

The Union Makes Us Strong: TUC History Online Tutors' Pack

by Ben Walsh

TUC
Trades Union Congress
Library Collections at the
London Metropolitan University

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The Union Makes Us Strong

Tutor's Pack 2004

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1. Introduction

1.1 What is *The Union Makes Us Strong*?

In short, *The Union Makes Us Strong* is a web site which is designed to give access to the collections of the TUC library for anyone who has an interest in the history of labour, trade unions and working people in general. The site provides access to a range of documents, photographs, newspaper articles and various other sources which would otherwise be inaccessible to anyone but a researcher working in the premises of the library itself. This access is the core purpose of this or any other web based archive – there is no easier way to make possible distance learning using extensive collections of original source material.

From the point of view of the archivist, there is the added advantage that in studying original sources online they are not being damaged by contact with heat, light and researchers' fingers! However, the real purpose of the site is to aid researchers and students from all backgrounds and walks of life to use the sources. These sources can give them a sense of the experiences of working people first hand, which is difficult to achieve in textbooks. This is not to see this resource as an alternative to the textbook. Textbooks are outstanding tools. They deliver the big picture, the academic analysis and provide patterns and meaning out of a bewildering array of evidence. Primary sources such as those on this site, by contrast, remind us that the patterns woven by the textbooks are inevitably generalisations. Every cloth is made up of threads, and the sources in this collection allow us to glimpse the threads. The photographs of trade union leaders or ordinary workers give us a personal connection with these people. The newspaper articles describe events and may lead us to sympathy with the workers or outrage at the ways they are portrayed. Primary sources are ideal for helping us to connect with the small players who make up the bigger picture, which appears in the textbooks.



Caption: This image of dock workers' leader Ben Tillett gives readers a very clear idea of what this leader looked like. It also invites us to wonder about the character of the man. We might also ask about this image, why it was made, what it was used for etc.

http://www.unionhistory.info/timeline/TI_Display.php?irn=100156&QueryPage=..%2FAdvSearch.php



Caption: This image shows John Hill, secretary of the Boilermakers' society addressing workers during the major industrial dispute, which took place in Dublin in 1913.

http://www.unionhistory.info/timeline/TI_Display.php?irn=100165&QueryPage=..%2FAdvSearch.php

It should be stressed that *The Union Makes Us Strong* is a work in progress. It certainly does not contain the entire TUC Library Collections. It is a representative sample of the material in the Collections. In addition, the site has undertaken the first stage of work for the researcher by marshalling materials from the Collections under key themes, which are well supported by the TUC Collections. The extent of the material on the site and the wider context of the TUC Collections are explored in the next sections of this tutor pack.

1.2 About the TUC Library Collections

The TUC Library Collections, which transferred to the University of North London (now the London Metropolitan University) in September 1996, were first established in 1922 for the use of the Trades Union Congress and affiliated unions. They contain books, pamphlets and other material collected from unions, pressure groups and campaign movements both in the UK and internationally since the second half of the 19th century. The TUC continues to add material acquired after 1996 on a regular basis. They constitute a major research library in the social sciences, with reference and historical works on the trade union movement, union publications, documents relating to working conditions and industrial relations in various industries, and material collected from the various campaigns and policy areas in which the TUC has been involved since its foundation in 1868. A major strength of the Library is the large collection of pamphlets and other ephemera, which have survived here as in few other comparable libraries.

Access for all users is by appointment only. For details of admission arrangements, opening times see the [Collections webpages](#). Enquiries can be [emailed](#) to the library.

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N7 6PP
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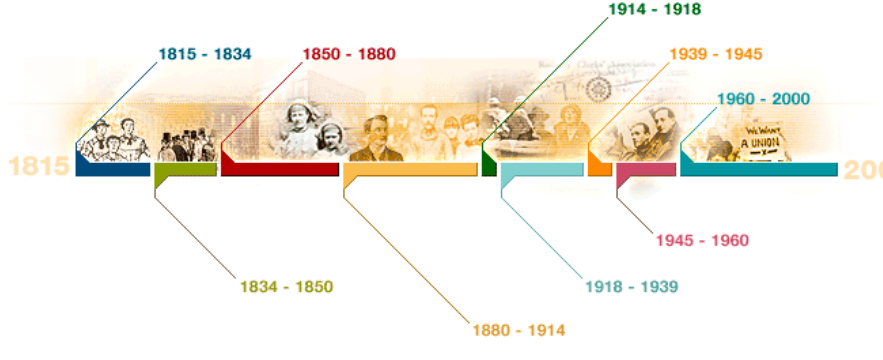
2. Contents of the site

The structure of the site is deliberately simple and is designed to get readers to the collections as quickly and easily as possible.











The screenshot shows the front page of the website. At the top, there is a red navigation bar with the title "The Union Makes Us Strong" and "TUC History Online". Below this, there is a "Welcome" section with a large heading and several paragraphs of text. The text describes the partnership between London Metropolitan University and the Trades Union Congress, and mentions the digitisation of historical material. There are also logos for London Metropolitan University, TUC, and the New Opportunities Fund Lottery Funded. A sidebar on the right contains a grid of small images.

Caption: The front page of The Union Makes Us Strong. The sections described in this part of the Tutor Pack are all accessed from the coloured bar running across the top of the page.

As mentioned in the introduction, *The Union Makes Us Strong* is not a comprehensive resource covering all aspects of labour and trade union history. It is a series of collections of material selected from the TUC Library Collections for their relevance to particular themes and issues. These are the themes and issues which are explored in each area of the site. The main sections are described in detail below.

	2.1 Timeline
<p><i>Caption: Readers simply click on the relevant section of the timeline they are exploring to find out more.</i></p>	
<p>Description</p>	<p>Interactive timeline feature which allows readers to select a particular period of labour and union history and go to a narrative of that period. Each narrative looks at the development of trade union and labour movements within the wider context of the social and political developments of the period. Each individual section has a number of web links to further resources. Each section also has a number of documents or images from the TUC collection which are relevant to the issues of the period being explored in each section of the timeline.</p>
<p>Contents</p>	<p>Areas covered in this section</p>
<p>1815-34</p>	<ul style="list-style-type: none"> ◆ Background up to 1815: industrial revolution; impact of French Revolution and concerns about labour organisations as revolutionary bodies ◆ 1815-34: Political radicalism in the early 1800s; 1832 Reform Act; Combination Acts; Robert Owen; GNCTU; Tolpuddle Martyrs ◆ Selected original sources relating to above topics, including reports on Tolpuddle Martyrs and an early union membership card.
<p>1834-50</p>	<ul style="list-style-type: none"> ◆ Brief references to short time committees and opposition to the Poor Law ◆ Outline of the Chartist movement, particularly its high and low points in the 1840s
<p>1850-80</p>	<ul style="list-style-type: none"> ◆ Brief background on second phase of industrialisation – the height of Britain’s industrial revolution ◆ Origins of the New Model and craft unions; rejection of strike as a weapon; first TUC; Agricultural Labourers’ Union; women’s trade unions; Conservative legislation on trade unions in the 1870s; Liberals and the labour movement ◆ There is also a selection of 38 documents, portraits, photographs and other original sources to browse through
<p>1880-1914</p>	<ul style="list-style-type: none"> ◆ Brief outline of labour movement in the period

	<ul style="list-style-type: none"> ◆ New Unionism: match workers strike, gas and dock workers strikes of 1889; internationalism; Taff Vale judgement; militants vs moderates within the TUC ◆ Syndicalism: great unrest of 1910-14; establishment of the Daily Herald; direct action ◆ Women workers: position of women workers; Women's Trade Union League; equal pay; Co-operative Women's Guild; National Federation of Women Workers ◆ Women's Suffrage: Lancashire and Cheshire Women Textile and Other Workers' Representation Committee; Women's Social and Political Union (WSPU); Independent Labour Party; Sylvia Pankhurst ◆ Fabianism: Labour Representation Committee; London County Council; gas and water socialism; Sidney and Beatrice Webb; GDH Cole ◆ There is also a selection of 76 documents, portraits, photographs and other original sources to browse through
1914-1918	<ul style="list-style-type: none"> ◆ Divisions within labour movement caused by war ◆ Support for war: attitude of TUC; industrial truce; Labour MPs in government; unions and women workers ◆ Anti war movement: Union of Democratic Control; No Conscription Fellowship ◆ Red Clyde: Strikes on Clyde 1915; Clyde Workers Committee ◆ Women trade unionists: National Federation of Women Workers; Workers' Union; Women's Social and Political Union; National Council for Adult Suffrage ◆ There is also a selection of 20 documents, portraits, photographs and other original sources to browse through

New Search List view		1 to 20 of 20		
				
Dublin Food Fund, 1913-14	War work, 1914-1918	Birmingham and Midlands Labour and Socialist No-Conscription Council. No-Conscription Conference	Why pay more rent? (front)	Women resurfacing a road 1914-1918
				
'The Workers and the War: a Programme for Labour' was written by Sidney Webb and distributed by the War Emergency Workers' National Committee (WEWNC) in 1914	Anti-war cartoon from New Zealand, 1914	Resistance to "dilution"	War Service for Women, 1915	Cleator Mill Strike Committee, 29 April, 1915

Caption: Part of the list of additional sources which are linked to the timeline section on the period 1914-18.

