

The National Tramway Museum

Conversations and Memories

A First World War Teachers' Resource

Secondary



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Introduction

Crich Tramway Village aims to provide enjoyable, active learning opportunities that inspire and engage students. We use our collections to engage learners in critical, analytical and investigative thinking, enabling insight into social, cultural, historical and technological changes in the 19th and 20th centuries.

This pack provides background information and resources to enable teachers to develop and deliver a cross curricular First World War Project. The initial focus is the sculptures 'Conversations and Memories', which are to be found on our Woodland Walk.

These sculptures were commissioned as part of the Museum's First World War commemorations, and provide a lasting legacy to the tramway men, women and their families whose lives were lost or changed by the war.

International, award winning artists Musson + Retallick designed and constructed the five pieces using rail from our stockyard manufactured during the years of the First World War. The artists worked with the Museum, schools, volunteers, visitors and the local community to develop the design for the sculpture. Artefacts from the collection were used to inspire and inform, including photographs, stories, engineering drawings, uniforms and ticket machines.

Each sculpture tells a different story and aims to encourage discussion. Who does this represent? What are these people feeling? How does it make you feel?



Aims

- To encourage critical thinking and enable reflection.
- To gain an understanding of life and conditions for those living through the war.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections.
- To understand the methods of historical enquiry.

Curriculum Links KS3

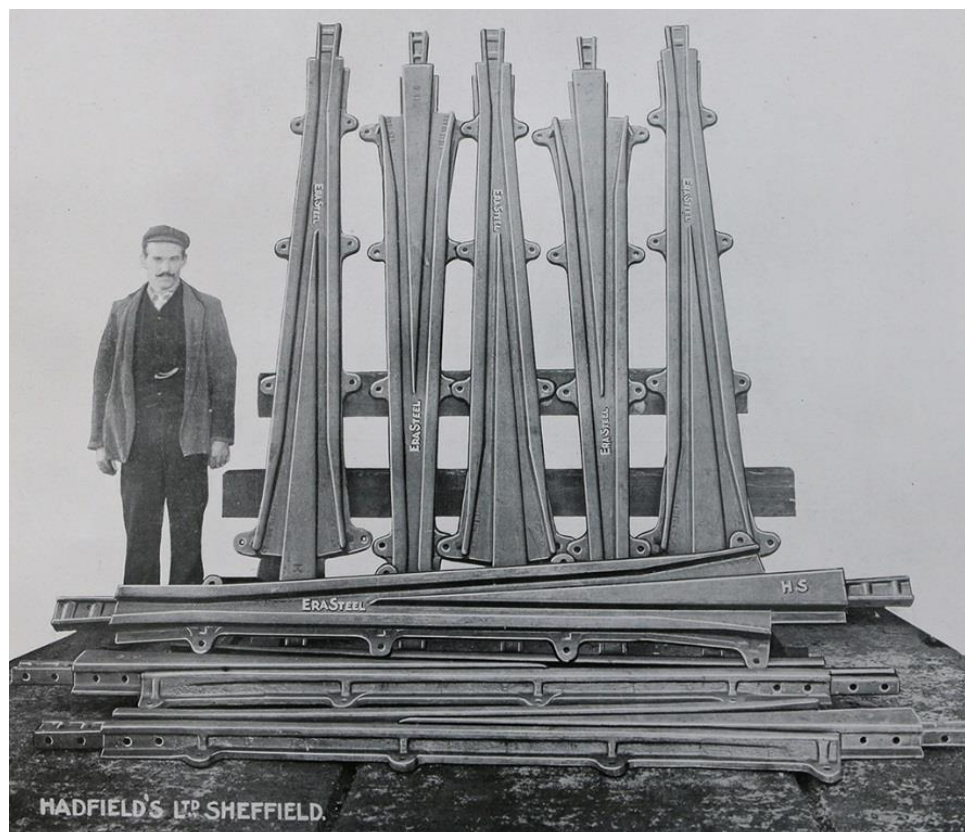
History – Challenges for Britain, Europe and the wider world 1901 to the present day, which could include: women's suffrage; the First World War and the Peace Settlement.

