



History In-Service Team,  
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## The Research Study: Examples of Subjects And Sources

The following material includes approaches and advice on the Research Study. It indicates the richness of sources and approaches available to teachers, using a number of relevant examples. References to the advice contained in the Guidelines are intended to root the examples and the approaches firmly within the structure of the syllabus.

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**Section 1: The contribution of an individual to a particular episode or event or movement.**

**Red Hugh O'Donnell: Example from EMI 2.**

The “Ulster rebellion and national war (the Nine Years' War).” is an element in EMI 1. The career of Red Hugh O'Donnell (1572-1602), not a nominated key personality, could be the subject of research studies.

(a) His imprisonment as a hostage and his escape might be an attractive research topic for study by an Ordinary-Level student. The following title may be suggested:

“Why was Red Hugh O'Donnell kidnapped in 1587, how was he held captive, and how did he escape?”

(b) The same aspect of Red Hugh's life could be the subject of a research study for students at Higher Level but to enable the student to “show understanding of the broader historical context of research findings” (Syllabus, p. 10) the title would have to be phrased differently.

“What aspects of Elizabethan government policy were served by the kidnapping and imprisonment of Red Hugh O'Donnell and what were the circumstances and consequences of his escape?”

(c) Suitable Sources.

(i) There is a detailed account of the capture of Red Hugh O'Donnell, organised by Lord Deputy Perrot in 1587, from a wine ship in Lough Swilly; his escape from Birmingham Tower, Dublin Castle; his flight to O'Byrne through the snow in the Wicklow hills; and his journey back to Donegal. This account in the *Annals of the Four Masters* (original text and translation into English) is available free on the Internet from UCC History Department at [celt.ucc.ie](http://celt.ucc.ie).

(ii) A biography of Red Hugh O'Donnell, *Beatha Aodha Ruaidh Uí Dhomhnaill*, was written by Lughaidh Ó Cléirigh around 1616. It was edited and translated into English by Paul Walsh and published in Dublin by the Irish Texts Society, 1948. Paul Walsh has an excellent and lengthy introduction with an analysis of the strengths and weaknesses of the source.

(iii) There are also many histories by modern historians on this period that are very useful:

Nicholas Canny, *Making Ireland British, 1580-1650* (Oxford: UP 2001)

Colm Lennon, *Sixteenth-century Ireland, the incomplete conquest* (Dublin: Gill & Macmillan 1994; New York: St Martin's Press 1995)

Steven G. Ellis, *Tudor Ireland, Crown, community and the conflict of cultures, 1470–1603* (London & New York: Longman 1994).

Steven G. Ellis, *Ireland in the Age of the Tudors, 1447–1603: English expansion and the end of Gaelic Rule* (London: Longman 1998).

**Section 2: A historical incident that was an important cause of change**

**Irish Battles: Examples from EMI 2.**

(a) The Nine Years' War is a nominated element in EMI 2 and battles and warfare could be the subject of many different research topics. Studies of military history and of battles often prove popular. Any of the many battles, fought during the Nine Years' War, could be the subject of a research study. The Battle of the Yellow Ford or the Battle of Kinsale would attract many young students and they could frame titles for their essays on

(i) the importance

(ii) the tactics used

(iii) the part played by key leaders and

(iv) the results and significance of the battle.

The Battle of the Curlew Mountains is another such subject. An attractive introduction to the Battle of the Curlew Mountains can be found in the fictional account in Standish O'Grady, *The bog of stars and other stories and sketches of Elizabethan Ireland* (London: Fisher & Unwin 1893; many times reprinted, Dublin and Cork: Educational Company). There are very useful studies by excellent historians available on the military history of the Nine Years' War.

(b) Primary Sources for the Elizabethan Wars.

*Annals of the Four Masters*, vol. 6 (original text and translation into English) is available free on the Internet from UCC History Department at [www.celt.ucc.ie](http://www.celt.ucc.ie)—the wars from an Irish perspective.

Fynes Moryson, *An itinerary containing his Travell ... through Germany ... England, Scotland & Ireland* (4 vols, Edinburgh: MacLehose 1908), vols 2–3—the wars from an English perspective, mostly that of Mountjoy, with remarkable original documents.

(c) Other Suitable Sources.

Hiram Morgan (ed), *The Battle of Kinsale* (Bray: Wordwell, 2004).

G. A. Hayes-McCoy, *Irish battles: a military history of Ireland* (London: Longman 1969; repr. Dublin: Gill & Macmillan, 1990).

Cyril Falls, *Elizabeth's Irish Wars* (London: Methuen 1970; repr. London: Constable, paperback edition 1996).

G. A. Hayes McCoy (ed) *The Irish at war* (Cork: Mercier Press, 1964).

Thomas Bartlett & Keith Jeffery (ed), *A military history of Ireland* (Cambridge: UP 1996).

G. A. Hayes-McCoy, *Scots mercenary forces in Ireland, 1565-1603* (Dublin & London: Burns Oates & Washbourne 1937; repr. Dublin: Edmund Burke Publisher, 1996)

Cyril Falls, *Mountjoy: Elizabethan general* (London: Odhams 1955).