Contents	Areas covered in this section
1918-39	<ul style="list-style-type: none"> ◆ Impact of Great War; postwar depression and structural unemployment ◆ Strikes of 1919: Clyde, Belfast ◆ Reorganisation of the TUC: General Council; Labour Party ◆ Russian Revolution and the Communist Party: Hands off Russia campaign; Clause 4; British Socialist Party; Communist Party of Great Britain; links with Soviet Union ◆ Poplarism: Labour Councils in Poplar; equalisation of the rates ◆ Anti fascism: campaigns against fascism, specifically Oswald Moseley and the BUF; protection of British Jews; boycott of German goods ◆ The Popular Front ◆ Women workers in the interwar years: peak of women workers; cutbacks and unemployment; unionisation; Post Office Workers; TUC and women workers ◆ There is also a selection of 128 documents, portraits, photographs and other original sources to browse through
1939-45	<ul style="list-style-type: none"> ◆ Labour Movement and World War Two: Labour MPs in government; alliance with USSR; Emergency Powers Act and Defence Regulations; strikes; role of Bevin; TUC Regional Advisory Committees ◆ The People's War: mass support; help for the Soviet Union ◆ Women and World War Two: women workers and female conscription; nurseries and working mothers; extent of real progress for women ◆ There is also a selection of 35 documents, portraits, photographs and other original sources to browse through
1945-60	<ul style="list-style-type: none"> ◆ Third Labour Government 1945-51: reconstruction after the war ◆ Nationalisation and Planning: coal, transport, Bank of England; defeat of planned economy ◆ The welfare state: National Insurance; National Health Service ◆ 1947: The turning point: wage freeze ◆ 1950-1: elections and return of Conservative government in 1951 ◆ Labour Government and Trade Unions ◆ International Trade Unionism: anti communism; World Federation of Trade Unions; European Recovery Programme Trade Union Advisory committee ◆ 1950s; Cold War divisions; Frank Cousins; Strikes in shipbuilding, engineering and London buses, unemployment ◆ White collar workers and unions ◆ Union recruitment ◆ There is also a selection of 60 documents, portraits, photographs and other original sources to browse through
1960-2000	<ul style="list-style-type: none"> ◆ Developments within trade unionism in this period ◆ Growth in Trade Union membership: improving pay and conditions; women's organisations; manual and public sector unions ◆ Law in the workplace: Contracts of Employment; Redundancy Payments; Equal Pay; TUC and government economic planning; Prices and Wages ◆ Trade Unions and the Law ◆ Conservative Government 1970-74 ◆ Labour Government 1974-79

	<ul style="list-style-type: none"> ◆ 1980-2000: Unemployment and union membership; the changing trade union movement; Diversity; Trade Unions and the Conservatives; Trade Unions and Labour; the Miners' Strike; Industrial Relations; Major Strike Defeats; The Minimum Wage; ◆ There is also a selection of 98 documents, portraits, photographs and other original sources to browse through. There are also video files in some of the sections, such as Barbara Castle talking about the White Paper, 'In Place Of Strife';
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Value and potential use of this package

The obvious value of this section is in giving readers a narrative base upon which to base their researches into the documents and other sources in this collection. However, the timeline should be seen as more than this. It is also a way in which readers can place sources in their historical context. If a reader uses a search which turns up a document relating to the Fabians, then the timeline section from 1880-1914 contains a section on the Fabians which will help the reader to make sense of the source. Using the timeline alongside a search of the site is explored in the section 'Practicalities of using the resources'.

The timeline might also be used as part of an assignment for tutors to set students. If a student is looking at a particular issue, tutors might ask them to take the timeline entry on that issue as a starting point and then alter it to some given brief, such as shortening, lengthening or injecting a different perspective. Approaches like this are explored in more depth in the section 'Using the Internet as a teaching resource'.

Barbara Castle Interview



Barbara Castle

This clip is best viewed on Internet Explorer 5 and above.

In order to watch this clip you will need to have either Windows Media Player or Real Networks Real Player installed on your PC. If the clip does not play automatically you will need to download a suitable player from the following sites:

[Windows Media Player](#)

[Real Player](#)

Choose a clip to suit your connection:

Slow connection (56k)
[Windows Media Player](#)
[Real Player](#)

Fast connection (512k +)
[Windows Media Player](#)
[Real Player](#)

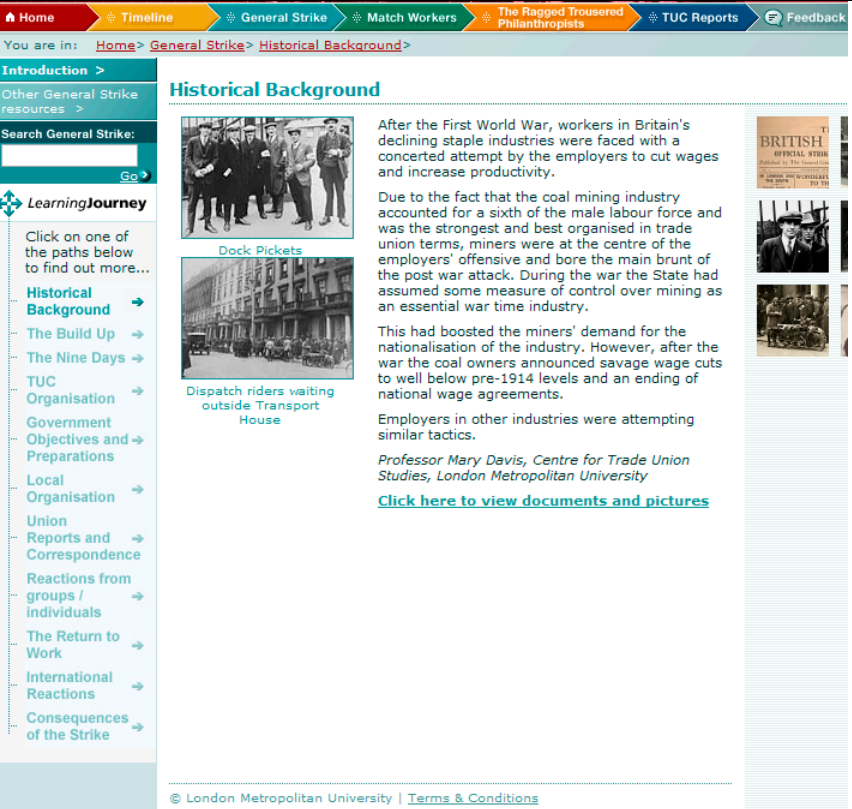
[Download a transcript of this clip.](#)

[Back to 1960-2000 \(Part 2\)](#)

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Caption: The menu screen which provides the options on the different ways to view Barbara Castle talking about the White Paper 'In Place Of Strife' in 1969

<http://www.unionhistory.info/timeline/castleinterview.php>

<p>Caption: This package is divided into 11 Learning Journeys through the material on the General Strike. Each Learning Journey can be accessed from the menu on the left of the screen. The documents and pictures are accessed from the foot of the page on each section.</p>	<h2 style="text-align: center;">2.2 General Strike</h2>  <p>http://www.unionhistory.info/generalstrike/background.php</p>
<p>Description</p>	<p>This package is an in-depth investigation into the causes, course and consequences of the General Strike of 1926. It is divided into 11 pathways through the material on the General Strike. These have been organised to create a 'Learning Journey'. Each pathway consists of narrative and explanation of each theme and a selection of original sources from the TUC archive related to that particular theme.</p>
<p>Contents</p>	<p>Areas covered in this section</p>
<p>Historical Background</p>	<ul style="list-style-type: none"> ◆ Aftermath of the First World War and the re-emergence of tensions, which had been put on hold during the war, between employers and unions in the coal industry. ◆ A collection of 19 sources on the background to the strike, predominantly newspaper articles and trade union journals.
<p>The Build Up</p>	<ul style="list-style-type: none"> ◆ Re-grouping of Triple Alliance of coal, rail and transport unions in 1925 ◆ Report of Royal Commission into coal industry in 1926 ◆ Preparations for General Strike ◆ A collection of 41 documents on the build up to the strike.



