



Resource Pack

War Memorials



**Produced by
Worcestershire Archive
and Archaeology Service**

Why should schools mark the centenary of WWI?

You cannot fail to have seen the news, TV programmes and events which are happening to mark the centenary.

It is important to mark this event in schools too as the war had a profound impact on the world, on Britain, on every community and family in our country. It is often said that the events of this conflict marked the end of the old world and heralded the beginning of the modern world order.

Children may already have some knowledge of the war through TV coverage, events and stories/artefacts handed down through the family.

Are we celebrating or commemorating the war?

The focus of this pack, as all organised events, is to commemorate the efforts and sacrifices made by ordinary men and women made during this conflict. The aim of the many events being held is to commemorate, and not to celebrate, and there has been much discussion about getting the tone right.

Whilst the Great War was particularly horrific teachers should not be scared of exploring some of the issues with children, the level of which will depend on the age of the children. It is an opportunity to explore issues and learn from history. Big questions about war and morality may arise, and whatever views and conclusions children have, it was a significant event and people are owed respect and remembrance.

Why look at war memorials?

War memorials are an important historical document in the landscape, and can be a way into the subject for children. Most of us go past these regularly, but pay them little attention. For Remembrance Day we look at them and see names but do not consider the person whose name is marked.

By searching deeper the men become more than just names, and can become someone the children can relate to.

Looking for particular soldiers, can be a way for the children to begin to access the war, and a way to illuminate the topic, looking at specific people. All too often a study into WWI can become a matter of statistics. Looking at the sacrifice of one person can help the children better understand the sacrifice of the many.

It can be an opportunity to move beyond stereotype views of the war. For instance the children may explore fields of conflict beyond Flanders.

By exploring the lives of those who died the children will better understand their own community and its place in national events.

This study may also encourage children to respect war memorials, which can be prone to neglect and vandalism.

How does this subject fit into the new National Curriculum?

At Key Stage 2 pupils can conduct a local history study investigating how the local area was affected by significant local events (this can go beyond 1066).

At Key Stage 3 this unit could form **part** of the study of the challenges for Britain, Europe and the wider world 1901 to the present day **or** a study of an aspect or site in local history.

How can this pack help?

During the course of this study pupils will focus upon the lives of those who served rather than looking at the conduct of battles.

Through looking at the lives of an individual recorded on a local memorial children will develop an insight into what their communities were like 100 years ago.

The reality of life in their community a century ago can then be seen in the context of national events.

This unit is generally learner led. It is the questions asked by the children that drive the investigation. This pack suggests resources and activities that can be used to develop the children's thinking and help them draw their own conclusions.

The research skills developed by this process as well as those explored in discovering how best to present the information gathered will provide knowledge and experience that the children can use in many other areas of the curriculum.

How is this pack organised?

Following on from this question led approach this unit is split into the following sections:

Section 1 Why do we remember?

In this section we establish why it is important to remember.

Section 2 How do we discover who died?

This shows how to use the war memorial to extract information.

Section 3 How do we find information about them?

This section helps the children discover more about the military careers of those who had fallen.

Section 4 How do we find out about their lives?

In this section children uncover details of the community in which the soldiers lived.

Section 5 Case study

The final section provides an example of how original sources can be used to build a picture of a soldier commemorated on the memorial at All Saints church, Worcester

Each section contains a number of ideas for activities. These are not to be worked through in their entirety but are suggestions only, and teachers will need to adapt the lesson to take account of the needs of their class.

This unit is aimed at Key Stage 2 children but suggestions are made at the end of each section about how these resources can be used with younger and older children and those of differing abilities.

It can be used in isolation or as a follow on from the work that children have done as a result of Remembrance Day.

This resource can be used in its entirety or individual lessons can be used in isolation and be developed upon.

Each section can fit into one lesson or be developed upon to form the basis of a number of lessons.

Section 3: How do we find out about their lives? In particular could form the basis of half a terms work.

It can form part of unit of study for an individual year group or part of a whole school topic.

It is **important** to remember that, when using the school's local memorial as a source of information, it is possible that descendants of those named still live in the locality. Teachers should be aware of this and how it may affect pupils.