F. M. Jones, *Mountjoy, 1567–1606: the last Elizabethan Deputy* (Dublin: Clonmore & Reynolds [1958]).

Seán Ó Faoláin, *The Great O'Neill: a biography of Hugh O'Neill, Earl of Tyrone, 1550-1616* (London: Longman 1942; repr. Cork: Mercier Press and Dufour Editions 1997).

T.W. Moody, F. X. Martin & F. J. Byrne (ed), *A New History of Ireland*, iii, *Early Modern Ireland 1534-1691* (Oxford: Clarendon Press 1976).

John J. Silke, *Kinsale: the Spanish intervention in Ireland at the end of the Elizabethan War* (Liverpool: UP 1970; repr. Dublin: Four Courts Press, 2000).

### **Section 3: An important scientific or technological or Artistic change.**

#### **Printers and printing.**

(a) A nominated element in EME1 is printing. Any one of the many printers of the period could form the basis of an interesting research study: Aldus Manutius (1450–1515); Geofroy Tory (1480–1533); Claude Garamond (1480–1561); and Christophe Plantin (1520–89), to name a few of the many.

Here are just a few examples. The Ordinary-Level students could pose any of the following questions as the title of their extended essay:

(i) How did Aldus Manutius organise and develop the Aldine Press and what was its importance?

(ii) How did Claude Garamond contribute to the craft of printing?

Higher-Level students could pose slightly more difficult questions to ensure that they demonstrate that they have attained the learning outcomes that are specified in the syllabus. (p.10). Here are a few examples:

(i) How important a contribution did Aldus Manutius make to the spread of learning by the range and numbers of books published by the Aldine Press?

(ii) How important was King Philip of Spain's patronage to the success of Christophe Plantin as a printer and what were the implications of that patronage?

(iii) To what extent did the book culture of the Renaissance depend on the great increase in book production during the course of the sixteenth century?

(iv) Estimate the importance of the close collaboration between Erasmus and various printer publishers.

(b) Suitable Sources.

A great deal of scholarship has been devoted to this area. The following are examples of useful sources.

Lisa Jardine, *Worldly goods: A new history of the Renaissance* (London: Macmillan, 1996).

Elizabeth Armstrong, *Robert Estienne royal printer* (Cambridge: UP 1954; revised edition 1986).

Martin Davies, *Aldus Manutius: printer and publisher of Renaissance Venice* (London: British Library, 1995).

Elizabeth Eisenstein, *The printing press as an agent of change: communications and cultural transformations in Early-Modern Europe* (Cambridge: UP 1979).

Lucien Febvre & Henri-Jean Martin, *The coming of the book: the impact of printing 1450–1800* (London: Verso 1990).

Lisa Jardine *Erasmus, man of letters: the construction of charisma in print* (Princeton NJ: UP 1993).

Several articles on the subject of printing have been published in *Past and Present*.

S. H. Steinberg, *Five hundred years of printing* (Harmondsworth: Penguin Books 1955).

John Feather, *A dictionary of book history* (London: Routledge 1986).

#### **Research Studies in the arts**

Many international artistic movements found expression in Ireland.

(i) Example One, LMI 3, "An Túr Gloine, The Tower of Glass".

(a) An interesting subject for study in the area of the international Arts and Crafts movement is the work of An Túr Gloine ('the Tower of Glass'), the stained glass studio set up by Sarah Purser in 1924 in Dublin as a result of the urgings of Edward Martyn. Many Research Studies could be based on this subject.

A simple question at Ordinary Level might be:

How successful was Sarah Purser (1848–1943) and her stained glass studio?

At Higher Level the question might be:

Why is An Túr Gloine said to be the most successful and the most long-lasting venture of the Irish Arts and Crafts movement?

(b) Suitable Sources.

The student will find that the following sources are very useful.

A fine essay on An Túr Gloine can be found in Elizabeth Coxhead, *Daughters of Erin: five women of the Irish Renaissance* (Gerrards Cross: Colin Smythe 1965; paperback edition 1979).

James White & Michael Wynne, *Irish stained glass* (Dublin: National Gallery of Ireland 1963) [an authoritative source].

National Gallery of Ireland, *Irish women artists from the eighteenth to the present day* (Dublin: National Gallery of Ireland 1987) [an important publication, an invaluable source for students looking for material on women artists for their research studies].

Nicola Gordon-Bowe, *The Dublin Arts and Crafts Movement 1885–1930* (Edinburgh: Intl Specialized Book Services 1985) [very fine source of information].

Many other questions can be asked about the life and works and important contribution to the arts of Sarah Purser. The lives of many artists would form an appropriate subject for a research study. The title should be framed in such a way that it allows the student full range to achieve the learning outcomes specified.

(ii) *Example Two, LMI3, Mainie Jellett.*

(a) Mainie Jellett was a very important painter who brought Modernism to Ireland. She was committed to introducing the Modernist movement and lectured widely on the subject.

A suitable topic might be:

How important an artist was Mainie Jellett (1897-1944) and how successful was she in introducing the Modern Movement into Ireland?

(b) Suitable Sources.

Bruce Arnold, *Mainie Jellett and the Modern movement in Ireland* (New Haven CN & London: Yale University Press, 1991).