	They are mostly union leaflets but also include diaries and reports of negotiations to try and avert a strike.
The Nine Days	<ul style="list-style-type: none"> ◆ Outline of the nine days of the strike, from 4 May to 12 May 1926, including comments on the extent of support and the TUC decision to call off the strike. ◆ A collection of documents organised in terms of their relevance to each day of the strike. They include extracts from official TUC bulletins, the <i>British Worker</i> newspaper issued by the TUC, the <i>British Gazette</i> newspaper issued by the government, documents from the TUC intelligence service as well as strike editions of national newspapers.
TUC Organisation	<ul style="list-style-type: none"> ◆ TUC's Strategy for the strike ◆ TUC organisation for maintaining communications and other essential services ◆ TUC newspapers ◆ A collection of 200 documents including portraits of TUC officials, photographs from the strike, reports from Strike Committees
Government Objectives and Preparations	<ul style="list-style-type: none"> ◆ Government preparations for the strike ◆ The Organisation for the Maintenance of Supplies ◆ A collection of 16 documents including photographs from the strike, newspaper cuttings and cartoons

Caption: A food lorry protected by troops and escorted by an armoured car during the strike.



http://www.unionhistory.info/timeline/TI_Display.php?irn=100222&QueryPage=..%2FAdvSearch.php

Local Organisation	<ul style="list-style-type: none"> ◆ Summary of local organisation in the strike ◆ The work of Trades Councils ◆ A large collection of documents organised by region. Readers click on areas of Britain on a map and then narrow down their search to particular towns. Thus, a researcher is two clicks away from 6 strike bulletins from Liverpool, or 4 reports from Chatham dockyard. There are hundreds of documents overall.
Union Reports and Correspondence	<ul style="list-style-type: none"> ◆ Instructions to strike organisers and letters to the TUC ◆ A collection of 52 documents, many of which are communications from trade union offices to their members.
Reaction from groups / individuals	<ul style="list-style-type: none"> ◆ The range of different opinions held towards the strike and the different types of publications issued during the strike ◆ A collection of 52 documents showing differing reactions to the strike. Most are letters and telegrams from individuals. Some are published by companies affected by the strike, notably mine owners and railways.
The Return to Work	<ul style="list-style-type: none"> ◆ Controversy over calling off the strike ◆ Miners' continuation of the strike and its bitter legacy ◆ A collection of 54 documents, a large proportion of these are items published by the mineworkers but there is a substantial number of items from the popular press.
International reactions	<ul style="list-style-type: none"> ◆ International support and sympathy from trade unionists abroad ◆ Support from Soviet Union ◆ A collection of 36 sources including photograph of Soviet delegates to the TUC, newspapers from France, and a telephone message of support from China!
Consequences of the strike	<ul style="list-style-type: none"> ◆ Achievements of the strikers ◆ Reaction of government to end of strike ◆ Changing TUC policies ◆ A collection of 10 documents on the consequences of the strike. all are striking political cartoons sympathetic to the miners' cause.
<p>Value and potential use of this package</p> <p>Clearly this collection of sources and information will be invaluable to any researcher studying the general strike. It might be most effective when used with very targeted searches. For example, a student might be asked to compare TUC tactics before and after the strike. The sources could simply be used to study a local experience of the strike. The TUC instructions and reports of strike committees could be used to see the extent of unity and or disagreement over tactics, extent of support, when to end the strike. Approaches like this are explored in more depth in the sections 'Using the Internet as a teaching resource' and 'TUC courses'.</p>	

<p><i>Caption: This package consists of one detailed narrative on the strike, together with the original register of strikers. Further sources are accessible from the right hand menu.</i></p>	<h2 style="text-align: center;">2.3 The Match Workers Strike Fund Register</h2> <h3 style="text-align: center;">The Match Workers Strike Fund Register</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 25%;">  </div> <div style="width: 50%;"> <p>On an early July afternoon in 1888 a crowd of 200, mainly teenaged girls, arrived outside a newspaper office in Bouverie Street, off Fleet Street in the City of London. They had left their work at the Bryant and May match factory at Bow in the East End in protest when three of their colleagues had been fired. Management had accused them of telling lies about their working conditions to a radical journalist, Annie Besant. They had come to her for help. In June Besant had heard at a meeting of socialists in Hampstead that Bryant and May, had announced monster profits with dividends of 22 per cent contrasted with paying wages of between 4 and 8 Shillings [20 - 40p] a week (see How Much is That Worth Today?)</p> <p>Annie Besant went down to the factory to investigate. She stood by the gate till the women came out, persuading a small group to talk to her. Besant returned from the East End with a terrible story of cynical exploitation and disregard for the health and welfare of children and young adults. She had recently founded a weekly agitational paper, <i>The Link</i>, in which she wrote up her story of life in the match factory. It was entitled "White Slavery in London".</p> </div> <div style="width: 20%;">  <p style="text-align: center; background-color: green; color: white; padding: 5px;">More pictures and documents</p> </div> </div> <p style="text-align: center;">http://www.unionhistory.info/matchworkers/matchworkers.php</p>
<p>Description</p>	<p>This package looks at the famous strike by the Bryant and May match girls in 1888. It examines the background to the strike, the conditions in the industry and the combination of commitment and political nous which achieved a remarkable and improbable victory. The package consists of a detailed narrative of the strike, associated background information, pictures and documents together with the digitised pages of the actual Strike Fund Register.</p>
<p>Contents</p>	<p>Areas covered in this section</p>
<p>Introduction</p>	<ul style="list-style-type: none"> ◆ Pay and conditions for match workers ◆ Involvement of Annie Besant ◆ Attempted intimidation by Bryant and May
<p>The Campaign</p>	<ul style="list-style-type: none"> ◆ Besant's use of propaganda ◆ Working class organisation

Caption: The Match Workers Strike Committee in 1888. Herbert Burrows and Annie Besant are top centre.




<http://www.unionhistory.info/matchworkers/Display.php?irn=100158&QueryPage=..%2FAdvSearch.php>

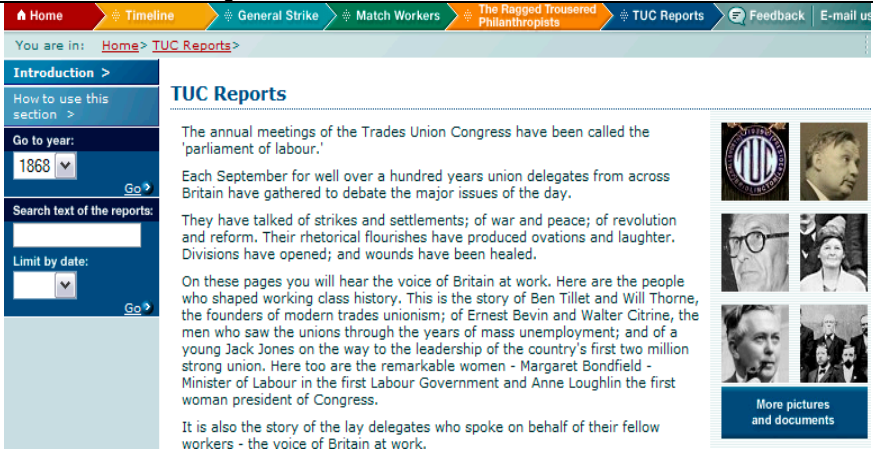
The Fenian Barracks	<ul style="list-style-type: none"> ◆ Large numbers of Irish workers in protest ◆ Living conditions and hostility to police
Formation of the Union of Women Match Workers	<ul style="list-style-type: none"> ◆ The match workers strike ◆ Match Makers Union formed ◆ Example set by match workers
About the Strike Fund Register	<ul style="list-style-type: none"> ◆ History and contents of the Register
Biographies	<ul style="list-style-type: none"> ◆ Short biographies of Annie Besant and Herbert Burrows
The Strike Fund Register	<ul style="list-style-type: none"> ◆ The Strike Fund Register is a list of the workers who took part in the strike. It includes names, addresses and also details such as wages, marital status and dependants. It also includes details of strike pay allocated. ◆ The Register also contains a scrap book of press cuttings, letters and other material relating to the strike and events afterwards. The whole register can be viewed page by page or searched electronically.
The sources	<ul style="list-style-type: none"> ◆ A collection of 58 documents relating to the match workers strike. This includes cartoons, press cuttings, and a substantial number of letters showing the concerns of the employers over a wide range of issues. ◆ Each source comes with a set of other linked sources which help to illuminate the source under study.