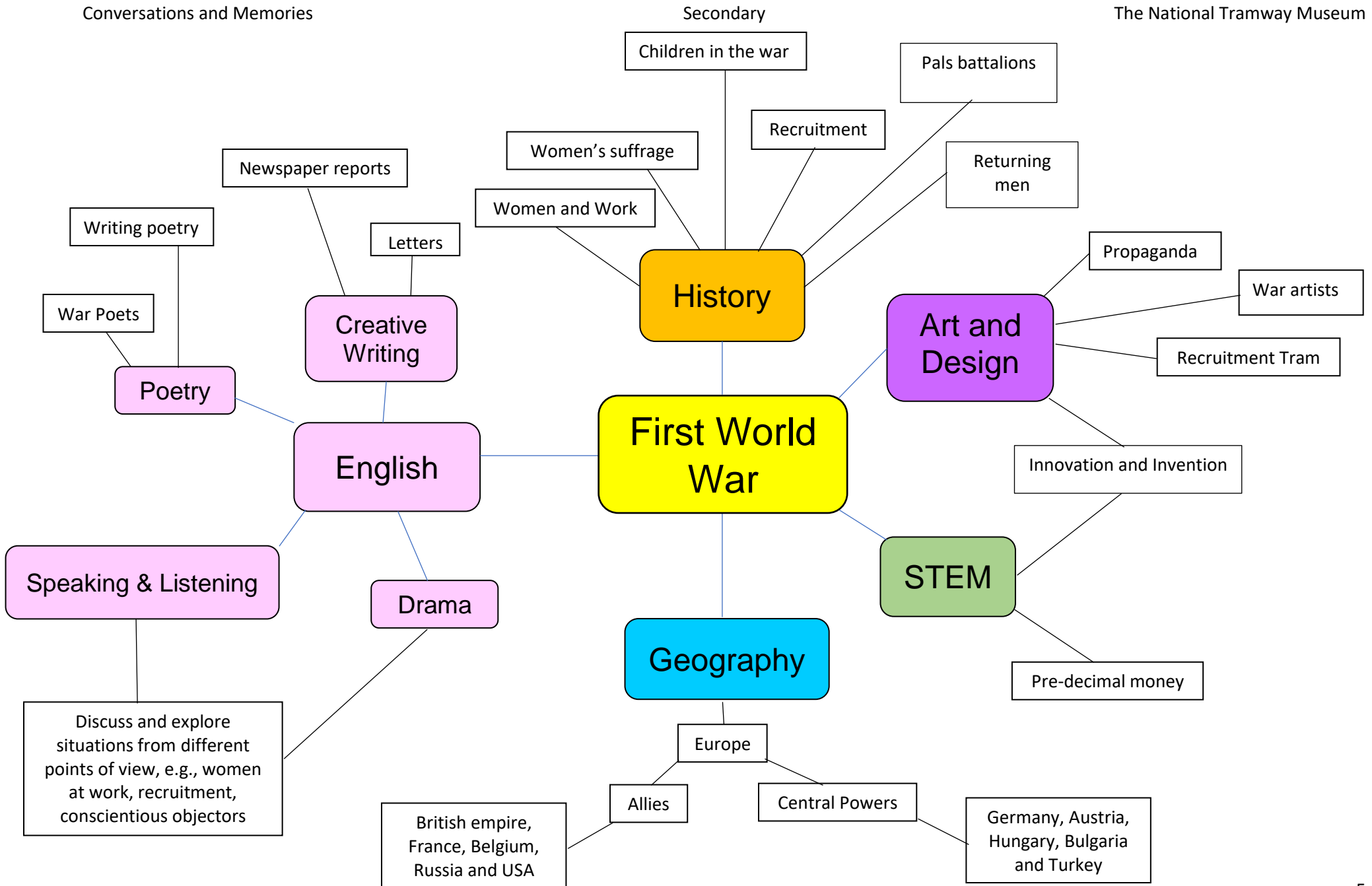
Art and Design – Produce creative work through the exploration of ideas and recording their experiences.

English – Write narrative diaries, write lists, present information. Engage in meaningful discussions in all areas of the curriculum. Listen and learn a wide range of subject specific vocabulary. Debate issues and formulate well-constructed points.

STEM/Design and Technology – Understand the uses and implications of science, today and for the future. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Geography – Interpret a range of sources of geographical information. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.





Background to the First World War

The start of the war was triggered by the assassination of Archduke Franz Ferdinand of Austria, the heir to the throne of Austria and Hungary, and his wife, Sophie, on 28 June 1914. A Serbian terrorist group, the Black Hand, planned the assassination, which was carried out by a Bosnian man, Gavrilo Princip.

Although the assassination was the immediate cause of the war, there were many underlying reasons. Differences over foreign policy and a series of events throughout Europe resulted in numerous disputes, threats and insults. Despite making alliances to maintain a balance of power, countries were assembling their armed forces, keen to build empires and regain lost territories from previous conflicts. As each country spent more on their armed forces the relationships between them deteriorated.

A network of alliances developed across Europe between 1870 and 1914 creating two major power affiliations, each group of countries agreed to defend one another if any of them went to war on a country from the other group.

The two alliances were 'The Central Powers' (Germany, Austria, Hungary, Bulgaria and Turkey) and 'The Allies' (British Empire, France, Belgium, Russia and USA).

For Britain the First World War began on 4 August 1914 when Germany invaded Belgium and ended on 11 November 1918. The formal peace treaty was signed in 1919.



First World War Facts

- The British Government asked for 100,000 volunteers to join the Army at the start of the war. 750,000 applied in the first month.
- 70 million military personnel were deployed worldwide, 60 million of them Europeans.
- 58,000 men lost their lives on the first day of the Battle of the Somme.
- More than 100 countries were involved, those not directly involved in the fighting provided hospitals, prisoner of war camps or were producing supplies such as munitions.
- The Victoria Cross, the highest military award, was awarded 628 times in the First World War. Recipients included Jack Cornwell, who was just 16 when he remained at his battle post despite suffering fatal injuries.
- It is estimated that around 250,000 British boys lied about their age in order to join up. The youngest, Sidney Lewis, was just 12 and was duly sent home.
- Average life expectancy in the trenches was six weeks and was considerably lower if you were a junior officer or a stretcher-bearer.
- 65 million men from 30 countries fought in the First World War. More than nine million fighting men were killed during the conflict, one third of them through disease. At least 750,000 of these were British, and over 188,000 were from British colonies.
- 1 million horses were taken into battle. British families gave their dogs to the army to act as messengers.
- Over 500,000 children lost their fathers.
- 9 out of 10 British soldiers survived.
- Following the war an influenza pandemic spread around the world, by May 1919 the virus had killed over 200,000 in the UK and over 20 million around the world, more in one year than had been killed over the four years of war. No one knew where it came from or why it suddenly went away.

The Sculpture Stories

Lilian the Salvationist



Lilian Parker was a tram conductress on the Burton and Ashby Tramway. She joined the company during the First World War, as many women did, taking over the jobs of the men who had left to fight.

Lilian was a member of the Salvation Army and a well-loved Sunday school teacher.

On Wednesday, 8 October 1919 Lilian was conductress on the tram travelling from Burton-on-Trent to Ashby. As the tram was ascending a steep hill it started slipping back. The driver applied the brake and Lilian rushed down from the top deck to apply the brake on the rear platform. The tramcar overturned, and she was trapped underneath. She had a leg amputated in hospital but died six days later.

Lilian's grave was erected by public subscription as a tribute to her personality and courage. The poem below was read out at her memorial service.

The Heroine of Newhall

'Twas early one morning – a tram ascending
Bearwood Hill,
When the slippery state of the metals brought the
tram to standing still.
Then down the steep descent at once the tram
began to move,
And quickened pace so rapidly, as these few lines
will prove.

