

Approaching case studies using oral evidence and film

Rationale of session, with reference to the Syllabus and Guidelines

The key principle underlying the syllabus is that the study of history should be regarded as an exploration of what historians believe to have happened based on an enquiry into the available evidence (S2).

The syllabus provides the opportunity to study aspects of topics in greater depth. This approach allows for greater appreciation of the complexities inherent in the challenge of interpreting the past and the making of reasoned judgements based on an evaluation of evidence (S2).

A variety of source materials should be examined when dealing with a case study (G39).

While it is important to encounter and interpret political documents, a balanced selection of documents will help the student to understand that history has many facets and concerns the ordinary and the anonymous as well as the powerful and the influential (G12, S13).

The Learning Outcomes relating to “Working with Evidence” are relevant to the **case study**, and the use of **oral evidence**. For example, students at both levels should:

- ✓ show understanding of the role of evidence in the writing of history.
- ✓ identify such different types of historical sources as eyewitness accounts.
- ✓ answer questions relating to the provenance, purpose and usefulness of sources.
- ✓ draw conclusions from such sources and use these conclusions to help form judgements about historical issues (S10).

In addition, students at Higher Level should be able to:

- ✓ identify the main strengths and limitations of such sources by asking appropriate questions relating to such aspects as the purpose for which they were produced, the motive of the person(s) who produced them, their historical context and their relevance to the event(s) and issue(s) being studied (S10).

Case studies also represent a particular focus for Ordinary Level students in the General Questions on the topics, as the section with the highest weighting of marks will be focused on the case studies and key personalities.

To conclude, the value of using oral evidence is indicated in the Guidelines (G30):

- ✓ oral evidence can give students a sense of the immediacy of experience and help them empathise with people of the past.
- ✓ oral evidence can give students unique access to the perspectives of ordinary people.
- ✓ working with oral evidence can provide many opportunities for the development of enquiry skills and communication skills.

Belfast during World War 2, significant events

1. Before the War.

2 Sept. 1939: blackout comes into place all over NI. Mounting evidence that NI not ready for war. Stormont leadership appears complacent. Cabinet Secretary Sir Stephen Spender thought PM Craigavon “incapable of more than one hour’s constructive work” in a day.

Despite Craig’s support for conscription – “we are the King’s men” - Chamberlain decides against introducing compulsory military service in NI. Catholic bishops are opposed to it. IRA had been active in Britain and British do not want to heighten tension. Apathy amongst public towards civil defence arrangements.

2. Outbreak of War.

Outbreak of war leads to movement of aircraft and munitions works to the region. Shipbuilding, engineering and textiles industries also benefit. Warships, heavy bombers and flying boats manufactured in Harland and Wolff shipyards, and Short and Harland aircraft works in Belfast. Agricultural production stretched to the limit - doubling of acreage under tillage with increased production of oats, wheat, potatoes and flax.

Number of women working rises dramatically, with increased opportunities in the aircraft industry, and in rope and twine making.

Introduction of rationing of petrol, food, shoes and clothes as shipping vulnerable to attack; also affects Éire/Ireland. Tea and sugar often smuggled down from north in return for butter, eggs and bacon.

3. Tension increases.

Craig dies November 1940, replaced by J.M. Andrews, himself 70 years old.

Perception exists that government is too old and jaded.

In the same month, a single unobserved German plane takes photographs of suitable targets in Belfast, including the Harland and Wolff shipyards and the waterworks.

November also sees Coventry bombed: 50,000 houses destroyed, 554 people killed.

This heightens sense of vulnerability in Belfast.

In December, Harold Wilson (future Labour UK Prime Minister) comes to Belfast on behalf of Westminster committee; appalled at poor economic performance; almost 72,000 unemployed.

Ministers badly shocked by behind-the-scenes talks about Éire/Ireland entering war in return for British support for principle of Irish unity.

Entire city protected by just seven anti-aircraft batteries. Belfast does not have a single searchlight, while no other town in the province has any defence at all.

Andrews expresses concern in February 1941 about poor state of defences and vulnerable position of Belfast. Evacuation schemes described as “fiasco”, shelters in city provide cover for just a quarter of population.

Despite Catholic minority not being opposed to voluntary defence scheme, B Specials form bulk of Home Guard. Condemned by opposition Nationalist MPs as sectarian and political force. Showed that sectarian tensions still existed despite common threat of war.

4. The Belfast Blitz is launched.

Fall of France to Nazis increases pressure on Britain's northwest ports.

Belfast munitions firms awarded contracts as mainland industry at maximum output.

Lord Haw-Haw, William Joyce, announces in radio broadcasts from Hamburg that there will be "Easter eggs for Belfast".