Value and potential use of this package

This package can be immensely useful to a student looking at the development of New Unionism and the new radicalism which characterised trade unions in the later 19th century. It could also be used as a case study in Victorian attitudes towards ordinary working people, the views of working women and the divisions in Victorian society. As with the General Strike, the package offers interesting and exciting opportunities as a resource for a student examining trade union tactics and approaches.

The Strike Fund Register has to be seen as a resource of incredible interest and value in a number of enquiries. The main body of the register – the lists of strikers, their details and strike pay etc – provides an unusual portrait of working class life in this period and locality. The details of strike pay, dependants, rent commitments, debts etc all provide an example of an early trade union organising itself and looking after its own. Few resources could match this in terms of depth of interest and personal detail, especially since it deals with female, unskilled workers – possibly the least well documented group in the history of the period.

<p><i>Caption: The menu on the left hand side allows readers to study the story of the book and to look at the manuscript held in the TUC Library Collections. A collection of other sources can be accessed from the right hand menu.</i></p>	<h2 style="text-align: center;">2.4 The Ragged Trousered Philanthropists</h2>  <p>http://www.unionhistory.info/ragged/ragged.php</p>
<p>Description</p>	<p>This package contains an in depth history of Robert Tressell’s book in its various editions, and its importance within the wider context of socialist ideas and approaches from the early 1900s onwards.</p>
<p>Contents</p>	<p>Areas covered in this section</p>
<p>Introduction</p>	<ul style="list-style-type: none"> ◆ Introduction to, and outline of, the contents of the book ◆ Brief outline of the history of the book, and the different forms in which it was published ◆ Evaluation of the debate about Tressell’s book and the extent to which Tressell’s message was truly socialist and about Tressell’s somewhat pessimistic view of fellow working class people.
<p>Robert Tressell</p>	<ul style="list-style-type: none"> ◆ Detailed biography of the life of Robert Noonan (who wrote as Robert Tressell), author of the Ragged Trousered Philanthropists. This covers his time in South Africa and his opposition to the Boer War. ◆ Noonan’s connections with the Independent Labour Party, his return to England and the interesting connection between his socialism and his interest in art and design.

<p><i>Caption: In this section, the menu on the left of the screen allows users to search for TUC reports from particular years. The menu also allows users to search for words, people or terms across all the reports, or in the report of a particular year.</i></p>	<h2 style="text-align: center;">2.5 TUC Reports</h2>  <p>http://www.unionhistory.info/reports/index.php</p>
<p>Description</p>	<p>This package is the gateway to the reports of the TUC annual meetings from 1868-1968. If the TUC is the Parliament of the trade union movement then this package is effectively its Hansard. The TUC reports can be searched by date or the reader can search for key words.</p>
<p>Contents</p>	<p>Areas covered in this section</p>
<p>Introduction</p>	<ul style="list-style-type: none"> ◆ Brief history of TUC annual Congresses, and how the reports came to be assembled and collated
<p>How to use this section</p>	<ul style="list-style-type: none"> ◆ Instructions setting out the two main methods of searching the collection – by date or by key words
<p>Sources</p>	<ul style="list-style-type: none"> ◆ A collection of 18 fascinating sources connected to TUC Congresses, which include souvenirs, photographs of delegates and badges



Caption: TUC Congress badges, 1899-2002, which represent the broad range of iconography from the labour movement.

<http://www.unionhistory.info/reports/Display.php?irn=2000046&QueryPage=..%2FAdvSearch.php>

Value and potential use of this package

There is almost no end to the potential uses of this section and its value as a truly accessible online archive cannot be underestimated. TUC motions, decisions, debates, ratifications and rejections are all contained in this collection. What is more, it is infinitely easier to search than a normal print archive. For example, a researcher could search for all references to Lincoln, if he/she were searching some aspect of local developments in union history. On doing so, the researcher might well want to narrow the search down to particular years, so the search could be tried again specifying that year. Thus, an open search on Lincoln will bring up 310 entries, while a search on Lincoln specifying 1875 will bring up 4 entries. Of course, we must be aware of the deficiencies of computer searches as well. So, if any contributors to the debates happened to have the surname Lincoln then these too would be found by the search!

A final, and extremely important potential use of this resource is for biographers and family historians. The ability to search on text includes the facility to search for names. The reports contain portraits and obituaries of more prominent union leaders as well as lists of names and addresses of union activists who attended as delegates and visitors.

Caption: These two images show the TUC reports can be narrowed down to a relatively small number of entries, if the researcher has a clear idea of his / her aims.

Too many results? Go to [Advanced Search](#)

Click on Title to view image details

[New Search](#) | [List view](#) 1 to 4 of 4

TUC Report, 1875 (2)	TUC Report, 1875 (2)	TUC Report, 1875 (2)	TUC Report, 1875 (1)	

[New Search](#) | [List view](#) 1 to 4 of 4

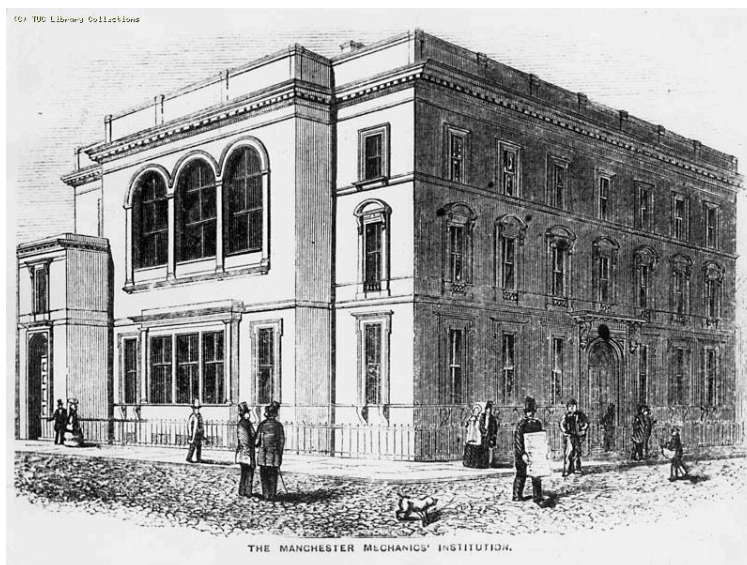
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3. Using the site with TUC courses

The web site was designed primarily to give anyone with an interest in the history of the trade union movement access to a range of sources which would otherwise be difficult to access. However, it is likely to be of material use to students in schools and in higher education taking courses in history and possibly in English Literature as well. The material is also ideally suited to certain sections of the TUC's own courses. The following tables indicate where the web site might be used with specific parts of the TUC Access Certificate In Contemporary Trade Unionism, particularly Section B: The Development of Trade Unions In Britain.

Some recommendations have already been made about possible ways tutors could encourage students to use *The Union Makes Us Strong* in the previous section under the headings 'Value and potential use of this package'. In this section the possible uses of the site are set out against the main section headings and assessment targets of the unit The Development of Trade Unions in Britain. It should be stressed that a resource such as this will not 'teach' any students. It is simply a source of material which could be used by the tutor either to direct students to resources which might be useful for their research or to extract a document for discussion of a particular issue. *The Union Makes Us Strong* cannot be the core resource for this unit, but it can enhance students' understanding and enjoyment of sections of it.