Bruce Arnold, "Mainie Jellett and modernism" in National Gallery of Ireland, *Irish women artists from the eighteenth century to the present day* (Dublin: the National Gallery of Ireland, 1987).

Stella Frost, *A tribute to Evie Hone and Mainie Jellett* (Dublin, 1957).

Eileen MacCarvill, *Mainie Jellett: the artist's vision* (Dublin, 1958).

(iii) *Example Three, Irish artists, from several topics.*

There are books and articles on many other Irish artists, sculptors and architects. Students can take almost any book from the following bibliography and if they use it in conjunction with a general reference work on art, a history of the period and a visit to museums or art galleries or buildings, to view the works of the said artist or sculptor or architect, they will have the material for an excellent Research Study. Many Higher Level students will want to use more sources than the required three and they should be encouraged to do so.

(b) Suitable Sources.

A good starting point for students looking for information on artists and on artistic movements in Ireland is Brian de Breffny (ed), *Ireland: a cultural encyclopaedia* (London, Thames and Hudson 1983).

Hilary Pyle, *Jack B. Yeats: a biography* (London: Routledge 1970; London: Andre Deutch, 1989).

Hilary Pyle, *The different worlds of Jack B. Yeats: his cartoons and illustrations* (Dublin: Irish Academic Press 1994).

Hilary Pyle, *Jack B. Yeats: his watercolours, drawings and pastels* (Dublin: Irish Academic Press 1994).

Bruce Arnold, *The art atlas of Britain and Ireland* (London: Viking 1991).

Nicola Gordon Bowe, *Art and the national dream: the search for vernacular expression in turn-of-the-century design* (Dublin: Irish Academic Press 1993).

Jonathan Benington, *Roderick O'Connor* (Dublin: Irish Academic Press 1992).

C. P. Curran, *Dublin decorative plaster work of the seventeenth and eighteenth century* (London 1967).

Maurice Craig, *Dublin 1660–1860* (Dublin: Allen Figgis 1969).

Maurice Craig, *The architecture of Ireland from earliest times to 1880* (London: Batsford; Dublin: Easons, 1982).

Anne Crookshank & the Knight of Glin, *Irish portraits 1660–1860* (London: Paul Mellon Foundation 1969).

Anne Crookshank & the Knight of Glin, *Irish portraits 1600–1940* (New Haven CN & London: Yale University Press 2002).

Anne Crookshank & the Knight of Glin, *The watercolours of Ireland: works on paper in pencil, pastel and paint c.1600–1914* (London: Barrie & Jenkins 1994).

Adele M. Dalsimer (ed), *Visualising Ireland: national identity and pictorial tradition* (London: Faber & Faber 1993).

Brian Fallon, *Irish art: 1830–1990* (Belfast: Appletree Press 1994)

Nicola Gordon-Bowe, *The Dublin Arts and Crafts Movement 1885–1930* (Edinburgh: Intl Specialized Book Services 1985).

Nicola Gordon Bowe (ed), *Art and the national dream: the search for vernacular expression in turn-of-the-century design* (Dublin: Irish Academic Press 1993).

S. B. Kennedy, *Irish art & Modernism* (Belfast: Institute of Irish Studies 1991).

S. B. Kennedy, *Frank McKelvey, a painter of his time* (Dublin: Irish Academic Press 1993).

Brian Kennedy & Raymond Gillespie (ed), *Ireland: art into history* (Dublin: Town House; Colorado: Roberts Rinehart 1994).

Patrick Murphy, *Irish women artists from the eighteenth century to the present day* (Dublin: National Gallery of Ireland 1987).

Frederick O’Dwyer, *The architecture of Deane and Woodward* (Cork: UP 1995).

Paul Larmour, *The Arts and Crafts movement in Ireland* (Belfast: Friar’s Bush Press 1992).

Jeanne Sheehy, *The rediscovery of Ireland’s past: the Celtic revival 1830–1930* (London: Thames & Hudson 1980)

Theo Snoddy, *Dictionary of Irish artists, 20th Century* (Dublin: Wolfhound 1996; new edition. (Merlin, 2002).

Walter G. Strickland, *A Dictionary of Irish Artists* (2 vols, Dublin 1913; repr. Dublin: Irish Academic Press 1989)

Michael Seymour Dudley Westropp, *Irish glass: a history of glass-making in Ireland from the sixteenth century* (1st ed. Dublin 1920; 2nd ed. (ed. Mary Boydell) Dublin: Allen Figgis 1978).

John Turpin, *John Hogan: Irish neoclassical sculptor in Rome* (Dublin: Irish Academic Press 1982).

Jeremy Williams, *Architecture in Ireland 1837–1921* (Dublin: Irish Academic Press, 1994).

James White & M Wynne, *Irish stained glass* (Dublin: Furrow Trust/Gill, 1963)

#### **Section 4: A historically significant local study. The Kilmichael ambush, LMI 3.**

(a) There are many examples of research studies that come under this heading. A suitable one for students from the Cork area (or indeed from anywhere) could be based on the Kilmichael Ambush, which was carried out on 28 November 1920 during the War of Independence.

