly

not permissive, actual punishment was no more common than today, except in some of the largest families. Cases of working class children who were never hit at all by their parents are common. A wheelwright's son, (b.1885, Essex) could 'never remember father hitting us, no, but he'd shake a red handkerchief at us, or a slipper, but I'd never remember father hitting us... (Do you remember being punished at all for anything?... Well once in the workshop when I was not very old he'd got a light cart all painted up, finished and varnished, all ready to go you see. I went in the workshop; I think I got hold of a pot of red paint and started brushing it all over the cart. I had to make myself scarce for a time. (What did they do to you though?) I don't remember: got scolded, that's about all'. Another boy, a cowman's son (b 1892, Wiltshire), said: 'We knew when dad spoke that was it. They never laid a hand on us'. This boy also provides a case of real friendship between father and son. 'We was one, him and me was one. I always go to him with any troubles, and he used to listen and if he could help he did and when we sit on the couch like we did (we had a big old-fashioned sofa) he used to put his arm all round my shoulders. We used to sit there sometimes of an evening all cuddled up to him'. Except in larger families, relationships of this kind appear to be not uncommon, and it may be that fundamental changes of relationship have only occurred in the formerly servant-owning classes.

Another common sociological assumption has been that the extended family provided more help in the past. Michael Young and Peter Wilmott wrote in Family and Kinship in East London that 'these bonds, important still, counted even more in the earlier days of factory industry, when the mother-centred kinship system served to give working-class women some security... One or other member of her family would, if need be, lend her money, or share to some degree in the responsibility for her children. The extended family was her 'trade union'

(1962 edition, p.188-9). While the interviews have revealed several cases of adoption, they have also shown that many families in need were not helped by relatives even when these lived nearby. The reason was partly that they had no resources to spare; in the words of one respondent, a foundry worker's son whose mother worked from six in the morning until six at night in a silk mill, but received no help from nearby relatives in looking after her family of eight, 'Everybody was so fully occupied'. In another case a brickmaker's son (b 1895, Staffordshire) remembered the abrupt change when his father died; the family had kept the front room for 'when relatives called or someone like that, you see, and when my father died of course the relatives didn't seem to cling to you too well, it was a case of what we used to term soldier on and do the best we can... (When your father died, had you any help from friends or relatives or were you more or less left?) Oh no, left, left. My mother, she had a little bit of club money, of course...' She was only able to support the family by working as a washerwoman, and with ship from the Board of Guardians. With a larger number of interviews it should be possible to suggest how far the kinship system did in fact provide families with assistance in the 1900s.

The existing interviews also provide information on social mobility and stratification which challenges some conventional assumptions about British society before 1918. The occupational mobility of the typical respondent is surprising, and in many cases ranges from 'unskilled' manual worker to small proprietor. This range is emphasised when the occupational patterns of siblings (and also of wife or mother's family) are taken into account. For example, a farm labourer's son (b 1880, north Essex) worked in turn as a farm labourer, soldier, carpenter, independent carter, and roadman; his relatives similarly ranged from farm labourers to skilled craftsmen and publicans. Because of this frequent short-range mobility, it has proved very difficult to discover the families of 'labour aristocrats',

whose role has been so much emphasized in working class political history. Labour aristocrats, it has been said, were the upper 10% to 15% of the manual workers, exceptional in their secure employment (protected by apprenticeship) and high wages. In style of life they were closer to the middle classes, and the social gulf between labour aristocrat and labourer was far wider than that between labour aristocrat and lower middle class (e.g. E.J. Hobsbawm in J. Saville (ed.) Democracy and the Labour Movement (1954); Royden Harrison, Before the Socialists (1965)). Hobsbawm has recently written that the labour aristocracy 'probably reached the peak of its pride and position at the end of the nineteenth century, when it represented the undisputed top of the "working class world" ' (Industry and Empire (1968), p.247). Yet only one family has so far been found which clearly fits this description. It seems possible that the pattern of individual occupational mobility, and therefore of social structure, was rather more flexible in this period than has been assumed, and this suggestion is supported by much of the evidence in D.V. Glass (ed.), Social Mobility in Britain (1954) (especially chapter IX), despite the assumption of the contributors that most people had only one main occupation during their career. It would also account for some of the difficulties in obtaining an agreed ranking of occupations by manual workers (e.g. M. Young and P. Wilmott, 'Social Grading by Manual Workers', British Journal of Sociology, VII (1956), pp.337-345. A larger number of interviews, together with more accounts of perceived class relationships, could therefore contribute to a major re-evaluation in this field.

Proposed Investigation

It is proposed to interview a further 600 persons, using the attached interview schedule. Although differential mortality makes

any precise statistical analysis impossible, it will be possible to make some firm non-statistical inferences from a representative sample of this size. In view of the cost and need for personal supervision of a method which is still exploratory, a larger number is not proposed.