Resource Aims:

- To help pupils understand why it is important to remember.
- To encourage pupils to develop the skills of investigation, helping them to :
 - ❖ pose relevant questions
 - ❖ locate and collect relevant information
 - ❖ draw inferences and make deductions
 - ❖ generate and extend ideas and to apply imagination
 - ❖ reflect critically upon the resources explored
- To synthesise what they have found out.

- To provide opportunities for pupils to cooperate and work effectively with others, and take part in group and class discussions.
- To understand what their community was like in the past.
- To place their findings in chronological and national context.
- To organise information and communicate their findings in a variety of ways including the use of information technology.

Prior learning:

The pupils will need to have:

- Developed observational and recording skills.
- Worked with resources from the past.
- Asked questions about the past and used sources to find answers.
- Understood that evidence has to be questioned.

This pack is designed to be part of a series that will look at different aspects of World War One using resources that we have available at Worcestershire Archives and Archaeology Service.

Section 1: Why do we remember?

Learning objectives	Learning outcomes	Possible activities	How to access resources
<p>Pupils will:</p> <p>Know that some important events are commemorated.</p> <p>Acknowledge the importance of Remembrance for future generations.</p>	<p>Pupils should be able to:</p> <p>Give reasons why some events are commemorated by countries across the world.</p>	<ul style="list-style-type: none"> • If working with younger children establish that 100 years was a long time ago and how many lifetimes are incorporated in a 100 year period. Create a timeline to build a sense of period. Discuss what has happened in the space of 100 years in terms of personal and national history. • Ask the children to think about what events we commemorate in the course of a year. Develop the discussion to include many different types of commemorations, eg international, national, local and family events as appropriate. Help children to identify why some commemorations are national/international events. Older children pupils could be asked to identify a conflict that they might want to remember and to explain why. • Discuss if commemorative events are important. What can be learnt from them? • If beginning this study with preparations for Remembrance Day discuss the role of organisations that work in Remembrance – why do they do it? For example look at the History of The Royal British Legion and explore what welfare work it does. 	

Section 2: How do we find out who died?

Visit a war memorial.

These can be in the school, in the middle of the community or outside the parish church.
If a visit is not possible then use good quality photographs instead.

War memorials were built from 1919 onwards to remember those of the community who had fallen.

Up to 80% of those killed in WWI did not have a final resting place. Their names were commemorated on huge memorials in the locality of the battle in which they died. For this reason it was decided that no bodies could be repatriated. War memorials were created therefore so local communities could commemorate their sons who had fallen.

Local residents raised funds for the erection of these monuments.



Names were often added to these memorials at the end of World War II.

Memorials give the surname and initial of each individual killed in each conflict.

* Be aware that some names are on the memorial but do not seem to have a link with the community. It may be that the individual was a relative of someone who was living in the community when the memorial was erected.

Learning objective	Learning outcome	Possible learning activities	How to access resources
<p>Pupils will</p> <ul style="list-style-type: none"> • Learn what war memorials are and why they were created. • Know that there are different types of memorial and the range of information on them varies. 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what a war memorial is and what its purpose is. • Say where the local war memorial is situated. • Describe some of the key features of the local war memorial. • List who is commemorated on the local war memorial 	<ul style="list-style-type: none"> • Before visiting the memorial discuss with the pupils what they think a war memorial is and its purpose. Remind them of appropriate behaviour during the visit. • Gather at the memorial. Discuss with the children the form that it takes. What is it made of? Discuss other suitable materials that could have been used. Why were these materials chosen? <p>Look at its decorative features. Discuss why these features may have been chosen.</p> <p>If particular symbols are used (e.g. a statue depicting Victory, or a patriotic or optimistic image) discuss what they mean and why they would have been important at the time.</p> <p>What state of repair is the War Memorial in? Is it still cared for? Should it still be cared for?</p> <p>Make observational drawings of the memorial encouraging pupils to focus on recording the memorial as a whole structure, and closer details such as inscriptions or carvings. Encourage the children to reflect the different textures and colours of the memorial in their sketches.</p> <p>Consider why the memorial is in this particular location? (follow up later by looking at maps of the local area and pinpointing the its position.)</p> <p>Direct children's attention to different parts of the memorial – names, dates, inscription – what do they mean?</p>	