Night of 7/8 April, small squadron of German bombers raids Belfast docks, causing 13 deaths. Luftwaffe crews report Belfast's defences to be "inferior in quality, scanty and insufficient".

Easter Tuesday night 15 April 1941, 180 German bombers assault Belfast for five and a half hours. Weight of incendiaries means home defences can't cope.

Congested housing in north of city bears brunt of indiscriminate attack; 35,000 houses are damaged, 11 churches, 2 hospitals, 2 schools destroyed. Telephone exchange is hit, leading to contact with London and anti-aircraft control being cut off. 4.35am: railway telegram for help sent to de Valera, who promptly sends seventy men on thirteen fire engines from Dublin, Dun Laoghaire, Drogheda and Dundalk. Spender feels NI service makes "poor show" and McDermott admits some civil defence workers had "sloped off".

Horrific aftermath: Falls Road baths emptied to lay out 150 corpses which remain there for three days as relatives struggle to identify remains. 255 corpses laid out in St. George's Market. 900 people dead, 430 injured. Biggest single loss of life in any city, save London, in a single air raid. Emergency feeding required for 70,000 people.

5. Blitz continues.

Widespread panic and low public morale. 6,000 refugees arrive in Dublin and many thousands flee to countryside. Relief centres set up in Éire/Ireland and de Valera's representatives meet with Northern officials to discuss relief. 40,000 who stay in city put in rest centres. Southern money pours in to Belfast Lord Mayor's Relief Fund. Government orders the killing of all dangerous animals in the zoo.

Midnight Sunday 4 May 1941: second attack begins. 6,000 incendiaries dropped on harbour, aircraft factory and shipyards, massive conflagration leads in other bombers. Fractured water mains leave Belfast dependent on thirteen Southern units of fire brigade coming with sufficiently long hoses. Raid becomes popularly known as "Fire Raid".

Enormous damage to city centre. Attacks make headline news in German press.

Fourteen killed when planes return following night and hit shelters.

53.5 % of Belfast's housing stock now destroyed, 191 killed despite evacuations, over half of which are women or children. High proportion of incendiary devices rather than bombs are dropped.

Over 100,000 people had already left city, new wave of migration begins, with deprivation of congested streets dwellers of city centre exposed; extent of Belfast's neglect of public health, sanitation and hygiene highlighted.

Witnesses recount "incredible dirt of the people, of children crawling with lice, not even house trained". Ministry of Public Security barely able to cope.

Thousands more evacuate city daily for mountains and outskirts. Many engage in practice of 'ditching' - leaving city as darkness falls, sleeping in suburbs in parks or ditches before returning in morning. Home Affairs Ministry estimates 220,000 people have left city. Cabinet Minister Richard Dawson Bates informs cabinet of rack-renting of barns, with over thirty people per house in some areas.

Conscription issue raised again, as Andrews argues it might boost morale and make people feel fully involved in war effort. Churchill decides against – “more trouble than it was worth to enforce such a policy”.

June 26 1941: Hitler invades Russia, ending British isolation. Belfast not attacked again.

6. American presence in province

26 Jan. 1942 *Belfast Telegraph* records ‘hearty Ulster welcome’ afforded to American troops at Dufferin Quay. De Valera protests, mindful of constitutional claim to island of Ireland.

120,000 Americans stationed in NI at peak, Derry being most important westerly escort station and naval radio base.

Generals Eisenhower and Patton inspect troops in the province.

Considerable social impact; US Govt. send converted troop ship to bring 445 brides to US in 1946. 219 brides follow shortly after.

Government deeply unpopular; suffers damaging by-election defeats. Andrews resigns April 1943, replaced by Basil Brooke.

But continuing Allied success in war effort leads to upturn in fortunes of Harland and Wolff whose workforce rises to 30,801 in Dec. 1944.

7. End of War

7 May 1945-news spreads that Germans are poised to surrender.

Throngs of people pour into Belfast; bonfires, bunting, banging of dustbin lids express euphoria. Next day sees largest crowd in city centre since Covenant Day, 1912, gathering in Donegall Square and Donegall Place.

Churchill pays tribute to NI war effort in radio address: “But for the loyalty of Northern Ireland and its devotion to what has now become the cause of thirty movements or nations, we should have been confronted with slavery and death”.

Churchill also criticises de Valera’s policy of neutrality, though McDermott expresses his gratitude at Stormont for aid sent from south. *Belfast Telegraph* and *Irish News* newspapers also praise Éire/Ireland for responding with aid.

8. Aftermath

Revelations of hardships and inequality lead to determination to transform post-war social and health services, as in Britain. Ministry of Health and Local Government established, proposals for urban reconstruction and planning, and urban and rural service facilities. NI also receives assurances that it will be treated equally with rest of UK by Westminster exchequer in post-war social and economic reconstruction, as characterised by the Beveridge Report and Clement Atlee’s “Welfare State”.