There is a fairly extensive literature on this topic, and it includes memoirs of some of the participants and scholarly works by modern historians. Many questions can be posed about the ambush and these could form the title of the extended essay. Questions about the role of Tom Barry in the Ambush and about the varying and contradictory accounts he wrote about the ambush would form the basis for an interesting research study and essay for the Higher-Level student. A simpler question about the planning and execution of the ambush would be suitable for Ordinary Level. Questions can also be asked about the significance of the ambush and its impact on the various forces exercising authority in Ireland at the time. More ambitious Higher Level students could focus on the way various participants and commen-tators have written at different times about the Kilmichael Ambush and about the different conclusions and interpretations of contemporary historians.

(b) Suitable Sources.

Tom Barry, *Guerrilla days in Ireland* (Dublin: Irish Press Publications, 1949).

“The Story of the Kilmichael Ambush”, *Irish Press*, 26 November 1932.

Liam Deasy, *Towards Ireland free* (Cork: Mercier Press, 1973).

Peter Hart, *The IRA and its enemies: violence and community in Cork 1916–1923* (Oxford: Clarendon Press 1998).

Peter Hart, Jack Lane & Brendan Clifford, *Kilmichael: the false surrender: a discussion* (Millstreet: Aubane Historical Society, 1999).

Mícheál Ó Súilleabháin, *Where mountainy men have sown* (Tralee: Anvil 1965).

Meda Ryan, *Tom Barry: column commander and freedom fighter* (Cork: Mercier Press 2003).

General histories of the period in Ireland also deal with this incident.

**Section 5.** *The historical significance of the activities of a particular individual.*

**Hernan Cortes, EME 1.**

(a) Europe's conflict with non-European peoples is an area of great interest to many students that can be investigated in either Field of Study. The concept of "empire" is a key one in EME 1 and Hernan Cortes is a key personality. The methods he used in his conquest of Mexico and various episodes of conflict during the conquest would form a most interesting subject for Research Study. There are many sources available for such research.

(b) Suitable Sources.

Mark Cocker, *Rivers of blood: rivers of gold: Europe's conflict with tribal peoples* (London: Jonathan Cape, 1998).

This is a highly readable and engaging book, one quarter of which is devoted to Cortes's conquest of Mexico.

J. M. White, *Cortes and the downfall of the Aztec Empire: a study in a conflict of cultures* (London: Hamilton 1971).

R. Hassig, *Mexico and the Spanish conquest* (London: Longman 1994).

C. Gibson, *The Aztecs under Spanish rule* (Stanford: Stanford UP 1964).

H. Thomas, *The conquest of Mexico* (London: Hutchinson 1993).

Bartholomé de las Casas, *A short account of the destruction of the Indies* (Harmondsworth: Penguin 1992).

This is a primary source written in 1552 by an opponent of Spanish oppression of the Native Americans.

B. Diaz, *The conquest of New Spain* (Harmondsworth: Penguin 1963).

This is a primary source, written in 1555, a frank account of the Spanish conquests of the new world by a man who had been with Hernán Cortes. It was published for the first time in 1632.

There are many books available on this subject some of which are very easy to read and are suitable for Ordinary-Level students.

*Example Two, LME 2*

**Section 6.** *The historical significance of a particular episode or event or movement.*

**(i) Example One: The "New Imperialism", EME 2**

(a) The "New Imperialism" is a key concept and a fertile area of enquiry for the Research Study. An example of a suitable topic is the German conquest of South-West Africa.

(b) Suitable Sources.

Mark Cocker, *Rivers of blood, rivers of Gold: Europe's conflict with tribal peoples* (London: Jonathan Cape, 1998).

This is a highly readable and engaging book, one quarter of which is devoted to the German conquest of South-West Africa.

Helmut Bley, *South-West Africa under German rule, 1894–1914* (London: Heinemann 1971).

H. Drechsler, *"Let us die fighting": the struggle of the Herero and Nama against German Imperialism 1884–1915* (London: Caledonian 1980).

M. E. Townsend, *The rise and fall of Germany's colonial empire* (New York: Fertig 1977).

**(ii) Example Two: Slavery and the slave trade, EME 5.**

(a) International trade in slaves is an element in EME 5: 'Establishing Empires, 1715–1775'. Much has been written on this vast subject and it offers the possibility for many research studies. The role of individual slave-traders, the attitudes of rulers, the part played by particular cities such as Bordeaux, Nantes or Bristol, for example, would be suitable topics for the Research Study. Sources are available, some suitable for Higher Level and simpler ones for Ordinary-Level pupils. There are many Internet sites dealing with slavery. While many of them are good, students must exercise extreme caution using such sites.

(b) Suitable Sources.

Hugh Thomas, *The slave trade: the history of the Atlantic slave trade, 1440–1870* (London: Picador 1997). This is a very large and comprehensive book which has material that could be the basis for many research studies. It also has a large and detailed bibliography which can guide the student to further reading matter.

David Landes, *The wealth and poverty of nations: why some are so rich and some are so poor* (London: Little Brown, 1998). This is an extremely interesting and readable book that deals with trade in many commodities

and with the exploitation of resources and peoples. It also deals with slavery and the slave trade.

Joseph C. Miller, *Way of death: merchant capitalism and the Angolan slave trade, 1730–1830* (Madison: University of Wisconsin Press 1988).

