



THE HISTORY OF
PARLIAMENT
British Political, Social & Local History

Commemorating Josiah C. Wedgwood

Key Stage 3 History materials

Written by Mandy Ross

9/1/2018



LOTTERY FUNDED

Funded by the Heritage Lottery Fund thanks to National Lottery players

This pack contains workshop materials for KS3 history teachers and students about the career of exceptionally active campaigner and former Newcastle-under-Lyme MP Josiah C. Wedgwood (1906-42), including fully planned workshops on appeasement, refugees and anti-Semitism in Nazi Germany. Primary sources and activities are included. There is also information about the History of Parliament's schools competition at the back – the prize is a trip to London and tour of the Houses of Parliament.

Study pack

This pack introduces KS3 students to the main themes of Wedgwood's life, using archive sources as a starting point for enquiry, study and creative response. Students are encouraged to take on characters within a fictional local family of the era, in order to explore and understand responses to Wedgwood's campaigning at the time.

Students are also encouraged to enter the History of Parliament's annual competition - further information on page 33.

Contents:

Workshop 1: Who was Josiah C. Wedgwood? [Page 4]

Pupils will use a range of archive materials including portraits, excerpts from speeches, and writing to create a timeline of Wedgwood's life and a portrait of the man

Workshop 2: Helping refugees to escape from Nazi Germany [Page 11]

Pupils will take on characters from a local family in 1939 to help them explore Wedgwood's work assisting Jews and others trying to flee from Nazi Germany, and the responses of local people

Workshop 3: Against appeasement [Page 18]

Pupils will explore Wedgwood's arguments for challenging Hitler, and his opposition to Neville Chamberlain's appeasement approach

Find out more:

Follow-on sections with more source materials and encouragement to further study.

Campaigning for refugees' rights [Page 23]

More resources exploring Wedgwood's efforts to assist Jewish and other refugees out of Nazi Germany and territories.

Kindertransport [Page 26]

After Kristallnacht in 1938, restrictions were lifted to allow 10,000 unaccompanied Jewish child refugees to enter Britain from Nazi-occupied territories.

The Holocaust and afterwards [Page 27]

What happened to Jews who did not escape from Nazi-occupied Europe?

The formation of the State of Israel

How Wedgwood's efforts to assist Jewish refugees were commemorated in the new State of Israel

Wedgwood and the History of Parliament [Page 29]

Wedgwood's founding of the History of Parliament Trust and his questionnaire for MPs

History around you [Page 32]

How was your family affected by the Second World War?

History clues in your neighbourhood



Competition [Page 33]

Imagining Josiah Wedgwood had had access to 21st century communications technology, create campaigning material in a variety of media.

Teachers' introduction

Josiah C Wedgwood, 1872-1943, was MP for Newcastle-under-Lyme for 36 years from 1906. From a privileged background, Wedgwood campaigned throughout his life for justice for the oppressed.

Wedgwood opposed Nazism and the spread of fascism from the early 1930s and spoke out against the British government's appeasement of Hitler. He was a staunch campaigner for the rights of refugees fleeing Nazi Germany. He gave early warnings of Hitler's dictatorship and the dangers facing European Jewry and others persecuted by the Nazis.

Curriculum links

Studying Josiah Wedgwood can contribute to KS3 History curriculum areas:

Challenges to Britain, Europe and the wider world 1901 to the present day:

- The impact of the First World War and the Peace Settlement
- The interwar years and the rise of dictators
- The Holocaust
- The Second World War and wartime leadership

As a major local figure in Staffordshire, studying Wedgwood can also contribute to a local history study:

- A depth study linked to one of the British areas of study
- A study over time, testing how far sites in the locality reflect aspects of national history



Information for teachers: Wedgwood's life

Josiah C. Wedgwood, popularly known as 'Jos', was the great-great-grandson of Josiah Wedgwood (1730-1795), who founded the Wedgwood pottery company in Stoke in the 1760s. The earlier Wedgwood was a prominent anti-slavery campaigner, who created the famous medallion and slogan, 'Am I Not a Man and a Brother?'

Josiah Wedgwood had a happy childhood in the Wedgwood family in and around Barlaston. At the age of 13 he went to boarding school at Clifton College, Bristol, (where there were many Jewish pupils). He attended Royal Naval College at Greenwich, London.

Jos married his cousin Ethel Kate Bowen in 1894. They had seven children. But Ethel left Wedgwood in 1913 and divorced him in 1919. Since divorce at that time required a guilty party, he agreed to take the blame. He pretended to have committed adultery, and to have deserted his wife and children. He was criticised in the media and the church, and again when he revealed that the adultery had been staged. He spoke out against the divorce laws that required this kind of action.

Wedgwood was renowned as a principled campaigner and a passionate fighter. He was often strongly at odds with members of his own party, but even so, remained a well-loved and popular politician. He was a keen historian, and founded the History of Parliament Trust.

Military career

In 1900 Wedgwood volunteered to fight in the Boer War (1899-1902, a war in which Britain fought to protect its interests in South Africa, part of the British Empire). He volunteered again in the First World War (1914-18), where he fought in France and was injured in Gallipoli, Turkey. He was made a Colonel in 1917.

Political career

Josiah C Wedgwood was first elected as Member of Parliament for Newcastle-under-Lyme from 1906. He supported women's right to vote. He stood first as a Liberal, but became dissatisfied when the Liberal government would not honour campaign commitments to land reform, nor give women the right to vote. In 1919 he shifted to join the Labour Party.

Campaigning

Wedgwood fought throughout his life for justice and rights for the oppressed. He campaigned for the Single Tax, changes to tax laws to reduce poverty and inequality.

He was heavily involved in the Parliamentary Committee on Refugees and initiatives to support refugees' support in the UK and British Empire. He also supported the Kindertransport, a scheme which allowed Jewish children from Nazi-occupied Europe to enter Britain. Wedgwood personally sponsored over 200 refugees.