		<p>Discuss any names recognised by pupils and whether relatives still live locally. Are there any family names the same as any of the children in the class? Is there more than one of the same surname? If so, what relations might they be? Make a list of these names as they are going to be the focus of the study.</p> <p>Compare the number of names from those who served in WWI and WWII. What does this imbalance show us?</p> <ul style="list-style-type: none"> • On return to class discuss the children's first impressions and responses to what was seen at the memorial. <p>Are there any questions children have about the visit?</p> <ul style="list-style-type: none"> • Explain that, by learning about the people named on the memorial, we are continuing to 'remember' them and what they did. <p>Question whether they feel differently about the war memorial and the people named on it now they have examined it closely. Do they know more about it now than they did previously? Do they think they will make more of an effort to notice it in the future?</p> <ul style="list-style-type: none"> • Highlight names that appear to be from the same family, discuss why this occurred and what the impact would have been. If the war memorial commemorates a specific group (for example former pupils of a school or members of the same workplace) consider what the impact on that specific community would have 	
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		<p>been. Drama can be used to explore community feelings at the time.</p> <ul style="list-style-type: none"> • Use photographs of battlefield cemeteries to illustrate the numbers of casualties or, if you know the proportion of the local population that went to war, illustrate this by counting out the equivalent number of pupils in the class. • Visits can be made to compare the names on other memorials eg the memorial in the school, the parish church or the Cathedral. • Check if their memorial is listed online. • If it appropriate the children could discuss the damage that has been caused to their memorial <p>The issues covered in the lesson provide a context for persuasive writing. Pupils could, for example, demonstrate their knowledge by writing an article for a local paper explaining why war memorials continue to be important and why the community should look after them.</p>	<p>www.warmemorialsonline.org.uk www.reemberthefallen.co.uk this group is seeking to list all war memorials in Worcestershire. www.ukniwm.org.uk The Imperial War Museum is compiling a list of all war memorials in the UK.</p> <p>http://www.learnaboutwarmemorials.org/download/pub/764.4/ will help with this.</p>
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Section 3: How do we find information about the soldiers?

There are a number of sources which can be used to help us find out about the soldiers who died, some of which are now online and so can be searched relatively easily. However remember that these were originally created many years for a specific reason, and not for schools in 2014!

Learning objectives	Learning outcomes	Possible activities	How to access resources
Pupils will: Investigate sources to find information about those on the war memorial.	Pupils should be able to: Use the databases to find information about people named on a war memorial Answer questions using the information they have found	<ul style="list-style-type: none">Recap the previous lesson and which questions can and cannot be answered using the inscriptions.Recap what pupils know about databases and why they are used. <p>Explore some of the listed databases with the children.</p> <p>Model how to note information that is relevant and answer the questions raised.</p> <p>Model ways of narrowing down results include using your own knowledge (e.g. of the casualty's regiment) to 'filter' your results or searching for your locality in the 'Additional information' field of the database.</p> <p>Highlight the potential problems of searching for information this way, such as a large number of returns for common names, and how these might be resolved.</p>	