War had raised income per head of NI citizen from less than three fifths of average in Britain to full three quarters.

But Catholic minority remains disenchanted. Poor rate of attendance of Nationalist MPs at Westminster. Unhappiness also at obligation to swear oath of allegiance for new fire-fighting service. Considerable nationalist discontent at attitude of Special Constabulary or B Specials. Brooke, who had been bitter opponent of nationalists in 1930s, also appoints cabinet appealing to militant unionism.

Unionists feel that the war has strengthened the union with Britain and that despite wartime aid, South’s neutrality has emphasised polarity between North and South.

Example of oral testimony relating to case study *Belfast during World War Two* in Later Modern Ireland Topic 3, The pursuit of sovereignty and the impact of partition, 1912-1949

Example 1: the testimony of Paddy McAteer, born 1928

I remember 1941 very well. In fact, living where I did right down in the city centre, there were a lot of casualties around there. They were a tight community just across Clifton Street.

There was a church there, I think it was the Holy Trinity church and it was destroyed. There were many people lost their lives in that area, it was so close to the city centre, so close, you might say, down to the docks.

Well, if they missed their target at the docks or the city centre, they hit the surrounding areas and a lot of people lived very close to the city centre in those days in Belfast.

There was great confusion and no one knew what to do. The air-raid shelters were so inadequate really, I mean they were little brick boxes with concrete roofs on them and other ones were long with concrete blocks.

In many instances the walls of the air raid shelters were blown in and then of course the concrete roofs just fell down on top of people; there were a lot of casualties in that way.

But they were very good in the sense that a lot of firebombs rained down on Belfast. There was a lot of damage related to firebombs-incendiaries as we called them- and possibly those air raid shelters were grand ... as a guard against incendiaries, but certainly not against high explosives.

Source: *Ulster Voices: Memories of Ulster People* compiled by Owen McFadden from his interviews for the BBC Northern Ireland series *The Century Speaks* (Gill and Macmillan: Dublin, 1999).

Example of oral testimony relating to case study *Belfast during World War Two* in Later Modern Ireland Topic 3, The pursuit of sovereignty and the impact of partition, 1912-1949

Example 2: the testimony of Nessie McNamee, born 1921

I always remember the night that my aunt May, my mother's sister, was blitzed out, it was terrible.

There was a shelter outside the door in Craigavad Street, they had built wee brick shelters, you see, right up, and we were in the one outside, it was nearly outside our door.

I remember the planes going up over us, and they were saying, "Oh, that's Duncairn Gardens district's getting that", it kept going up over it. Now that was the Easter Tuesday Blitz, and my Aunt May had had all children in that day for Easter, the ones round the door, for she only had the one son.

Our Ronnie was only three and all his wee chums were killed in that street, it was terrible. Hogarth Street got it very, very bad.

Now they used to have good fun in the shelters like, you could have laughed at it now. We had one character and he would have us all singing "Come back Paddy Reilly to Ballyjamesduff" and all this.

I remember that night of the Hogarth Street one, my father came out of the shelter, and we had an old man lived next door to us on his own, and whatever had happened, he had a window broken. But we had no windows or anything broken, but it must have been the blast had knocked his window in. He said, "Oh, look at my windows!" and he says, "Youse haven't got a window smashed." My father says, "No, I sent Hitler up our address, you know." You could have made fun of it at the time, although it was serious.

Source: *Ulster Voices: Memories of Ulster People* compiled by Owen McFadden from his interviews for the BBC Northern Ireland series *The Century Speaks* (Gill and Macmillan: Dublin, 1999).

Example of oral testimony relating to Case Study *Belfast during World War Two*, in Later Modern Ireland Topic Three: The Pursuit of Sovereignty and the Impact of Partition, 1912-1949

Example 3: the testimony of Ruth McCart.

Easter Tuesday 1941, school was closed for the Easter holiday and we children were free to play all day at the various street games which were so popular at that time. No one I knew went away for holidays at Easter and especially not now when war was raging throughout Europe.

I have no recollection of the rest of that day. It must have been as uneventful as any other day. Suddenly in my memory it is the middle of the night. I am awakened by a cacophony of sounds. The air raid siren wailing, the steady drone of aircraft and the relentless thunder of heavy gunfire. Above all this noise my mother is screaming at us children to hurry and get dressed... but I cannot find my clothes.

I hear a long, high-pitched whistling sound which grows louder and louder and then the most tremendous explosion. The windows smash, the ceilings fall, my chest hurts, I cannot breathe, my mouth, nose and eyes are full of dirt and grit and I am still naked. Then we are all crying and calling out to each other and trying to scramble our way out of the rubble that had been our home. The street is carpeted with broken glass, rubble, and broken furniture.

