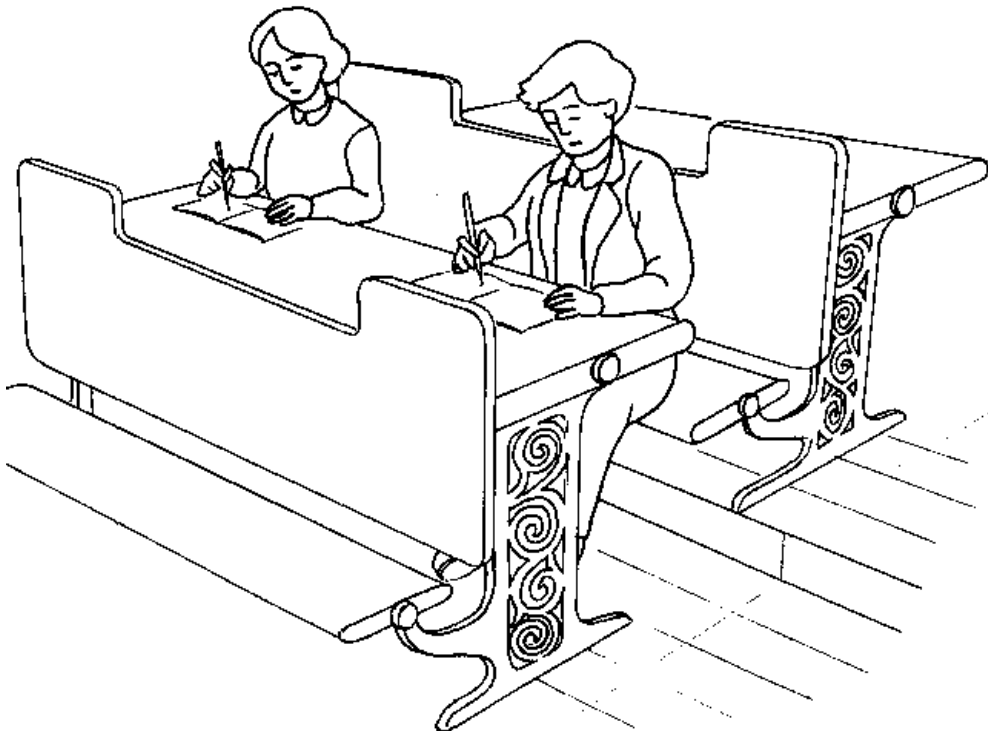


**TEACHING YOUR CLASS IN
THE VICTORIAN CLASSROOM
AT SCOTLAND STREET SCHOOL MUSEUM**



Contents

PLANNING YOUR VISIT	p2-3
LESSON PLAN WITH SAMPLE ACTIVITIES	p4-9
BACKGROUND INFO - Education Scotland Act (1872)	p10

Please read through this booklet before bringing your class for a self-led lesson in the Victorian classroom at Scotland Street School Museum.

PLANNING YOUR VISIT

Thank you for booking a visit to the Victorian classroom at Scotland Street School Museum. Please remember all enquiries relating to your booking should be directed to the Glasgow Life Bookings Hub Tel: 0141 276 9505/6

NB. The maximum class size for the Victorian classroom is 50 including adults

The lay-by in front of the museum may be used to allow pupils to alight from the bus. Please ensure you arrive at the museum for the time arranged with the Bookings Hub. **This is particularly important if your visit starts at 10am, as the museum does not open until 10am, and you will therefore not be able to get access prior to this time. Please note opening time 11:00am on Fridays**

A packed-lunch room is available on most occasions in the museum. If you intend to stay on for lunch, and did not ask when booking, please inform the museum on arrival.

Following the lesson, you may wish to spend some time visiting the other exhibition areas within the museum. Please divide your class into smaller groups to do so, with one adult per group. We suggest you leave approximately 30 minutes to visit the other exhibition areas, and 20-30 minutes for lunch.