		<ul style="list-style-type: none"> • Look at: <ul style="list-style-type: none"> ❖ Remember the Fallen This website is a work in progress bringing together information about war memorials across Worcestershire. ❖ 'Soldiers Died in the Great War'. It gives basic details about the soldiers, such as name, regiment, date they died and where. It may also tell you where they lived, and where they were born and enlisted. ❖ Commonwealth War Graves Commission was set up to create and manage cemeteries of soldiers. The website has picture of the cemeteries. The size of many of these will stun the children. The website also has a database to help people track down where a soldier is buried. It includes name, regiment, service number, date died, age died, cemetery commemorated in and sometimes parents or wife details. This website will also show the location of local Commonwealth War graves of soldiers who died at home as a result of the injuries they sustained during the War. <ul style="list-style-type: none"> • Medal Rolls were created to help with the process of sending out the medals after the war. Information given includes name, regiment, service number, date they entered the theatre of war (front line). It sometimes provides the date of death and address of next of kin. 	<p>www.rememberthefallen.co.uk</p> <p>Available on CD and on a number of online websites including www.ancestry.com Ancestry is a subscription website which is free to access in The Hive and in libraries.</p> <p>http://www.cwgc.org/ is a free to access site</p> <p>Available on the Ancestry.com.</p> <p>Naval records are available from www.nationalarchives.gov.uk but cost approximately £3.50 each.</p>
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		<p>Medal cards can be cross referenced to information gained from CWGC site to make sure that they are tracing the correct individual.</p> <ul style="list-style-type: none"> • Service Records only 30% of service records survived WWII but if it has survived it provides up to 30 pages of information about a person including medical history and description. • Children independently search the database for other people named on the war memorial. • Pupils could, for example, use the information to construct tables and charts showing what they have found out. • Place the 'post-its' on a map of the Western or the Eastern Front where the soldiers died. • Make comparisons about the dates on which they died. Were any involved in the same battle? • Find details of the battle in which they died. Refer to publications to find out more about individual regiments. • Contact Regimental museums. • Begin to compile biographies of individual soldiers to form a class booklet. 	<p>Captain Stacke's <i>'History of the Worcestershire Regiment in the Great War'</i> is a detailed guide to what the battalions did each day during the war and therefore lists all actions that the regiment was involved in.</p> <p>For information online relating to the Worcestershire regiment consult: www.worcestershireregiment.com and http://www.wfrmuseum.org.uk/worcs_museum.htm</p>
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Search Tips

Searching most of these databases is like searching Google, Bing or any other search engine. You enter information, it uses an algorithm to compare it to what it holds, and then returns possible matches starting with the most likely. It is then up to you to go through and work out which is correct or possible. It may be difficult to identify the right person. Even relatively uncommon names may have a number of matches. Names often have various spellings.

If you can find a service number use it, as they will help identify a person a lot easier.

It is common problem that some names cannot be traced. For instance on the All Saints war memorial there is a William Dumelow . Although this is not a common name there are 4 which have been found who died, but none have obvious Worcester connections

People can change regiments, if the army moves them, so a Worcestershire man could easily end up in a Highland regiment.

You may not be able to link a name to your community; a relative may have put the soldier's name forward although they did not come from the town or village, making it harder to identify someone.

Name:	Regt. No.	Rank:	Service No.
DANCOX	21654	Plt.	
F.G.			
AWARDED VC.			
Medal:	Roll:	Page:	Remarks:
VICTORY	4/102 B8	1640	K. in A.
BRITISH	15	57	4/12/03
Theatre of War first served in (25 Balkans)			
Date of entry therein 19.9.15			

Correspondence.

Address.

(2544-144) Wt. W. 5547-ELP 6428 2000gm 10/18 EL St. Est. 5400/1270

This is a copy, found on Ancestry.com, of Private Frederick Dancox' medal card.

As can be seen he belonged to the Worcestershire Regiment.

Like every soldier he was awarded the Victory and British medal. The Star was awarded to anyone who had been in battle before 1916. He was also awarded the Victoria Cross for his actions in the Balkan campaign.

He died on 19th September 1916.

Source: Ancestry.com. British Army WWI Medal Rolls Index Cards, 1914-1920



Example of the British Medal

Section 4: How do we find out about their lives?

In this section the children will learn more about the soldiers and their lives.

Through using primary sources the children will learn about the soldier's upbringing and their families. In so doing they will create a picture of life in their community before the outbreak of war and will be lead to think about what life was like for those left behind.

Image to the right shows 1904 OS map of All Saints parish. Using information gathered from the censuses the homes of the fallen have been plotted onto the map.