The skeletons of our homes are silhouetted against the night sky, which is lit by searchlights, exploding shells, moonlight and burning buildings. There is a river of fire flowing along the street. Could this be the Hell that is talked about in Sunday school? (I was told many years later that it was the spirits from the local bar, which were burning.) Everywhere I look there are people screaming and calling the names of those they cannot find. Someone gives me a pair of boy's boots and a jacket they have found amidst the rubble.

In confusion and terror, everyone who could, crowded into the local school, which, although now without windows and doors, offered the protection of walls and a roof. The rest of that terrible night was spent cowering under a school desk, listening to the screeching whistles of the bombs as they rained down. I remember being given an elastic band and being told if I kept chewing it my mouth would not be so dry. Eventually the noise lessened, the planes left, the guns ceased their roaring and morning came. I emerged into a totally changed world. Everything familiar was gone. There was a pall of smoke rising from the still burning buildings. The huge balloons which were in some obscure way supposed to protect us from air attack were now in tatters. Everyone seemed to be looking for missing relatives including my mother who eventually found my four year old brother whom someone had carried to safety while she carried my baby sister.

I cannot remember how we, as a family, got to the holding centre from whence we were evacuated to Newtownards for a short time - nor do I remember how we travelled to Portadown where we were to live with distant relatives for one glorious summer and autumn. It was there I discovered the delights of living in "the country", a magical place where milk, butter and eggs came from the farm, not the shop, and apples came from the trees and not from a box. But that is another story.

Extracted from www.bbc.co.uk/northernireland/belfastblitz/index.shtml

Grid on use of oral evidence, modified from the <i>Guidelines</i>	
Description	
What sort of person is speaking?	
What kinds of statement is the speaker making? Is the speaker talking about what happened or why it happened?	
Is the speaker simply responding to questions or attempting to tell a story?	
Is the speaker talking about recent events or events earlier in her/his lifetime?	
Interpretation	
What do we know about the process through which this evidence was created?	
Is the speaker trying to answer the interviewer's questions seriously?	
Is the speaker trying to justify her/his actions or the actions of another?	
Can you detect any biases or prejudices?	
Wider context	
What other sources could be used to cross-check the evidence provided by the speaker?	

Rationale for the use of film in the teaching of history in the Revised Leaving Certificate Syllabus

1. “ Unlike previous centuries, the 20th century can be studied and interpreted through new media such as the cinema, radio, television and more generally images which accompany or indeed replace written information” (Jacques Tardif, 1999, *The challenges of the information and communication technologies facing history teaching*. Strasbourg: Council of Europe Publishing, p.10).
2. However, it is important that students are equipped with the requisite skills to subject such media to the same critique as any other sources they may encounter in their study of history.
3. The syllabus places an emphasis on working with evidence and exposing students to different types and repositories of evidence. Film footage can play an important role here.
4. Many historical issues, events and people relevant to the topics for study have been the subject of historical documentaries, which may help students to achieve learning outcomes.
5. Original archival footage and recordings of interviews with key personalities from the topics also exist in film form.
6. A wide range of film types can play a part in the teaching of history, including documentary record, historical documentary, historical fiction and film realism.
7. Such film material can be utilised as sources for the Research Study.
8. Many historical websites avail of multi-media facilities to demonstrate the range of sources available for any historical subject or to broaden understanding of a subject in an accessible way; for example, www.bbc.co.uk/northernireland/learning/history. Excellent material related to the 1916 Rising can be found on this site. Film clips, witness statements, historical commentaries and radio excerpts are among the media which feature in such sites. See also www.historyplace.com/worldwar2/holocaust/timeline.html.
9. As a medium with which most students are familiar as a form of entertainment, the use of film in teaching can help to make certain issues more accessible and attractive.
10. Exposure to various types of film allows the student to become familiar with the nature of such types and to discern how historical reality is represented. For example, the observational documentary simply records all that appears before the lens and the microphone, such as the very first films shot in 1895 by Lumiere.
11. However, the contemporary or post – the – event documentary structures film footage and interviews within a narrative, often with scripted commentary, music shot selection and editing, thus increasing the degree of interpretation.