Workshop 1: Who was Josiah C. Wedgwood?

Workshop 1: Aims

To interrogate source material about Josiah Wedgwood's life

To create an outline biography of Josiah Wedgwood

Resources:

A set of source materials 1A-1L printed out for each group of 4-5 pupils

Additional information from Teachers' Introduction

Key questions for exploration:

Who was Josiah C. Wedgwood and what did he do?

What sort of a man was he? What were his beliefs and why?

Why are we studying him?

Workshop 1 Activity: Who was Josiah C. Wedgwood?

Stage 1: Sources 1A-1L

Pupils start with no information except the source materials 1A-1L.

Ask pupils to work in small groups of 4-5 to examine source materials. Ask them to use detective skills to work out as much information as they can to create a timeline of Josiah C Wedgwood's life, including as much detail as possible.

Stage 2:

Using Sources 1A-1K, and introducing information from teachers' notes, ask students to discuss in small groups and then in class the following questions:

What kind of a man you think Josiah Wedgwood was?

How did others see him?

What made Josiah Wedgwood who he was?

Why should we study and remember him?

Extension

As MP for Newcastle-under-Lyme, Josiah Wedgwood made many speeches in Parliament. Here is a brief excerpt:

May 1933

I have said that there are very few things for which we would fight. One of the things for which I would fight, and I think most people would agree with me, would be to prevent injustice. When you see the sort of injustice that is going on in Germany to-day, the veriest pacifist is converted into an ardent militarist.

Wedgwood was referring to Hitler's rule in Germany. Nazi leadership was persecuting Jews, disabled people and others, and imprisoning people who disagreed with them.

Ask pupils if they agree that we should go to war to prevent injustice in another country? Ask them to imagine that Josiah Wedgwood is their own MP, and write a letter to him, giving reasons why they agree or disagree with his speech.

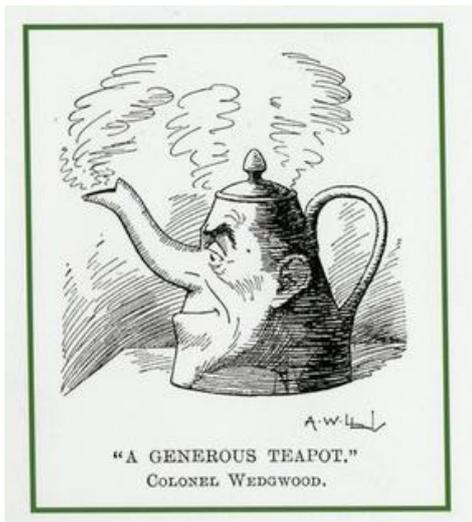
Skills required

- Analysing sources in context
- Using evidence rigorously
- Mapping material from disparate sources
- Discussion using evidence

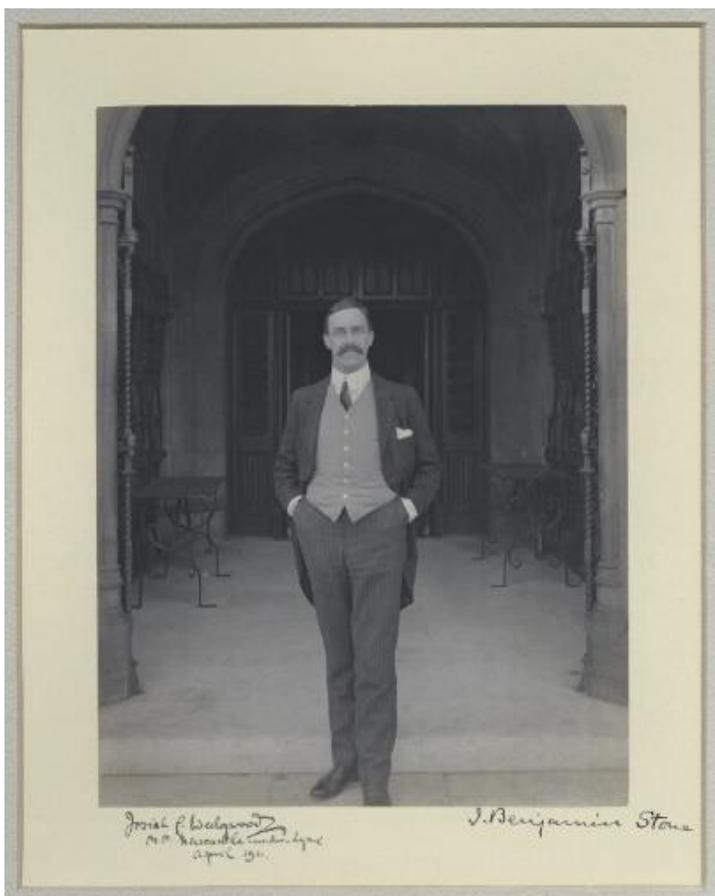


Workshop 1 Sources

1A "A Generous Teapot" cartoon from 1920 , reproduced courtesy of *Punch magazine*



1B Photograph of Josiah C. Wedgwood, M.P. for Newcastle-under-Lyme, 1911 at the Houses of Parliament by Sir Benjamin Stone, reproduced courtesy of the National Portrait Gallery