GETTING READY

On arrival you will be met by a museum assistant, who will conduct you to the cloakrooms. Boys will be given waistcoats and white Eton collars to wear; girls will be provided with white smocks. We recommend that you bring at least two helpers to assist in dressing the children while you are getting into your costume. Since only part of your costume will be provided, male teachers should come wearing a white shirt, dark trousers and black shoes, and female teachers a plain, long sleeved, white blouse, black tights/stockings or socks and flattish shoes. Available in the museum is a black gown for male teachers and a long, navy skirt (size-large) for women.

Outside the classroom, the museum staff will line up the children according to height, boys in one line and girls in another to quietly wait for the teacher.

Standard equipment in the classroom includes:

- ❖ slates, slate pencils & wipes
- ❖ nibbed pens, blotting paper and lined paper
- ❖ dunce's stool & hat
- ❖ a pointer for the teacher

Teachers should note that the lessons on the chalkboard and the copperplate alphabet on the mobile chalkboards are written in white ink and cannot be removed. If you wish

to write up your own exercises, the reverse side of the mobile chalkboard is blank. Chalk and a duster are provided for this purpose.

Please remember to bring a camera with you, as you may wish to record your visit.

PREPARING FOR THE VISIT

Preparation for the visit should include giving the children some idea of the atmosphere of school days a hundred years ago – the strict discipline, the repetition and the very formal atmosphere. It would also be useful if the children were made aware of the following points:

◆ How to dress for visit

Costume will be supplied (see previous page) but in addition – boys should, if possible, wear dark trousers and long socks, so that they can tuck their trousers into their socks to give the appearance of breeches. Girls with long hair should have it tied back or plaited. They should not wear jewellery, nail polish or make-up of any kind.

◆ How to address the teacher

If female, the teacher would always be have been unmarried and would be addressed as **Ma'am**. Male teachers were addressed as **Sir**. Children were expected to stand when speaking to the teacher. When saying 'good morning' or 'good afternoon' at the start of the lesson, girls were expected to curtsy and boys salute.

◆ Standard units

The mental arithmetic questions would have included a variety of units no longer in use today. Depending on what questions you wish to include, you may want the children to be familiar with some of the following.

Money units;	4 farthings = 1 penny (d)
	12 pennies = 1 shilling (/s)
	20 shilling = 1 pound (£)
Length units;	12 inches = 1 foot
	3 feet = 1 yard
	1760 yards = 1 mile
Quantity units	1 dozen = 12
	1 score = 20
	1 gross = 144

Background information and sample lessons are included in this pack that you can either use in preparing your class or in the visit itself.

Your whole lesson should last just 1 -1/2hours. The times tables chanting, mental arithmetic and handwriting should form the core of your lesson, followed by one or two other subjects such as singing, drawing or drill.

LESSON PLAN

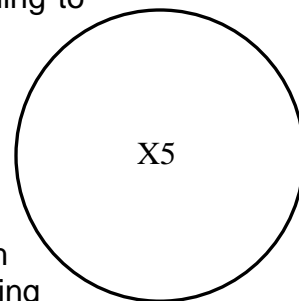
The class will be quietly lined up outside your room to wait until you appear with your pointer. You immediately 'set the scene' by stating a variety of commands, "*stop talking, stand up straight, arms by your side, shoulders back*" etc. To get the pupils into straight lines, tell them to 'take their distance'. This involves each child putting their right hand on the shoulder of the person in front and then carefully moving backwards until their arm is straight. The class should be warned of the tiered floor (to allow the teacher to see all the pupils to see the pupils to see the teacher) and instructed to remain standing until told to sit. Children enter the class in single file, girls first, and stand behind their desks without talking, turning around or fidgeting. Ask them to sit down quietly. If any children bang their desks or make a noise, ask them to stand again and repeat the exercise.

1. CHANTING TABLES/ USING THE 'CLOCK'

This allows the children to experience rote learning.

The whole class will chant several times a chosen table before proceeding to the next one. Emphasise posture.