12. The student's capacity to recognise bias, propaganda or subjectivity is enhanced by encountering various forms of film.
13. Film reconstruction of historical events using actors, often termed 'costume dramas' or 'period pieces', also help to render history attractive and accessible to students. Notable examples include *Gandhi* (Richard Attenborough, 1982); *Schindler's List* (Steven Spielberg, 1993); *Elizabeth* (Shekhar Kapur, 1998) and *Michael Collins* (Neil Jordan, 1996). Dramatised documentaries or 'docudramas', such as *The Treaty* (Jonathan Lewis, 1991), instruct and inform an audience while also offering the drama and tension of a true narrative.
14. Historical fiction, in literature or film, can be a gateway to a more dynamic and personal engagement with history. Even where the quality of the historical detail is questionable, it can provide the basis for the development of critical skills through the identification of non-historical or improbable details. (65,G).
15. Film also offers students living examples of oral history in interviews with historical figures or witnesses to historical events, thus making the experience of history more personal and meaningful. Such interviews can be adapted as documents for the documents – based question as well, so students can prepare for this by viewing such interviews.
16. Interestingly, the historical context of film is acknowledged in the contents of the syllabus topics. For example, LME6, ***The United States and the world, 1945-1989***, includes the elements *Hollywood-the American Dream and the mass media in modern American culture*, with Marilyn Monroe included as a key personality. LME3, ***Dictatorship and Democracy in Europe, 1920-1945*** includes the element *Anglo-American popular culture in peace and war: radio and cinema*, with Bing Crosby and Charlie Chaplin as key personalities. The use of film as a propaganda tool is explored in the element *Nazi propaganda-State control and the use of mass media* as well as the case study *The Nuremberg Rallies* and key personality Leni Riefenstahl. (See also http://www.bbc.co.uk/history/war/wwtwo/nazi_propaganda_gallery.shtml)
17. In Irish history, the topic LMI6, ***Government, economy and society in the Republic of Ireland, 1949-1989*** involves the study of the elements *the impact of television* and *the impact of the communications revolution*, with key personality Gay Byrne and case study - *The impact of RTE, 1962-1972*.
18. Awareness of the historical import of film also develops students' understanding of archives and their value as repositories of evidence.
19. The advances in film technology, such as the development of DVDs and CD-ROMs (with their adaptability to history teaching) adds to the image of the subject as dynamic, modern and progressive, which will appeal to many students.
20. The many historical programmes available widely in DVD and VHS form or shown on television can be adapted for classroom use according to this rationale.

The Eucharistic Congress, 1932, Significant Events

1. The 31st Eucharistic Congress took place in Dublin, 20-26 June 1932. Previous Congress held in Chicago a generation earlier. Visit to Ireland of Papal Legate, Cardinal Lorenzo Lauri, a senior Vatican figure, was marked by countrywide series of Catholic devotional ceremonies centred on the Exposition of the Blessed Eucharist, culminating in a special Mass celebrated in Phoenix Park on last day. Though lasting only a week, event had profound significance. Seen as great achievement on part of the new state to host such a significant event, source of great national pride. Followed on centenary celebrations of Catholic Emancipation, which were marked by public displays of Catholic devotion. Many historians see Eucharistic Congress as evidence of close relationship between church and state in independent Ireland. Added significance in that both Cosgrave and de Valera governments involved in organisation. The event demonstrated to the world that Catholicism was an integral part of Irish national identity. The message sent to Northern Ireland was also noteworthy.
2. Cosgrave, who attached great importance to the event, called an early election in 1932 so that the Congress would not take place against a background of unseemly electioneering. Organisation of Congress involved all levels of government - Executive Council, civil service, local authorities and parish councils. De Valera's victory in election did not affect plans: though officially excommunicated for taking Republican side in Civil War, he maintained high profile throughout celebrations. City of Dublin, including poorer tenement areas, decorated with flowers, bunting, and Papal flags. Major landmarks like GPO, Trinity College and O'Connell St. lit at night with spotlights and coloured lamps. Thousands of senior Church figures from around world arrived in weeks prior to official opening. State held various receptions, including garden party in Blackrock College attended by 20,000 invited guests. Social side of events also noteworthy; many travelled from around country by special train. This reinforced sense of national and Catholic solidarity. Army and Garda Síochána accepted orders of new government without question and members of previous administration were invited to all events in Congress. Army members joined de Valera's ministers for social drink following Mass on last day.
3. Cardinal Lauri's attendance was focal point of celebrations. Arrived in Kingstown Harbour by boat from Holyhead under cover of Air Corps squadron flying in cross formation. 36,000 schoolchildren lined route to Pro-Cathedral in Marlborough Street. Greeted formally by de Valera in ceremony in Dublin Castle on following day, who spoke of Ireland's unceasing devotion to Catholic Church. Cardinal brought personal message from Pope Pius XI, who asked him to "go to Ireland in my name and say to the good people assembled there that the Holy Father loves Ireland and sends to Ireland and its inhabitants and visitors not the usual Apostolic Blessing but a very special all embracing one". First Mass celebrated in Pro-Cathedral on 22 June. Special Masses celebrated for women and children. Open-air Benediction and street

processions also took place. Similar ceremonies held across country, attracting thousands, often including local councillors in civic robes.