Sample

Differential mortality makes a true random sample of the age group now impossible. In order to reduce this difficulty, the basis for selection will therefore be a quota sample, derived from an analysis of occupations in 1911, which is attached. (This is based upon the census of 1911, and Guy Routh, Occupation and Pay in Great Britain 1966-60. Cambridge 1965). A random geographical dispersal of the respondents would be prohibitive in terms of cost and travelling time. The respondents will instead be selected from a few major types of community (metropolis, market town, single industry town, village, etc) which will also be based on the occupational census of 1911, and distributed regionally; the areas proposed are also attached. The purpose of the sample is to obtain a group of respondents as far as practicable representative of the population in 1911; occupational and geographical distribution are chosen as significant and economical methods of achieving this.

The sample will contain 270 occupied and 330 unoccupied persons; 290 men and 340 women. The age groups of the respondents in 1911 will have been as follows: 0-10, 124 (resulting from the occupational quota); 10-20, about 238; over 20, about 238. None of the first group, perhaps only one of the second, and probably about 100 of the third group will have been married in 1911. Assuming that most respondents left home by an average age of 20, and also that none of the 100 respondents married in 1911 will be the spouse of another respondent, the sample will produce about 462 descriptions of families existing 1911 (362 from children and young adults, 100 of respondent's own married life); and also about 238 of a rather earlier period. The sample is therefore sufficient for the elementary analysis of both family life and work experience, using

between wife's control of the household income, husband's occupational group, and region, assuming that none of these variables was scored too finely, and that a minimum of ten cases per cell is necessary to make plausible generalisations. The sample would also provide sufficient material for the more intricate, illustrative method of historical discussion.

The respondents will again be approached by a variety of methods: such as social workers, old people's homes, doctors' lists, personal contact and advertisement. Where official or other suitable lists could be obtained a random method of critical contact would be introduced. It is estimated that half the initial contacts will not prove worth pursuing. Interviews will average $1\frac{1}{2}$ hours in length, because respondents normally become too tired after this time. It is assumed that two thirds will therefore require a second interview in order to complete the schedule. It is also assumed that in some cases respondents will be classified as a result of the interview, and will be of no use in the sample, but that such 'wasted' interviews can be compensated by drawing on the 100 interviews which already exist. It should be emphasised that these existing interviews were experimental, and the schedule was varied, and they were not drawn on a sample basis, so that only a few could be used in this way.

End here

Data-collection

A research assistant will be appointed for two and a half years from January 1969 (salary range £650 - 1200) who will be responsible for 400 interviews, completing these by December 1970, and also for assistance in the organisation of the project and in analysing the data.

The remaining 600 interviews would be obtained by part time interviewers. The experience of the work so far has indicated well-informed interviewers of mature personality, particularly in handling some parts of the schedule. It is therefore proposed to choose six interviewers, who would each obtain a hundred interviews over a period of one year,

Travelling and Subsistence

The research assistant will require an estimated £150 in travelling, and £200 in subsistence, during the period of data-collection. The part-time interviewers would only be paid for journeys over 10 miles, or for travelling in connection with screening interviews; £300 is estimated for this purpose. Finally, in connection with supervision of the work, my own travelling costs are estimated at £150, and subsistence at £200.

Transcribing

It is proposed to appoint one full-time transcriber immediately for a period of 21 months, and a second in June 1969 for a period of 15 months. Commercial transcribing of the present work has proved uneconomic and the number of accurate transcribers available for different work of this kind has not been sufficient. Full-time directly supervised transcribers could also be trained to eliminate irrelevant sections of interviews.

Analysis

The research assistant will help in the analysis of the data. The first stage will consist in the break-down of interviews as they are received. In the case of first interviews, this will allow decisions to be taken on the scope of second interviews with some respondents. The second stage, which will start late in 1970, will be the examination of the interviews as a whole, and the statistical testing of hypotheses where appropriate. It is anticipated, however, from the nature of the data collected, that it will open as many questions as it closes, and continue to provide valuable source material for future research.

S.S.R.C. Data Bank

If the grant is awarded, I should be prepared to deposit the recorded interviews in the Data Bank and to make them available to other research workers.

Other work in this field

I know of no other systematic work. Where material of this nature has

intellectual frames of reference: for example, linguistic (Jeremy Seabrook) or antiquarian (George Ewart Evans). In addition to its main purpose, the proposed research should therefore provide a valuable methodological experiment in social history.