Caption: The Manchester Mechanics Institute. Built in 1854 as a centre for working class, adult education it offered a wide range of evening classes in English grammar, writing, reading, music, arithmetic, Latin and other languages. It was also the birthplace of the University of Manchester Institute of Science and Technology (UMIST) and the Cooperative Insurance Society. It was also the venue for the very first Trades Union Congress in 1868.



http://www.unionhistory.info/timeline/TI_Display.php?irn=100131&QueryPage=..%2FAdvSearch.php

TUC ACCESS CERTIFICATE IN CONTEMPORARY TRADE UNIONISM

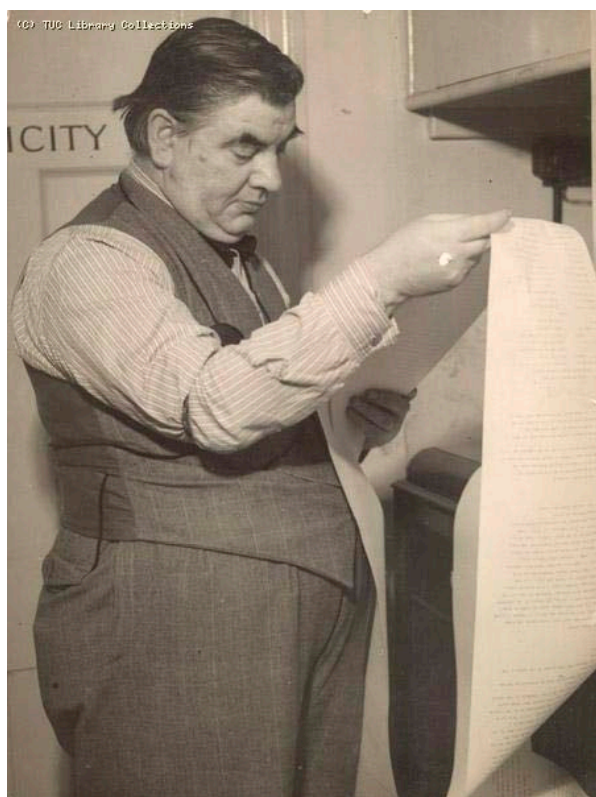
SECTION B: THE DEVELOPMENT OF TRADE UNIONS IN BRITAIN

Module Outline

DAY (6 hrs)	TOPIC	LEARNING OUTCOMES	POSSIBLE USES FOR THE UNION MAKES US STRONG IN THIS SECTION
1	What is History?		<i>The TUC Reports could be used here to consider how one particular type of source might be used. As an example, a student might be asked to look at the TUC reports which refer to the Taff Vale judgement of 1901. This would give the trade union perspective. This is an example of a way in which a source, which may be biased or simply written from one point of view, can be used constructively. Likewise the many cartoons on the site, especially "General Association" (1815-1834) can be used to analyse different views of contemporary events.</i>
2	Economic, Social and Political Context 1700-1850		<i>The site does not have sections specifically dedicated to these areas but there is a lot of relevant material in the Timeline. For example, the 1815-34 section contains useful context on the early development of trade unions and on government concerns about unions, rooted in concerns raised by the French Revolution as well as more traditional worker – employer rivalry. The section also contains some useful web links such as those to the Tolpuddle Martyrs Museum and the Robert Owen Museum.</i>
3	The Impact of Industrialisation on Working People and the Origin of Trade Unions 1700-1850	Demonstrate an understanding of how and why trade unions developed 1.1, 1.2, 1.3, 1.4	<i>The timeline section 1834-50 contains an extremely useful outline on the Chartist movement, along with a set of useful web links to other web sites with additional material on the Chartists, their aims and their achievements.</i>
4		Demonstrate an understanding of how and why trade unions developed 1.1, 1.3	
5	Economic, Social and Political Context 1850-1914	Demonstrate an understanding of how and why trade unions developed 1.1, 1.3	<i>As well as the Timeline, the following sections are relevant to this topic:</i> <ul style="list-style-type: none"> ◆ <i>The Ragged Trousered Philanthropists section could be used as a research tool. Students could be asked to read particular sections to develop an understanding of the crushingly harsh regime which many unskilled or semi skilled workers had to endure. The bane of working people in this period was generally agreed to be underemployment rather than unemployment. This would fit neatly into the module scheme. Studying the harshness of the existence of working people would help to explain the rising support for trade unions in the early 1900s. It would also play a part in explaining the bitterness of many of the industrial disputes of this period as well.</i> ◆ <i>The section on the match workers could be used in a similar way to The Ragged Trousered Philanthropists. Many of the documents attached to this section illustrate the appalling working conditions and general hardships facing the women and their families involved in the dispute. Their hard lives</i>

			<p><i>made them turn to unionisation as a way to improve their lot.</i></p> <ul style="list-style-type: none"> ◆ <i>Various searches could be carried out on the TUC annual reports, either to extend the studies undertaken using the packages listed above or simply to research other examples of the impact of industrialisation on workers. Where possible, such searches need to be limited to particular years and or places or events.</i> <p><i>The suggested studies above could both be used to target Assessment Criterion 1.1 at levels 1 or 2. Both clearly illustrate the impact of industrialisation on particular sections of the workforce.</i></p>
6	Trade Union Experience	2.1, 2.2 5.1, 5.2 3.1, 3.2, 3.3, 4.1,4.2, 4.3.	<ul style="list-style-type: none"> ◆ <i>The Ragged Trousered Philanthropists package could be used to good effect in this part of the course. The main protagonist in the book, Frank Owen, has no great faith in collective action. However, towards the end of the book he indicates his support for the democratic socialist MP George Barrington. This support is proffered after much debate between the two over the efficacy of collective action and the moral responsibility of the individual worker to better himself without any collective approach. Owen's debates with himself and with Barrington as well as the series of parables (e.g. The Great Money Trick) could be an excellent point of entry to understanding the tactics used by trade unions in the late 19th and early 20th centuries, and the thinking behind the tactics.</i> ◆ <i>The package on the match workers could be used in a similar way, although there are clearly some important differences. To begin with, the match workers are not fictional! Secondly, they do not so much change tactics as develop them in the first place. The dispute raises a whole host of issues including the exploitation of the media by both sides in the dispute, the efficacy of peaceful collective action and the importance of solidarity. The fact that the strikers were overwhelmingly women adds a further interesting dimension to the possible areas of focus. The role of Annie Besant and her celebrity status is also worthy of study – a comparison of the pictures of the middle class strike committee can be seen in sharp contrast to the sad image of the workers themselves.</i> ◆ <i>Various searches could be carried out on the TUC annual reports, either to extend the studies undertaken using the packages listed above or simply to research examples of tactics and changes in tactics used by the trade union movement. Where possible, such searches need to be limited to particular years and or places or events.</i> <p><i>The suggested studies above both directly address the issue of changes in trade union strategies and tactics. The match workers strike could be used as a case study in this. The match workers strike is also, of course, an ideal case study in the emerging women's movement.</i></p> <p><i>As with section 5 of the course, the packages could be used to target certain Assessment Criteria. The match workers strike is</i></p>

			<i>ideal for targeting 2.2, the significance of changes in tactics for particular groups of workers.</i>
7	Economic, Social and Political Context 1914-39	5.1, 5.2	<ul style="list-style-type: none"> ◆ <i>The package on the General Strike is ideally suited to use in this section of the course. The General Strike is an outstanding opportunity to study the relationship between the trade unions and Parliament / governments. It could be particularly effective as a study in contrast and continuity, comparing the relationship between governments and unions before, during and after the Great War.</i> ◆ <i>Various searches could be carried out on the TUC annual reports, either to extend the studies suggested above or simply to research examples of tactics and changes in tactics used by the trade union movement. Where possible, such searches need to be limited to particular years and or places or events.</i> <p><i>This package could be used to target Assessment Criteria 3.1-3.3, looking directly at the relationship between unions and the state.</i></p>
8	Trade Union Experience 1914-39	3.1, 3.2, 3.3, 3.4 3.3	<p><i>As well as the Timeline, the TUC annual reports provide an immense archive of material which could be mined for use in projects relating to any of these areas. As always searches need to be limited to particular years and or places or events. Examples of searches which could prove highly rewarding would be:</i></p> <ul style="list-style-type: none"> ◆ <i>a search using the keyword 'dole' and the year 1931. This could obviously be repeated for all of the other years of the 1930s and the task set to evaluate the main concerns and actions of the TUC in the 1930s</i> ◆ <i>another example might be using the keyword 'welfare state' and the date 1948 with a task to assess the reaction of the TUC to the introduction of welfare measures.</i>
9	Economic, Social and Political Context 1940-97	1.4 2.1, 2.2, 3.1	
10	Trade Union Experience 1940-97	5.1, 5.2 4.1, 4.2, 5.1, 5.2 5.1, 5.2	
11		2.1, 2.2, 4.1, 4.2	
12	Research Project	2.1, 2.2, 4.1, 4.2	



Caption: This photograph shows Herbert Tracey (1884-1955). He worked in the TUC Publicity Department 1917-1949, producing press statements, publications and the TUC magazine 'Labour'. During the 1926 General Strike, he was on the editorial committee of 'The British Worker'. This photograph is one of 200 images and documents providing an ideal opportunity to study TUC tactics and organisation during the strike.

4. Using the internet as a teaching resource

4.1 The value of the Internet: a realistic view

The Internet is an immensely powerful tool for teaching the history of trade unionism and labour movements, or indeed most other aspects of national and international history. The single greatest advantage of the Internet has already been explored in the introduction to this manual. This is the ability of the Internet to provide access to material which would otherwise be inaccessible to large numbers of researchers because of their inability to travel to and spend sufficient time in a particular archive or library.