4. High point was open air Mass in Phoenix Park on Sunday 26 June. Elaborate decorations and constructions centred on an ornate High Altar. Most modern public address system then in existence also used to transmit Latin Mass. Marked also by rendition of *Panis Angelicus (Angelic Bread)* by internationally renowned Irish tenor and Papal Count, John McCormack. Pope also conveyed blessing in recording from his private library in the Vatican, commenting on the success of the week and the piety of the people. Commentators estimated that close to a million people had converged on the Phoenix Park for the climactic ceremonies of the week. Special trains brought pilgrims from all over Ireland. *Irish Press* of Monday 27 June 1932 commented on how the whole nation was represented. This piece also conveyed the colour of the ceremony, with the assembled bishops,

in white and black and red, in cream and gold and brown. They file through the three thousand priests like a coloured thread being drawn through white silk. Then up the crimson carpet, turning right and left to the colonnades of the altar, and there they sit and, seen from afar through the white pillars, each group looking like Leonardo da Vinci's painting of the 'Last Supper'.

5. Historical significance of the Eucharistic Congress can be seen from several points of view:
 - ✓ There was a harmonious relationship between the Catholic Church and various sections of political establishment, which had been at odds since the Civil War. Some commentators pointed to the events of the week having a healing impact on the Civil War divide previously only evident in GAA clubs.
 - ✓ Political leaders seemed to define their politics in Catholic terms, leading some commentators to go so far as to label Éire/Ireland as a “confessional” state. Newspaper reports referred to Catholic Church during the week as “*the one and only true Church*”.
 - ✓ Others said the state ought to treat the clergy with great respect given the overwhelmingly Catholic nature of Irish society.
 - ✓ Cardinal Lauri made regular mention of Dublin’s poor in his sermons, representing Catholic social thinking and its implications for Ireland.
 - ✓ Congress sharply exposed differences between North and South. Many commentators have also seen the Congress as an important event on the path to de Valera’s new constitution of 1937.
 - ✓ United sense of solidarity in the south reinforced differences with Protestant-Unionist north, where Catholics returning from Dublin celebrations were subject to sectarian attacks.

Examples of oral testimony relating to Case Study *The Eucharistic Congress, 1932*

Oral evidence of Eucharistic Congress, Dublin 1932, from RTE documentary, *Seven Ages*, produced by Seán Ó Mórdha (available on DVD).

Example 1:

Testimony of Mgr Patrick Corish, former Professor of Modern History, St. Patrick's College, Maynooth.

I remember it with a certain feeling of regret that I wasn't considered old enough to be taken to Dublin. The whole countryside went to Dublin and going to Dublin in those days, from even semi-remote parts of the countryside was quite an achievement. It brought real pride to everybody, I think. Pride, first of all, that we could actually manage such a thing. I think that was very widely felt, you know; the pride in the sheer physical organisation of it. It showed that we could run affairs, you know, and that is terribly important, I think, to any people who are conscious of an ethnic or cultural unity and who set themselves out to become a state.

Example 2:

Testimony of Colonel Sean Clancy, Free State Army, who took part in Guard of Honour at High Mass in Phoenix Park, Sunday June 26th, 1932.

The high point of the Congress of course was the Mass in the Phoenix Park in the presence of something over half a million people. The Fifteen Acres of the Park was packed with people. The number of very high Churchmen from all over the world, especially different countries in Europe. Bishops, Archbishops were small fry. The army was to provide a guard of honour at the High Altar. I think about three days a week we had been training. The royal salute had to be given with our swords and I think it was the first occasion on which the royal salute was given in this country.

I remember Count John McCormack was immediately behind me. I could hear him but I couldn't see him on the High Altar. John McCormack that time was a world-renowned singer, everyone knew of him and had heard him. After Benediction, then, we were entertaining ourselves when the priest came in, in a hurry and he said, "The members of the Government are on their way across". So this was unexpected and it was an embarrassing occasion because the Civil War had ended and some of them, we had been fighting against them, and I'm sure they were as much embarrassed as we were. But however, they came in anyhow, and we greeted them and passed round drinks to them and we became very friendly and we got on very well together with them. So it was a great day and a very satisfactory day.

It was the biggest Guard of Honour that was ever given for any affair in the history of the state.

Reflection on the use of film evidence

Topic: The pursuit of sovereignty and the impact of partition, 1912-1949

The Eucharistic Congress, 1932.

See also transcripts of interviews provided, as well as “Significant Events”

From your viewing of this passage and consideration of the interview scripts,
which of the following elements are touched upon, and how?