Learning objectives	Learning outcomes	Possible activities	How to access
<p>Pupils will:</p> <p>Use primary sources to discover more information about the soldiers.</p>	<p>Pupils should be able to:</p> <p>Extract information from a range of sources.</p>	<ul style="list-style-type: none">At the beginning of each activity the pupils should be encouraged to ask the questions they would like answered. This should happen before they see the documents themselves.Use a first or second edition O.S. map and compare to one of the present day.	<p>Available on microfilm in the Self-Service area on level 2 of the Hive.</p>

<p>Develop an understanding of the community at the outbreak of war.</p>	<p>Question and compare sources</p> <p>Make inferences about the past beyond what the document actually records.</p>	<p>Locate recognisable features and discover what has changed.</p> <p>Explore what buildings have appeared/ disappeared. Which buildings have changed? How has land use changed?</p> <p>Speculate about what facilities were available to residents in 1900.</p> <p>Build a picture of the past by choosing the same 2 points to 'walk' between on a current map and a map from the past. Ask the children to describe what can be seen, heard or smelt today and ask them to do the same for the past.</p> <ul style="list-style-type: none"> Look at photographs. Ask the children to speculate about who took the photo, why they took it, what was the photographer trying to show and what happened before and after. Such questions will help the children think more deeply about the image in front of them. Compare old and recent photographs of the area. Direct the children's attention to look at different aspects e.g. buildings, transport, features, street furniture. Ask open ended questions such as 'What has changed?' and 'Why might these changes have happened?' Compare a range of photographs and come to a general conclusion about how the area has changed. Discuss with the children if these changes have 	<p>Use the photographic database on www.worcestershire.gov.uk/waas to see what photographs are available in the Hive. These must be viewed on microfilm available on in the Self-Service area on level 2 of the Hive.</p> <p>Please note that due to copyright some of these images cannot be copied. Consult staff if you plan to do so.</p>
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		<p>improved the area?</p> <ul style="list-style-type: none"> Look at the description of the community in Trade directories. Directories detail the facilities and businesses in the community and the details of notable residents that give an insight into the social structure of the area. Look at the 1901 and 1911 census returns: The children could investigate who would be affected by the death of his soldier. What long term impact would this have on his family? The family unit as laid out in the census will show the soldier's position and economic importance to the family. The address, the head of the household's profession and the size of family are all indicators of social status. Are there many other families of the same status? Pupils can begin to determine the social structure of the community. Other entries will show if a profession was common to an area. Look at the place of birth, these often challenge the preconception that families did not move locality and that populations remained mainly static. 	<p>Available in the Local Reference Library in the Self-Service area on level 2 of the Hive.</p> <p>Available on www.ancestry.com Please note that this is a subscription site although the site is free to access in all Worcestershire libraries.</p>
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		<p>Check the recorded age of the individuals (this will provide evidence if the soldier lied about their age to join up). Discussions could follow, if appropriate, about the individual's motives for wanting to go away to fight.</p> <p>Compare the two censuses to see if the family's fortunes have changed over the period. Could this be an indicator of a change in the fortunes of the family or the area in general? Older pupils could investigate this apparent change by looking at maps and trade directories.</p> <ul style="list-style-type: none"> • Look at Parish register entries show baptisms, marriages and burials. These can be used to trace if the soldier left a widow behind or any children. • Newspapers regular updates of community news such as parish council meetings, fetes and social groups give an insight into the everyday life of the area. <p>Entries posted by the bereaved give insight into how soldiers died and who was left behind.</p> <ul style="list-style-type: none"> • Look at The Berrow's Pictorial Supplement which can be used to find photographs of local events. For the duration of the war families submitted photographs of their serving relatives for inclusion. Photographs were grouped together in family units. The children could discuss what it was like for parents 	<p>Available on microfilm in the Self-Service area on level 2 of the Hive.</p> <p>The <i>Berrow's Journal</i> and the <i>Worcester News</i> are available on microfilm in the Self-Service area on level 2 of the Hive. Other local newspapers are available at local libraries.</p> <p>Available on CD in the Self-Service area on level 2 of the Hive.</p>
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		<p>to have so many members of their family involved in the fighting.</p> <p>The Supplement also includes a number of photographs of women involved in the war effort.</p> <ul style="list-style-type: none"> • Create a presentation for the local community. In preparing this pupils will cross reference their findings and so the inferences that they have drawn will be strengthened. • Use all of the above sources to create a history walk for other members of the community to follow. This walk should show all points of interest in relation to those on the memorial. 	
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Search Tips:

It may be advisable to use primary sources with small groups of children or make transcriptions of the documents available to help the pupils overcome the problems caused by unfamiliar language and handwriting.