If Lillian had so desired, herself she might have
saved,
By springing from the step – but no, 'twas duty that
she craved.

Inside the car she hurried, and threw out sand with haste,
To save the tram if possible – no time she had to waste.

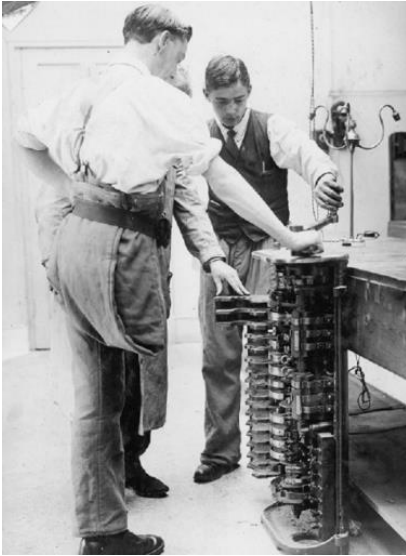
The tram down to the bottom crashed, as though by lightning speed,
And at the wall it came to grief, in spite of Lillian's deed.
The children standing saw it, with its weight of violence thrown,
A sight they never will forget, when youth and prime have flown.

To all the maids of Newhall, who at times may slothful grow,
While gazing at the monument, respect you sure can show,
By catching up the duty thread and weaving it with care.
Procrastination stealeth time – Yield not to it one share.

When round the fire at eve you sit, and lights are dim and low,
And children ask you for a tale which will a moral show,
Forget not then Miss Parker, who did in duty fall,
While acting as conductress on the tramline form Newhall.



The Engineers and Apprentice



The inspiration for this group came from the engineering drawings of William Edgar Allen and Michael Holroyd-Smith, and the plight of injured returning soldiers. The tall figures to the rear represent the engineers and the smaller figure to the front a disabled soldier retraining as an apprentice engineer.

William Edgar Allen (1837-1915) was educated in Paris as a young boy. He later spent time in Germany, Holland, Spain, Portugal and Italy. He founded a steel works, Edgar-Allen and Company, in 1868 in Sheffield using his knowledge of European business to build the company. His philanthropy provided the Edgar Allen Library for the University of Sheffield in 1909 and the Edgar Allen Institute for medico-mechanical treatment in 1911.

The Institute was originally intended to treat local steelworkers and miners, but during the war was used to help rehabilitate injured soldiers returning from the battlefields.

Michael Holroyd Smith (1847- 1937) was a notable engineer and inventor and contemporary of Thomas Edison and Alexander Graham Bell. His interests and inventions included automobile engines, electric traction for tramways and aeronautics. During the First World War he patented designs for military defence.

Soldiers waiting

What are they waiting for? Where have they been? What have they seen?

How do they feel?



This sculpture was inspired by the Tramway 'Pals' regiments recruited in many towns and cities across the country.

The idea that men would be more likely to enlist if they could do so with their friends or work colleagues led to the introduction of 'Pals' regiments. This proved incredibly successful as the country was gripped by a wave of patriotic enthusiasm. There were tramway battalions, football battalions, cyclists and many more.

The great drawback of this recruitment campaign was that those that went to war together often died together, sometimes wiping out large numbers of the men in a community and concentrating the effect on those at home.

The Family

Who is missing? Will their father, husband, brother come home?



These figures were inspired by the story of Private Thomas Whitham, a Burnley tramway worker awarded the Victoria Cross for his bravery in singlehandedly disarming a German machine gun post.

There was an official celebration was for Thomas in Burnley Town Hall. The Mayor presented Thomas with an inscribed pocket watch in a packed hall. His local church gave him an inscribed Bible, a silver loving-cup, a clock and brasses. His wife, Fedora, received a silver tea and coffee service, and the children were given money to be invested for their future. Thomas, who believed he had done no more than his duty, was overwhelmed.

On 19 October, 1917 Thomas received his medal from King George V Buckingham Palace.



Life after the War was hard for Thomas, lack of work and poverty forced him to sell his Victoria Cross to provide for his family. While cycling in Cumbria searching for work, he crashed, cutting his head badly. Ignoring advice to rest he carried on. Thomas disappeared in August 1923, and a distraught Fedora believed his accident had caused memory loss. In May 1924 she appealed for any news of him in the local paper. With no income she had returned to live with her father. Thomas was found in Liverpool, unable to account for his disappearance or where he had been.

Extreme poverty contributed to his death in October 1924, aged just 36.

Burnley Town Council managed to retrieve his medal and it was on top of his coffin when he was buried with full military honours. It is now on display in Towneley Hall Art Gallery and Museum.

Ernest Taylor



Ernest Taylor was born in Crich in 1886. When he was 15 he was working as a gardener in Worksop.

By 1905 he had moved to Leeds where he enlisted in the army with the Royal Horse Artillery. Ernest served for three years then remained as an army reservist. On leaving the army he became a tram conductor with Leeds City Tramways. As a reservist he would have been one of the first to be called up when war was declared, leaving his wife and job behind.

Ernest served under enemy fire in 1914 and eventually rose to the rank of Bombardier.

After the war Ernest returned home to his family and the Leeds City Tramways where he was still working in 1939. Ernest died in 1962, aged 76.

Activities and Discussion Points

Introduction

This pack aims to support and supplement existing curriculum teaching materials and resources through snapshots of real people and their experience of war. It is intended to support student's critical thinking and personal reflection by developing an understanding of the issues and dilemmas facing people caught up in conflict.

Activities are divided into topics as they intentionally overlap subject areas to be truly cross curricular. The activities are not prescriptive allowing teachers to adapt them to the needs of their own students, or to use as a starting point for more in-depth work or research.

Students should be encouraged to consider their feelings about the different aspects of involvement and how they would have reacted and be involved. They should be given plenty of opportunities to discuss and reflect, using evidence from the resources, their research and discussions to support their opinions and conclusions.