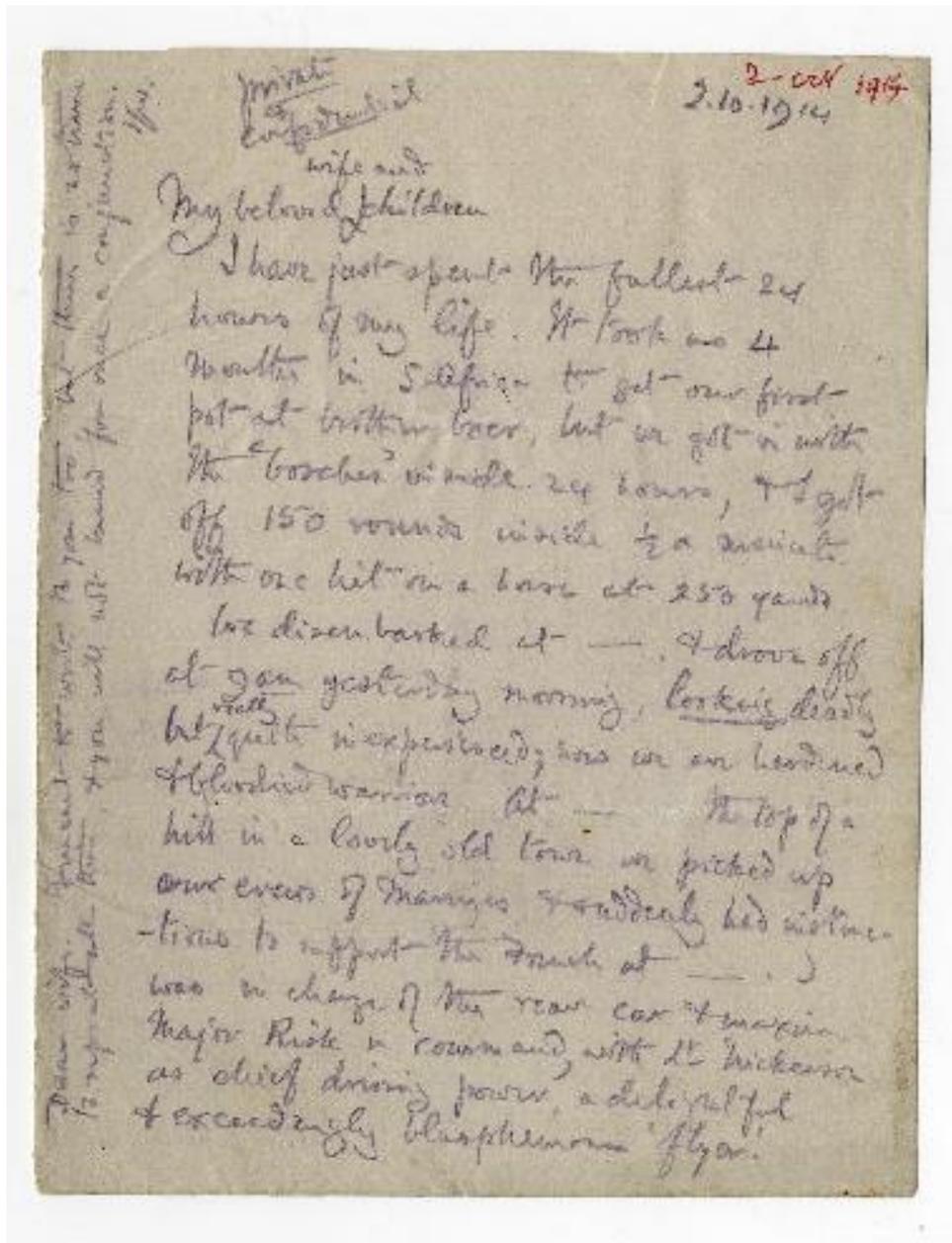
1C Portrait of Josiah C. Wedgwood, reproduced courtesy of the Brompton Museum and Art Gallery



1D *Am I Not a Man and a Brother?* Medallion created in 1787 as part of anti-slavery campaign by Josiah Wedgwood, great-great-grandfather of Josiah C. Wedgwood.



1E handwritten letter from Josiah Wedgwood to his wife and children about his early experience at the Front in the First World War (October 1914)



1F

'Is life so sweet, or peace so dear, as to be purchased at the price of chains of slavery? I know not what course this may take, but, as for me, give me liberty or give me death.'

– Patrick Henry, quoted by Josiah Wedgwood

1G

Josiah Wedgwood born Barlaston, Staffordshire
16 March 1872

1H

St Giles Church, Newcastle Under Lyme
Memorial Service of Josiah Clement, Lord Wedgwood of
Barlaston, July 1943

The most outstanding characteristic of all Josiah
Wedgwood's fights ... always and everywhere on behalf of
the poor, the needy and the oppressed.

"Jos" was ever the champion of the under-dog in whatever
guise that helpless individual might be found ... he was
always and utterly single hearted

- Right Rev. E.S Woods, Bishop of Lichfield

1J

General Election 1906: Newcastle-under-Lyme

Party	Candidate		Votes	%
Liberal	Josiah Wedgwood		5,155	63.6
Liberal Unionist	Alfred Seale Haslam		2,948	36.4
		Majority	2,207	

In November 1933, refugees began to pour into England - ruined Jews and Socialists. Between then and open war in 1939, I did my duty by England in personally helping to this country, and often thence overseas, two hundred and twenty-two of the victims of persecution. I did it in the teeth of every obstruction from Government, from anti-Semites, and from many English Jews who feared for themselves lest anti-Semitism should increase here.

- Memoirs of a Fighting Life by Josiah C Wedgwood 1941
p226

1L

... The distressed of the whole world have learnt to look to him, and through him to Parliament, for a patient hearing and the redress of wrongs.

There have been occasions when he and I have differed; but I have never doubted his single-minded pursuit of truth and justice.

Winston Churchill, Prime Minister, October 1940
Foreword to Wedgwood's Memoirs



Workshop 2: Refugees from Nazi Germany

Teachers' Notes: Background knowledge for pupils

Adolf Hitler, leader of the Nazi Party, came to power in Germany in 1933. Quickly he gave himself unlimited power, becoming a dictator. The Nazis arrested and imprisoned people who disagreed with them.

In Germany from 1933 onwards, and in Austria from 1938, hostility to Jews increased. The Nazis used propaganda in newspapers and newsreels to spread hatred towards Jews. Children were brainwashed in school and in the Hitler Youth Movement. The Nazis also persecuted Roma/Gypsy people, gay people and disabled people.