Charles R. Boxer, *The Portuguese seaborne empire* (Harmondsworth: Penguin 1990).

K. N. Chaudhuri, *The trading world of Asia and the English East India Company, 1660–1760* (Cambridge: UP 1978).

K. N. Chaudhuri, *Trade and civilization in the Indian Ocean: an economic history from the rise of Islam until 1750* (Cambridge: UP 1985).

The first three sources listed above under the heading “Slavery and the slave trade” would also enable students to focus on the sugar industry in the Caribbean islands and in Brazil and on the sugar trade (another element) and their rich potential as subjects for the Research Study.

Richard S. Dunn, *Sugar and slaves: the rise of the planter class in the English West Indies, 1624–1713* (Chapel Hill: North Carolina UP 1972).

## **Section 7. The historical significance of the activities of a particular individual.**

### **History of Women, relevant to all topics.**

(a) Many potential Research Studies could deal with the history of women. Students could use any of the following books in conjunction with a history of the period in question to find sources for their Research Study. Many Higher-Level students will have the ability to and will wish to use more than the required three sources. Remember that oral history is a perfectly respectable primary source that is used by serious historians. Interviews with people who lived through the period or events in question may be used to enrich the study and bring individual testimony to bear on the subject. There are transcripts of interviews of women in some of the listed works and the student may of course carry out their own interviews. *Discover Women in Irish History* – is a manual, CD ROM and website for Transition Year and senior Cycle Students. It explores the lives of women, their work, the challenges they faced, and the contribution they made. The manual and CD ROM will be circulated to all post primary schools for the next academic year and the website will be available later in the year. It contains an extremely good and detailed bibliography which can point the

student in the direction of other sources of information. There are many other useful sources.

(b) Suitable Sources.

Kit and Cyril Ó Ceirín, *Women of Ireland: a biographical dictionary* (Galway: Tír Eolas 1996).

Sinéad McCooile, *No ordinary women: Irish female activists in the revolutionary years 1900–1923* (Dublin: O'Brien Press 2003).

Louis McRedmond (ed) *Modern Irish lives: a dictionary of 20th-century biography* (Dublin: Gill and Macmillan 1996).

Henry Boylan (ed), *A dictionary of Irish biography* (Dublin: Gill and Macmillan, 1998).

Anne Ulry Colman, *A dictionary of nineteenth century of Irish women poets* (Galway: Kenny's Bookshop 1996).

Joan Hoff & Moureen Coulter, *Irish women's voices: past and present* (Journal of Women's History, 1995).

Anne Chambers, *Granuaile: The life and times of Grace O'Malley c1530–1603* (Dublin: Wolfhound Press, 1988).

Louise Ryan, *Irish feminism and the vote: an anthology of the Irish Citizen newspaper 1912–1920* (Dublin: Folens 1996).

Elizabeth Coxhead, *Daughters of Erin: five women of the Irish Renaissance* (Gerrards Cross: Colin Smythe 1965; paperback edition 1979).

Rosemary Cullen Owens, *Smashing times: a history of the Irish women's suffrage movement, 1889–1922* (Dublin: Attic Press 1984).

Linda Connolly, *The Irish women's movement, from revolution to devolution* (London: Palgrave, 2002).

Marie O'Neill, *From Parnell to De Valera: a biography of Jennie Wyse Power 1858–1941* (Dublin: Blackwater Press 1991).

Joanna Burke, *From husbandry to housewifery: women, economic change and housework in Ireland 1890–1914* (Oxford: Clarendon Press 1993).

Mary O'Dowd & Maryann Valiulis (ed), *Women and Irish history* (Dublin: Wolfhound, 1997).

Heloise Brown, “An alternative imperialism: Isabella Todd, internationalist and good Liberal Unionist” (*Gender and History*, 10, 3).

Central Statistics Office, *That was then, this is now: change in Ireland, 1949–1999* (Cork: CSO 2000).

Maria Luddy & Clíona Murphy, *Women surviving: studies in Irish women's history in the 19<sup>th</sup> and 20<sup>th</sup> centuries* (Dublin: Poolbeg Press 1990).

Mary O'Dowd & Sabine Wichert (ed), *Chattel, servant or citizen: women's status in church, state and society* (Belfast: Institute of Irish Studies 1995).

Cairtriona Clear, *Women of the house: women's household work in Ireland 1922–1954* (Dublin: Irish Academic Press 2000).

Carol Coulter, *The hidden tradition: feminism, women and nationalism in Ireland* (Cork: Mercier Press 1993).

Mary Cullen (ed), *Girls don't do honours: Irishwomen in education in the nineteenth and twentieth centuries* (Dublin: Women's Education Bureau 1987).

Mary Daly, *Women and poverty* (Dublin: Attic Press 1989).

Mary Cullen & Maria Luddy (ed), *Women, power and consciousness in nineteenth century Ireland* (Dublin: Attic Press, 1995).

Diarmaid Ferriter, *Mothers, maidens and myth: a history of the Irish Countrywomen's Association*, (Dublin: ICA 1999).

Dáire Keogh & Nicholas Furlong, *The women of 1798* (Dublin: Four Courts Press 1998).