Women, Work and Suffrage

Women's lives were dramatically changed by the war, moving from homemakers to jobs previously seen as a totally male preserve. Work in factories, engineering, transport, farming and more was taken on, alongside the traditional female roles in nursing and education.

Before the war women were campaigning for the right to vote, but when war was declared the war effort took priority and the campaign for suffrage was put on hold. Women had to wait until 1918 before they gained the right to vote and even then, only women over 30.

Once the war was over there was no acceptance that women should keep their jobs, status and skills. The needs of the returning men took priority and almost overnight women were forced out of the workplace and back into the home.

- *What roles were traditionally seen as suitable for women? What roles did women take on during the course of the war? What impact did these new jobs have on their pay? Was their pay the same as the men who had been doing the same job?*
- *Some women took on voluntary roles rather than paid work – what did they do?*
- *What happened when the war was over?*
- *What were the attitudes of employers towards women? Discuss the War Cabinet Committee Statement. The Statement claims that women were not as competent as men. How well evidenced is this?*
- *How far did attitudes change during WW1?*
- *How might changes in women's working roles have contributed towards women over 30 getting the right to vote in 1918? Why do you think it took so long for women to get the vote?*
- *What jobs do the women you know do? Were these jobs available to women at the beginning of the 20th century?*

Recruitment and Propaganda

Men were encouraged to feel excited about fighting for their country. It was an adventure, they could fight beside their friends and colleagues and it would soon be over. Women were urged to persuade men to join up and to join the war effort themselves.

As the war went on recruitment campaigns changed from portraying enlisting as a patriotic duty, to pressurising those that didn't into feeling ashamed or guilty. To begin with volunteers came forward willingly, but by the end of 1915 it was clear more men were needed to sufficiently fill the ranks.

Many boys lied about their age. Some were found out and sent home, others died fighting at the front. Recruitment Officers often turned a blind eye if a boy was keen and fit. Once conscription was brought in the number of underage recruits dropped dramatically.

The Military Service Act was passed in January 1916 calling up all medically fit, single men between 18 and 41 years, unless they were widowers with children or members of the clergy. Within a few months conscription was extended to include married men.

Exemption could be granted by the Military Service Tribunal under four grounds:

- someone engaged in work, or being trained for work deemed to be in the national interests
- if serious hardship would ensue due to financial or business obligations or domestic position
- ill health or infirmity
- conscientious objection

Those exempted carried papers and badges to prove their exemption. This was vital – men remaining at home needed to demonstrate they were supporting the war effort.

- *What did the men believe they were fighting for? To preserve a way of life? Justice? Freedom? Duty? Honour? Love of their country? Fear of being left behind? To make their families proud?*
- *Consider why they volunteered. What motivated them? Did they see it as an adventure or an escape from a way of life they were discontented with? Why do you think so many underage boys volunteered? What were the consequences of not fighting?*
- *Why do you think it was important for those exempt from fighting to carry proof? Can you relate this to any situations today?*
- *Research the use of white feathers.*

Propaganda

What is Propaganda? *'Information, especially of a biased or misleading nature, used to promote a political cause or point of view.'* (Oxford English Dictionary)

The War Propaganda Bureau was established in 1914 to coordinate propaganda at home and abroad. Well-known authors, including Arthur Conan-Doyle, John Buchan and HG Wells, were recruited to write articles and pamphlets that endorsed government policy.

- *Consider how propaganda was used. What images/wording was used? And how do they make people feel? Lies about the enemy were commonplace, why do you think this was allowed?*
- *How did the design of posters encourage recruitment? How do you think the wording and images encouraged patriotism? The emphasis changed as the war went on. Why do you think this was?*
- *Design a poster or write an article to encourage recruitment to the armed forces.*

Recruitment Trams

Recruitment trams were used in many towns and cities. The trams were decorated with promotional posters, flags, lights and banners and gave free rides to Town Halls and council buildings where men could sign up.

Many of the recruitment trams promoted Pals Regiments and encouraged groups of men to join up together.

- *Design a recruitment tram to encourage men to enlist. How are vehicles used for advertising now?*
- *Do you think seeing a recruitment tram would encourage men to enlist?*

PALS Regiments

Two weeks into the war Lieutenant General Sir Henry Rawlinson put it to Kitchener that men would be more likely enlist if they were fighting alongside their friends and colleagues. This campaign was successful beyond anything the government imagined.

- *Why do you think this campaign was so successful? What do you think the impact was on the soldiers' home towns?*
- *What do you think the impact was on the soldiers when their friends and colleagues were killed or injured?*
- *Read 'Homecoming' in Stories of the First World War by Jim Eldridge, discuss how his experience impacted on him, his family and the other families in Accrington that had lost sons and fathers.*

Conscientious Objectors

Conscientious objectors were men who believed that war was wrong and refused to fight on moral and religious grounds.

Many joined the Non-Combatant Corps as stretcher bearers, earning much respect from their arms bearing colleagues. Others worked in farming or hospitals, or volunteered for the Friends Ambulance Units in France, aiding all, no matter what side they were fighting on.

Richmond Castle in North Yorkshire has researched the graffiti left by imprisoned conscientious objectors during the First World War:

<https://www.english-heritage.org.uk/visit/places/richmond-castle/richmond-graffiti/cell-block-graffiti/>

Read the stories of some of the men:

<https://www.english-heritage.org.uk/visit/places/richmond-castle/history/c-o-stories/>

- *Do you think these men were traitors? Do you think they were cowards? Can you relate what they did to any present-day activists?*
- *How do you feel about the way these men were treated by the authorities?*
- *What are you passionate about? What in the world is worth preserving? Big things that concern the whole planet? Small things that matter to your town, family, friends, you? Can you rank these in order of importance? What can you do about the things you feel strongly about?*
- *Read 'The Somme: tanks and conchies' in Stories of the First World War by Jim Eldridge*

Children

Everyone was expected to 'do their bit' for the war effort. Children wanted to support their fathers and brothers away at the front. Many joined their mothers working in factories or on farms. School leaving age was 12, but many younger children were encouraged to divide their time between school and work. Others cared for younger siblings, did housework and queued for food.