Case Study: George Pendry

In Memory of

Private

George Pendry

44220, East Surrey Regiment who died on 19 October 1918 Age 18

Son of Mr. and Mrs. A. W. Pendry, of 16, Rack Alley, Butts, Worcester.

Remembered with Honour

Terlincthun British Cemetery, Wimille



Commemorated in perpetuity by
the Commonwealth War Graves Commission

Like all British soldiers he was awarded the Victory and British medal. The Star was only awarded to those who had served from the very beginning of the war.

Correspondence

Address

(991) W. 701/B, P. 6980 1,000m. 24/5/21 N.H.&Co Ltd. E. 7600

The 1901 census shows that George Pendry was living with his family in Annis Court, Dolday.

His father was a bricklayer and labourer. George had 2 siblings.

The family had not moved far in their lives; all were born in Worcester.

In 1911 the family were still living in the same area. Now George had 5 siblings.

Time allowing it would be interesting to see if George's older sibling, James, also went to fight. He is not on All Saints memorial but perhaps by 1918 he had married and moved away.

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www.nationalarchives.gov.uk

Administrative County Worcestershire The undermentioned Houses are situated within the boundaries of the

Civil Parish Worcester (St. Mary's) Ecclesiastical Parish Worcester (St. Mary's) County Borough, Municipal Borough, or Urban District Worcester (St. Mary's) Ward of Municipal Borough or Urban District St. Mary's (St. Mary's) Rural District St. Mary's Parliamentary Borough or Urban District Worcester Town or Village or Hamlet Worcester Page 18

House No.	ROAD STREET NO. AND No. of HOUSES	Age last Birthday	PROFESSION OR OCCUPATION	Where Born	Infirmary
75	Broadfield House	Henry Allen Head M. 60	Labourer at Wood Yard Works	Worcester	
		Emma 21			
		Charles 21	Labourer at Wood Yard Works	Worcester	
76	2	Arthur Bellenger Head S. 35	Labourer at Wood Yard Works	Worcester	
		Mary A. Keiser Wife M. 45			
77	2	Richard Young Head M. 48	Labourer at Wood Yard Works	Worcester	
		Ellen 21			
		Milly 21			
		James 21	Labourer at Wood Yard Works	Worcester	
78	2	Mark Bullock Head M. 27	Labourer at Wood Yard Works	Worcester	
		Joseph 21			
		Elizabeth 21			
		Annie 21			
79	Dolday	Charles Marsh Head M. 22	Bricklayer at Wood Yard Works	Worcester	
80	2	Arthur M. Bicker Head M. 27	Labourer at Wood Yard Works	Worcester	
		Emily 21			
81	2	Albert J. Pendry Head M. 28	Labourer at Wood Yard Works	Worcester	
		Emily 21			
		James M. 21			
		George 21			
82	2	Henry Hodgkiss Head M. 22	Labourer at Wood Yard Works	Worcester	
		Joseph 21			
		Joseph 21			
		Joseph 21			
83	2	Mary A. Perry Head M. 20	Labourer at Wood Yard Works	Worcester	
		James 21			
9	Total of Males and Females	13	15		

NOTE—Draw your pen through each word of the headings as are inappropriate.

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CENSUS OF ENGLAND AND WALES, 1911.

Before writing on this Schedule please read the Instructions given on the other side of the paper, as well as the headings of the Columns. The entries should be written in Ink.

The contents of the Schedule will be treated as confidential. Strict care will be taken that no information is disclosed with regard to individual persons. The returns are not to be used for proof of age, as in connection with Old Age Pensions, or for any other purpose than the preparation of Statistical Tables.

NAME AND SURNAME	RELATIONSHIP to Head of Family	AGE (last birthday) and SEX	PARTICULARS as to MARRIAGE	PROFESSION or OCCUPATION of Persons aged ten years and upwards	BIRTHPLACE of every person	NATIONALITY of every person	INFIRMITY
1. Pendry, Albert James	Head	38	Single	Labourer at Wood Yard Works	Worcester	English	
2. Pendry, Emily	Wife	36	Married		Worcester	English	
3. Pendry, James William	Son	17	Single		Worcester	English	
4. Pendry, George	Son	11	Single		Worcester	English	
5. Pendry, William	Son	9	Single		Worcester	English	
6. Pendry, Jane	Daughter	6	Single		Worcester	English	
7. Pendry, Emily	Daughter	4	Single		Worcester	English	
8. Pendry, Arthur	Son	11	Single		Worcester	English	

(To be filled up by the Enumerator)

(To be filled up by, or on behalf of, the Head of Family or other person in occupation, or in charge, of this dwelling)

I declare that this Schedule is correctly filled up to the best of my knowledge and belief.