Margaret Mac Curtain & Donnchadh Ó Corráin, *Women in Irish society: the historical dimension* (Dublin: Arlen House 1978).

Fergus Finlay, *Mary Robinson: a president with a purpose* (Dublin: O'Brien Press 1990).

Olivia O'Leary & Helen Burke, *Mary Robinson: the authorised biography* (London: Hodder and Stoughton 1998).

Sheelagh Drudy & Kathleen Lynch, *Schools and society in Ireland* (Dublin: Gill and Macmillan 1994).

Maria Luddy, *Women in Ireland 1800–1918: a documentary history* (Cork: UP 1995).

Maria Luddy, *Women and philanthropy in nineteenth century Ireland* (Cambridge: UP 1995).

Margaret MacCurtain & Mary O'Dowd (ed), *Women in Early Modern Ireland* (Edinburgh: UP 1991).

Cliona Murphy, *The Women's Suffrage Movement and Irish society in the early twentieth century* (London: Harvester, 1989).

James Pethica (ed) and Isabella A Gregory, *Lady Gregory's diaries 1892–1902* (Oxford: UP, 1996).

Carmel Quinlan, *Genteel revolutionaries: the lives of Thomas and Anna Haslam* (Cork: UP 2002).

Jean Tansey, *Women in Ireland: a compilation of relevant data* (Dublin: Council for the Status of Women, 1984).

The Stationery Office, *Report of the First Commission on the Status of Women* (Dublin: Government Publications Office 1970).

The Stationery Office, *Working Party on Women's Affairs and Family Law Reform*. (Dublin: Government Publications Office 1993).

The Stationery Office, *Report of the Second Commission on the Status of Women* (Dublin: Government Publications Office, 1993).

Colm Tóibín, *Lady Gregory's toothbrush* (Dublin: Lilliput Press, 2002).

Hilda Tweedy, *A link in the chain: the story of the Irish Housewives Association 1942–1992* (Dublin: Attic Press, 1992).

Diane Urquhart, *Women in Ulster politics, 1890–1940* (Dublin: Irish Academic Press, 2000)

Margaret Ward, *Unmanageable revolutionaries: women and Irish nationalism* (London: Pluto 1989).

Margaret Ward, *The missing sex: putting women into Irish history* (Dublin: Attic Press, 1991).

Margaret Ward, *In their own voice: women and Irish nationalism* (Dublin: Attic Press, 1995).

Bonnie S. Anderson & Judith P. Zinsser, *A history of their own: women in Europe from prehistory to the present* (2 vols, Harmondsworth: Penguin Books, 1988).

Most of the Irish Universities have projects in Women's history and have useful bibliographies that are worth consulting on their websites.

**Section 8.** *A local manifestation of a national movement or phenomenon.*

### Local History, relevant to Irish topics

(a) Another area that will appeal to many students at both Higher and Ordinary Level is local history. The first source of information on such subjects is the local library and the local librarian. The library will have copies of local historical and archaeological journals and of local histories, published and unpublished. Journals vary a great deal in the seriousness of their work and teachers must be careful about the sources they recommend. But most journals have excellent articles by learned local historians and they are often the launching pad for young historians who publish their first articles in the relevant local journals.

The website of the Library Association of Ireland is well worth a visit and its bibliographies will be a help to students and teachers. Many county libraries and local history societies have their own websites and they often have lists of publications on the local history of their counties.



An excellent series which plans to publish on all 32 counties is the Irish County series History and Society which is being edited by William Nolan and others and published by Geography Publications, Dublin. This series is of a very high standard and the articles in these very large volumes are by the leading experts in the field. It is recommended that each school should buy a copy or copies of the appropriate volume/s for their school library/history room. There are usually up to 30 chapters dealing with different areas of local history in each of these volumes and any one of these chapters that deal with subjects within the specified parameters could be used in conjunction with a general history of the period and other material as an excellent basis for a Research Study. Of course many Higher Level students will have the ability and will wish to use more sources.

(b) Suitable Sources.

William Nolan & A. J. Hughes (ed), *Armagh: history and society* (Dublin: Geography Publications 2001).  
P. O'Flanagan & C. G. Buttimer (ed), *Cork: history and society* (Dublin: Geography Publications 1993).  
William Nolan et al. (ed), *Donegal: history and society* (Dublin: Geography Publications 1995).  
William Nolan et al. (ed), *Down: history and society* (Dublin: Geography Publications, 1997).  
William Nolan et al. (ed), *Dublin: history and society* (Dublin: Geography Publications, 1992).  
William Nolan et al. (ed), *Derry and Londonderry: history and society* (Dublin: Geography Publications, 1999).  
William Nolan et al. (ed), *Galway: history and society* (Dublin: Geography Publications, 1996).  
William Nolan et al. (ed), *Kildare: history and society* (Dublin: Geography Publications, 2003).  
William Nolan et al. (ed), *Kilkenny: history and society* (Dublin: Geography Publications, 1990).  
William Nolan et al. (ed), *Laois: history and society* (Dublin: Geography Publications, 2000).  
William Nolan et al. (ed), *Offaly: history and society* (Dublin: Geography Publications, 1998).  
William Nolan et al. (ed), *Tipperary: history and society* (Dublin: Geography Publications, 2001).