They were also involved in fundraising and collecting. Blankets and books were sent to the front or sold, scrap metal collected for recycling and conkers gathered to help in the production of explosives.

Scouts assisted with air raid duties and trained as fire fighters. They guarded railway lines, reservoirs and the coast, and were taught to shoot so that they could defend the country if required.

Girl Guides knitted socks and scarves to send to soldiers and learned first aid to assist the injured following air raids. They also carried messages for the Ministry of Defence, initially a role given to the Scouts who were discovered to be unable to keep secrets!

Over 500,000 children lost their fathers and many lost brothers, uncles and cousins. The emotional impact of the war was hard for children struggling to understand the reasons behind it. It was also difficult for them to deal with returning fathers and brothers who were often physically and mentally very different men to those they knew before the war.

- *How would you feel about working twelve-hour shifts, six days a week at 12 years old?*
- *What do you think children felt about the war?*
- *Do you think it was right for Scouts to be trained to use guns?*

News

Information about what was happening on the battlefields was intermittent and often far from accurate or up to date. There was no television or social media to bring news and newspaper reports avoided describing the awful conditions and loss of life, focussing instead on patriotism and success.

The Defence of the Realm Act included restrictions on the press, forbidding them to report anything 'liable to cause alarm and despondency'. As the press supported the war, journalists ensured their stories emphasised Allied success and understated failures.

At first the press were not allowed to report from the front, relying on the Government Press Bureau which provided little information. Later official war correspondents were recruited under military control. Official photographers and cameramen followed, providing visual resources for newspapers and newsreels for cinemas. Censorship ensured that much was not reported.

Families and soldiers relied on letters to exchange news and soldiers could receive parcels from home containing food, tobacco and warm clothing. Letters were censored to prevent tactical information being accidentally disclosed.

- *Why was censorship important?*
- *Why do you think the government wanted to make sure the press only reported success?*
- *Read Dear Jelly by Sarah Ridley*

War Artists

Official war artists were recruited by the War Propaganda Bureau initially to produce propaganda through posters, leaflets and cartoons. Later they were contracted to portray and record the experience of war in a way that photographs, newsreels and the written word could not. By 1918 the war artists scheme was run by the British War Memorials Committee to produce art that would be part of the remembrance and commemoration of the war.

Some artists objected to the censorship imposed upon them regarding what they portrayed but they produced some of the most descriptive and emotional images of what was actually happening on the Western Front and beyond now part of the Imperial War Museum's collection.

- *What do you think of the paintings produced? How do they make you feel about war?*

<https://www.iwm.org.uk/learning/resources/british-art-of-the-first-world-war>

Dazzle ships

One of Germany's most feared and effective weapons was its submarine fleet, U-boats, which were destroying British cargo ships.

Norman Wilkinson, a marine artist, came up with an ingenious solution: Instead of trying to hide ships, make them stand out.

The ships' hulls were painted with irregular abstract shapes and patterns which made them visually confusing, making it difficult to tell the ship's size, speed, distance and direction when looking through a periscope.

- *Research dazzle patterns. Try painting a dazzle image.*

Innovation and Invention

Many ground-breaking and life enhancing inventions are born of war. The First World War saw the invention of the tank, portable x-ray machines, aerial photography and tissues, the beginnings of plastic surgery, blood banks, occupational therapy and much more.

Less than fifteen years after the Wright brothers flew, aeroplanes were being used in war for the first time. Mono and bi-plane fighters were designed to carry heavy bombs and machine guns while maintaining manoeuvrability.

The idea of developing an armed and armoured vehicle wasn't new, but the needs of war kickstarted the project. The design had to be armoured to protect crew, have caterpillar tracks to cross mud, shell holes and trenches and be mounted with a machine gun. The first 'landships' were built amid great secrecy. The story was that large amounts of metal were being transported by rail to build water tanks for Russia. The name 'tank' stuck. Tanks were first used in 1916

- *Research inventions of the First World War that we are still using today. Try and find inventions that you would not consider to be related to war, for example; tea bags.*

Money, weights and measures

At the beginning of the war gold sovereigns (£1) and half sovereigns (10 shillings) were still normal currency. The Government wanted to ensure there were enough gold reserves to pay for the war, so gold coins were removed from circulation and replaced with £1 and 10 shilling notes.

Decimal currency was unheard of at the time of World War One, and coins had different names.

Pounds (£); Shillings (/); Pence (d)

So, three shillings and sixpence would be written 3/6d.

4 farthings = 1 penny

12 pennies = 1 shilling

20 shillings = £1

21 shillings = 1 guinea

There were also halfpennies, threepence pieces (thruppence), sixpences, florins (2 shillings) and half crowns (two shillings and sixpence).

How much did things cost?

People bought liquids, such as milk, in pints and gallons; and foods, like flour or sugar, were measured in pounds and ounces.

2 pints = 1 quart

8 pints = 1 gallon

16 ounces (oz) = 1 pound (lb)

14 pounds = 1 stone

A pint of milk cost 1d and a loaf of bread was also 1d. Half a dozen (6) eggs were 3d and a quarter pound of loose tea was 2d.

With long queues of customers and no calculators, shopkeepers had to be good at arithmetic. Adding things in pounds, shillings and pennies was tricky!

Different ways of measuring

Measuring things was done differently too. Measurements were taken in yards, feet and inches.

12 inches = 1 foot

3 feet = 1 yard

1760 yards = 1 mile

- *How has currency and measurement changed since the First World War? What is the difference between pre-decimal and decimal currency and imperial and metric measures?*
- *Which is easier to use? Why?*

Returning Men

Fighting continued right until the last minute then suddenly stopped. The feeling of relief was soon replaced by a feeling of 'now what'. Many men believed they wouldn't survive the war and now they had a future. For some the war was the only work they had known so returning home and trying to find employment proved difficult.