Paul Thompson

Occupational Quota

1. Professional - 11 (5 F) - 3 higher professional - clergy; doctors;
- 8 (5 F) lower professional - 5 teachers;
nurses; arts;
2. Employers and Managers - 27 (6 F) - 7 (2 F) self-employed - 3 shop-keepers; farmers; boarding house keeper;
- 11 (2 F) proprietors - 2 farmers;
2 shop-keepers; 1 mines; 1 manufacturing; 1 building
- 9 (2 F) managers and administrators - 2-3 auctioneer, estate agent, sales manager; 2 retail business;
2 catering, hotel, pub; mining;
3. Clerical - 12 (3 F) - insurance agents, book-keeping, clerks, typists;
4. Foreman - 3
4. Skilled manual - 83 (19 F) - 18 metals, 15 textiles (9 F), 11 leather and dress (6 F), 8 coal, 7 wood, 7 building, 4 paper and printing, 2 railways;
5. Semi-skilled manual - 106 (19 F) - 28 domestic service (25 F),
18 agricultural labourers, 15 manufacturing (5 dress, 3 textiles, 3 metals), 14 transport (6 horse drivers), 13 shop assistants (5 F), 8 mines, 3 armed forces;
6. Unskilled manual - 25 (4 F) - 7 transport, 3 building, 3 metals, 2 textiles, 2 charwomen;

no occupation
Children? 11. Men of leisure and retired men - 11

Children? 12. Unoccupied married housewives - 103 F (husbands class 1-4; 2-11; 3-5;
? 1/2 4-1; 5-31; 6-41; 7-10)

13. Spinsters, aged over 20 - 16 F

Children? 14. Widows - 16 F

15. 'Schoolboys', aged 10-20 - 27 (parents class 1- 1; 2- 3; 3- 1; 4- 0;
5- 8; 6- 11; 7- 3)

16. 'Schoolgirls', aged 10-20 - 33 F (parents class 1-1; 2- 3; 3- 2; 4- 1;
5- 10; 6- 13; 7- 4)

17. Children, aged under 10 - 124 (62 F) parents class 1- 5; 2- 12; 3- 6;

Regional distribution of respondents

LONDON	105
Rest of SE	50
East Anglia	37
SW England	25
W England	32
Midlands	65
Lancashire and Cheshire	83
Yorkshire	57
NE and NW England	34
S Wales	21
Rest of Wales	11
Scotland	80
	<hr/>
	600

Using the Archive: the "Family Life" archive consists of three sections; the tapes, the complete transcripts and the categorised transcripts. The three sections will be described in turn.

The Tapes: these are stored in locked filing cabinets. Each interview is identified by its number and there are usually two or three 5" spools for each interview, although there may be as many as six or seven. Apart from their intended use as a source of primary historical information these tapes have immense value as a repository of spoken English and regional dialects. They are particularly valuable in this respect because the data includes the place of origin of the parents and also the various geographical and social movements: these provide a unique record of how accents are transmitted and modified by parental accent (perhaps two different ones) and subsequent locations and education. As listening to tapes is a time-consuming task very few users will want to work from the tapes. The typescripts give a full rendering of the interview: the need to check this against the tape might prove necessary where the typist has transcribed local names or technical terms phonetically and the researcher is puzzled as to the meaning. On some occasions intonation too, can be more revealing than content.

The interview schedule (see attached copy) gives an indication of subject matter. It must be appreciated however, that interviewers were encouraged to keep the interview 'open' and to follow leads so that the taped interview may not follow the sequence of topics as printed in the schedule. To find where information comes in any particular interview it is quickest to scan the complete typescript. Interviews 1 to 70 have been catalogued to show which pages of an interview occur on which side of the tape. Unfortunately lack of funds has prevented the completion of this aid to finding information. The easiest method of locating information on the uncatalogued tapes is to work from the page numbers of the typescript: if the information is on page 15 of a 60 page typescript contained on two full tapes it will be found near the end of side 1, tape 1, or near the beginning of side 2, tape 1. Most interviews are fairly consistent in providing a given number of pages per side of tape and once this ratio is established finding information is not too difficult.

Please ensure that all tapes are rewound onto their original spool as this is numbered. Failure to do so will leave that spool as the rewind spool and all subsequent tapes are liable to be wound on to a wrongly

numbered (not simply un-numbered) spool.

Complete Typescripts: these are again in filing cabinets in numerical order. In each folder there is a complete (top copy) typescript of the taped interview, the remainders of two carbon copies and any correspondence, cuttings or documents relating to the respondent. In most cases there is no material interest besides the complete transcript as few contain anything other than the correspondence necessary to arrange an interview.

The complete typescript is essential for the 'life history' of the respondent. Where the user's principal interest is in studying the evidence contained in a limited number of interviews from one region or one occupation these typescripts should provide the most rapid access to the information.

If the user is mainly interested in a single area of experience, e.g. religion, schooling or politics they would be best advised to use the box-files containing the categorised typescripts.

Categorised Transcripts: these are filed in numerical order in box-files. But in this case the typescripts have been divided and classified according to their subject matter: all the evidence relevant to the subject area has been pieced together from where ever it appears in the interview. This has the great advantage of enabling the researcher on a particular topic to use the material without having to scan every interview to discover what it contains on that particular subject.

The subject matter of the topics can be gauged by looking at the interview schedule (see attached copy): the first 15 headings of the interview schedule are identical to the labels on the box-files.