The 'clock' is already provided on the chalkboard as a visual aid for additional tables practice. In the centre of the clock write your chosen table (e.g. x5). Point to a number on the outside of the clock and choose a pupil to multiply the two numbers together. Repeat with other pupils/numbers. Questioning should be quick and random to instill both alertivness and fear, since any hesitation in answering would merit being reprimanded.



MONITORS

Select one boy and one girl to give out the slate dusters and slate pencils. These same pupils will also collect them at the end of the arithmetic.

2. MENTAL ARITHMETC TEST

Slates are carefully taken out and placed *quietly* on to the desk. The children write the date and question numbers on their slate... at this stage a suitable threat would be to announce a punishment for any child who dares to use their **left hand**, since any one who showed these tendencies was considered to be possessed by the devil.

The preparation and level of your class will obviously determine the questions asked. However, the style of questioning was often more confusing than difficult, e.g.

1. *If I take one step to my dog's three how many will the dog take if I take five?*
2. *If ten men, a horse and a dog are in a field, how many legs are in the field?*

Prepare your questions and answers prior to the class. Use the questions on **page 7** as guideline.

After the test, the children exchange slates for marking, and before they clean and return them you could add variety of comments according to the results achieved. Monitors collect pencils and dusters while the other sit up quietly, perhaps with their hands on their head, to prevent fidgeting.

Be firm. If you have to repeat instructions it shows children have not been listening.

3. HANDWRITING

A suitable link at this point could be the dreaded imminent arrival of Her Majesty's Inspector. He would be coming to examine the children on their tables, mental arithmetic and handwriting. Knowing that their handwriting is in need of improvement, you will now give them a chance to practice.

A suitable exercise would be to write the lower-case alphabet in copperplate writing. (This will be on the chalkboard for you). There are **five** items involved; the appointed monitors will distribute four of these:

- ◆ **Writing paper**
- ◆ **Wiping cloth**
- ◆ **Blotting paper**
- ◆ **Nibbed Pen**

The cloth is for wiping the pen after use, and the blotting paper should be used frequently (explain how). The pen is a very delicate instrument to be *treated with great care*. Try to discourage the children from leaning heavily on the nib (*stress this*) whilst writing, and from hitting the bottom of the inkwell when applying ink. The **Inkwell** should not to be handled or removed from the desk. It will be filled with ink by the museum staff prior to the lesson.

If the children finish the alphabet then they could try writing their own name in the same style. Continually emphasise good posture during the writing exercise by using a variety of comments, e.g. *the only thing that should move during the handwriting exercise is the right hand...* Or, *it is very important to be a neat and quick handwriter, especially for boys who wish to gain a good job in an office.*

Collect work. The person at the back of each row can do this quickly. Whilst this is being done the rest of the class should be sitting with their hands on their head.

Have them monitors collect the writing materials and return them to the desk at the door.

The main content of the lesson is now over. You may wish to follow this with some singing, drawing on slates and drill exercises.

WRITING LESSONS IN VICTORIAN TIMES

All children were taught to write. Younger classes wrote on slates. Slates were blamed for the spread of the diseases and strict rules were laid down as to how they were to be cleaned.

In schools where different children used the same slates, the slates formed a ready means of conveying mouth or throat infections, such as infectious tonsillitis or diphtheria or scarlet fever. Tongue licking of slates was not uncommon, and one child might unknowingly lick the slate used earlier in the day by a neighbour. Dirty slates thus multiplied the chance of infection.

As the children will have the opportunity to try handwriting with ink and nibbed pens during their visit, you may wish to prepare your pupils in advance by photocopying the words below and discussing the style of writing they will have to use.

l l l bin bias bare bird

abet ribs robe debt crib

ARITHMETIC LESSONS

Here is an extract from a mental arithmetic book (Standard II), which you could try with your children:

Standard II		<u>Answers</u>
From 2s. take 3½ d.	. . .	15. 8½ d.
How many pence in 4s. 5d?	. . .	53
5 lbs suet at 6d. per lbs	. . .	2s 6d.
How many farthing pens for 1s 1½ d?	. . .	54
How many pence in half-a-crown and a crown	. . .	90
3 shawls cost 9s. 6d. What will 1 cost?	. . .	3s. 2d.
Spend 15s. 5½d. out of a sovereign. What left?	. . .	4s. 6½ d
How many halfpenny buns for a sovereign?	. . .	240
Add 17 + 19, take away 1, divide by 7	. . .	5
If you have a crown and a half, how many 2d pies can you get?	. . .	45
A garden contained 120 cabbages, 75 sold. How many left?	. . .	45
Add 19 and 18 and 17 together	. . .	54
How many is 27 short of half one hundred?	. . .	23
To ½ of 60 add ¼ of 40.	. . .	40
8 times 12 divided by 8	. . .	12
How many half scores in 150?	. . .	15
Add 3s. 4d, 6s 8d. and half a crown	. . .	12s. 6d.
In 5 lbs, how many oz?	. . .	80
How many lbs in a stone?	. . .	14
From a sovereign take away 16s. 8d	. . .	3s. 4d.
If an engine draws 12 trucks, how many will 9 draw?	. . .	108
How many dozens in 600?	. . .	50
In a quarter of a lb., how many oz?	. . .	4
In 120 farthings how many shillings and pence?	. . .	2s 6d.
What is a sixth of 42?	. . .	7
What is 7 times 13?	. . .	91
What is a fifth of 5 score?	. . .	20
How much are 7 half-crowns and a florin?	. . .	19s. 6d.
How many gross in 12 dozen?	. . .	1
I have 48 farthings. How many threepenny pieces for them?	. . .	4

DRILL

The Janitor, who might have formerly been in the army, often took physical drill. Hence it was similar to military drill. The purpose of drill was to improve physical fitness by encouraging good posture and correct breathing habits.

The following are a series of physical exercises, which you could try in the classroom. You may wish to do this at the end of the lesson as a more light-hearted activity.

Teacher: **Attention!** (Head up, chin level, eyes front, feet together, back straight, shoulders back, hands by the side).

Teacher: **Left hand up. On command, touch right toe with left hand, to the count of four. Ready...**

Teacher: **Down 2, 3, 4, up 2, 3, 4, etc**
Repeat with right hand.

Teacher: **Hands on hips. Keeping feet still turn to face right, face left, about face to the count of three.**

Teacher: **Attention! Hands up touch you head, shoulders, and hands out to the side and down.**
Repeat until class performs this in unison.

The Drill Hall at Scotland Street School has now been restored to its original design. You will pass through the Drill Hall on arrival at the museum. On the mezzanine level of the girls' staircase there is a large photograph showing girls taking part in drill. Have a look at what they are wearing, and the number of pupils taking part at one time.



DRAWING

An additional grant was awarded to the school in which drawing was taught; pencil drawing of still-life subjects was popular. You may wish to bring in an object for the class to draw on their slates.

N.B. The museum has a real (stuffed!) bird, which can be used for a still-life drawing lesson. If you would like the bird laid out for the lesson please ask a museum assistant.

SAMPLER SEWING – an activity to try *in your own classroom*

Samplers were originally made to practice the various stitches and motifs needed for household and decorative work. The lettering found on many samplers was used to teach children the alphabet while stitching, whilst others featured numbers, dates and details of the child's family tree.