'I applied for a job at Whitehall, at the Ministry of Labour as a temporary clerk. I went before a man, he was chairman and a lot of bearded old men round a board. The old men were in the saddle again and you just didn't stand a chance. He said, 'I'm sorry Mr Dixon, but you've had no experience!' Why, didn't I see red! I got up on my hind legs and said, 'Pardon me, sir! But I've had more experience than anybody in this room, but the thing is it's been the wrong sort! When I joined the army in 1914, I told the recruiting sergeant I couldn't ride a horse and he said, 'We'll bloody soon teach you!' They did and they spared no pains over it! Apparently I could be fitted for war but I can't be fitted for peace! I shall know what to do another time gentlemen!' Fred Dixon

Post Traumatic Stress was neither recognised or understood, although the symptoms of what was referred to as shell shock were common. Men were afraid to admit they were struggling and hid their suffering. Little psychological help was available and there were often outbursts of violence. The men's families also felt the mental and physical scars that had begun on the battlefields.

Two million British soldiers, sailors and airmen returned home permanently disabled. Life changing injuries were common and men who were dealing with pain and adjustments to their lives also had to suffer unpleasantness from a public who wrongly believed they were a drain on society, living off the generosity of others. Those with facial injuries struggled most, and even with the developments of plastic surgery that helped to rebuild their faces, severe depression and suicide were common.

Retraining was a key factor in the rehabilitation of disabled men. They became carpenters, engineers and bookkeepers; they learnt to play sport, ride bicycles and drive with crutches or their prosthetic limbs.

Demobilisation was a long process and considered unfair by many. Men were demobbed according to the importance of their previous civilian occupation rather than the length of service. In February 1920 there were still 125,000 soldiers still waiting to be demobbed. For the thousands who had only known military service work was difficult to find and many started peace time unemployed.

- *Discuss the impact of so many men returning to the workforce. How do you think the women felt about being dismissed? Consider Fred Dixon's statement – do you think he was treated fairly? Do you think the men interviewing him had a valid reason to reject him?*
- *Research facial injuries and the development of plastic surgery, in particular Harold Gillies.*
- *How does the treatment of post traumatic stress now compare with how shell shock was treated?*

Resources

Poetry

The poetry included in this pack has been chosen to reflect different viewpoints and feelings. Teachers are advised to read the poems before utilising them in lessons and to prepare the students emotionally and mentally.

War Girls - Jessie Pope

'There's the girl who clips your ticket for the train,
And the girl who speeds the lift from floor to floor,
There's the girl who does a milk-round in the rain,
And the girl who calls for orders at your door.
Strong, sensible, and fit,
They're out to show their grit,
And tackle jobs with energy and knack.
No longer caged and penned up,
They're going to keep their end up
'Til the khaki soldier boys come marching back.

There's the motor girl who drives a heavy van,
There's the butcher girl who brings your joint of meat,
There's the girl who calls 'All fares please!' like a man,
And the girl who whistles taxi's up the street.
Beneath each uniform
Beats a heart that's soft and warm,
Though of canny mother-wit they show no lack;
But a solemn statement this is,
They've no time for love and kisses
Till the khaki soldier boys come marching back.

Suicide in the Trenches - Siegfried Sassoon

I knew a simple soldier boy
Who grinned at life in empty joy,
Slept soundly through the lonesome dark,
And whistled early with the lark.

In winter trenches, cowed and glum,
With crumps and lice and lack of rum,
He put a bullet through his brain.
No one spoke of him again.

You smug-faced crowds with kindling eye
Who cheer when soldier lads march by,
Sneak home and pray you'll never know
The hell where youth and laughter go.

The Veteran - Margaret Postgate Clay

We came upon him sitting in the sun
Blinded by war, and left. And past the fence
There came young soldiers from the Hand and Flower,
Asking advice of his experience.
And he said this, and that, and told them tales,
And all the nightmares of each empty head
Blew into air; then, hearing us beside,
"Poor chaps, how'd they know what it's like?" he said.

And we stood there, and watched him as he sat,
Turning his sockets where they went away,
Until it came to one of us to ask "And you're-how old?"
"Nineteen, the third of May."

What Reward? - Winifred Mary Letts

You gave your life. Boy.
And you gave a limb:
But he who gave his precious wits,
Say, what regard for him?

One had his glory,
One has found his rest.
But what of this poor babbler here
With chin sunk on his breast?

Flotsam of battle,
With brain bemused and dim,
O God, for such a sacrifice
Say, what reward for him?

The Dugout - Siegfried Sassoon

Why do you lie with your legs ungainly huddled,
And one arm bent across your sullen, cold,
Exhausted face? It hurts my heart to watch you,
Deep-shadowed from the candle's guttering gold;
And you wonder why I shake you by the shoulder;
Drowsy, you mumble and sigh and turn your head...
*You are too young to fall asleep for ever;
And when you sleep you remind me of the dead.*

In Flanders Fields - Lieutenant Colonel John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place: and in the sky
The larks still bravely singing fly
Scarce heard amid the guns below.
We are the dead: Short days ago,
We lived, felt dawn, saw sunset glow,
Loved and were loved: and now we lie
In Flanders fields!
Take up our quarrel with the foe
To you, from failing hands, we throw
The torch: be yours to hold it high
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders fields

Notes from a Tape Recording made 18 September, 1978 of MRS. ROSE JONES (then aged 84) who was a conductress on the Metropolitan Electric Tramways 1917 to 1919.

Mrs. Rose Jones moved from Northamptonshire to London in 1914 and was in domestic service. She joined Metropolitan Electric Tramways (MET) as a trainee conductress in 1917. Her uniform was a dark grey jacket and skirt, edged with black leather round cuffs and hem. She wore a white shirt and red tie with a dark grey, leather trimmed winter coat and black leather lace-up boots.

