

ISSUE 13

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BROADSHEET

EDUCATION EDITION



E-Magazine of the

SCOTTISH COUNCIL ON ARCHIVES

WELCOME TO THE ISSUE (number 13)

“Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.” (The Campaign for Learning)

Archives offer an almost limitless store of content for inspiring and enhancing learning and teaching. They can and do help people to make sense of their world. The SCA is committed to facilitating wider access to archival collections for learning, particularly for young people. Successfully delivering archival materials to teachers and pupils, requires the expertise and experience of educators and archivists. In that partnership the educators' role is core and opens to the archivist the opportunity not only to support but also to learn in the process.

In January 2012, the SCA convened the inaugural meeting of the SCA Education Working Group. With members drawn from a variety of relevant professional backgrounds, namely outreach and education, the combined experience and skills of the group will offer vital guidance to help lead and direct the SCA's engagement with archives, community education groups and schools on education and learning initiatives over the long and the short term. The emphasis will be very clearly on impact, on producing measurable results.'

Archives across Scotland have long been delivering exciting educational initiatives to their communities. In this special edition, we're delighted to be able to showcase just a fraction of some of this truly wonderful, creative and inspiring work.

Enjoy the issue!

www.scoarch.org.uk
[@ScotsArchives](https://twitter.com/ScotsArchives)





PIANO CLASS Archives of the Royal Conservatoire of Scotland

The Junior School of Music class, held in the Glasgow Athenaeum building, (the original name of the Royal Conservatoire of Scotland), at St George's Place and Buchanan Street, Glasgow. The photograph was taken sometime in the early 1950s.

The Archives of the RCS, formerly the Royal Scottish Academy of Music and Drama, hold a number of collections of both national and international significance. They are regularly utilised for teaching and compliment the research agendas of the institution.

www.tinyurl.com/RCSArchive

TALK TO ME ABOUT ARCHIVES

A friend told me once that if I met a beekeeper at a party I should talk with them about beekeeping. I am far more likely, apparently, to have a fascinating conversation this way because I enable someone to show me around the world they inhabit.

When I began working with archivists, developing education resources for schools, I found that they were often trying to create easily digested subject-based 'off the shelf' education materials using their records as source material. This seemed to me to miss the point. While it's relatively easy to create an education resource using original sources as props, it fails to do justice to the treasures you possess.

Teachers have the task of co-ordinating the educational experiences of the students under their care. It's a skilled, complex and creative job which is easy to get wrong. When you, as an archivist, are invited to contribute to this process you do so as an expert witness. You have an opportunity to

share that part of your job which is unique and alive; your ability to see the stories, people and places in records that are indecipherable to the rest of us.

Information is no longer in short supply, but much of it is homogenised and detached from its origin. The new and more relevant business for schools is in teaching discernment. Your ability as an archivist to understand and interpret original sources is rare in education, and sorely needed. It is a basis of discernment and by sharing your unique work you create something altogether deeper, richer and far more relevant to education. So when you meet students and teachers you should bring them into the world you inhabit and show them around ... You should talk with them about Archives.

Douglas Roberts

Douglas is an education consultant based in the Scottish Borders. He works with Archive services to develop education materials using drama and active learning approaches.

A SCOTTISH CEMETERY IN INDIA

An online exhibition with resources to support Curriculum for Excellence

Tucked away in the middle of one of modern India's major cities is a little piece of Scotland. Now derelict and overgrown by jungle, the Scottish Cemetery in Kolkata is the burial site for hundreds of Scots who died far from home when Kolkata (formerly Calcutta) was the headquarters of the East India Company and the capital of British India until 1912.

The cemetery is an invaluable record of the unique ties between Scotland and India and the register of interments, which is still kept on site, lists the names and occupations (ranging from soldiers to tea planters) of people from all over Scotland. In 2008, the Royal Commission on the Ancient and Historical Monuments of Scotland (RCAHMS) formed part of a team to begin the process of surveying and recording the cemetery. A plan is being developed for the restoration of some of the 1600 grave monuments, many of which are carved from Aberdeen granite, and the project aims to retain the site as an open space for the surrounding urban population and to establish on-site training for young people on the maintenance and repair of historic buildings.