It is of course important to temper our enthusiasm for this particular facet of the internet with a dose of practical realism. There is an increasing and worrying tendency among information users, especially the young, to make two assumptions about the Internet. These assumptions are:

1. that the internet contains the information they need to tackle the query.
2. that the information from the web sites they do use is relevant, reliable and accurate.

For the researcher these assumptions are potentially disastrous. For example, a search on the term 'labour' using the most popular search engine Google illustrates the nature of the problem. The first five entries to come up on this search will turn up the International Labour Organisation, the Irish Labour Party, the British Labour Party, the Bureau of Labor Statistics and Labour Start: Where trade unionists start their day on the net. None of these sources are especially useful for a researcher studying labour history, so a new search might be applied using the term 'labour history'. This turns up more focused answers, but the first five returns are all American sites, of limited use to a researcher studying British labour history.

The really critical issue here is time. Few students combining work and studies have the time to waste which the above process would involve them in. It is important to mention that in the process above we had not even begun to look at any of these sites, discovering that they might be inoperative, irrelevant, contain library catalogues rather than articles to read etc.

4.2 Getting value from the Internet

There is no quick fix answer to this major downside of the Internet. There are, however, general rules which are useful. The first is that the best links are usually found by word of mouth from teaches and students involved in the same course as the student. The second is that the most useful web sites are likely to be found as links from web sites which have already been found to be useful. A good example of this is, of course, the links which are to be found on the 'Links to other resources' button on the home page of *The Union Makes Us Strong*.

Another filter which can be very effective in locating useful material is to become familiar with the traits associated with the url (web addresses) of each site. As a general rule, an address which ends in '.ac.uk' or '.org.uk' is likely to be a British educational and or charitable institution. Addresses which end '.gov.uk' are usually government departments, while '.com' or '.co.uk' will normally indicate a commercial company. The point here is not that a particular type of address indicates that a site is good or bad. It is simply that it gives some indication of what the site is likely contain. Equally, if the tone of the site is verging on the polemic then the address may give some clues as to the reliability and trustworthiness of the material contained therein. This issue is explored in a fascinating article on the web called 'Teaching Zack To Think' by Allan November. It can be found at <http://www.anovember.com/articles/zack.html>.

Perhaps the most effective filter is the one which is applied before a student or a tutor goes anywhere near a computer. This is the test of purpose. In too many cases, researchers use the Internet because it is there and it is assumed to be more efficient as a research tool. However, experienced researchers know that this is all too often not the case. In many cases, a researcher will gain what they need from a good old fashioned textbook. Textbooks are excellent in terms of setting out the big picture and providing the insight and analysis which helps students make sense of what they are studying. It is worth remembering that the best writers generally do not give their work away free in any field, and history is no different. Thus, if there is a free resource on the web which appears to answer all the questions, it is likely to be on the web site of the university which employs the expert, or on the site of a big budget publisher such as the BBC.

The issue of purpose also covers web sites such as *The Union Makes Us Strong*. The vast amount of material on this site would have made it completely impractical to publish as a book and so in this respect it passes the test of purpose. In other words, this site is well worth having on the Internet and consulting. A book would not be able to search and sort records the way the web site can. Sites like this one give the researcher a shortcut to the expertise of the archivists who have carefully selected the material and tagged each record in such a way as to try and predict the different types of searches which researchers may want to carry out. There are other sites of a similar site on the Internet, and it is no coincidence that the majority of the links on our web site are to other museums and galleries. A classic example is the Charles Booth Archive Online hosted by the London School of Economics (<http://booth.lse.ac.uk/>). It is not difficult to locate textbooks which describe Booth's work or the impact of this work on legislation and social policy. However, the web site is the only realistic way to make Booth's maps and notebooks easily available for a mass audience who wish to view them at their own convenience.

4.3 Constructive use of flawed sources

The Internet can also be useful in introducing students to the flawed web site and making a constructive use of the flaws of the site. Sites can be flawed in two ways. The most common is that they are simply poor quality. They may be lightweight, factually inaccurate, limited in analysis. These sites actually provide an opportunity to tutors in that they present students with an ideal model to attack in a review or critique. They could be taken still further by asking students to rewrite the site so that it is fit to be a link from the links page of *The Union Makes Us Strong*. An exercise such as this has huge value from a history point of view but also in targeting Communication Skills and ICT skills as well.

The other type of flawed site is the site which has a particular angle. In the area of labour and trade union history there are plenty of very powerful pieces of writing, usually from a left wing perspective, available online. It is the tutor's prerogative to decide how such sites might be used. Clearly they might be subjected to the same process of critique and review. Equally, they might be set as reading and then asked to read reviews and criticisms of the work. One of the best examples of such a process has been the almost continual re-evaluation of Tim Mason's work on the impact of Nazism on the working classes in Germany. His interpretation, which is essentially that the workers reacted to Nazism with extensive but low level forms of attritional resistance, can be read at

<http://www.geocities.com/CapitolHill/Lobby/2379/mason.htm>. Students in many school and university classes have been asked for the last 20 years to assess how far Mason's interpretation has stood the test of time and evidence and whether he was guilty of wishful thinking about the motives of working class non co-operation with the regime.

More closely related to our content, an article such as *Britain 1926 General Strike: On the Verge of Revolution* (http://www.marxist.com/History/british_gen_strike_1926.html) takes a strong left wing perspective on the General Strike. It is well argued and supported, but it is nonetheless one sided. This could be studied in terms of evaluating its content or its style – the ways in which the insertion of key words, phrases and adjectives create a sympathetic picture of the strikers and an unsympathetic picture of the government. Equally, it could be analysed in terms of substance, using source material on the relevant package of *The Union Makes Us Strong* to see whether the article's view is supported, negated, or whether the 'workers good, government bad' approach is overly simplistic, however powerfully argued.

So, the critical resource needed to make the most effective use of the internet is common sense! The key question for a tutor should be 'Why use the Internet rather than a book?' If there is no obvious answer to this question then the chances are that the book is likely to be the more effective resource.

5. Using original source material as evidence

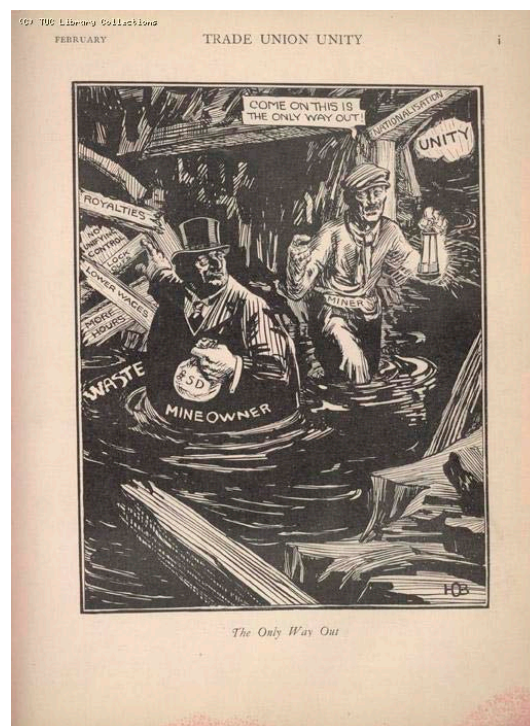
5.1 Different types of sources

The Union Makes Us Strong is first and foremost a collection of primary sources on different aspects of labour and trade union history. As such it contains a wide variety of different types of sources: photographs, cartoons, newspaper reports, committee reports, personal letters, fiction and many more.

All of these sources have their uses to the historian.

- ◆ Photographs provide the obvious visual image of union leaders, politicians or whoever the subject of the picture is. However, photographs also provide much more than this. When we know the time and date of the photograph it may be able to tell us something about the individual's life and work at that time showing him her at a time of great stress or at his or her peak. In photographs with crowds or numerous people photographs can usually provide interesting insights into the relationships between the figures in the photograph. They encourage us to ask questions such as:
 - are they equals or is one a clear leader?
 - why is there a gathering at all?
 - was this a private photograph?
 - was it published, and if so when and in what publication?
- ◆ Cartoons can provide valuable insight into the techniques of propaganda, the main concerns of the time and often (but certainly not always) give a sense of the national mood on a particular issue.

Caption: This cartoon from Trade Union Unity was published in February 1926, not long before the start of the General Strike. It is less vitriolic towards the mine owners than many cartoons of the time, but is nonetheless very clear who is the more just and reasonable party in the dispute. There may also be a trace of anti-Semitism in the representation of the mine owner, despite the fact that the mine owners were generally English aristocrats.



