all the interviewees would have trained. (We moved to a new District General Hospital ten years ago.) The names of the old wards were mentioned as well as the names of matrons, nurse tutors, doctors and other individuals who could have influenced training.

In the second session we discussed the advantages and disadvantages of oral evidence as resource material. We also looked at the way that such evidence could be collected and recorded.

Finally the students were ready to draw up an interview schedule. I had already drawn up a list of topics, but I only used this as a check list after the students, working in groups, had produced questions that they felt were necessary. The questions produced were listed in some sort of order and it was agreed that each interviewer would try as far as possible to stick to the order so that analysis would be easier. It was agreed, however, that in these initial interviews other avenues suggested by those being interviewed should also be explored. This final session really helped to motivate the learners and created a high level of enthusiasm. It was very exciting for me as a teacher to note the change in attitude after such a short time. They were literally 'raring to go'.

The Interview

The interviews were carried out by two students, one asking the questions, one recording the answers. (Nobody chose to use a tape recorder.) Each interview lasted at least one hour - the longest took two and a half hours. During the interview, questions were asked about the following:

1) Social and educational background before training

2) Way training was organised - ward allocations
- instruction given
- examinations

3) Conditions of service - salary
- accommodation - rules
- uniform
- hours worked
- holidays
- 'off sick'

4) The patient's day - treatments - surgical
- medical
- drugs
- nursing procedures - sterilisation
- theatre work
- attitudes towards visitors
children

5) 'Characters' - matrons
- nurse tutors
- porters
- doctors
- 'grey lady' - the hospital ghost