

THE MIRROR HISTORICAL ARCHIVE, 1903-2000

ORIENTATION RESOURCES



The aim of this guide is to give you a better understanding of how to use the *Mirror Historical Archive*, *1903-2000 (Mirror)* for your research purposes. It will cover finding and filtering material, how to approach and understand newspapers as sources, including dealing with editorial bias, and will provide a case study through which you can begin exploring the material.



HOW TO USE THIS GUIDE

This guide is aimed at students and researchers who are using Gale Primary Source Archives for the first time. It will take you through the different stages of using a digital archive. If you are unfamiliar with researching in a digital archive it is worth reading the guide through from start to finish.

If you have some experience working with digital archives and are looking for guidance on the *Mirror* specifically, head straight to the USING NEWSPAPERS and KEY TOPICS sections. There you will find information on how newspapers should be considered unique sources, how to understand and take into account editorial bias, and how this applies specifically to the *Mirror*. There are also some critical thinking questions and useful search terms to help you start your research. The questions in green are entry level questions, the questions in red are more advanced.

If you are looking for examples of research conducted in this digital archive, the final section CASE STUDIES, will provide you with this. This section draws upon documents found in the *Mirror* to show you how to use digital primary sources for research and teaching. Again, there are some critical thinking questions and useful search terms to help you start your research. The questions in green are entry level questions, the questions in red are more advanced.



LANGUAGE AND TERMINOLOGY

In this section, you will identify the language and words that will produce useful results when you are using the search function in a digital archive.

In all Gale Primary Source Archives you will find language and terminology that is old-fashioned, unfamiliar and potentially offensive. The documents and other sources held in these archives are reflective of the period in which they were written. To that end, you will need to think about the words and phrases that you choose to conduct your search.

As an example, if you were searching for information on the *First World War*, you would most likely stat by searching for "World War One". However, this terminology only came into being during World War Two. Contemporary authors instead used other terminology and so searching for the "Great War" or "European War" will allow you to extend your results.

It is also important to think carefully about your search terminology when using newspapers to investigate individuals. For example, in the *Mirror*, a search for "Emmeline Pankhurst" leads to 49 results, only 12 of which are contemporaneous to her life. Societal norms of the time dictated that women be referred to as Mrs, so searching for "Mrs Pankhurst" provides 560 results, the majority of which are pre-1928. Searching instead for "Miss Pankhurst" will provide results on only her daughters, while a broader search for "Pankhurst" encompasses all four women.

As the *Mirror* provides coverage from the entire twentieth century, it is important to think about what kind of viewpoint you would like to investigate. *Are you looking for contemporary reporting from the time of the event/individual? Are you looking to investigate the impact of that event/individual in later years (e.g.: the legacy of the Pankhursts in modern feminism)?* By thinking carefully about the terminology you are using, you can begin to tailor your search results more specifically to your research question.

The more time you spend in the archive looking for sources the more familiar you will become with the variety of terms that might be relevant to your topic, as well as their idiosyncrasies (such as non-standard spelling).

BASIC SEARCH AND FILTERING





In this section, you will perform a basic search using keywords in the *Mirror*. It will also cover how to filter your results, and the steps needed to find a useful and comprehensive set of sources tailored to your research questions.

When you enter a search term it will be used to scan both the content of the sources and the tags that have been applied to said sources. In the *Mirror* your search is being applied across the 97 years' worth of issues available in this archive.

Let's start with a topic that significantly affected the history of the UK, and was well covered within journalism: Suffrage.

- <u>Search</u> your key term, Suffrage, in the *Mirror*. You will receive over one thousand results. As this is a newspaper archive, they will all be the same content type: newspapers.
- <u>Filter</u> your results. Using the filter buttons on the right of your results list you can refine your list. You can use these filters to help ensure the source material you are using relates directly to your research question. For example, if you were interested in the specific role of the Pankhurst family in the suffrage movement you can filter your results so that you are just looking at sources that are about them.
- <u>Assess</u> your results. It is important to remember throughout that these searches are the starting point of your research and as such will provide you with a very broad range of documents. Once you have filtered your results you will still need to analyse them to assess their relevance to your topic. In our examination of the suffrage movement, you may want to further limit your search to only show articles from before 1928 (passing of the Representation of the People Act).
- <u>Iterate on</u> your search. As you become more familiar with your topic you may also need to go back to your earlier searches and re-assess material you previously discounted. You may also need to undertake new searches using terms you have learnt during your research process. For example, having looked at sources about the Pankhurst family, you may want to explore articles about other key suffragists and suffragettes, such as Millicent Fawcett and Emily Wilding Davison.