- 1) Household
- 2) Domestic routine
- 3) Meals
- 4) Influence and discipline
- 5) Recreation in the home
- 6) Recreation outside the home
- 7) Weekend and religion
- 8) Politics
- 9) Parents interests
- 10) Children's leisure
- 11) Community and social class
- 12) School
- 13) Work
- 14) Life after leaving school
- 15) Marriage

These headings are necessarily brief but the appropriate section of the interview schedule will show the sort of information which was sought under these headings and they will not be described in detail here. Note however, that the interview schedule section 15, Marriage, was asked in full only if the informant was married before 1918. This then repeats question on 'household', 'domestic routine' etc. for their married home. This information is in the box-files under section 1,2 or 3 and so on, according to subject matter. Also separated in the box-files are:

- 16) Childbirth - this includes any comments on sexual knowledge
- 17) This number was not used
- 18) Domestic service - all other work experience is in No. 13
- 19) Institutions and boarding schools
- 20) Occupational history

Sections 16, 18 and 19 are self-evident and once again the interview schedule should be consulted for guidance. Section 20 is perhaps most readily understood simply by taking one from the file. Essentially it contains all that is known of the occupational history of the informants and their kin. N.B.: Section 13 contains all the qualitative and descriptive material relating to work contained in the interviews. Section 20 is simply a brief statement of occupational changes. For example:

Milliner	1909 - 1911	Class D
Shop assistant	1912 - 1914	Class E
Housewife	1914 + (plus, i.e. never worked outside the home again)	

might be a typical entry for a female informant: any part-time employment is also listed. There is one sheet for each person for whom the respondent has given information. This should include their parents, siblings, spouse and children. There is occasionally information on other relatives. These details place the informant into a wider socio-economic context and indicate the degree of social mobility and occupational variety.

Using the box-files

- a) PLEASE ensure that you do not misfile any typescripts. Once misfiled they are effectively lost.
- b) To avoid this happening on a large scale users are requested not to work from more than one subject area at a time. These interviews are to be replaced before using typescripts from another subject area.
- c) Please note that each piece of typescript is stapled together. They are very prone to stick together and it is very easy to lift extra interviews out of the file quite inadvertently. So please be particularly careful.

The interviews are filed in numerical order and if there is no typescript present in the box it can be assumed that there is no information on that topic in the interview of that number (or that someone has already mis-filed it!)

Finding particular occupations, classes or locations:

The various tables are always shown in their regional distribution. The regions are identified by letters A to M. The attached map shows the boundaries of these regions but they cover the following areas:

- A Greater London
- B Bedfordshire, Hertfordshire, Buckinghamshire, Surrey, Kent and Sussex
- C Essex, Suffolk, Norfolk, Cambridgeshire and Lincolnshire
- D Cornwall, Devon, Somerset and Dorset
- E Shropshire, Herefordshire, Worcestershire, Gloucestershire, Oxfordshire, Berkshire, Wiltshire and Hampshire
- F Derbyshire, Nottinghamshire, Staffordshire, Leicestershire, Warwickshire and Northamptonshire
- G Lancashire and Cheshire
- H Yorkshire
- I Northumberland, Durham, Cumberland and Westmorland
- J Glamorgan and Monmouthshire
- K Central and North Wales
- L Highlands of Scotland
- M Lowland and Southern Scotland

It should be noted that within each region the interviews may be concentrated in one or two locations. For example, the eleven interviews in region K are taken from the area around Blaunau Ffestiniog (a village in North Wales). Many of the interviews from Yorkshire come from Keithly. Having located the interview numbers from the tables however, the precise location of each interview is easily established by reference to the large yellow file-cards which give the location of the informant. Note that the interview may have information on more than one location according to the level of geographical mobility of the person interviewed. In all cases the informant is classified according to their place of residence in 1911.

The tables also divide the interviews according to whether the area in which they lived was a rural or an urban district in 1911. Those living in large conurbations have also separated and these are basically Greater London (A), Manchester and Liverpool (G) and Glasgow and Edinburgh (M).

The tables of geographical distribution show only the total number of interviews to be found in the archive. To discover the identity (numerical) of these interviews one needs to look at the more detailed tables in which the interviews appear by their identifying number. These are the tables

which have one sheet for each of the Registrar General's classes A, B, C, D, E and F.

One limiting factor in using this quota classification as a guide to the material should be noted by all users of the archive. The classification of interviews was intended as part of the research process to ensure that the interviews collected would reflect the distribution of the population according to the 1911 census. This means that not all of the working experience contained in the archive can be established from the file cards. For example, the occupational experience of all those who were too young does not appear; the occupation of a respondent in 1911 might have been of only brief duration and the content of his interview may be mainly about a different occupation from the one listed. In other words the file cards can be safely used to locate interviews with miners or dressmakers it will not indicate the location of all the information on miners or dressmakers. To ensure exhaustive coverage reference needs to be made to the information in section 20.

Similar observations apply to regional distribution as this too is based on the 1911 census. In this case, however, the yellow filecard does indicate all the locations of the respondent so this information is readily available.

Using the Occupational Data Sheet

Class "A" will be taken as an example. The Regions are listed along the top, Region B has three interviews from social class A, two in urban locations and one in a rural location. All numbers are repeated on the right hand side of the table under the headings male and female. This indicates whether the informant was occupied or not in 1911. Thus of the two urban interviews in region B - 091 and 188 - 091 is an occupied male and 188 an occupied female.