William Nolan et al. (ed), *Tyrone: history and society* (Dublin: Geography Publications, 2001).  
William Nolan et al. (ed), *Waterford: history and society* (Dublin: Geography Publications, 1992).  
William Nolan et al. (ed), *Wexford: history and society* (Dublin: Geography Publications, 1987).  
William Nolan et al. (ed), *Wicklow: history and society* (Dublin: Geography Publications, 1994).

Libraries will generally have files of local newspapers. They can also advise about meetings of local history societies and on how to take out membership. Most societies will welcome students as members and will be delighted to have more teacher members. Schools could be encouraged to take out membership of the local history society. This will have the additional benefit of the school library or history room receiving copies of the local history journal.

Local archives are another valuable resource. A list of local archives in Ireland is to be found in Seamus Helferty & Raymond Refaüssé, *Directory of Irish Archives* (4th ed. Dublin: Four Courts Press 2003). This directory lists over 250 repositories and organisations that hold records of historical significance. It provides addresses including website and email addresses and phone and fax numbers.

The MultiText Project at UCC is preparing a bibliography of local histories and local historical journals and this will be posted on the MultiText site. This bibliography has been commissioned by Professor Donnchadh Ó Corráin to help teachers to achieve the aims of the Revised History Syllabus and it should be an invaluable help for teachers.

## Section 9. *History within Living Memory. Oral History*

(a) Oral history may prove a very attractive area for research for all students, the Ordinary Level student as well as Higher Level student. No matter what kind of interview the student does something of historical worth will be achieved that would not have been achieved if the student had not done the interview. It might be just one nugget of information. It has the added benefit of involving and valuing old people. There can be layers of value that subsequent researchers listening to students' recordings can extract.

Oral history experts are adamant that copies of all interviews recorded by students should be placed in archives so that these precious insights will not

be lost. Most history or folklore departments in universities and colleges of education would be delighted to archive recordings. Experts recommend that three copies should be made of each tape, one for the interviewer, one for the interviewee and one for an archive. The archiving of their work would bring home the value of their research to the students involved.

(b) Conducting Interviews.

There are a number of different approaches to oral history and to conducting interviews. One approach is to use a generic questionnaire to establish key information: age, name, sex, occupation, place of work and residence etc. Often a questionnaire is used to start with. It gives the interviewer something to go on. Another useful approach, particularly when an interviewee is well known to the student, is simply to say “tell me about your life”. Weak students or those who have difficulties with the written word can often carry out this type of research very effectively. They can be given some background information and a standardized questionnaire to establish key details and some suggested lines of questioning as follow up. Then they can be let off with their tape recorders.

It is important to pick a subject that is of interest to the student. Experienced practitioners of oral history say that the following subjects are good for eliciting detailed responses: experiences of schools and schooling; workplace experiences; dances, preparing for the dance, music bands, popular music and songs; religious devotions and annual religious events such as going on pilgrimage, or the devotion to or pattern of a local saint or lent or Good Friday; making ends meet in hard times; the pawn shop; the pub; the local sporting club. It is often useful to start by showing the interviewee a picture or photograph of a factory or place where they worked or of a street where they lived. Women are often prepared to talk about clothes and whether they bought or made them or had them made by a dressmaker or whether they got parcels from America or elsewhere and what was in them. They are prepared to talk about where and when they ate meals, and whether talking was allowed at meal time. They will be prepared to talk about visitors to the house (relatives or the parish priest or other local important people) and how matters were conducted on such occasions. People who worked in factories that closed down often have very vivid memories not only of their work their put also of the impact pf the closure on their lives and on the lives of their families. Men are good at talking about sport and about how often they attended sporting events as a participant or as a spectator and how they traveled to and from the venue. Elderly nuns and brothers can be great to interview. Often the less official their position was in their congregations the more open they are. People

who were members of musical band can have great stories of the different places they played. Older women can be very interesting on the subject of housework, kitchen equipment, spring-cleaning, laundry, bathing, shopping, bread-making, jam-making, preparing Sunday dinner, Friday dinner, breakfast, school lunches, and other meals.

It is important to ask interviewees whether or not they want to put conditions on access to the recording. Many are happy to have open access; others will not want their names known though they are happy to have researchers listen to their interviews. Others may not want the recording listened to for some years. Even the accents and idioms of an area, many of which are rapidly changing, will be of interest to subsequent researchers.

It is advised that teachers do an interview or two beforehand to get a feel for the process and to find out what mistakes are made. There are standardized questionnaires available that ensure the student gets important data (relating to sex, age, position, background, experiences and allegiances, etc.), which will elicit necessary important information about the source or interviewee. This type of questionnaire is widely used and the interviewers can add what questions they wish to elicit the historical evidence on the subject they are investigating. The history of their school, local sports club, a local organisation, suburb, village, parish, town, religious group, church, building, or monument, all could be useful subjects to investigate. Equally the history of local people and their experience of events local or otherwise would be suitable subjects for investigation. This research could be used in conjunction with a general history of the period. The parameters, laid down by the SEC must be kept in mind. The following volumes should be of help to teachers wishing to pursue this kind of research with their students.

(c) Suitable Sources.