Signature Albert James Pendry

Postal Address No 5 Vine Cottage Lower Bull Worcester



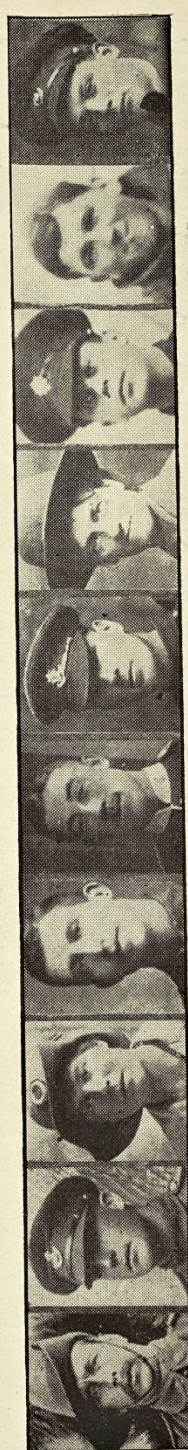
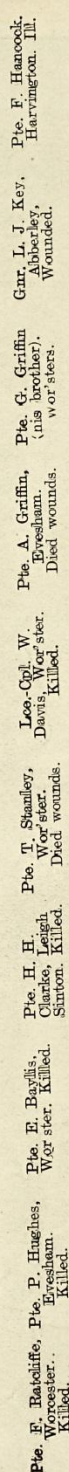
This photograph of Dolday, taken around 1900, shows what the area was like where George had grown up.

George was obviously conscripted but you wonder if part of him was excited at the prospect of seeing a little more of the world than he and his family had known.

This entry, taken from All Saints parish registers, shows that George was baptised very shortly after he was born. This haste perhaps suggests that he was not a healthy infant who was not expected to live for very long.

(19-4-55) Shaw & Sons, Peterboro, N.C.

BAPTISMS solemnized in the Parish of <i>All Saints</i> in the County of <i>Worcester</i> in the Year One thousand eight hundred and <i>nine hundred</i>						
When Baptized.	Child's Christian Name.	Parents' Names.		Abode.	Quality, Trade, or Profession.	By whom the Ceremony was performed.
		Christian.	Surname.			
<i>1890</i> <i>Feb</i> <i>21</i> No. 513	<i>George</i>	<i>James</i> and <i>Emily</i>	<i>Pendry</i>	<i>Aunco</i> <i>Court</i> <i>Dolday</i>	<i>Labourer</i>	<i>H. E. F. Arthur</i> <i>Curate</i>
<i>1890</i> <i>March</i> <i>12</i> No. 514	<i>Edith</i>	<i>Thomas</i> and <i>Alice</i>	<i>Mason</i>	<i>Newport</i> <i>Street</i>	<i>Reg-</i> <i>dealer</i>	<i>H. E. F. Arthur</i> <i>Curate</i>
<i>1890</i> <i>March</i> <i>18</i> No. 515	<i>Vera</i> <i>Susette</i>	<i>George</i> <i>Fredrick</i> and <i>Ada</i>	<i>Walker</i>	<i>7 Coling Lane</i> <i>Britannia Square</i> <i>Parish of</i> <i>St George's</i> <i>Claines</i>	<i>Knicker</i> <i>Assistant</i>	<i>H. E. F. Arthur</i> <i>Curate</i>
<i>1890</i> <i>April</i> <i>3</i> No. 516	<i>Lillian</i> <i>George</i>	<i>Francis</i> <i>Robert J</i> and <i>Mary Anne</i>	<i>Featherstone</i>	<i>Parish</i> <i>St Mary</i> <i>Magnesian</i>	<i>Boatman</i>	<i>H. Edgar & Son</i> <i>Vicar of</i> <i>Tibberton</i>
<i>1890</i> <i>April</i> <i>8</i> No. 517	<i>Gladys</i> <i>Manuel</i>	<i>George</i> <i>David</i> and <i>Ethel</i>	<i>Wright</i> <i>Wright</i> and <i>Ethel</i>	<i>Sidbury</i> <i>Wright</i> Parish <i>St Peter</i>	<i>Cabinet</i> <i>Maker</i>	<i>H. Edgar & Son</i> <i>Vicar of</i> <i>Tibberton</i>
<i>1890</i> <i>April</i> <i>13</i> No. 518	<i>Caroline</i>	<i>Albert</i> and <i>Caroline</i>	<i>Walters</i>	<i>Dolday</i>	<i>Hawker</i>	<i>H. Edgar & Son</i> <i>Vicar</i> <i>of</i> <i>Tibberton</i>
<i>1890</i> <i>May</i> <i>11</i> No. 519	<i>Heva</i> <i>Heva</i>	<i>William</i> <i>Thomas</i> and <i>Elizabeth</i>	<i>Heathwaite</i>	<i>Rack</i> <i>Alley</i>	<i>Blacklayer</i>	<i>H. Edgar & Son</i> <i>Vicar</i> <i>of</i> <i>Tibberton</i>