Training was with an experienced conductress, starting with short journeys, then longer routes for 2 or 3 months. She worked a 10 hour day, 6 days a week with one weeks holiday per year. Starting pay was £1.10s per week, rising to £2. By the time she left in 1919 pay was nearly £4 per week. In the last week of her service an 8 hour day was introduced.

Shifts varied, from a 4.00 am start, finishing at 2.30 pm to a late turn, finishing at 1am. Late or early turns meant a 4 mile walk from her lodgings. On Sundays, cars started later and finished earlier. After training she became a "spare girl" meaning she could be allocated to any route.

Her future husband was a wounded soldier travelling by tram between hospital and a Soldiers Club. A romance developed and he would deliberately wait for her car. He returned to the Front but was wounded again, returning to the same Hospital. They were married in September 1918.

By 1917 there were very few male conductors, these being over military age, unfit for the forces or training as drivers. Most other male staff were above military age.

Towards the end of 1917 Rose was allocated a regular route with a regular driver. The cars were usually covered top but occasionally open top. She disliked open top cars in cold, wet weather. She only used gloves to get a good grip on the trolley rope. The pressure of the spring on the trolley was quite hard as was holding the points lever.

There was a partial blackout during times of air raid risk. A bicycle lamp was carried for emergencies and there were shaded lights where trollies were reversed to help place the trolley wheel on the wire. She recalled one air raid when the driver stopped the car and put the lights out and the passengers ran to a nearby public house, but she and the driver sat in the car until the "all clear". She also recalled a daylight raid when bombers flew over very low. She was taking fares on a crowded car and the passengers panicked to get off, knocking her over in the process.

Many different tickets were carried, fares ranging from 1d to about 1/6. Workmen's fares were 2d. return. Shift workers could travel at workman rate outside usual hours. At end of duty money, tickets and waybill were taken to the cashier's office to be checked. Shortages had to be made up. She was once 2/6 short but couldn't recall ever being over.

She could not recall any derailment, dewirement or being stuck on "dead" on conduit, nor any serious mishaps or rude passengers. A timekeeper was employed to regulate the cars.

Rose recalled Armistice Night well. Her car was delayed for half an hour by people dancing up and down the street and inside the car. She said everybody had gone crackers.

She continued in the service until forced to leave in Autumn 1919 because of pregnancy. By then men were returning and most of the conductresses left the service.

The tramcars had folding canvas seats for the conductresses' use. There was a government regulation covering provision of seats for female staff.

When Rose and her husband celebrated their Diamond Wedding the local paper described her as an ex—bus "clippie", much to her annoyance. The term 'clippie' for conductresses, mentioned in some accounts of the Great War, is a newspaper fabrication referring to those engaged during the Second World War. In the Great War all references were to conductresses or lady conductors.

Women and Work – World War 1

Extracts from a Transport and Railway journal considering the role of women as drivers and conductresses on trams in Scotland.

Extracts from Women Drivers by Archibald Robertson 1916

'I believe the Greenock tramway was one of the first, if not actually the first, Tramway Company to experiment with lady drivers and conductors. It will be understood that this is not from any desire to make a change, but from absolute necessity...on the outbreak of war a considerable number of our men at once enlisted...As time went on...we were faced with putting on lady drivers or drastically curtailing services, and considering that 70 to 75% of our traffic is munitions workers' traffic it will be agreed that stoppage or serious curtailment would have been disastrous.

After anxiety and careful consideration...it was decided to train a few selected females as drivers...the number was steadily added to until we had some 80% of females on the running staff...62% were women drivers. After a month's training they were as efficient as a good class man with a similar period of training.

We were somewhat concerned as to how the drivers would stand the winter...I was agreeably surprised. While the 'missed turns' were more frequent than during the summer the girls stood the cold remarkably well. Rain and snow did not daunt them the only conditions which seemed to frighten them was a greasy rail. They preferred to work similar shifts to men.

While the experience has been favourable there are one or two points where they are not as reliable as men. While some of them have not lost a single minutes time in twelve months, a proportion do not realise the necessity for punctual reporting. They appear to think that if they report within 10 or fifteen minutes of the reporting time there should be nothing to complain about, and even when they do not turn out for work they sometimes neglect to send word.'

Women and Work: Post World War One

The information below is taken from a War Cabinet committee report just after the war ended.

War Cabinet Committee report on Women in Industry 18 December 1918

The number of women employed in the Traffic Departments of the Municipal Tramways of the United Kingdom and who are taking the place of men is shown by the following table which also shows the number of men still employed.

	<u>Males</u>	<u>Females</u>
Drivers	12,637	745
Conductors	2,906	11,671
Inspectors	962	110
Timekeepers	474	15
Shedmen	6,688	
Women Car Cleaners		1664
Employees under 18		
Years of age	1,685	400
	<u>25,352</u>	<u>14,584</u>

Of the 90 municipal Tramways only 12 pay less basic rate of wages (apart from war bonuses) to women than to men. All the rest pay the same basic rate

Extract from a War Cabinet report considering the work of women on trams post 1918.

War Cabinet Committee report on Women in Industry

18 December 1918

Generally speaking, do women conductors employed by you carry out their duties as efficiently as men?	The answer is decidedly negative
Do they collect fares efficiently?	No. There is no doubt more fares are missed by women conductors...
Can you furnish figures in support of your answer as regards fare collection?	I am afraid I cannot...our inspecting staff have been very much reduced during the war, and on account of the way the cars have been crowded, and the slowness of the women in collecting fares, the inspectors have been engaged more in assisting the conductors than in inspecting duties
Do they make up their way bills efficiently?	They do not. They are not so careful in making the figures legible, and thus extra work is entailed in the Cash Offices and Head Office
Are they courteous to passengers?	There is no question we have more complaints of rudeness by female than male conductors. They are naturally more argumentative.
Are they punctual in attendance?	There are far more late reports by women than we had when men were employed, and I am of the opinion that we had more regular attendance when wages were lower.