The educational potential of the project has been further explored through an online exhibition – *A Scottish Cemetery in India*. Learning is at the heart of the exhibition, which is interwoven with resources to support Curriculum for Excellence outcomes. The exhibition is delivered through Scran (www.scran.ac.uk), a digital service of RCAHMS that receives funding from Education Scotland to enable access for all state schools in Scotland. Exhibition galleries explore the lives of the individuals buried in the cemetery, they consider the day-to-day experiences of the Scots in India and look at why so many died prematurely, particularly from diseases such as cholera and smallpox.

RCAHMS has also been able to draw on a range of other archive material, including 170 glass plate negatives from the RCAHMS archive stores. Now digitised, these images provide an intimate portrayal of life in India a century ago. Each glass plate was found wrapped in a sheet of newspaper from *The Statesman*, India's oldest English language newspaper, offering yet further fascinating glimpses into the past, particularly the classifieds columns which advertise a range of dubious sounding cure-alls.

Other material in the exhibition has been donated to the project by Scots exploring family connections with Kolkata. These include transcripts of letters written by a 19th century ship's captain whose wife died on a voyage to India and was buried in the Cemetery. A family member gave permission for them to be used and these deeply moving documents provide a very human dimension to the story of the Scottish Cemetery in Kolkata.

HELEN FOSTER
RCAHMS Education Officer

Image: Gatehouse of the Cemetery ©RCAHMS

Margaret is the Education Officer in the National Records of Scotland (NRS). Her remit is to provide learners of all ages with access to and knowledge of the records held in the NRS. She leads a small team that delivers talks and workshops, creates resources for schools, and supports teachers in delivering the Scottish curriculum.



**MARGARET
MCBRYDE**

Describe Archive Education in three words.

Inspirational, exciting and fun. Archives can be used in many different ways to add to young people's understanding of the past, fire their imagination, and encourage them to express their own opinions. A well chosen source can amaze, reveal and challenge and I love it when I see the light bulbs going off in their heads and know that I've made an impact on their learning experience.

Can you tell us a bit about the Scottish Archives for Schools Programme at NRS?

We've just completed the fourth year of running SAFS, delivering workshops to upper primary and secondary school pupils. We started in 2008 with a choice of 8 topics and now offer a total of 19. We support the teaching of Scottish history but also incorporate other areas of the curriculum such as literacy, expressive arts and citizenship. I'm very pleased with our progress and the growing demand. There is scope to do so much more but I have to keep reminding myself that Rome wasn't built in a day!

Working in partnership with Education Scotland, we set up our National Glow Group in 2010 and now offer a web conferencing service to schools, via Glow Meets. This has enabled us to address our national remit. We can literally drop into classrooms and work with teachers and pupils across Scotland so geography is no longer a barrier.

What is the key role for archives in relation to Curriculum for Excellence?

Those of us working in the archive sector are very well placed to support Curriculum for Excellence, particularly in the case of Social Studies. Unlike England and Wales, where the curriculum is more prescriptive, teachers in Scotland have guidelines and the flexibility to choose whichever topic, theme or event they want to deliver to help young people to become 'successful learners, confident individuals, effective contributors and responsible citizens'. It places a heavy burden on busy teachers, but it does provide archivists with the opportunity to step forward with targeted resources that will provide quality learning experiences.

What are the main challenges and opportunities for archives wishing to develop their engagement with education?

We can all produce wonderful resources based on our holdings, but the main challenges are communication and engagement. It is hard to tap into education networks and establish sustainable links with teachers to let them know about the ser-

VICES and expertise we can offer. The next challenge is to give them the skills and confidence to use archives, as often these will take them right out of their comfort zone.

As for the opportunities – it's the WOW factor that archives can bring. People are fascinated by stories, especially true ones, so we have to provide audiences with access to them. We shouldn't stop at the information they contain but also include the stories behind their creation and survival. These are our unique strengths which present the greatest opportunity to raise the profile of our organisations within the education sector and get teachers coming back for more.

What are your current projects?

We are busy planning our programme for 2012-13 and are working on the development of the resources section of our website—we want to increase the number and range of materials for teachers.

We are also working in partnership with the Education Team in the Scottish Parliament to create a programme of events to support the forthcoming William Wallace exhibition (10 August – 8 September), featuring two original medieval documents connected with him.