Remember that all these references are to 1911. The occupation of those interviews listed as unoccupied can be ascertained from Section 20 of the box-files.

LIST OF REGIONS

- A Greater London
- B Bedfordshire, Hertfordshire, Buckinghamshire, Surrey, Kent and Sussex
- C Essex, Suffolk, Norfolk, Cambridgeshire and Lincolnshire
- D Cornwall, Devon, Somerset and Dorset
- E Shropshire, Hertfordshire, Worcestershire, Gloucestershire, Oxfordshire, Berkshire, Wiltshire and Hampshire
- F Derbyshire, Nottinghamshire, Staffordshire, Leicestershire, Warwickshire and Northamptonshire
- G Lancashire and Cheshire
- H Yorkshire



- I Northumberland, Durham, Cumberland and Westmorland
- J Glamorgan and Monmouthshire
- K Central and North Wales
- L Highlands of Scotland
- M Lowlands and Southern Scotland

CLASS A

	A	B	C	D	E	F	G	H	I	J	K	L	M	MALES			FEMALES	
														Occ.	Unocc.		Occ.	Unocc.
C O N N	316 351 395 398						080 127							6	351	127	X	316 395 398 080
U R B A N		091 188	021			243 280	269	143	169	448				9	091	169	021 143 188	243 280 269 448
R U R A L	4	413 3	1	409 1	X	2	3	1	1	1	X	159 1	X	3 18 (18)	413 (3)	X (2) (3)	409 159 (5) (4)	X (8) (7)

CLASS B															MALES		FEMALES		
	A	B	C	D	E	F	G	H	I	J	K	L	M	Occ.	Unocc.	Occ.	Unocc.		
C O N N	003 405						061						444		118	109	X	003 403	
	006						116									194		006 403	
	064						118							(16)		394		064 403	
	133						109											061 444	
	191						194											116	
	394						267											133	
	403																	191	
404																	267		
U R B A N		011 083	387	436 442	035 450	218 227 325 326 419 418	033 137	142 172 282 340		029 443			379 402		137 218 282 379 402	011 035 083 033 142 172 325 340		029 443	227 326 387 418 419 436 442 450
														(23)					
R U R A L			396 437	352 382	447				123 256	449 451	130 264	163 288 291			X	130 288 352 382 396 449		X	123 163 256 264 291 437 447 451
														(14)					
9	2	3	4	3	6	8	4	2	4	2	3	3	(53) (54)	(6) (16)	(17) (10)	(2) (4)	(28) (24)		

CLASS C

	A	B	C	D	E	F	G	H	I	J	K	L	M	MALES		FEMALES	
														Occ.	Unocc.	Occ.	Unocc.
C O N N	004 124 145 161 183 242						047						179 234 260	10 004 124 145 234 260	047 161 183	179	242
U R B A N		063 178			023	024 196 224 262	067 153	144 147 148	155 200 233	355 401			17 024 063 144 147 223 262	024 063 144 196 224	067 155 196 224	148	023 153 178 200 355 401
R U R A L	6	2	X	415 1	1	4	3	165 4	3	2	X	X	3 2 28	2 X 29 11 10	165 415 9 2	X 2 2	X 7 14

CLASS D

	A	B	C	D	E	F	G	H	I	J	K	L	M	MALES		FEMALES		
														Occ.	Unocc.	Occ.	Unocc.	
C O N M	013 245 058 257 055 263 085 296 094 297 125 301 215 331 216 333 205 342 229 346 230 369 412 417						049 279 055 032 043 173 089 097 100 138 115 081						370 307 306 381 384 367	049 307 055 370 058 094 229 296 369 346 279 384	032 043 089 173 245 257 367 417	065 081 115 205 216 263 306 331 342	013 085 097 100 125 138 215 230 333 297 381 301 412	
U R B A N		048 056 060 177 309 388 428 429 435	012 199	385 390 410 438	034 041 454 446	030 285 073 254 031 219 027 323 251 320 252 329 203 228 217 221 202	072 087 068 106 122 134	339 336 270 162 187 180 176 146 128	184 189 168 281 266 167 226 193	362 414 423 425 424 453 458		166	259 366 393 427	027 252 031 122 034 106 041 167 048 266 060 166 177 259 309 425 390 428 410 429 458 438	012 453 134 454 146 176 199 203 219 221 162 423 427	072 414 087 446 056 323 285 217 180 187 251 393 270 336	068 193 073 226 030 281 388 168 385 184 254 189 202 362 228 366 251 393 329 424 320 435 128	
R U R A L		406	010 016 276	360 422 426 456	018 457		036 131	149 028 274 265	185	350 380 432 452 445	186 201 209 238 286	157 158 294		010 016 018 276 422 131 274 185 380 186	157 158 201 209 360 426 432 457	036 265	028 149 350 238 294 286 406 452 456 445	
	24	10	5	8	6	17	20	13	9	12		4	10	43	44	29	24	46

