

This notes page gives suggestions and ideas of how to use the images in the Log Book PowerPoint in your lesson.

We'd love to know you used the images and share your lesson suggestions with other teachers. Feel free to add, delete and shuffle round the images in the PowerPoint to make it work for your class.

Let us know at heritage.education@essex.gov.uk

Essex Archives Online. Catalogue reference: E/ML 86/1

What is a log book?

A school log book is like a journal, usually kept by the Head Teacher, which includes daily life at the school. This one was started in 1894 when the school opened.

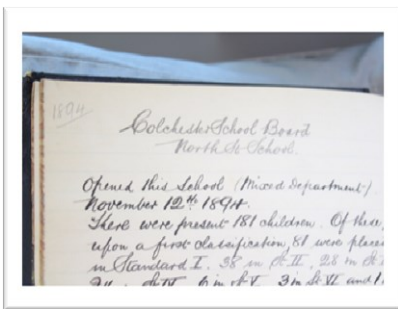


Show this image and ask the children: What's in this book? Is it old or new? Do you notice the lock? What do the words on the spine say?



Here is the book open. Now what clues do we have?

- We can see dates. It is from 1894 – it is Victorian.
- Says 'school' at the top.
- It's hand written – does it look like writing by a child or adult?



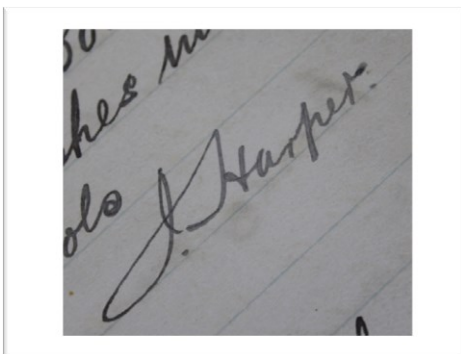
Looking closely at the front page. This log book is for North St (Street) School.

When was it opened? November 12th 1894.

What does 'Mixed Department' mean? Boys and Girls can go.

How many children came? 181 children.

How many children go to your school today? More or less?



The signature reads: J. Harper.

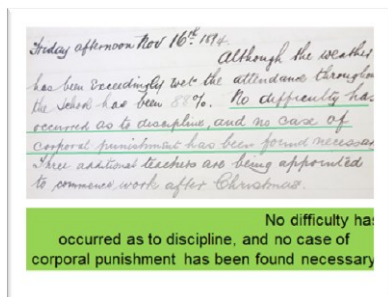
Who could he be? Adult? Child? Teacher? Head teacher?

John Harper was the first Head Teacher at North School. What do you think he was like? Strict? Frightening? Did he use the cane?

What was discipline like?



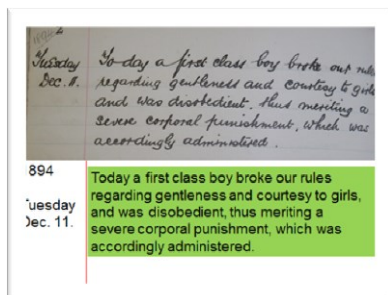
Do the children know what a cane is and what it was used for?



Four days after the school has opened it says:

“No difficulty has occurred as to discipline, and no case of corporal punishment has been found necessary”

Did you expect this?



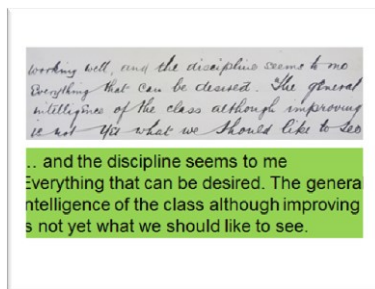
On 11th December a boy from the first class was caned. Why?

He broke the rules regarding gentleness and courtesy to girls and was disobedient.

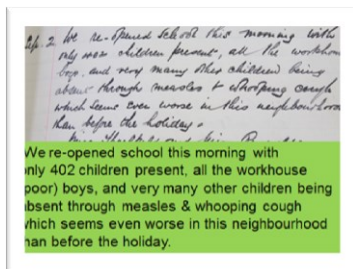
The children



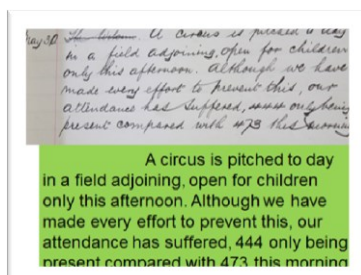
What did the teacher think about the children?



The Head teacher thinks that discipline is good, but would like it if the children were more intelligent. Many cannot read or write.



He is worried about low attendance due to serious illnesses like measles and whooping cough. School was free, but many of these children could not afford to go to the doctor or afford medicine. Notice the number of children in the school has increased from 181 when it first opened to over 400 nearly a year later.

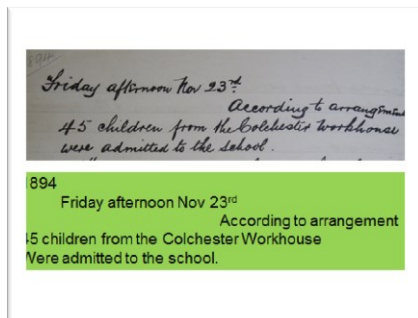


He doesn't want the children to miss school and go to the circus.