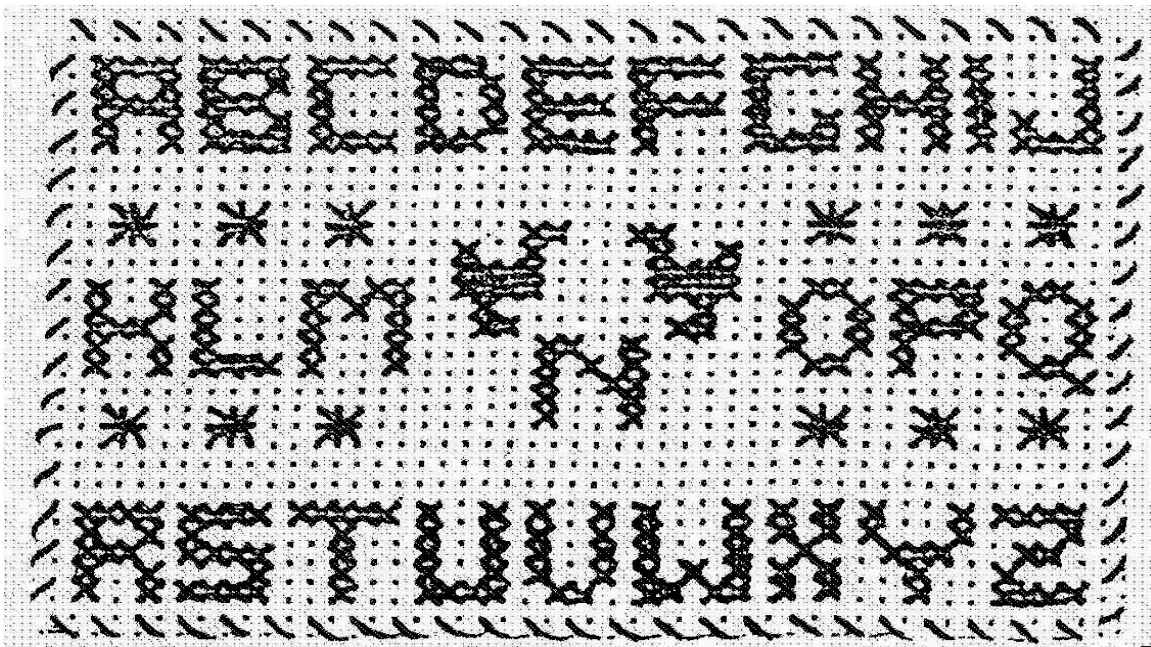
If you wish to make this sampler you will need:

Canvas 6 holes to the inch, 8¾ in across by 5½ in. deep;

Two skeins of scarlet embroidery cotton and one blue

Scissors and an embroidery needle

1. Oversew the edges in blue to make a border
2. Stitch in three lines of letters in scarlet, copying the number of crosses in each one from the picture. Leave one space of canvas between each letter and six between each row.
3. Work out the position of the birds and double cross stitches, and stitch them in blue.

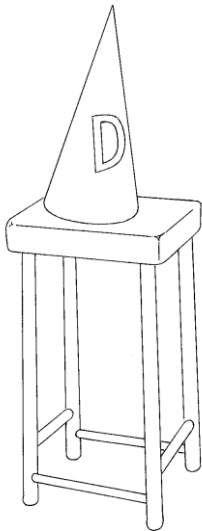


BACKGROUND INFORMATION

Education Scotland Act 1872

This act introduced compulsory education into Scotland. Before this time education had been provided by parish, burgh or private schools. By the nineteenth century the rapid growth in population in the cities had led to a breakdown in this structure and the Argyle commission highlighted the appalling statistics that one in three children did not attend school at all. The 1872 Act sought to provide elementary education in reading, writing, arithmetic and religion for children between the ages of 5 and 13.

The Scottish Education Department was set up in Dover House, London but it was left to local school boards to administer the Act. These boards had to assess the accommodation requirements of their district with a view to taking over or extending existing schools, or building new ones for which they could levy a local rate. They also appointed teachers, fixed their salaries and decided on fees, for education though compulsory, was not yet free. In 1903 the School Board of Glasgow commissioned Charles Rennie Macintosh to design a school to be built in Scotland Street. The school opened its doors to the children of Kingston and Tradeston in 1906.



Truancy was a major problem for the new schools, as the Act was unpopular with parents and pupils alike. In addition to the loss of the child's wage when he went to school, parents had to pay fees for books and stationery. The Government grant to schools was directly related to the degree of success shown by the pupils at the annual inspection by HMI. So clever and dull children alike were driven by a combination of rote learning, drilling and corporal punishment to achieve the prescribed standards – the so-called system of 'payment by results'.

Though subsequent Acts abolished this system, rote learning and strict discipline dominated all aspects of the curriculum until the 1950s.