- ◆ Reports of different types are extremely useful in eliciting the understanding of a situation which a group or person had of an issue at a particular time. In many cases

historians can see, with hindsight, that these perceptions were actually quite wrong. This does not alter the fact that people at a given time did perceive an issue in a particular way and that it was that perception which guided their actions.

- ◆ Personal sources such as letters and diaries have the same value, in that they give personal insights into issues. These may or may not chime with what historians subsequently feel to be the case, but the personal views are nonetheless valid for that. In many cases, personal sources give a micro view of a much bigger issue which makes it easier for the researcher to understand and for the historian to communicate to a wider audience.

Package on the web site	Types of sources in this package	Types of questions which this material could be used to tackle
Timeline	<ul style="list-style-type: none"> ◆ Narratives written by expert authors ◆ Prints, drawings and paintings ◆ Portraits ◆ Union documents ◆ Reports of council meetings ◆ Photographs ◆ Diaries ◆ Newspaper reports 	<ul style="list-style-type: none"> ◆ What conditions did workers live with in the periods 1700-1850; 1850-1914; 1914 and after? ◆ How did conditions relate to the formation of trade unions? ◆ How did the organisation and methods of trade unions change, and with what effect? ◆ What changes have taken place in the relationship between trade unions, employers and government over different periods of time?
General Strike	<ul style="list-style-type: none"> ◆ Strike leaflets ◆ Strike Committee Reports ◆ <i>British Gazette</i> extracts ◆ <i>British Worker</i> extracts ◆ Cartoons ◆ Personal letters ◆ National Newspapers 	<ul style="list-style-type: none"> ◆ Why did the TUC feel that there was no alternative to a strike? ◆ How did the TUC organise the strike? ◆ Was the government better prepared than the TUC? ◆ Was support for the strike solid? ◆ Did the strikers generally support the TUC decision to call off the strike?
Match workers	<ul style="list-style-type: none"> ◆ Photographs ◆ Illustrations ◆ Personal letters ◆ Legal documents 	<ul style="list-style-type: none"> ◆ What conditions led the match workers to strike? ◆ What methods did the strikers use in the dispute? ◆ What methods did the employers use in the dispute? ◆ How significant was the dispute?

The Ragged Trousered Philanthropists	<ul style="list-style-type: none"> ◆ Fiction ◆ Photographs 	<ul style="list-style-type: none"> ◆ What hardships faced casual workers in the early 1900s? ◆ What did Tressell believe were the main obstacles to better pay and conditions?
TUC Reports	<ul style="list-style-type: none"> ◆ TUC annual reports ◆ Photographs 	<p>What was the TUC perspective on?</p> <p>What action did the TUC take on?</p> <p>Why was it not always easy for the TUC to decide what actions to take on ...?</p>

5.2 The issue of bias

There is no doubt that there is bias in many if not most of the sources on this site. They are mostly created from the perspective of the trade union and labour movement. However, this certainly does not invalidate them as sources for the historian. At the very least, biased sources can be analysed to demonstrate the techniques of propaganda and of swaying an audience towards a cause. Propaganda can be used for worthy as well as unworthy causes. On *The Union Makes Us Strong* the strongest example of this is probably in the Match Workers package. Biased sources also give us an excellent insight into the concerns and mindset of the writers of the material we are studying. From the point of view of the historian, the virulently anti union *British Gazette* newspaper published during the General Strike tells us little about trade unions or the strike. On the other hand it tells us a great deal about the concerns of the government. Through a process of reverse psychology, the *Gazette* shows us that a section of the government was deeply concerned that the unions would disrupt food supplies, for example. The *Gazette* is also excellent evidence of the complete failure of communication between the TUC and the government in the period before the strike. The TUC went to some lengths to point out that the strike was not political. The government was apparently unable or unwilling to accept this view. Using the *Gazette* and the TUC newspaper the *British Worker* this lack of communication becomes abundantly clear. These two biased sources give us a very clear picture, then, of the lack of communication and must be seen as reliable evidence of this breakdown. Where the two sources are much less reliable is in the cause of this breakdown. Was it the result of TUC or government intransigence? Here we must look to other sources and cross reference the impression given in one source against the picture provided by other data. We can apply these processes again and again in terms of asking what questions the sources in each package would allow us to answer.

5.3 Reconstructing the past?

A wider issue in terms of the use of historical sources is the question of how and why historians use first hand sources. The simple answer to this is that primary sources allow them to reconstruct aspects of the past in which they are interested. However, this raises some important questions as to how this material is used to reconstruct the past.

Indeed there is a great deal of debate at the academic level as to exactly what the role of the historian is. Some on one extreme of the argument, usually referred to as postmodernists, argue that history is no different from literature. A writer draws on his/her own experiences and cultural capital along with original source material to create a story. It can never be more than this. Not surprisingly, many historians dispute this. While they acknowledge that historians bring their own perspectives to their writing they argue that there are absolute facts and truths out there. They also argue that within certain limitations it is possible to reconstruct the past as it was. A further dimension to this argument is the question of which pasts are being interpreted. Until relatively recently, much energy was devoted to reconstructing the past of the politicians, monarchs and military figures who dominate the text books but also the records. It is only in the last 50 years or so that extensive efforts have been made to reconstruct the myriad different lives of the men and women who were ruled over by the great and the good.

This is where the value of using original sources such as those in *The Union Makes Us Strong* can be found. All of these sources are extremely useful and valuable as long as they are used for an appropriate purpose. The most ambitious researchers can make powerful use of this large collection to do extensive study which examines the views of secondary historians against this data source.

6. Using the resource

6.1 How to search the site

It seems likely that the site will be used in two ways. One is via the structure which is already provided – the packages on the General Strike, The Ragged Trousered Philanthropists, Match Workers dispute and the TUC Reports. The other way is to use the search facility on the site. Using this raises many of the same potential problems outlined above with using search engines on the Internet. For example, a search on 'trade unions' will produce 9762 records! This is where the advanced search facility is absolutely vital. For example, a search which is limited to agricultural trade unions will reduce the hits to 1243. Limiting this further to individual years can get the number of records found to as few as 20.

The screenshot shows the 'Advanced Search' form with the following elements and callouts:

- Search our collection**: A header section with a note: "All search results will be presented in ascending date order unless you choose to have them ranked according to relevance. Choosing this feature will present them according to the number of times your word/words are mentioned in the record. For tips on searching, go to [Site Information](#)."
- Search for all of the words**: A text input field containing "agricultural trade union".
- Search for the exact phrase**: An empty text input field.
- Search for any of the words**: An empty text input field.
- Without the following words**: An empty text input field.
- Sounds like the words**: An empty text input field.
- Include the following Packages in your search:** A list of checkboxes:
 - All
 - Timeline
 - Match Workers Strike Fund Register
 - General Strike
 - The Ragged Trousered Philanthropists
 - TUC Reports
- Year**: "Year (e.g.: 1930 to 1940 for that decade). Leave blank for any year." Fields for "From: 1870" and "To: 1880".
- Format**: "Format (e.g.: letter, photograph, telegram). Leave blank for any format." A dropdown menu set to "All".
- Rank results by Relevance**: A checkbox that is currently unchecked.
- Buttons**: "Search" and "Clear" buttons.

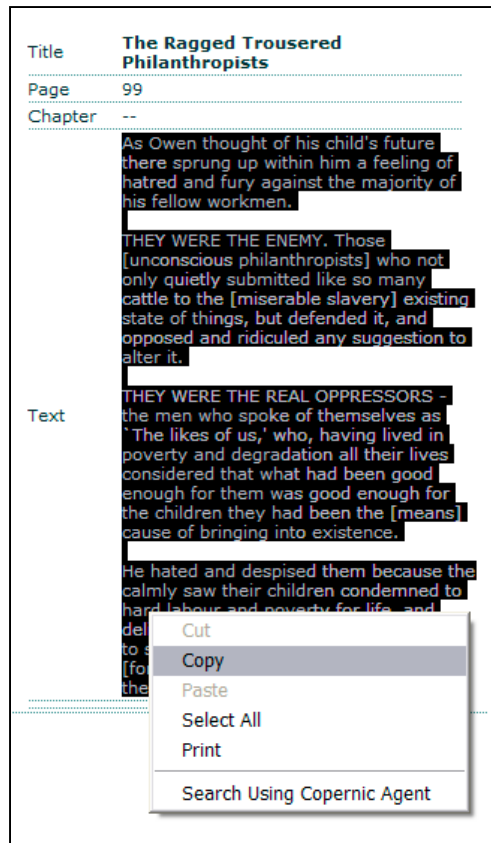
Callout boxes provide additional context:

- "This line is very useful for general searches" points to the "Search for all of the words" field.
- "These lines are useful for locating a particular document which you know to exist already, or documents relating to a very specific issue, perhaps even a well known phrase from a speech." points to the "Search for the exact phrase", "Search for any of the words", and "Without the following words" fields.
- "This section can be very helpful in avoiding large numbers of documents being found which have only passing relevance to your search" points to the "Include the following Packages in your search:" section.
- "The date and document type functions are also invaluable searching aids." points to the "Year" and "Format" fields.