Jewish children were made to sit alone in school. Jews were banned from professional jobs such as medicine or law. They were banned from marrying non-Jews, and they lost the right to vote. Jewish businesses were boycotted. In 1938 Jews were banned from going to parks or participating in entertainments such as music, theatre and sport.

Violent attacks became frequent. On Kristallnacht (the Night of Broken Glass) in November 1938, Jewish shops and synagogues in Germany and Austria were smashed. Over 26,000 Jewish men were sent to concentration camps, and around 90 were murdered.

Learning content

From 1933, Josiah Wedgwood spoke out against Nazi persecution of Jewish people and other people. Wedgwood wanted to help Jewish people to escape from Nazi rule. But the British Government was reluctant to accept refugees. They set limits on the numbers of Jewish refugees coming to the UK or to Palestine, which was at that time under British rule. They made it difficult for refugees to come unless a British citizen would pay £50 (about £3000 today) as a guarantee.

Wedgwood tried to persuade the British government to allow Jews and others to come to safety. He also supported Jews being allowed to settle elsewhere in the British Empire, for instance in Kenya.

Some people were worried that refugees might take jobs from British workers. But Wedgwood argued that Britain had benefited throughout its history from immigrants settling here. He encouraged local people and groups to work together to raise money for guarantees.

Some ships containing refugees who had escaped from Germany were turned away from Britain, Palestine and other countries too. Some of the refugees were returned to Nazi Germany.

Wedgwood supported the idea of a Jewish homeland in Palestine, but he did not live long enough to see the creation of the State of Israel in 1948.

Workshop 2: Refugees from Nazi Germany

Aims:

To consolidate knowledge about Nazi persecution of Jews and other groups

To explore Josiah Wedgwood's work to help refugees from the Nazis

To explore responses to Wedgwood's work through the Standard family

Resources

Standard family details

Source extracts 2A-2F

Additional information from Teachers' Notes

Key questions for exploration

How and why did Josiah Wedgwood try to help Jewish refugees and others fleeing from the Nazis?

What responses might there have been among local people at the time?

Should we help people who are being **persecuted** in another country? If so, how?

Workshop 2: Activity

Stage 1: Sources 2A-2C

Introduce background information as necessary about Nazi persecution of Jews and other groups from 1933 onwards.

Introduce the Standard family. Ask students to work in small groups of 4-5, each taking on a character from the Standard family.

In character as members of the Standard family, ask pupils to look at each of the **Sources 2A-2C**. Answer these questions, explaining why their character thinks this way. There will be differing opinions and responses in the family.

- What does your character think about Nazi persecution of Jewish people?
- Does your character think we should help Jews living under Nazi oppression? What should we do?

- How does Mr Standard's experience of fighting against Germany in the First World War affect your view?
- How might Charlie's difficulty finding work affect his views?

Stage 2: Source 2D

Ask students, in character, to read the advertisement in **Source 2D**. One or more members of the family feel they could and should take a refugee child in. Others are unsure. What does your character feel? Why?

Stage 3: Source 2E

Working in small groups, still in character as members of the Standard family, read Source 2E. It is an article from the local newspaper, the Staffordshire Sentinel. It reports on the first meeting of the Leek Refugee Aid Committee, where local MP, Josiah Wedgwood was speaking.

Some members of the Standard family went to the meeting.

In character, answer these questions, explaining why your character thinks this way. There will be differing opinions and responses in the family.

- Which member/s of the family decided to go to the meeting, and why?
- What do they say about Josiah Wedgwood's speech when they get home?
- What is the response of other members of the family?
- Now imagine that **your own** family is living locally, back in 1939. What do you think your family's responses might be?

Stage 4: writing dialogue

Ask students to write a short play script of dialogue between members of the family. Should they take in a refugee child? Some members of the family feel they should help refugees from Nazi Germany. Others are unsure. What arguments do they make? What conclusion does the family reach?

Extension: Source 2F

Class discussion: Are you aware of contemporary issues or local campaigns to support refugees' rights? Eg refugees from Syria

How does media coverage influence your views?

What do political parties have to say on the issues?

Skills required

- Using evidence rigorously
- Drawing connections and contrasts
- Identifying arguments
- Creative writing
- Discussing, debate

Introducing the Standard family

The (fictional) Standard family are an ordinary family living locally in 1939. Mary and James Standard married in 1920, soon after James came home from the First World War. They have three children.



From left: Charlie, Mrs Standard, Mr Standard, Alfie, Sarah.

- Mr James Standard (aged 45) fought against the Germans in the First World War as young man. He was badly injured, but survived, unlike several of his friends. He still has nightmares about his wartime experience. Mr Standard is a skilled worker at Wedgwood Pottery.
- Mrs Mary Standard (aged 43) also works at Wedgwood Pottery.
- Charlie (aged 17) left school at 14 and has been in and out of work. He would like to find a steady job and become a skilled worker like his father.
- Sarah (aged 15) is still at school and hopes to train as a nurse.
- Alfie (aged 13) hopes to follow his father and join the army when he is old enough.

Workshop 2 Sources

Source 2A

Colonel Wedgwood's speech in Parliament: 22 May 1933, recorded in Hansard:

Is the right honourable Gentleman aware that the position of the Jews in Germany is daily getting worse, and are we to understand that the British Government are going to do nothing to help the people who are being persecuted in Germany to escape from that country?

Source 2B



Austrian Nazis and local residents look on as Jews are forced to get on their hands and knees and scrub the pavement, spring 1938. [Creative Commons]

Source 2C

Colonel Wedgwood's speech in Parliament: 6 April 1939, recorded in Hansard:

After all, they [refugees] are intelligent people, capable of producing wealth, and useful assets to any country which takes them in. That at least is recognised that we have benefited in this country in the past from the countless immigrations—the Huguenots; before that the Flemings; and, to go back further still, we have got some advantage from Norman blood.