1. Elements:

(a) State building and the consolidation of democracy

(b) State and culture, North and South

(c) Language, religion and education

(d) Promotion of cultural identity

2. Which key concepts and key personalities are illuminated, and how?

3. How useful do you see film as a teaching aid in the Revised Syllabus?

Reflection on the use of cartoon evidence
Later Modern Ireland Topic 2
Movements for political and social reform, 1870-1914
Case Study: Dublin 1913 – strike and lockout

Aims of session:

1. How to interpret a cartoon.
 2. To tie the interpretation into learning outcomes and the 3Es.
- ✓ Visual sources play a major role in shaping our image of the past.
 - ✓ Such images need to be subjected to the same kind of scrutiny and analysis as other historical sources (G26, 27).
 - ✓ Historical cartoons are an important kind of visual source and usually represent a particular viewpoint.
 - ✓ Learning how to ‘read’ or interpret such images will enhance a student’s historical understanding.
 - ✓ Cartoons are often best used at the end of work on a topic when students have the knowledge to help them recognise and decipher the clues in the cartoon.
 - ✓ Cartoons are not concerned with presenting a balanced view.
 - ✓ To present their point of view in a lively manner they rely heavily on caricature and exaggeration.
 - ✓ Cartoonists usually make assumptions about the viewers’ background knowledge. Students need to work out what these assumptions are if they are to grasp the meaning of the more subtle and complicated cartoons (all points, G26).

The grid on p36 of the booklet is taken from the *Guidelines*, page 28. This is a useful approach to the analysis of historical cartoons.

The approach moves from description to interpretation to the wider context.

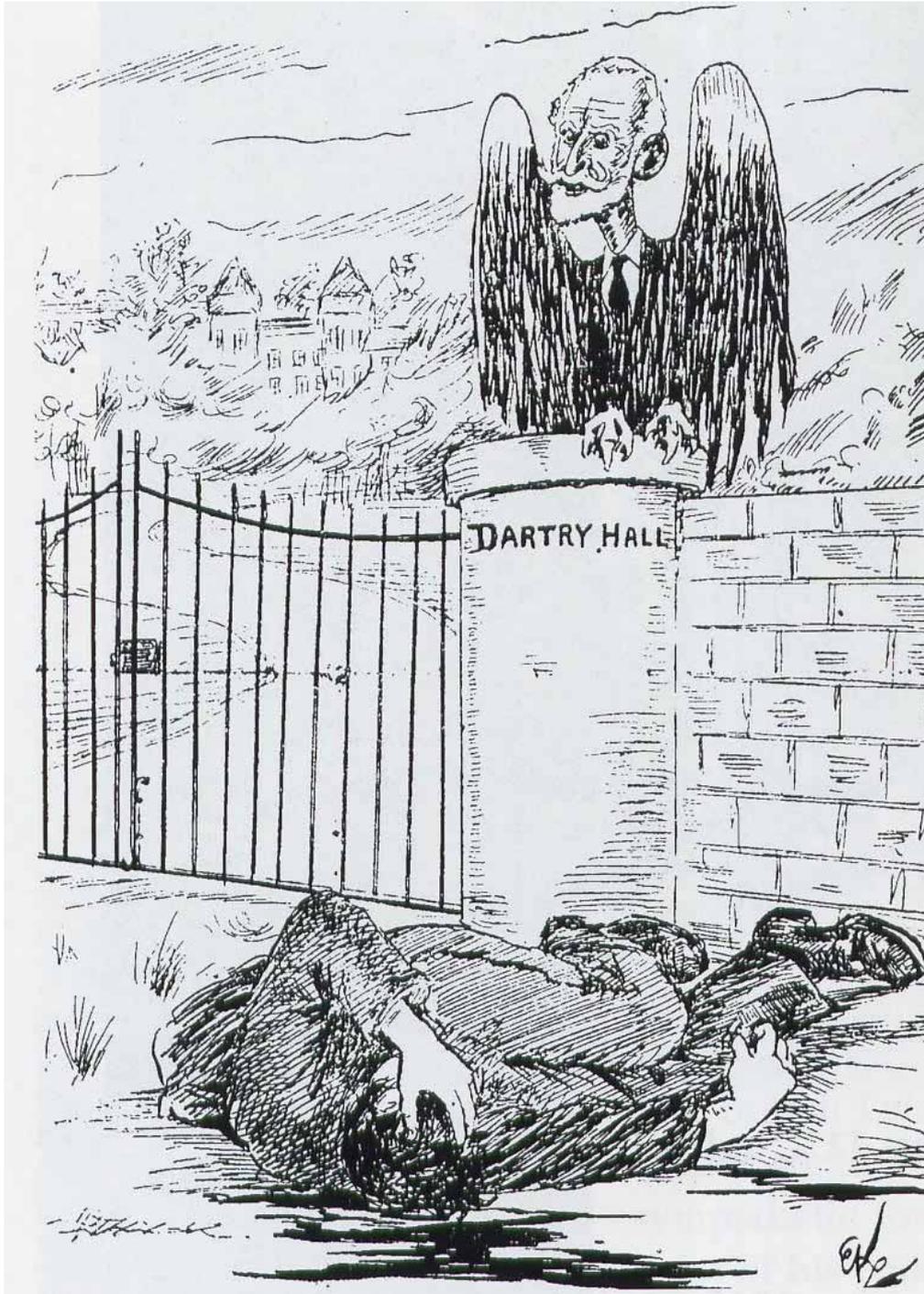
This method focuses on the three Es on which the revised syllabus is based - evidence, enquiry and exploration.