Paul Thompson, *The voice of the past: oral history* (Oxford: UP, 1978).

Thompson is regarded as the father of oral history and his book contains a chapter on model questions that can be used by an interviewer. These model questions could be given to students as examples to follow. They deal with a wide range of subjects: the household; domestic routine; meals; general relationships with parents, influences and discipline; family activities; religion; politics; childhood leisure; community and social class; school; work; home life after leaving school; marriage; children; and family life after marriage.

Volume Seven of the *Women's Studies Review* is about life stories, personal testimony and oral history; how best can we understand women's lives in the past, how can we situate individual life stories gleaned through oral history and biography in the wider context of history in general, and women's history in particular. The volume contains oral histories of women in Connemara and women teachers in Clare, methodological discussions of how best to inter-view women about the past, and vignettes of biography of ordinary women's lives in the past. It also contains one complete oral history interview. Caitríona Crowe, of the National Archives, has written a thematic introduction to this issue. Editors are Mary Clancy, Caitríona Clear and Tríona Nic Giolla Choille. Copies from Women's Studies Centre, NUI Galway, Galway. e-mail: [wsc@nuigalway.ie](mailto:wsc@nuigalway.ie).

There are many excellent Internet sites that deal with oral history. Baylor University, Texas, hosts the Institute for Oral History and has a good Internet site. It runs the "oral history workshop on the web" and offers good common sense advice about conducting interviews. When you access the following address click on "workshop on the web" and you will find practical guidelines which you can print for students. The following is the address: [http://www3.baylor.edu/Oral\\_History/](http://www3.baylor.edu/Oral_History/)

## Section 10. Research studies in the Irish language

### (a) Suitable Sources.

Students who wish to write their research studies in the Irish language have fewer sources to consult if they confine themselves to written sources in that language. However there are some excellent sources in Irish and students are advised to consult them, even if they wish to research areas not covered in these sources. They will find in them a range of technical terms and very useful historical terminology. In at least one respect students studying through the medium of Irish are better off than their counterparts. There is no equivalent in English of the excellent series *Beathaisnéis* 1882-1982 in five volumes (Dublin: An Clóchomhar, 1986-97) and *Beathaisnéis* 1782-1881, (Dublin: An Clóchomhar, 1999). These six volumes are excellent biographical dictionaries that focus on the lives of scholars, historians, writers, poets, and on those involved in Irish language organisations and movements. The series runs to six volumes at present and is still being produced. These volumes are excellent and are not expensive and should be in the library and history room of every school.

There are a number of journals in the Irish language that concentrate on history. Leading historians write for *Léachtaí Cholm Cille* which is published annually by *An Sagart*, Maynooth. Irish language schools should take out a subscription and get their annual copy..

### (b) Bibliography.

Tomás Mac Giolla Easpaig, *Tomás Ruiséil* (Baile Átha Cliath: Cló Morainn, 1957).

Máire Ní Mhurchú & Diarmuid Breathnach, *Beathaisnéis a haon 1882-1982* (Baile Átha Cliath: An Clóchomhar, 1986).

Máire Ní Mhurchú & Diarmuid Breathnach, *Beathaisnéis a dó 1882-1982* (Baile Átha Cliath: An Clóchomhar, 1990).

Máire Ní Mhurchú & Diarmuid Breathnach, *Beathaisnéis a trí 1882-1982* (Baile Átha Cliath: An Clóchomhar, 1992).

Máire Ní Mhurchú & Diarmuid Breathnach, *Beathaisnéis a ceathair 1882-1982* (Baile Átha Cliath: An Clóchomhar, 1994).

Máire Ní Mhurchú & Diarmuid Breathnach, *Beathaisnéis a cúig 1882-1982* (Baile Átha Cliath: An Clóchomhar, 1997).

Máire Ní Mhurchú & Diarmuid Breathnach, *Beathaisnéis 1782-1881* (Baile Átha Cliath: An Clóchomhar, 1999).

León Ó Broin, *Parnell: beathaisnéis* (Baile Átha Cliath: Oifig an tSoláthair, 1937).

León Ó Broin, *Na Sasanaigh agus Éirí Amach Na Cásca: scéal Nathan* (Baile Átha Cliath: Sáirséal agus Dill, 1967).

León Ó Broin, *An Maidíneach: staraí na nÉireannach Aontaithe* (Baile Átha Cliath: Sáirséal agus Dill, 1971).

León Ó Broin, *Comhcheilg sa Chaisleán* (Baile Átha Cliath: Sáirséal agus Dill, 1963).

Pádraig Ó Fiannachta, *An Práta* (An Daingean: An Sagart, 1996).

Seán Ó Lúing, *Art Ó Gríofa* (Baile Átha Cliath: Sáirséal agus Dill, 1953).

Seán Ó Lúing, *Ó Donnabháin Rosa* (Baile Átha Cliath: Sáirséal agus Dill, 1970).

Seán Ó Lúing, *Saoir Theangan* (Baile Átha Cliath: Coiscéim, 1989).

Seán Ó Lúing, *Seán An Chóta* (Baile Átha Cliath: Coiscéim, 1985).

Seán Ó Lúing, *Kruger* (Baile Átha Cliath: Coiscéim, 1986).