Recruitment Trams

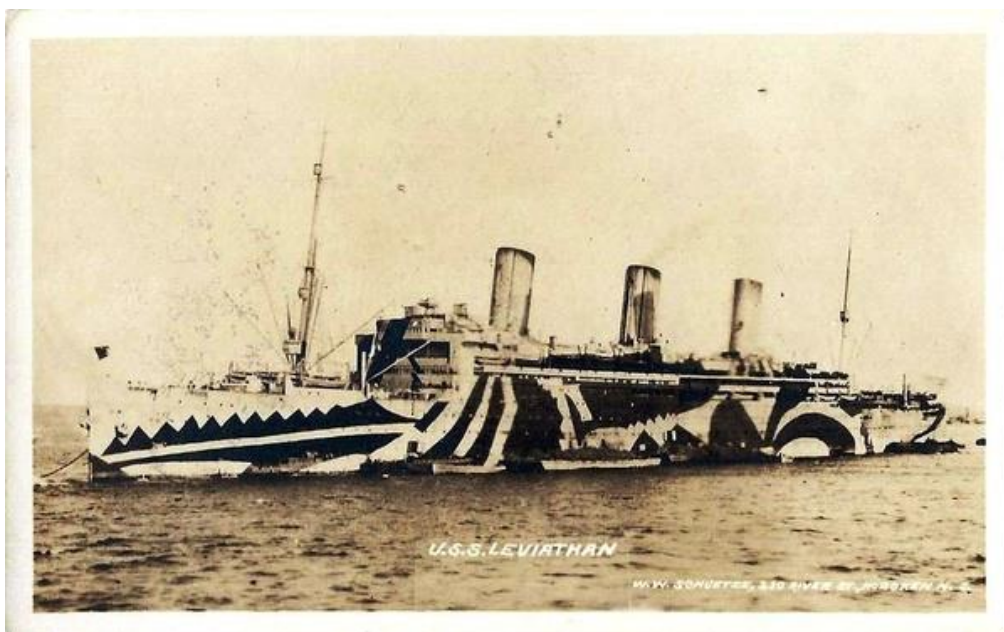


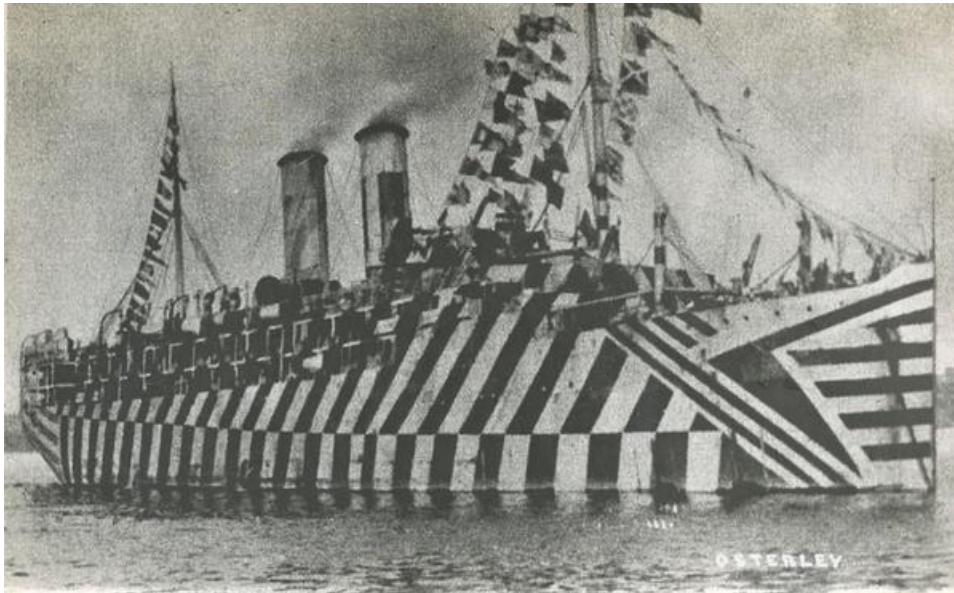
PALS Regiments

Glasgow Corporation Tramways workers



Dazzle Ships





Useful Resources:

Websites

Suffrage Resources <https://www.suffrageresources.org.uk/>

BBC iWonder – www.bbc.co.uk/iwonder

Films

All Quiet on the Western Front (1930)

A Farewell to Arms (1957)

Lawrence of Arabia (1962)

Oh What a Lovely War (1969)

War Horse (2011)

Private Peaceful (2012)

Testament of Youth (2014)

14-18 Now (2018)

Novels and stories about the First World War

A Farewell to Arms, Ernest Hemingway

All Quiet on the Western Front, Erich Maria Remarque

Goodbye to All That, Robert Graves

Testament of Youth, Vera Brittain

Stories of the First World War, Jim Eldridge

Birdsong, Sebastian Faulks

War Horse, Michael Morpurgo

Private Peaceful, Michael Morpurgo

Regeneration, Pat Barker

Dear Jelly, Sarah Ridley

References

The National Tramway Museum Library and Archive, Crich, Matlock, Derbyshire.

All Quiet on the Home Front, Richard van Emden & Steve Humphries (2003, Headline Book Publishing, London).

Home Front 1914-1918; Ian Beckett (2006, The National Archives, Kew)

A History of the First World War in 100 Objects, John Hughes-Wilson (2014, Cassell, London),

Stories of the First World War; Jim Eldridge (2014, Scholastic, London).

Horrible Histories Frightful First World War; Terry Deary (2013, Scholastic, London).

<https://academic.oup.com/shm/article/24/3/666/1630765>

British Legion <https://www.britishlegion.org.uk/remembrance/what-we-remember/first-world-war/>

BBC Guides <http://www.bbc.co.uk/guides/zxw42hv>

https://encyclopedia.1914-1918-online.net/article/children_and_youth

<https://www.bl.uk/world-war-one/articles/childrens-experiences-of-world-war-one>

https://www.bbc.co.uk/history/trail/wars_conflict/home_front/the_home_front_11.shtml

<https://www.historyextra.com>