CLASS E

CLASS E														MALES			FEMALES		
	A	B	C	D	E	F	G	H	I	J	K	L	M	Occ.	Unocc.	Occ.	Unocc.		
C	005 315						051 111	175	250				361	225 305	214	051 361	046 392		
O	003 334						074 114						365	249 365	240	105 363	079 299		
N	076 214						069 119						363	113 377	295	141 044	025 250		
N	053 197						046 108						377	005	334	053 069	111 315		
	096 240						044 107						305	008	399	076 378	126 391		
	407 261						079 258						378	096	400	261	197 407		
	332 113						095							107	108	284	175		
	400 141						090							258	121	119	235		
	285 126						086							090	086	114	298		
	399 105						135							074		135			
	299 391						121												
	298 225																		
	295 249																		
	235																		
U		007	093	347	039	025 375	054	132	195	355		171	440	208 192	112	057 319	385 132		
R		050	389	349		059 327	078	150	244	372			441	093 190	416	050 376	389 273		
B		057		373		190 319	104	170	246	376			455	347 151	373	007 441	349 372		
A		066		433		192 330	139	268	314	383				271 139	222	039 455	328 433		
N		112		439		222 328	136	273		430				278 104	341	213 066	330 434		
		208				232	151	335		434				241 054		078 335	327 439		
		385				237		337						237 170		337	375 440		
		416				241		341						232 150		268	059		
						213								025 246		195	220		
						220								430 314		244	136		
						278								393					
						271								356					
														171					
P			001 313	348	002	040		129	026		062	164	303	110 255	022	017 231	015 287		
U			022 311	353	038	182		204	260		212	174		154 026	343	019 212	311 164		
R			084 154	354					255		247	233		020 247	001	038 293	313 303		
A			020 110	357					231			207		084 174	408	040	310 292		
L			019	359								290	4F	354 289	062	182	272		
			017	406								289		353 344	233	129	312		
			015	411								287		357	207	204	411		
			312	344								293		002	290		348		
			272									292		160			359		
			343																
			310																
	27	8	17	13	3	19	23	11	9	6	3	10	10	59 (160)	51 (48)	22 (25)	41 (30)	45 (57)	

CLASS F

A	B	C	D	E	F	G	H	I	J	K	L	M	MALES		FEMALES	
													Occ.	Unocc.	Occ.	Unoc.
092 071 070 317 236 302						045 088 120 077 140 075 117 052 103 102 101 099 098						308	071 052 077 088 098 102 103	302 070 236 039 120 140	032 317 045 117	075 101 308
	082	009 014	421	037	374 318 277 248 211 198		181 206 239 275	304 253	420				18 275	082 014 318 211 206 181	248 198 253	421 037 374 277 239 304 420
		283		042						210	156		4 042	X	X	283 210 156
6	1	3	1	2	6	13	4	2	1	1	1	1	42 42	10 16	12 9	7 4 13 14

Photographs

The Edwardians Collection holds a small collection of photographic images, most of which were taken in the period 1880-1918. They represent a selection of scenes from everyday working and family life and the content reflects many of the themes described in the transcribed interviews.

They form a collection which reflects the widespread production of still and moving images during the Edwardian period. There were certain factors which governed the type of photographs that were taken during this period; technology, of course, played a prime role because most cameras were bulky, requiring a period of preparation and setting up before use. Consequently, many images from this era are staged in some way, either with the subjects pausing and waiting patiently for the exposure to happen or with the photographer deliberately arranging a scene for a particular effect. The use of artificial lighting or flash photography, outside of the photographer's studio, was rare. This means interior photographs are outnumbered by scenes with subjects standing or sitting outside in daylight.

Some photographers also emulated fine art traditions by taking the world around them and creating an equivalent of picturesque genre paintings. These often focused on rural life and on the lower classes, especially the very poor. However this school collided with the still evolving genre of documentary photography which, ironically, took an interest in similar subject matter, such as slums, low-life, the workplace and social events, albeit for entirely different reasons.

Like the qualitative accounts that form the basis of the Edwardians collection, photographic images can give a sense of the past in immediately recognisable terms. Despite potential problems of interpretation, the photographs allow us to instantly connect with the physical environment of the past and to see conditions as they looked and as they were experienced by people at the end of the nineteenth century and the beginning of the new century.

Agriculture



Description: Three generations of a family pose for a photograph in front of the family home and business c.1904. Behind them are various works in progress for these wheelwrights including an urban district council wheelbarrow.

Historical Note: Movement of rural populations to urban centres led to the decline of many small-scale village tradesmen. However larger villages could still support business such as wheelwrights and blacksmiths that were central to the local economy.

Location: Witham



Description: A view of South Street where the photographer has assembled passing villagers. The adults are dressed in their daily work clothes including a blacksmith who has been interrupted in his work with a horse.