Advanced Search

The '<u>Advanced Search'</u> function allows users to refine their search for multiple terms and apply the filtering process at the beginning of your search. This can be useful for when you have a very specific research question or in the latter stages of your research project when you have a more defined idea of the source material you are looking for.



Browse

The 'Browse' feature allows you to browse through the newspaper issues by date. Using this feature, you can select a specific issue, or organically browse a series of issues. This is particularly important when you are investigating reporting across a known time-period, rather than looking for a specific topic or article. It is also useful when you do not know where to start and want to find results organically. You can then refine your search later using the search features above.





Browsing through a collection, as opposed to searching by keyword, will allow you to find source material that may not come up via keyword search. Browsing will also give you a better broader understanding of the topic or era you are researching and will ensure you have a good grasp of the context in which your key sources were created. It will not only deepen your thinking on a topic but may introduce ideas, perspectives, and questions you had not previously considered.



USING NEWSPAPERS AS SOURCES

This section will introduce you to using newspapers as a primary source. Like any source, newspapers betray an <u>authorial</u> <u>bias</u>, and it is important to understand the factors that feed into that bias, to critically assess the material. It is also useful to <u>compare and contrast</u> material across different newspapers to build a three-dimensional understanding of the topic you are researching. The topics and questions below are designed to help you understand how to critically interrogate the *Mirror* as a source. *The questions in green are entry level questions, the questions in red are more advanced.*

Once you have identified an article that is useful for your research, you can use the following themes and questions to understand the bias ingrained in it.

The themes themselves can be explored and understood in more detail by browsing the content in the archive, and by exploring the supporting academic essays available in the 'Research Tools'.



Audience

Newspapers are an important channel of public opinion and the newspaper's target audience significantly affected the content and style of reporting. Styling itself as 'the newspaper of the masses', the *Mirror*'s main audience was left of center and working class. It recognized that its readers were more interested in entertainment, and so focused on features and columns over politics. The newspaper was also one of the first to actively try to appeal to a female audience.

- Explain how the newspaper's content and reporting style appeals to its audience.
- Can you identify whether the newspaper's audience changes over time? Is this visible in its reporting?
- Compare and contrast the role of audience in the *Mirror* and its competitor newspapers.
- Evaluate the importance of a female audience to a newspaper's success.

Political Position

The political stance of the newspaper will also heavily affect its reporting, especially the way in which it presents government decisions. Note that not all newspapers maintain a consistent political stance throughout their lifetime. The *Mirror* was originally conservative, reflecting the viewpoint of its owner, Lord Northcliffe, before briefly supporting fascism in the mid-1930s. From 1934 onwards however, it developed a populist, left-of-centre appeal and is now the only remaining left-wing tabloid, providing an important alternative voice to the *Daily Mail* and the *Sun*.

- How visible is the political stance of the newspaper? Describe ways it affects the paper's reporting.
- How and when does the political stance of the newspaper change? Discuss the impact this has on the coverage of key events?
- Evaluate how and when the newspaper is critical of the government, and the impact of this approach.
- Assess and explain the factors that impact the political stance of the newspaper.



Style

Like audience and political position, a paper's style might change throughout its history, and it is important to understand how this style affects reporting and coverage. The *Mirror* largely followed an editorial template that was influenced by American tabloids, relying on bold block headlines and sensationalism.

- Can you recognize how the newspaper's style affects the way a story is presented?
- Discuss the effect the newspaper's style has on the reader.
- Assess the extent to which audience defines a newspapers style and vice versa.
- Compare and contrast the style of the *Mirror* and its competitor papers.

Influence of Ownership

The political stance, content and style of a newspaper is often heavily influenced by its owner, sometimes to the detriment of the paper's success. For the *Mirror*, the biggest influences were Lord Northcliffe and Lord Rothermere, whose enormous economic power and political connections heavily affected the reporting that appeared in the paper, and in some instances also the events that were being reported on themselves, and in later years Cecil King, whose personal political ambitions caused significant problems for the paper. This influence, alongside the treatment of induvial editors or columnists of their friends and enemies, emphasizes the importance of using multiple newspapers to create a balanced picture.

- Can you identify whose influence is visible in the newspaper's coverage and how?
- Explain the ways in which the owner's influence affects reporting and style.
- Assess the presence and importance of the various influences on the *Mirror* throughout its lifetime.



KEY TOPICS

Newspapers are interdisciplinary resources that can be used to explore almost any subject. This section will introduce you to three topics that are covered in the *Mirror*, to guide you through the process of exploring a particular research area. There are also questions designed to help guide your research into these topics in the archive and understand them within the context of newspapers as a source. *The questions in green are entry level questions, the questions in red are more advanced.* You will also find lists of further useful search terms that will assist you in broadening your knowledge of these subjects. These terms have already been tested via the *Mirror* search function so should provide you with helpful results.

