

'Deconstructing' research projects formative exercise submission (copy) - Part 1

4. Summary task

Now make notes in response to these three issues:

List as many different types of primary source which you can identify in the articles/chapters.

List any **archives** that you can identify as having been used in the composition of the articles/chapters. Feel free to speculate here if it is not immediately apparent.

List any **online sources** that you can identify as having been used in the composition of the articles/chapters. Feel free to speculate here if it is not immediately apparent.

*Museums and the Working Class (Routledge) Alexander Scott, University of Wales Trinity St David

Repairing the loss of the past: the use of written, oral and physical evidence in the Ecclesiastical History of Orderic Vitalis (c.1113–42)* Charles C. Rozier Durham University (*i didnt get to this before this evenings time for submitting and will be looking at it in the coming days*).

primary sources noted:

register

Newspaper

photographs

Archival records: Record office in liverpool, museum records

Numerical Data and questionnaires (generally completed by middle class folks) - the interviews undertaken re public attendance

Society papers records of interviews

Record of Surveys

Manuscripts,

journals,

town council meeting minutes,

Pamphlets

Bulletins -

minutes from meetings,

Written records of speeches,

memos,

public opinion polls,

government records - ie. minutes of select committees

Are questionnaires PS - or simply the data that is gathered that then someone infers info from?

The Primary sources are listed as part of the references so will not copy here but noted - including the 'unprinted' work - this would be visiting the Liverpool record office to research the minute books.

Archives: - the following are cited which I think are the Archival records

Literary and Philosophical Society of Liverpool.

Liverpool Town Council.

Report of the Committee of the Free Public Library,

Museums Association.

Liverpool Record office (LRO)

House of commons debates minutes

Newspapers

This is listed as a PS - but is not from Archives - McMillan, Robert. Workmen and Museums: Being Selections from a Series of Letters Contributed to the Liverpool Mercury. Liverpool: Egerton Smith, 1886.

I am unclear as to whether these would have been accessed online - I imagine much would given this work was undertaken most likely during covid times...at a guess the printed primary sources were most likely accessed on libe - and, if Alex was in Liverpool I could also imagine attendance in person.

It would be in person at the LRO

The Online sources include the house of commons debates records and any of the above - not the LRO.

Many of the books referenced may well have been through an online library - or perhaps Alex's personal collection.

Noticing the use of predominantly one Newspaper with Alexander's - aware of other papers in Liverpool - find myself curious what they were writing...who were writing ~ 'educated folks' and many likely to have profited from the slavery compensation scheme with money to invest in big projects such as museums...appreciating editorials and reporting as PS, and...missing voices....the working class folks 'drinking too much' being written about - the middle class wanting to 'improve them'. I am very curious about primary sources and how historians counter such class influences...

Some general notes - questions included why the authors may have been interested - Given Alex's interest he may have been asked to write this chapter - or approached with a request to contribute something he thought would be in service to the overall work. I find myself inspired to reconsider the whole notions of museums and the funding of them, and very curious about what it was to be 'working class' and to have a 'middle class' agenda to 'educate' - it echoes the colonial endeavour somehow..Thinking about the drunkenness, and thinking about indigneous peoples and the impact of

alcohol when the roots of daily life are severed - it seems so inadequate to have simply offered some additional possibilities for 'education' as a route for reforming given the fabric of their days.

It touches social, economic, political, intellectual, womens (in their absence and yet evoked through the work - where are the women?) and cultural histories..

The Historiographical debates - thinking this way is new to me. I wonder whether the written history of the era missed out the agency of the working classes, - so something about class and victorian values and re-evaluating - re looking at what happened..not simply the stories of the those who write and tell them...bringing in the less seen voices - and I imagine this is an ongoing aspect of Historiography. Perhaps also about who decides what record to keep, how this shapes a view of what happened. How this would have shaped politics..the sense of 'what to do with the unruly classes' and something about public spaces, academic knowledge