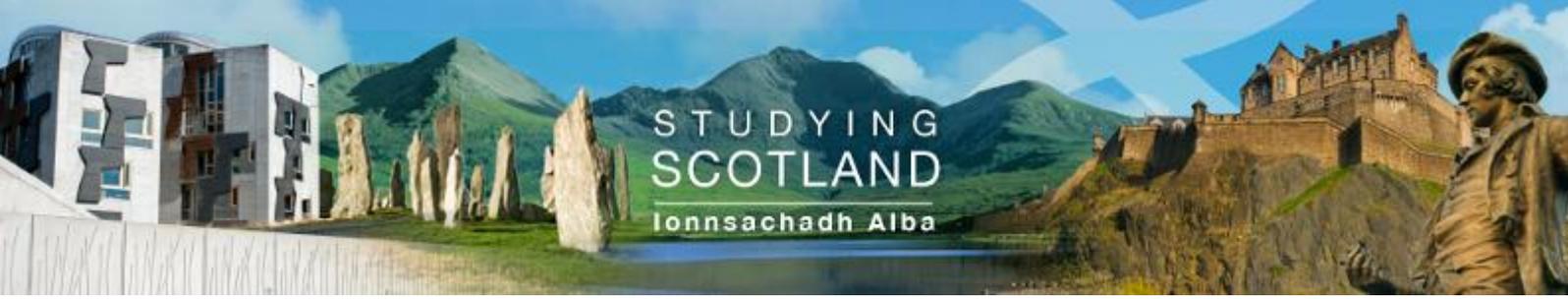
Why Archives?

I have to thank my enthusiastic school history teacher for my career in archives. It all stems from a visit to Dunblane Cathedral in my sixth year. I've never forgotten my introduction to primary sources of evidence and the impact they made on me. I'd like to hope that my work might have a similar effect on some of the pupils I come into contact with.

And career highlights so far?

I've spent 20 years working in NRS, and the last 10 have been as Education Officer. I get to work with different specialists, teachers and pupils so I never stop learning. My highlights are seeing the steady growth and development of our education service. I also have the pleasure of witnessing the same excitement and enthusiasm developing in my younger colleagues who, in time, will take the service on to the next level.

www.scottisharchivesforschools.org



The study of Scotland is at the heart of Curriculum for Excellence. Across the curriculum and at all stages and levels, there is explicit and implicit reference to the study of Scotland in the Experiences and Outcomes.

Understanding Scottish culture, people, history, achievements, language and connecting Scotland as a place through our landscape and natural heritage are important parts of developing a sense of identity, confidence and wellbeing which in turn helps enable people to succeed in learning, life and work. It is that sense of who we are and our place in the world – past, present and future which aims to underpin *Learning about Scotland*.

All children and young people in Scotland are entitled to a curriculum which will support them in developing their values and beliefs and enable them to achieve the highest possible levels of literacy, numeracy and cognitive skills, develop skills for learning, skills for life and skills for work, develop a knowledge and understanding of society, the world and Scotland's place in it, and experience challenge and success so that they can develop well-

informed views and act responsibly.

Learning about Scotland provides an excellent vehicle for interdisciplinary learning through its linkages of experiences and outcomes drawn from different curriculum areas.

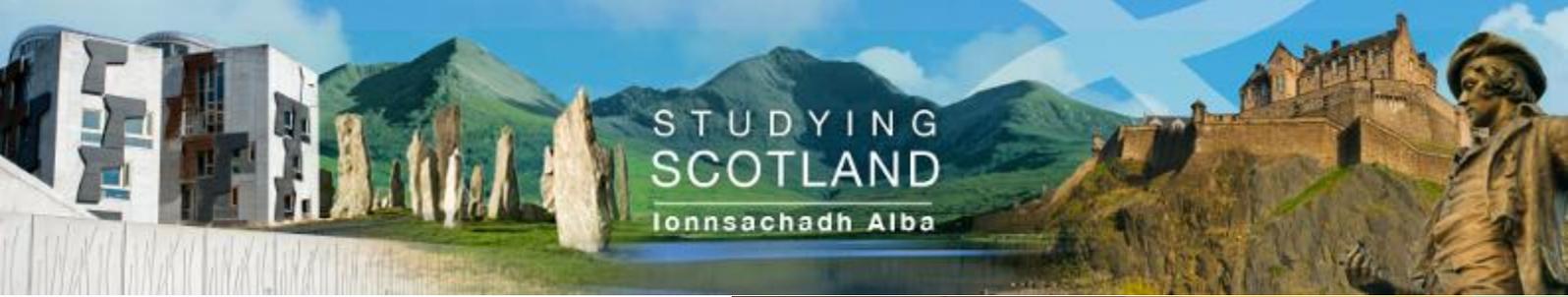
The public have warmly welcomed *Learning about Scotland* with recent research showing 90 per cent support. The desire of many professionals to see good practice built upon to allow children and young people experience learning and teaching about Scotland in a more coherent and consistent way has led to the creation of the *Studying Scotland* Online Resource.