Source 2D (could be presented to look like a newspaper cutting)

Personal advertisements Times Newspaper Sat 8 April 1939:

GERMAN REFUGEE youth, 15½ , exceptionally well educated; advertiser wishes to hear from

charitable minded people who will take boy into their home and supply Government guarantee –
A.L., 12 Dollis Road, London N3

Source 2E (*could be presented to look like a newspaper cutting*)

Staffordshire Sentinel 13 June 1939

COLONEL WEDGWOOD AND THE REFUGEE PROBLEM

Colonel Wedgwood addressed a meeting in Leek Town Hall last night of the newly-formed Leek Refugee Aid Committee... Colonel Wedgwood said the more he saw of the refugee problem, the more it impressed itself on him as the first concern of everyone who had humanity, Christianity, and justice at heart.

This country led the world in the abolition of slavery because it seemed to our forefathers that slavery was a vile thing. It was contrary to all British traditions and to the teachings of Christianity. Here you have something that is far worse than slavery (he went on). After all, slaves were fed and housed and kept alive. The Hitler slaves are not even kept alive. They are robbed of everything they have got, and are deprived of participating in any charity which may be going. They cannot get food, houseroom and anything that makes life possible, and Great Britain, the home of liberty, stops them coming even here.

Referring to 8,000 refugees who were allowed into this country as domestic servants, Colonel Wedgwood said they were working to save money to help other members of their families. They deserved sympathy, help and kindness.

All the rest could only come if they had guarantees. You have got to put down £50 to 'buy' a child refugee.

If you start a Refugee Aid Committee here, if you can get a number of people who will guarantee so much a week, then with that fund you can use it as an insurance fund, so to speak. Many people will take a child so long as they do not have to give a guarantee

Source 2F

Contemporary resonance: refugees today

<https://www.stokesentinel.co.uk/news/syrian-refugees-staffordshire-syria-moorlands-1442856>

Workshop 3: Against appeasement

Teachers' notes: Background knowledge for pupils

The First World War ended with a peace treaty, the Treaty of Versailles. It limited Germany's territories, and prohibited Germany from having an army.

But Hitler ignored the Treaty of Versailles. From 1935 Germany built tanks and planes, creating a strong army. He wanted to expand Germany beyond the boundaries agreed by the Treaty of Versailles.

In 1938, Germany annexed Austria. Many Austrians welcomed the Nazi troops. Next, Hitler wanted to annex Sudetenland, part of Czechoslovakia.

Learning content

Since 1933 Wedgwood had been warning that Hitler was a dictator. He warned too that Germany was re-arming.

From 1933 onwards, Wedgwood argued that Britain should go to war against Nazi Germany straight away. He gave three main reasons:

- a) For moral reasons, because Hitler was a dictator, persecuting Jews and other groups. He felt this was Christians' duty
- b) Because Nazi Germany behaved like a bully. If other countries did not stand up to Germany, it would take more and more land.
- c) War was inevitable. It was better to go to war sooner, before Germany built up its army.

After the horror of the First World War only 20 years earlier, many people wanted to avoid war again. Some people (especially upper classes) supported Hitler and Mussolini against Communism.

In September 1938, Britain's Prime Minister Neville Chamberlain went to meet Hitler in Germany. Hitler promised to limit his plans to expand Germany. Chamberlain and Hitler signed an agreement. Chamberlain returned claiming their agreement meant 'Peace for our time'.

But Wedgwood argued that appeasement, making concessions to an aggressive power to avoid conflict, was a cowardly response.

In reality, Chamberlain had given in to Hitler's demands, in return for a promise to stop any further expansion. But Hitler broke his promise, taking more land in Czechoslovakia. No one stopped him.

On 1 September 1939, Germany invaded Poland. Britain could stand by no longer. On 3 September 1939, Britain declared war with Germany.

Workshop 3: Against appeasement

Aims:

To consolidate background knowledge about appeasement

To explore Josiah Wedgwood's arguments against appeasement

Key questions:

How should we respond to dictators?

Why did Josiah Wedgwood argue Britain should fight Hitler's Germany?

How might local people have responded to the issues?

Resources

Learning from Workshop 2

Standard family details

Sources 3A-3E

Additional information from Teachers' notes

Workshop 3: Against appeasement: Activity

Stage 1: Sources 3A-3C

Introduce the theme of appeasement, giving background information as necessary.

Working in small groups, ask students to each take on a character as a member of the Standard family (see Workshop 2).

In character, ask them to read Josiah Wedgwood's speeches in Parliament and memoir excerpt (**Sources 3A-3C**). Then ask students to answer these questions, thinking about what might influence their character. There will be differing opinions in the family.

- Does your character agree or disagree with Wedgwood?
- Should Britain go to war against Nazi Germany at this time?
- How is your character affected by Father's memories of his time fighting in the First World War?
- Charlie and Alfie would soon be coming up to fighting age. How does this affect your character's views?

Invite 'family groups' to act out their discussion in character. Share some of the discussions.

Are themes emerging in characters' responses? Eg do the different students playing 'Charlie' reach similar or different conclusions?

Stage 2: Sources 3D and 3E

Using **Sources 3D and 3E**, ask students in character to discuss the Prime Minister Neville Chamberlain's visits to Germany in 1938 to meet Hitler. Does your character agree with his actions and his speech, 'Peace for our time'?

Stage 3: Creative writing

In character as a member of the Standard family, ask students to write a series of at least two diary entries dated after the sources they have considered. What are their hopes and fears? Do their responses change as events unfold?

And/or

In character, write a letter to Josiah Wedgwood as a local MP, agreeing or disagreeing with his speeches, and explaining your views on Neville Chamberlain's meeting and agreement with Hitler.