Poor children



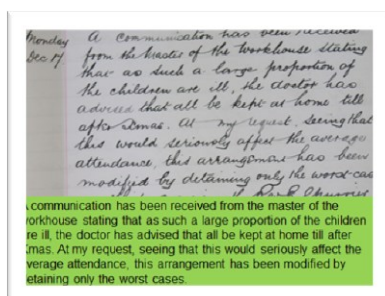
Poor people who were unable to find jobs might find themselves homeless or unable to buy food to eat. If they had no other choice they would have to go to the workhouse. This offered food and shelter, but also meant families were split up and had to do difficult or pointless work activities.



Work house children were supposed to go to school. There was a work house only 10 minutes walk from North School.

November: How many children does the Head Teacher agree to take? 45

He waits for them to turn up.



December: nearly a month later.

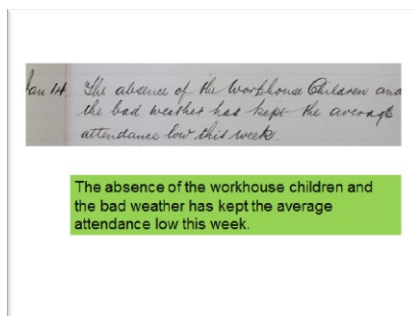
Have the work house children been allowed to go to school? No

Why not? *Supposedly many are ill and all are being kept in (home for them is the workhouse)*

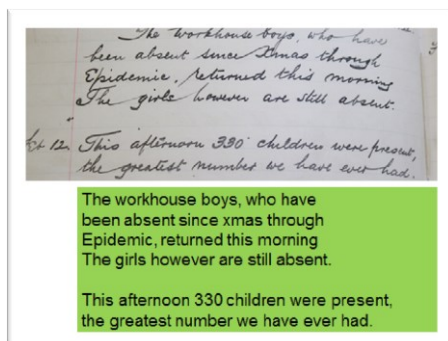
The head teacher doesn't believe that they are all ill and asks that some be allowed out.

What could be happening?

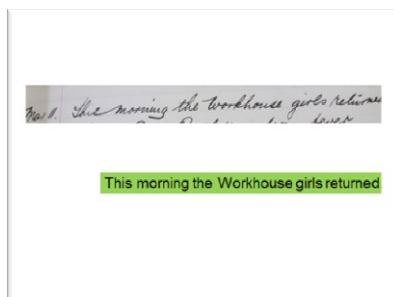
- *They could really be ill*
- *The master is afraid that they will run away if he lets them out*
- *The master earns money from work the children do. He wants them to do work and not go to school.*



January 1895. Still no work house children (all of them have been stopped attending school now)



February: Boys from the workhouse are FINALLY allowed to go to school.



March: Girls from the work house are allowed to go to school.

Do you think the work house children know how to read and write?

Will they be able to learn if they keep missing school?

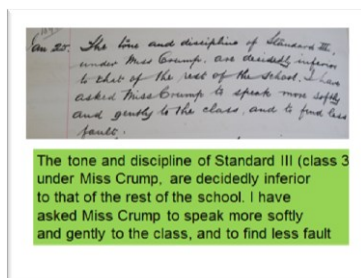
What will happen when they try and get a job?

Is this fair?

The teachers

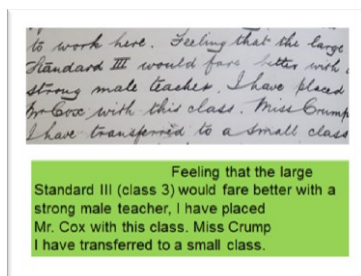


What was life like for the teachers? Was it the same for men and women?



The Victorians had some strange ideas about what women could and could not do. Miss Crump needs to be more lady-like and is asked to speak softly and gently to them.

They sound like a large and lively class. What do you think happened next?

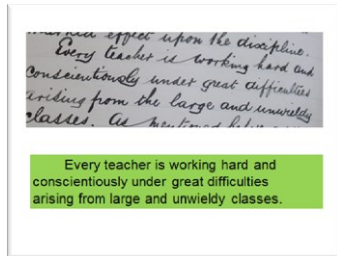


It sounds like 'speaking more softly and gently' didn't work.

Miss Crump is replaced by Mr. Cox, a 'strong male teacher'.

What do you think happened next?

Female teachers would be paid less than men for the same work. Mr. Cox was not a better teacher and experienced the same issues as Miss Crump. Later it was decided it was too much for Mr. Cox and the class was divided into two smaller classes. Miss Crump took half the class back. A few months later she left to work in a different school.



John Harper the Head Teacher did notice how hard every teacher worked!

Was this useful to you?
Help us shape our content and share good ideas for other teachers.
E-mail Valina at:
heritage.education@essex.gov.uk

Learning from history

Essex Record Office | Essex County Council

The image is a promotional graphic for a survey. It features a background image of an old, dark leather book with gold lettering on the spine, resting on a grey grid-patterned surface. The text is overlaid in white. On the right side, there is a green vertical banner with the text 'Learning from history'. At the bottom, there are logos for the Essex Record Office and Essex County Council.