Women

The *Mirror* launched as a paper for women and, although this initially failed, it continued to retain a high percentage of female readers and female-oriented content. Throughout the nineteenth century, newspapers and journalism became increasingly open to women, a development that parallels an increased discussion of their social and political rights.

- Discuss what we can we learn about women's experience during different eras through the sources available in the *Mirror*.
- What is considered as *female-oriented content*? Discuss how it changes throughout the lifetime of the *Mirror*. Compare the depiction of women for male readers to the depiction of women in female oriented content how does it differ?
- Identify and discuss the female stereotypes visible in the *Mirror*.
- What can examining the advertisements used in the *Mirror* tell us about the role of women in society?
- Explain how and why the paper's attitude towards suffrage changes following World War One.

Other useful search terms: Dorothy Dix, Marje Proops, Felicity Green, fashion, mother, love problem, affair, votes for women, women's suffrage, suffragettes, suffragists.¹

¹ Pro Tip! You can find additional search terms by using the 'Topic Finder' tool. The tool shows you the terms that are most often found in the text with your search term, so is an excellent way of discovering new avenues for subsequent iterations of your search.



World War Two

During the Second World War, the Mirror positioned itself as the 'Forces Paper' – though its language was patriotic, it was firmly on the side of the ordinary soldier. It became a valued mouthpiece for the frustration of the working men and women in the war effort, frequently criticizing the mistakes of the political and military authorities.

- Explain what the language used by the Mirror tells us about the atmosphere in Britain during World War Two. How reliable is this as a source?
- Discuss the ways in which key events are covered by the newspaper (e.g. the Blitz).
- Describe how attitudes changed over the course of the war.
- Evaluate the role of the Jane cartoon during this period. What does it tell us about the war?
- Assess the impact that the Mirror's reporting had on military and political developments during and directly after the war.

Other useful search terms: Norman Pett, army, air aces, defence, bomber, bombs, Nazi, VE Day, Germans, People's War, Winston Churchill, soldier, Hitler.

Iraq, 2003

In contrast to the *Daily Mail* and the *Sun*, the *Mirror* was largely against the main conflicts of the twenty-first century, providing an editorial voice of restraint. In the lead up to the Iraq War, the newspaper largely argued against the use of force without wider international support.

- Describe the key factors leading up to the Iraq War.
- Discuss how the *Mirror*'s viewpoint is visible in its reporting how does it affect the way stories are presented?
- Evaluate the coverage of specific events what can we learn?
- Compare the ways that both conflict and reporting have changed since World War Two? In what ways are they similar?
- Assess the ways in which technological developments and the evolution of mass media have affected reporting.

Other useful search terms: Tony Blair, George Bush, Saddam Hussein, oil, Baghdad, Gulf Crisis, Iraq frontier, terrorism.



CASE STUDY

This case study provides an example of the sorts of material found in the *Mirror*. For newspapers, it is especially important to compare reporting on the same story across multiple newspapers, to gain a full understanding of the topic in question. As such, this case study also uses material from the *Daily Mail* as a counterpoint to the example from the *Mirror*.

These sources will show you how the source material found in the *Mirror* relates to some of the considerations discussed above. They will also introduce you to the kinds of specific questions you can use to interrogate, compare and contrast individual sources. If you are interested in the topics discussed in this case study, at the end you will find suggestions for how to investigate further.

This case study can also be used as a teaching tool. It can be used to help educators explain using digital primary sources to new users. Together with the instructions above (Basic Search and Filtering), it can help in explaining to new users how to navigate a digital archive. It also provides clear examples of the source materials in the *Mirror*, and the kinds of critical thinking that need to be applied to these sources.

The Miners' Strike: The Mirror

March 1984 to March 1985 saw major industrial action, led by Arthur Scargill of the National Union of Mineworkers, which attempted to prevent the closure of collieries. The strike was against the National Coal Board, and was opposed by Prime Minister Margaret Thatcher, who wanted to reduce the power of trade unions.

The *Mirror* was very much the paper of the left-wing working class, but it struggled to find a persuasive response to the Miners' Strike. From the following two articles we can gain an understanding not only of the events that took place, but the impact that the political stance and editorial bias of the *Mirror* had on the reporting. Though it stood against Thatcher, reporting the difficulties in the mining communities and despairing the militancy of the government, the paper did little to oppose the strike, instead mourning the inexorable and inevitable decline of the industrial working class.