Extension: Contemporary resonances

Class discussion: There are echoes in today's world where dictators are oppressing their people.

- Ask students if they can think of contemporary parallels, today or in recent history, where dictators are oppressing their people?
- Should our country get involved?
- How should we respond to people fleeing oppression?

Skills required

- Analysing sources in context
- Estimating historical significance and linking to larger trends
- Considering the ethical dimension
- Analysing cause and consequence
- Using evidence rigorously
- Creating a structured account

Source 3A

Colonel Wedgwood's speech in Parliament: 26 May 1933, recorded in Hansard

I have said that there are very few things for which we would fight. One of the things for which I would fight, and I think most people would agree with me, would be to prevent injustice. When you see the sort of injustice that is going on in Germany to-day, the veriest pacifist is converted into an ardent militarist. You have not only to disarm; you have to get a change of mind in the Governments of European countries, at any rate. So long as you have people acting in a mediaeval manner, you cannot trust what they may do in their international relationships.

The only chance of preventing these things happening is to take a firm line at first and never to give way to force what you are not prepared to give way to weakness. If you do that, you encourage force.

Source 3B

Colonel Wedgwood's speech in Parliament: 13 Nov 1933, recorded in Hansard

The Government must make up its mind when and at what point it is going to put down its foot. They are absorbing Danzig now. We shall not fight about that. They are absorbing the Polish Corridor to-morrow; they are absorbing Austria later on. Where do we stand now? Where does the League of Nations, where does the collective civilisation of the world step in and say, "No further"?

Goodness knows, I am not a war-monger; I have seen too much of it; but there are certain things for which it is legitimate to fight. I do not mean King or country, but when it is a question of fighting for justice and the right, [I remember] Patrick Henry once said: Is life so sweet, or peace so dear, as to be purchased at the price of chains of slavery? I know not what course this may take, but, as for me, give me liberty or give me death

Source 3C

Josiah Wedgwood's Memoirs of a Fighting Life p225

Till 1933 almost the whole of the British upper class ... felt they ought to sympathise with Hitler, who had broken the threat of the working class. They made excuses – for the Reichstag fire, for the murders, for the persecution of Jews, for the annexation of Austria, of the Sudetenland, of Czechoslovakia.



Bundesarchiv, Bild 146-1976-003-32
Foto: o. Ang. | 24. September 1938

Photograph of the British Prime Minister Neville Chamberlain shaking hands with Adolf Hitler, 15 September 1938 Germany. [Creative Commons]

Source 3E

'Peace for our time'?

Watch Chamberlain's speech on arrival back in the UK after meeting Adolf Hitler. The newsreel is titled: ONE MAN SAVED US FROM THE GREATEST WAR OF ALL

<https://www.youtube.com/watch?v=hQ95ffnU4Sw>

Find out more 1: Campaigning for refugees' rights

OR vs. FOR 15: nd. p: A no- 15: 15: WS	<p>WANTED, immediately, Cook General (live in): good wages, liberal outings. Apply between 4 and 7 at 4, Linden Road, Didsbury.</p> <hr/> <p style="text-align: center;">Situations Wanted</p> <hr/> <p>CHAUFFEUR Mechanic, age 37, married, life experience; highest refs; clean licence: at liberty now. Arnold, 30, Grosvenor Road, Whalley Range, M/c 16.</p> <hr/> <p>COOK General, exper., good refs., desires Change. Write Craig, 6, Liverpool Road, Stoke.</p> <hr/> <p style="text-align: center;">Refugee Advertisements</p> <hr/> <p>GERMAN Jewish Refugee Couple, husband and wife, require post as domestics still in Germany: any work: very urgent. Address L 90 "M/c Guardian."</p> <hr/> <p>MARRIED Couple, still in Germany, 38 and 35, seek Post: go anywhere, husband housework and garden, wife experienced cook, clean and willing. Address D 50, "M/c Guardian" 2.</p> <hr/> <p>MARRIED Couple, 36 and 34, still in Germany. want post in a household, any work. Address D 59, "M/c Guardian" 2.</p> <hr/> <p>MARRIED Couple, reliable, refugees, still in Slovakia, aged 40 and 30, wife excellent cook, husband capable for all housework and gardening, go any part, prefer country: both abstainers and early risers. Write Box 336, Gordon House, 75-9, Farringdon Street, London, E.C. 4.</p> <hr/> <p>MOTHER'S Help (34), excellent needlewoman, fully domesticated, intelligent, absolutely reliable, forced to leave Germany, being a Jewess, wants position where she can take little daughter of seven with her: best references. Particulars write Mrs. Levinger, 4, Holme Chase, London, N. 2.</p> <hr/> <p>REFUGEES, Mother and Daughter, ages 48, 20, perfect cook, household, needlewoman, seek Post in country. Address M 47, "M/c Guardian" 2.</p> <hr/> <p>WELL-KNOWN Pianist, experienced teacher of music and widely studied person, fond of children, forced to leave Germany, wants Home au pair, where she is able to use her artistic teaching abilities. Address D 58, "M/c Guardian" 2.</p> <hr/> <p>YOUNG Viennese Lady, speaks English, good pianist, at present in Manchester, Seeks Position with light domestic duties: well recommended. Address T 117, "M/c Guardian" 2.</p>	40 or day in June. educat prefer admin Can prefer and 1 posses equiva Europ advan The £3 ser- full not offi Sub will perma Rec reach Minis not is Var rigger of pal the s one 2s. 6 Th must cheor taking Aero essent Me lectur metal tion. requi Ca lectur frame faces
--	---	--