Historical Note: By the turn of the century the great migration of rural dwellers to the towns and cities was over, leaving the countryside to begin a process of slow decay. The motor car had still not made an impression in such areas and the horse still provided the main form of transport.

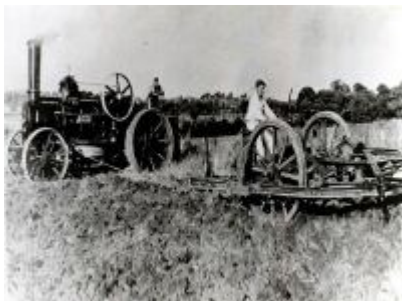
Location: Southminster



Description: A panoramic photograph of a busy threshing machine surrounded by stacks.

Historical Note: Threshing machinery such as this represented the only real use of powered machinery in agriculture at this time. The expense of such machinery meant they were hired to farmers by travelling contract teams rather than being a permanent fixture on any one farm.

Location: Southminster



Description: Driver of a steam-driven engine watches on as another piece of harvesting equipment is pulled out of shot, possibly by a horse, c.1950s.

Historical Note: As steam-powered machinery began to be used more extensively in agricultural work it had a direct effect on employment rates. At harvest time a machine and one or two men could do the work once done by dozens of men, women and children. This pattern, once established, continued well into the twentieth century.

Location: Southminster



Description: Adults, children and animals pause for a photograph with working windmill behind them.

Historical Note: The rise of photography as both a leisure and commercial pursuit further helped redefine rural life. Photographs such as this signal the interest in the countryside not as a place of work but as one of pictorial and poetic beauty. A place where poaching is a romantic occupation rather than one driven by hunger.

Location: Southminster



Description: View of a field after harvesting and of the surrounding countryside.

Historical Note: Mechanisation only affected some parts of the agricultural production process. Machinery may have replaced hand-reaping but corn still needed to be sheafed and bound by hand.

Location: Little Stambridge



Description: Unmechanised harvesting team c.1940s.

Historical Note: It was common for farms still to make use of horse-drawn equipment well after the Edwardian period and into the mid-twentieth century.

Location: Latchingdon



Description: Livestock being surveyed at a rural cattle and sheep auction.

Historical Note: The Edwardian countryside divided in to two regions. In the South and East of England arable farming dominated. In the West and North pastoral farming was more common.

Location: Colchester



Description: The crowd at a rural cattle and sheep auction showing how such meetings served as social as well as business events.

Historical Note: Many of the big farm owners were conscious of their position within the community much like their urban counterparts. Through dress they showed their aspiration to be seen as part of the gentry.

Location: Colchester



Description: Marmalade Emma and Teddy Grimes pose for the camera. c.1910.

Historical Note: The spread of urbanisation and the migration of large sections of the population from the countryside to towns still left a place for local eccentrics and characters. Even so these were often seen as relics of a redundant past.

Location: Colchester

Retail



Description: An urban shop selling fresh and packaged produce to the local area. An unusually informal posed photograph of staff and family members.

Historical Note: Local shops such as this offered a one-to-one service with most goods such as sugar, tea and biscuits being weighed out and packaged by hand. This slower rate of service fitted in with the slower pace of life generally.

Location: South Shoebury



Description: A view down a virtually empty North Street.

Historical Note: Photographs like this show early examples of modern advertising and branding beginning to emerge; such as the large 'HOVIS' bakery sign and tin plate tobacco signs.

Location: Southminster



Description: Informal photograph taken outside Bicknacre post office.

Historical Note: The fragility of the rural economy increased after industrialisation as improvements in transportation meant more produce was imported from abroad rather than being produced internally. One response can be seen in this retail outlet which acts not only as a local post office but also draper, tea and tobacco merchant and general grocery shop.

Location: Bicknacre

Leisure



Description: Children enjoy sheltered bathing in Absalom's Floating Bath. Rules of modesty mean all are clothed. The subjects can afford to wear proper bathing gear.

Historical Note: The Industrial Revolution formalised leisure time for the working classes just as it did with the working week. Formal coastal resorts began to develop around the country offering not only the natural pleasures of the seaside but attractions such as piers, funfairs and artificial bathing areas.

Location: Southend



Description: Family portrait of a husband and wife with their daughter and family pet, c.1890.

Historical Note: Popular sentimentality towards domestic pets by the English upper and middle classes was frequently noted by commentators and this characteristic was still present in the Edwardian era. However, contradictory attitudes could also be seen in the continuance of activities such as 'ratting' and 'dog fighting'.

Location: Little Wakering



Description: Posed photograph of hunter and dog, c.1890.

Historical Note: Field sports were a central defining activity of the Edwardian gentleman. Shooting in particular was selected as the sport of choice by the wealthiest. Those of lower classes who also aspired to be 'gentlemen' often took up the sport in imitation.

Location: Little Wakering



Description: Young girl gathers fruit with governess, c.1890. The overturned basket of apples betrays the photographer's wish for a 'picturesque' scene in creating the image.

Historical Note: Photography was a popular leisure pursuit and developed many genres such as the posed slum photograph. Another genre drew on ideas of the rustic, where the subject could be posed in front of a painted back-drop or within a real setting.