[illegible]

Cpl. A. Davies, Worcester. Died wounds.
 Loc-Cpl. C. E. Nicholls, Malvern. Wounded.
 Cpl. C. Triggs, P'te A. ("Turps") Triggs (his brother) in wounded third time.
 Loc-Cpl. A. Hayes, Som. L.I. (son). Twice wounded.
 Gnr. Arth. Hayes, Spr. A. Redding, R.G.A. (son-in-law). Twice wounded.
 Loc-Cpl. A. Hayes, Som. L.I. (son). Twice wounded.
 P'te G. A. Lee-Cpl. T. Harris, Redding, S.W. Bords. (grandson).
 P'te G. A. Lee-Cpl. T. Harris, Redding, S.W. Bords. (grandson).
 Sons, sons-in-law, and grandson of Mrs. Hayes, 9, Pheasant Street, Worcester.



Pte. R. J. C.	Pte. H. A.	Pte. F. Hughes.	Pte. A. W.	Pte. H. S. West.	Lee-Cpl. Booton.	Dr. A. B. Booton.	Pte. G. Fendry.	Pte. J. Penry.
Hughes.	Hughes.	Wounded.	Hughes.	Wounded & gassed.	(nephew).	R.G.A. (nephew).	Wor ster. Killed.	(his mother).
Re F.A.	Killed.	Killed.	Killed.	(son-in-law).	Killed.			
Dvr. E. Hughes.	Pte. H. A.	Pte. F. Hughes.	Pte. A. W.	Pte. H. S. West.	Lee-Cpl. Booton.	Dr. A. B. Booton.	Pte. G. Fendry.	Pte. J. Penry.
Hughes.	Hughes.	Wounded.	Hughes.	Wounded & gassed.	(nephew).	R.G.A. (nephew).	Wor ster. Killed.	(his mother).
Re F.A.	Killed.	Killed.	Killed.	(son-in-law).	Killed.			
Died wound's								

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Useful Websites

Worcestershire WW1 <http://www.ww1worcestershire.co.uk/>

Voices of War and Peace: The Great War and its legacy www.voicesofwarandpeace.org

Worcestershire Archives <http://www.worcestershire.gov.uk/cms/archive-and-archaeology/search-our-records.aspx>

Commonwealth War Graves Commission <http://www.cwgc.org/discover1418>

Imperial War Museum <http://www.iwm.org.uk/learning/resources/learning-resources>

BBC <http://www.bbc.co.uk/history/0/ww1/>

Worcestershire Regiment
http://www.worcestershireregiment.com/Worc_WW1_begins.php

British Legion <http://www.britishlegion.org.uk/remembrance/ww1-centenary>

War Memorials Trust www.warmemorials.org

British Army www.army.mod.uk/armyineducation/resources.aspx

National Archives www.nationalarchives.gov.uk/education/greatwar

Ancestry www.ancestry.com

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