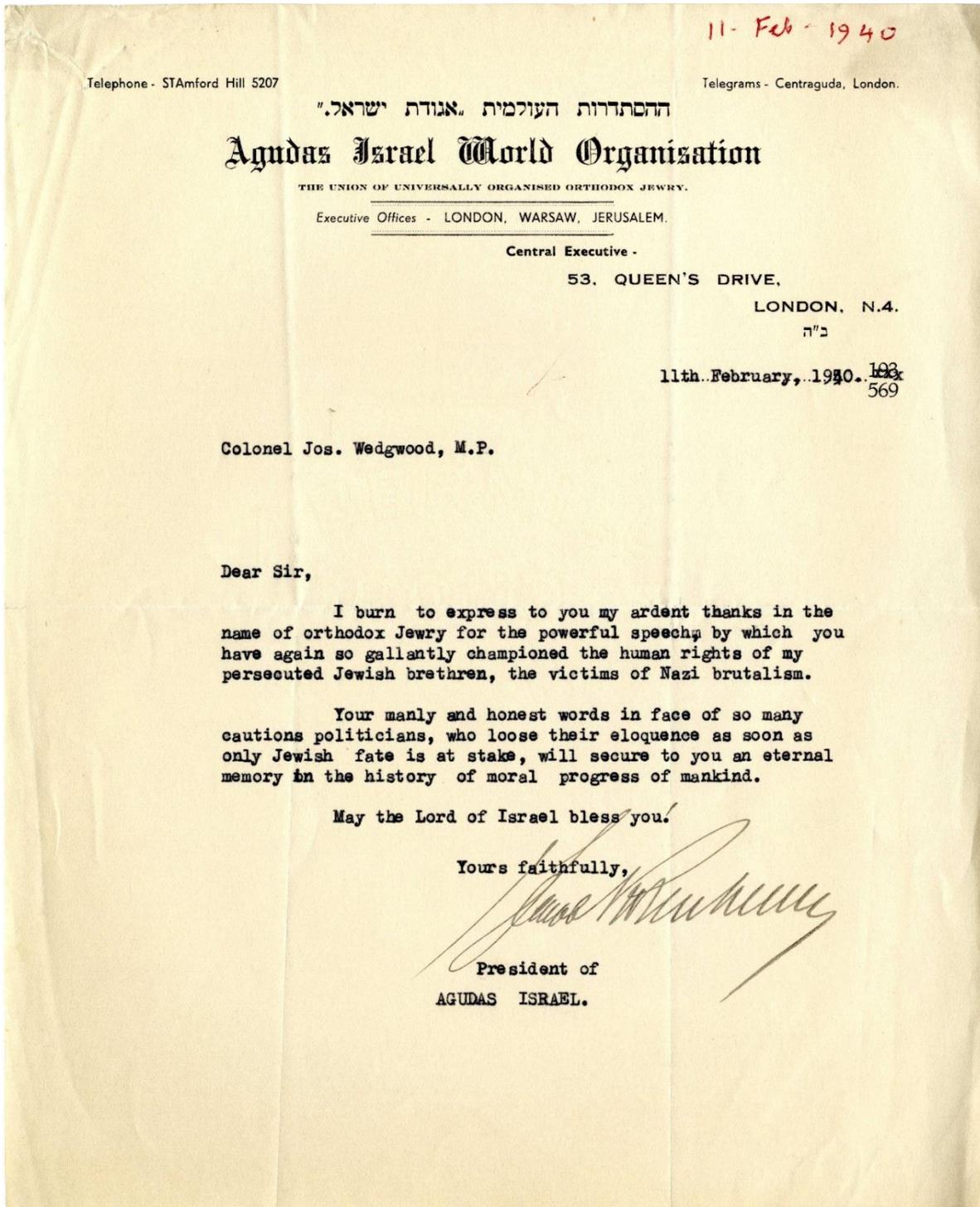
Column entitled 'Refugee Advertisements' from The Guardian newspaper 14 June 1939

Wedgwood described Jews living in Nazi-occupied territory with 'a noose around their neck'. Throughout the 1930s he argued that there was a moral duty to allow more refugees into the UK and the British Empire, including into Palestine. He fought personally to bring in and support many Jewish refugees.

He wrote to his daughter Camilla in Australia 1938/9:

I wrote 10 letters a day regularly on refugees- the most terrible cases- & nothing is done. Last weekend I did 50. One wouldn't mind if it did any good.

...I have a man & wife hiding in the forest outside Chemnitz (in Germany), coming in to beg food at nights, and sleeping in ditches...



Response from a Jewish organisation in 1940, thanking Wedgwood for his efforts on behalf of Jewish refugees

Speaking in House of Lords debate on refugees 10 Sept 1942, Wedgwood said:

The Jews must obviously hate Hitler. If we fight for Democracy the Jews must be comrades. Hitler now has swept up the Jews of France, and many others in Europe to work for him. And all the time we will not allow them to come to this country. Only last month I begged the Home Office to give a visa to a Jewish boy of sixteen or seventeen to allow him to come from France to his parents in this country. But no, they would not do it. Rather, it would seem, the view is that we would prefer to have such people working as slaves for the Germans. This is madness. We should welcome every refugee, we should use every refugee. We want them for munitions, we want them for roads, we want them all.

Questions to think about

What would you feel if you saw a column of 'Refugee Advertisements' in a newspaper?

Can you imagine finding such advertisements in a newspaper or other media today?

What arguments did Wedgwood give against restrictions on taking in Jewish refugees?

What arguments do you hear today about refugees?

What similarities and differences do you see?



Find out more 2: The Kindertransport



Jewish refugee children arriving in London, 1939 [Creative Commons]

In November 1938, five days after Kristallnacht, the "Night of Broken Glass" in Germany and Austria, a delegation of British, Jewish, and Quaker leaders appealed to the Prime Minister Neville Chamberlain to allow Jewish children into Britain from Nazi occupied Europe, without their parents. They promised to find homes for all the children. Every child would have a guarantee of £50 sterling. It was expected that the children would stay in the country only temporarily.^[2]

The Government agreed to allow unaccompanied Jewish children from infants up to the age of 17.