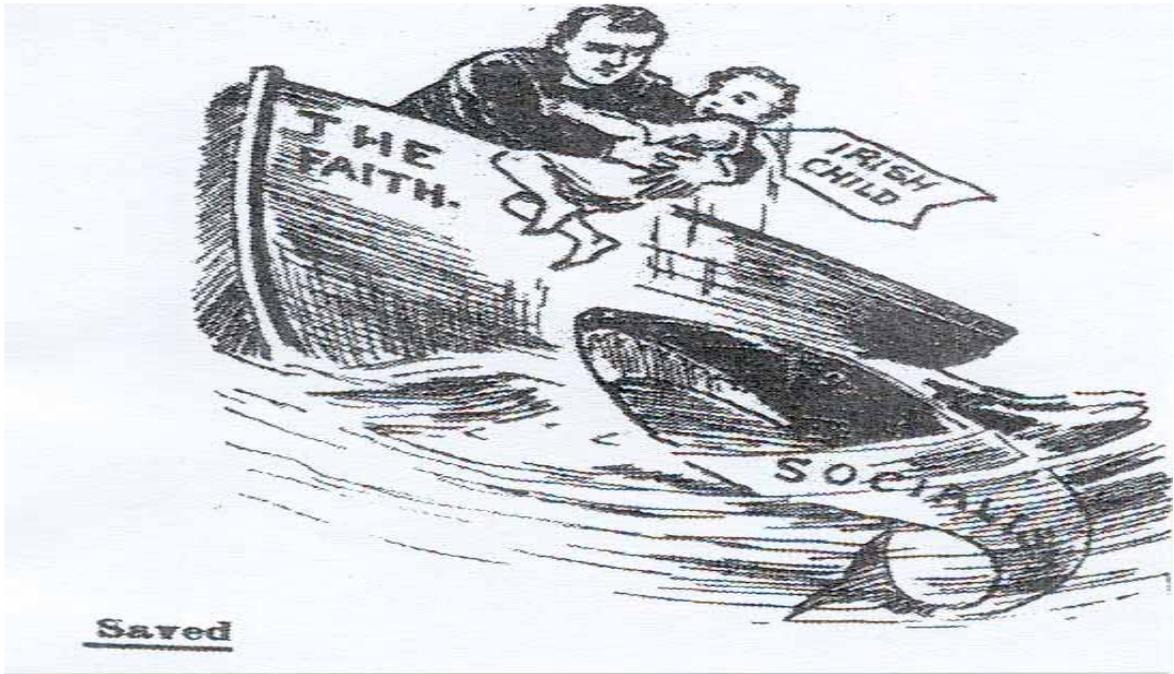
First Cartoon:

Irish Worker, 6 September 1913.

Teacher Activity:

Using one cartoon, either “Time to do this” (*Saturday Herald*, 6 September 1913, courtesy of Multitext, Cork) or “Saved” (*Sunday Independent*, 26 October 1913, courtesy of National Library of Ireland), fill in the relevant points on the grid.





Historical Cartoons		
Description		
<p><i>Describe exactly what you see in the cartoon.</i></p> <p><i>Describe the characters portrayed.</i></p> <p><i>How are they dressed?</i></p> <p><i>What are they doing?</i></p> <p><i>Are they realistically drawn or exaggerated? (If exaggerated, in what ways?)</i></p> <p><i>Describe objects depicted.</i></p> <p><i>Describe the background, foreground etc.</i></p>		
Interpretation	Evidence?	How sure are you?
<i>Do you recognise any of the characters? If they are based on real people, name them and their positions at the time the cartoon was drawn.</i>		
<i>Check the year and date of publication. To what event or issue is it referring?</i>		
<i>What do you know about the event/issue?</i>		
<i>What does the caption mean? Is it meant to be humorous or ironic? If so, in what ways?</i>		
<i>Can you identify any symbols that the cartoonist is using (e.g. Uncle Sam)?</i>		
<i>Are the characters drawn in a positive or negative way? Is the cartoonist's depiction flattering or critical?</i>		
Wider context		
<i>What other historical sources would help you to check your conclusion about this cartoon?</i>		
<i>How effective is this cartoon in achieving its purpose?</i>		
<i>Has the cartoon changed your interpretation of the event, issue or persons to which it refers?</i>		