Caption: An example of the advanced search function being used. This search produced 50 returns. As with every other aspect of using the Internet, the key factor is common sense. Researchers need to know what they are trying to achieve before they start searching in order to get the most effective results from the search facility.

6.2 Downloading and copying material from the site

There are many instances when tutors or students or researchers might want to copy text or images from the site. This is very straightforward.



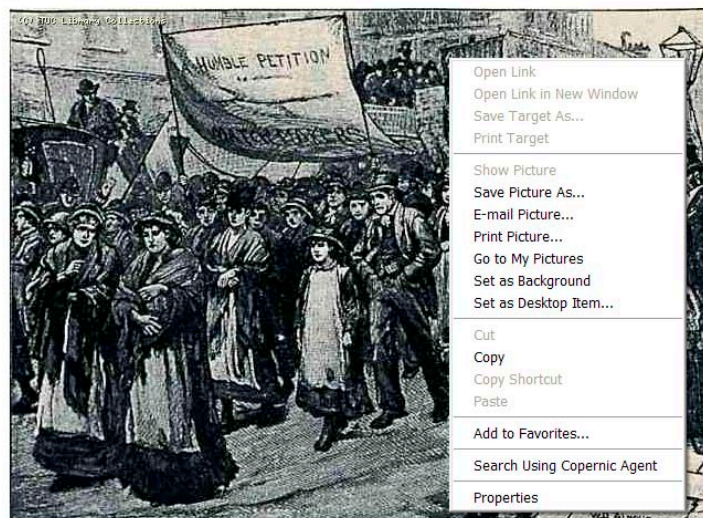
6.2a Copying text

It is quite common for a student to want to copy a piece of text from a web site. A typical example might be to support a particular point being made about the hardships faced by casual workers in the early 1900s and might want to support the point with an extract from *The Ragged Trousered Philanthropists*. All the user need do is to highlight the required section of text and then click the right mouse button. A menu then appears which allows the user to copy the selected text. The user can then go to his/her document and paste the selected text into his/her own document.

6.2b Copying images

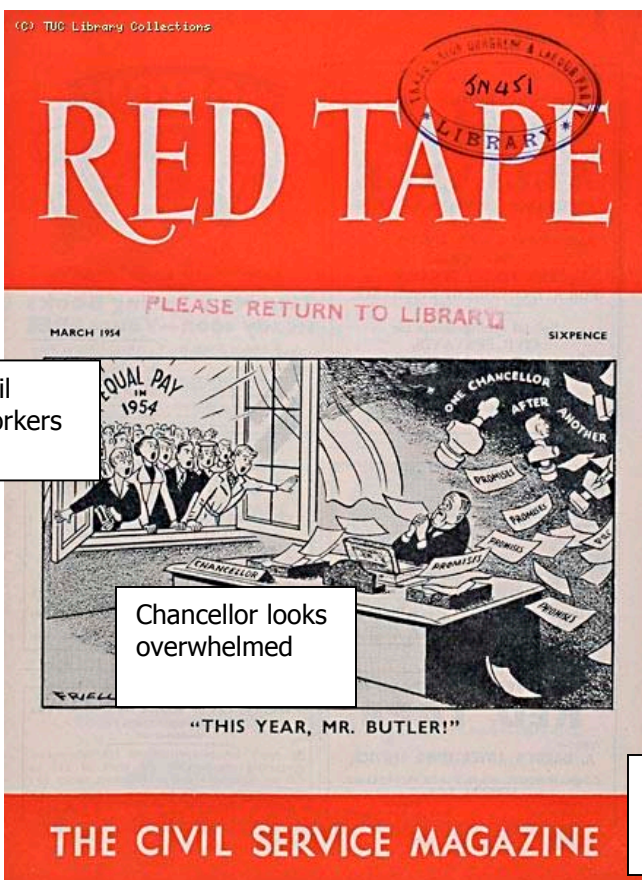
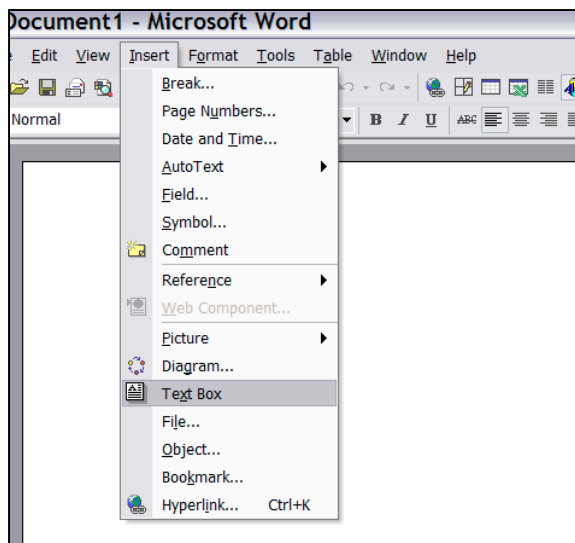
It is almost exactly the same process with images. Simply click on the required image with the right mouse button. Again a menu appears. This menu allows users to copy to the clipboard and paste just like the text selection described above.

Alternatively, users can save their image to their computer or to a floppy disk. Choosing this option brings up a dialogue box which asks about the file format you want to save the picture in. The usual formats are jpeg or gif which provide decent quality images without taking up too much memory space.



6.3 Working with text and images

It is also worth remembering that text boxes can be very useful tools for annotating images. For example, a cartoon such as this contains a number of interesting features. As an alternative to describing its message and method, users can annotate the image using text boxes. These are created using the Insert command in Word. Comments can then be written in each text box to point out significant elements in a cartoon or other image.



female civil service workers

Chancellor looks overwhelmed

papers blown around by strength of the 'wind' representing the strength of feeling of the women workers

Trade union magazine

6.4 Copyright

Copyright is always a tricky issue with resources which are used this way. As a general rule, you are safe from a copyright point of view if you do not try to 're-publish' any images or other material which does not belong to you. Creating an assignment based on copyright material is an acceptable form of use of this material, but publishing on a web site or similar format is not. To be absolutely clear about the copyright implications on each image you use you need to contact the copyright holder. The website has a clear policy on copyright which can found in the [Terms and Conditions](#) section.

7. Glossary

Bookmark/favourites

Your browser saves a web address which takes you directly back to a site.

Browser

A piece of software that you need to visit web sites and view the information.

Cache

The area on your computer that stores web pages you've visited. So when you visit them again, it is a lot quicker to download.

Download

When your browser gets information or software from a web page.

E-mail - Electronic Mail

A message that is sent across a computer network.

Freeware

Software that is available on the Internet for free.

GIF - Graphic Interchange Format

Gif and Jpeg are the two formats used for image files. Gifs are good for tables and drawings.

HTML - Hyper Text Markup Language

The language used to make web pages.

Home page

The starting point when you go to a set of web pages. It should link to the rest of the site.

Hyperlink

Part of web page that links to another site or web page. Click on it and you'll go there.

Hypertext

Text that contains hyperlinks to web sites or pages. So if you click on the highlighted words, you'll go to a different web site or page.

Intranet

A private network that uses Internet technology. Institutions, businesses and organisations may well have their own Intranets.

Jpeg - Joint Photographic Experts Group

Jpeg and Gif are the two formats used for image files. Jpegs are good for photos.

NGfL - The National Grid for Learning

The NGfL is a gateway to all things educational on the web. It provides a 'grid' of interconnected web sites and educational services to support teaching, learning, training and administration in schools, colleges, universities, libraries and the workplace.

Online

Quite simply, being on the Internet.

Plug-in

A programme that you can 'plug in' to your browser to help it do more, e.g. play video or sound.

Search engine

A software tool that helps you find pages you want by searching for the words you type in.

Shareware

Software that is available for free for a limited period.

URL - Uniform Resource Locator

Basically, a web address.