Between December 1938 and September 1939, when the war started, the United Kingdom took in nearly 10,000 Jewish children from Germany, Austria, Czechoslovakia and Poland. The children were placed in British foster homes, hostels, schools and farms. Often they were the only members of their families who survived the Holocaust.

Questions to think about

Can you imagine saying goodbye to your parents and leaving a place of danger without them?

How might each member of the Standard family respond to news about children arriving on the Kindertransport?

Might Charlie, Sarah and Alfie feel differently from their parents?

Find out more 3: The Holocaust and afterwards

Josiah Wedgwood had worked ceaselessly to try to help Jews and others to flee from Nazi oppression. What happened to those Jewish people who were unable to get out of Germany and the countries it occupied?



Child survivors at Auschwitz concentration camp [Creative Commons]

Six million Jews, and millions of others, including disabled people, Gypsies (Roma), gay people and political prisoners, were murdered by the Nazis in concentration camps and extermination camps mainly in Germany and Poland. This horrific mass-murder is known as the Holocaust.

As the war came to an end, Allied soldiers began to liberate concentration camps. Many could hardly believe the horror they found.

Many of the Germans who had run the concentration camps were brought to justice at the Nuremberg Trials.

Creating the State of Israel

The Holocaust led many people to support the creation of Israel, a Jewish state. Josiah Wedgwood had supported the creation of a Jewish homeland, but he did not live long enough to see it formed in May 1948. Wedgwood's work to try to save Jews from Nazi persecution was honoured after his death. In the new state of Israel, streets and farms were named after Wedgwood.



This photograph shows a ship named the *Colonel J. Wedgwood*. Taken on 26 June 1946, it was carrying 1,259 passengers who had survived the Nazis, and were trying to get to Palestine.

The banner reads: We survived Hitler; Death is no stranger to us; Nothing will keep us from our Jewish Homeland; the blood is on your head if you fire on this unarmed ship

Questions to think about

How might members of the Standard family respond as they watched newsreels at the end of the war showing the concentration camps?

How might each member of the Standard family feel about the creation of the State of Israel in 1948?

Why do you think Wedgwood was honoured in the new State of Israel?

Find out more 4: Wedgwood and the History of Parliament

Josiah Wedgwood was a keen historian. He wanted to record the history of Parliament where he served for 37 years. He was the Member of Parliament (MP) for Newcastle-under-Lyme from 1906 until 1942, when he was elevated to the House of Lords.

In 1936, he sent his fellow MPs a questionnaire asking them 25 questions. The questions included their income before and after becoming an MP, their reasons for wanting to be an MP, their religious beliefs, and their 'ideal living British statesman, or dead statesman of any land.' Collectively, MPs' answers to his questionnaire give us an insight into the values of Members of Parliament at the time.

Former Prime Minister, David Lloyd George's responses to the questionnaire are copied below:



BIOGRAPHIES OF LIVING MEMBERS OF PARLIAMENT.

(Answers to Questions).

1. When did you first become interested in national politics? Why?
1868. Remember Election.
2. What influence started you on this line of thought?
Every Welshman a politician.
3. What books formed your political views?
Carlyle, Victor Hugo, Ruskin, Fabian Essays, Kidd's Social Evolution, Macaulay.
4. What were your religious convictions?
Nonconformist.
5. Which was then your favourite newspaper?
Liverpool Mercury, Daily News, Weekly Welsh papers.
7. What or who first led you to think of it as a career?
Michael Davitt, Michael Jones, Principal of the Bala Congregational College.
8. What was your trade, profession or occupation?
Solicitor.
9. Annual income, earned and un-earned, when first you stood for Parliament?
£500 - £1,000, but do not clearly recollect.
10. Had you experience of public work - if so, what?
County Council.
11. How did you first get a seat?
Living in Caernarvonshire, and practising there when vacancy occurred, and was chosen by local Association.
12. What was your chief political interest?
Fair play for the underdog.
13. On what did you, in fact, concentrate most in Parliament?
Do.
15. Who, at that time, was your ideal living British statesman, or dead statesman of any land?
Gladstone - also a great admiration for Joseph Chamberlain.
16. How did Parliament modify your views?
Not conscious that it did, except that it gave me a very unpleasant impression of the difficulties of getting things done and of the tremendous power of vested interests in every direction.
17. How did being an M.P. affect your earning capacity?
But for the fact that I had a very self-sacrificing brother who kept the practice going, with very occasional assistance, it would have very substantially reduced my income.

July 23rd. 1936

D. LLOYD GEORGE.



Questions to think about

What do you think Wedgwood's questionnaire reveals about the things he thought were important?

Which questions would you include if you were writing a questionnaire today to find out about MPs' views and experiences today? What different questions would you ask?

Do you know who your local MP is? Which party does s/he belong to? What questions would you like to ask him or her?

Would you like to become an MP when you are older? What qualities do you think an MP needs?

Find out more 5: History around you

Your family in the Second World War

Where were members of your family living in 1939-1945, during the Second World War?

Were they affected by the war? What can you find out about their experience?

How has your neighbourhood changed since the Second World War?

History clues in your neighbourhood

The first Josiah Wedgwood started producing pottery in Burslem. He built the first Wedgwood factory in Etruria in 1766. The present Wedgwood factory (now the World of Wedgwood) was built 1938-40 on the Barlaston estate. The site was purchased from the Broughton-Adderley family in 1936. But the factory only moved there from Etruria in 1950, because of the Second World War.

Are there any clues and traces remaining of the Wedgwood family and other pottery making in your local area? Think about street names, old signs on buildings, statues and museums.

How much can you find out about the pottery industry locally?

Many thousands of people worked at Wedgwood factory and other pottery manufacturers.

Do any older members of your family or neighbours remember working in the pottery industry?

Skills required

- Identifying continuity and change
- Using evidence rigorously