Location: Little Wakering



Description: Posed photograph of a family gardener in his working clothes, c1890.

Historical Note: Although Edwardian England was the most urban nation in the world many of the upper classes and the middle classes kept a link with the rural past by maintaining estates or gardens. These were used for leisure and were on such a scale as to require the employment of dedicated workers.

Location: Little Wakering



Description: Fancy Dress Party, c.1890.

Historical Note: For the middle classes leisure time was often domestic. This reflected the home comforts they were able to afford as well as their aspirations towards the lifestyles of the upper classes.

Location: Essex



Description: Cycle club members, c.1904.

Historical Note: Cycling and cycle clubs were a characteristic pastime of the Edwardians. This was based on the mass production of inexpensive good quality bicycles. In addition it offered greater freedom, in particular to women, and the chance to briefly escape the overcrowding of towns.

Location: Braintree

Civic Life



Description: Photograph of members of West Essex Militia in and out of uniform from the Victorian era.

Historical Note: The civic life of the Edwardians was dominated by voluntary and self improvement societies of which the militia was just one example.

Location: Chelmsford



Description: A formal photograph of the ten man crew of Chelmsford Fire Brigade, 1907.

Historical Note: Although there was no national fire service until 1941 it had been a legal requirement for towns and villages to provide a fire service since 1835. The Towns Police Clauses Act of 1847 allowed the purchase of fire appliances, fire stations and the payment for firemen to crew them. During the Edwardian era such stations became a focus of civic pride.

Location: Chelmsford



Description: Crowds gather for Coronation celebrations, Tindal Square, 1911.

Historical Note: Changes in transportation during the Edwardian era reflected not only in technology but also social status. The civic dignitaries at the coronation parade travel in horse-drawn carriages accompanied by mounted police, whilst a larger group of revellers are in a motorised omnibus. In addition bicycles, a further technological innovation and revolutionary mode of transport, are present in the crowd.

Location: Chelmsford

Industry



Description: Workers at a clothing factory. Although men and woman work within the same area there is a strict separation, with men cutting and pressing cloth at one side and women working at sewing machines at the other side of the room.

Historical Note: Whilst in agriculture it had been commonplace for women to work alongside men, urban manufacturing was based on a stricter division of the sexes with separate working areas being the norm.

Location: Colchester

Education



Description: A formal photograph showing pupils and teachers inside a classroom of Canterbury Road Council School c.1914. A map on the wall details the local Essex region.

Historical Note: For most pupils education was little concerned with creativity or intellectual development. Mass schooling in the Edwardian era sought to prepare pupils for their assigned place in the social and economic hierarchy.

Location: Colchester



Description: A formal group photograph showing pupils and teachers outside of Canterbury Road Council School c.1909.

Historical Note: Whilst the intention of education was generally not progressive, an unintended effect of encouraging mass literacy was to erode some of the most overt social distinctions between the classes.

Location: Colchester

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Who has re-used the data?

There were at least 88 secondary users between 1973 and 1996, originating not only from this country but also from Italy, Canada, the USA, Australia and Greece. This has led to the data being used in many books, articles and BA, MA and PhD theses.

Selected publications arising:

Burchardt, N. (1990) 'Stepchildren's memories: myth, understanding and forgiveness', in R. Samuel and P.R. Thompson (eds.) *The Myths We Live By*, London: Routledge.

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Thompson, P.R., Itzin, C., and Abendstern, M. (1990) *I don't feel old: the experience of ageing*, Oxford: Oxford University Press.

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Wolff, M. And Dyos, H.J. (eds.) (1973) *The Victorian city: images and realities*, London, Boston: Routledge & Kegan Paul.

Press Reviews: 'The Edwardians: The Remaking of British Society'

A selection of press reviews for Paul Thompson's work is given below.
Click on the links to see a scanned image of the review.

(1975) ['History with the life left out'](#), *The Economist*, 27 September.

Baylen, J.O. (1977) ['Review of the Edwardians'](#), *Societas*, 7(4), pp.342-44.

Brass, D. (1976) ['Whistling in the dark'](#), *The Australian*, 11 September, p.28.

Ceadel, M. (1975) ['Real people'](#), *Times Higher Education Supplement*, 14 November, p.20.

Clayre, A. (1975) ['Old England'](#), *New Society*, 25 September, pp.710-11.

Dangerfield, G. (1977) [Review of the Edwardians](#), *Victorian Studies*, Spring, pp.345-46.

Edelman, M. (1975) ['Edwardian cut and thrust'](#), *Sunday Telegraph*, 21 December.

MacInnes, C. (1975) ['Beneath the gluttony and glitter'](#), *Times Educational Supplement*, 21 November.

Munson, J.E.B. (1976) ['A sociological study of the Edwardians'](#), *Contemporary Review*, February, pp.107-08.

Read, D. (1977) ['Review of the Edwardians'](#), *Literature & History*, Spring, pp.136.