"Daily Mirror." *Daily Mirror*, 17 Oct. 1984, p. [1]. *Mirror Historical Archive, 1903-2000*, https://link.gale.com/apps/doc/MEFVZK464968695/DMIR?u=webdemo&sid=DMIR&xid=fb13127f. Accessed 9 Sept. 2020

WEATHER

W. Mantly standy, ore in west. Max. to:



There's a Sketchley complete shoe repair service near you

PAGE 2 DAILY MIRROR, Tuesday, December 4, 1984

WITH all the courage and the stupidity of the commanders of the Light Brigade, the leaders of the mineworkers sent the union into the Valley of Death last night.

They are on the path to certain disaster. They cannot beat the blg guns of the law. Because the law is all of

They may ask for the TUC's help. The TUC cannot give it. They may ask for the Labour party's help. The Labour party cannot give it.

They may shout slogans. But they cannot succeed.

By embarking on a battle with the courts they have ensured their own defeat.

The law was invoked by working miners. The NUM didn't contest it, it allowed the strike to be declared unofficial.

The miners' special delegate con-



ference yesterday blinded them-selves to the facts.

selves to the facts. By deciding to defy the law they decided to go it alone. They may think they are magni-ficent. But it doesn't make sense. They have cut themselves off from the rest of the labour

movement.

Ing Valley MIRK COM

By refusing to purge their con-tempt of court they have denied themselves valuable support and sympathy. Other unions cannot pay the mineworkers' expenses, because if they did they would be in con-tempt themselves.

Yesterday's decision was a decision to prolong the agony of the striking miners and their fomilies.

The NUM should have paid the fine imposed on them, £200,000 is a lot of money. But the union is rich enough to afford it.

Stark

Had Mr Scargill argued for that, he would have carried the day.

Other unions would have dug deep into their coffers to make sure the NUM didn't lose by it.

But now the union has cut itself off from its friends.

There is one simple, stark mes-sage which every miner should understand.

A battle against the law is a battle you cannot win. This isn't the Coal Board and Ian MacGregor you are dealing with it isn't even the Government and Peter Walker.

It is the nation itself.

You may ask your friends to come to your aid. But they cannot deliver.

You may proclaim your bellef that you can beat the "bosses" courts." But you can't.

The Light Brigade were gol-lant beyond measure. But when the dust cleared, most of them were dead.

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"Forward, the Light Brigade !"

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"Daily Mirror." Daily Mirror, 4 Dec. 1984. Mirror Historical Archive, 1903-2000,

https://link.gale.com/apps/doc/HOLLDK853738813/DMIR?u=webdemo&sid=DMIR&xid=6bba2a40. Accessed 9 Sept. 2020.



Critical thinking questions to consider:

- Discuss what we can learn about the Miners' Strike from these articles.
- Explain what these articles tell us about the *Mirror*?
- Examine the picture these articles paint about the miners, the government and Arthur Scargill, respectively what do they tell us?
- Assess the use of language, headings and imagery in these articles, and the affect that they have on the reader.
- Compare and contrast the two articles. Evaluate their similarities and differences in covering the strike.

More on this topic...

Other Useful Search Terms: Arthur Scargill; NUM; National Union of Mineworkers; Coal Board; labour movement; trade union; Ian MacGregor; Mick McGahey; Neil Kinnock; Emlyn Williams; TUC; colliery; Orgreave plant.

The Miners' Strike: The Daily Mail

Now compare the reporting of the event in the articles above with the following article from the Daily Mail:

Critical thinking questions to consider:

- Discuss what we can learn about the Miners' Strike from this article.
- Explain what this article tells us about the Daily Mail?
- Examine the picture this article paints about the miners, the government and Arthur Scargill, respectively what does it tell us?
- Compare and contrast the reporting across the two newspapers. Discuss the ways in which their editorial bias is visible in their reporting.
- Compare the similarities in reporting across the two newspapers. Assess whether this helps us to understand the event.
- Using these sources, evaluate the importance of using multiple newspapers within your research.

More on this topic...

To continue exploring this topic, consider looking at the reporting on the Miners' Strike from other newspapers, such as the *Times* and the *Telegraph. How do they compare to what you have already looked at*? A good place to start is by browsing the March 1984-March 1985 issues of various newspapers.





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being torn out of the National Union of Mineworkers?

Why the fratricidal strife un in the coalfields? Why the mass policing? Why the illes of striking miners? Why the attempted coal block-made by the index of the transport into anguint? Why the satches? Why the satches? Why the anguint ? Why the attempted coal block-man why the satches? Why the anguint? I way the violation of the anguint? Why the violation of the anguint? Why the violation of the conflict?

Struggle

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COMMENT

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"Contents." Daily Mail, 4 Apr. 1984, p. [1]. Daily Mail Historical Archive, 1896-2004, https://link.gale.com/apps/doc/EE1861748801/DMHA?u=webdemo&sid=DMHA&xid=f9ea267e. Accessed 10 Sept. 2020.



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