“It is that sense of who we are and our place in the world – past, present and future which aims to underpin Learning about Scotland.”

We know that there is already strong evidence of good practice in the study of Scotland. The new national online resource *Studying Scotland* aims to enhance further and bring together learning and teaching about our country in a structured and accessible fashion, by showcasing

existing materials, linking resources from external partners and creating new resources which have a focus on embedding Scottish contexts.





STUDYING SCOTLAND

Ionnachadh Alba

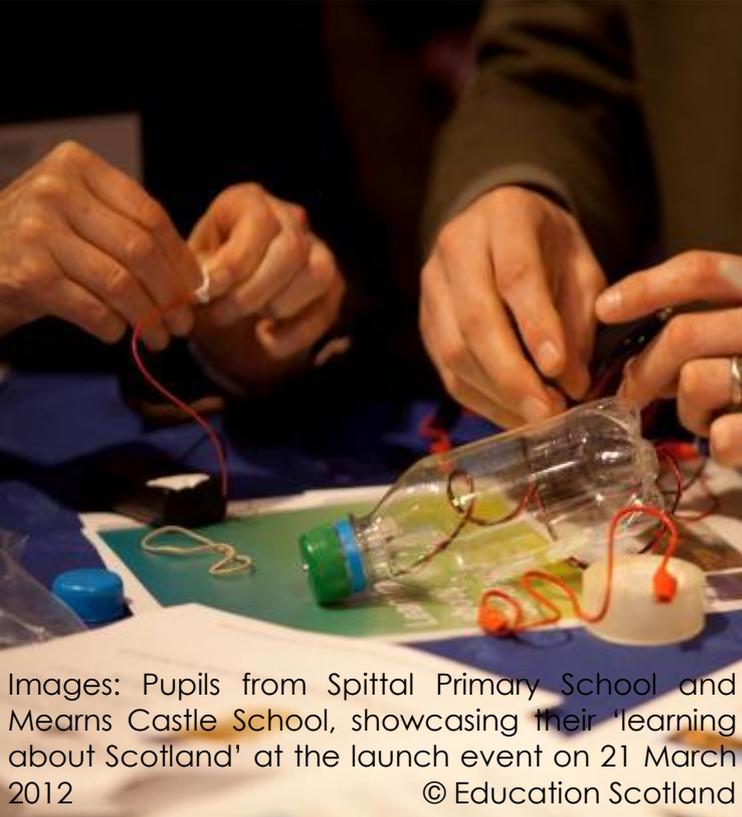
“All children and young people in Scotland are entitled to a curriculum which will support them in developing their values and beliefs...”

The promotion of the use of Gaelic and Scots languages will be an integral part of *Learning about Scotland* and the new online resource will promote learning and teaching in both languages, seeking to help extend their usage and application in a range of educational settings.

Studying Scotland encompasses arts, culture, history, languages, people and places and Scotland’s place in the world. It hopes to build confidence around the teaching of Scotland and to make learning about our nation an enjoyable, rewarding and valuable experience.

You can see *Studying Scotland* at www.educationscotland.gov.uk/studyingScotland

JENNI CURSON
Development Officer
Studying Scotland Education Scotland



Images: Pupils from Spittal Primary School and Mearns Castle School, showcasing their 'learning about Scotland' at the launch event on 21 March 2012 © Education Scotland

OUR SCHOOLS OUR STORIES

celebrating the histories of closing schools in the western isles with **tasglann nan eilean siar**

Over the last year or so, new school buildings have been constructed around the Western Isles to replace previous school buildings which have been in need of replacement for some years. This means an important time for island children, parents and staff but also, past pupils. Tasglann nan Eilean Siar (Hebridean Archives) felt it was vital that the history of the closing schools was marked and documented within the community.

Tasglann nan Eilean Siar applied for funding offered by Bòrd na Gàidhlig which was available to be used for community projects. The schools project, which was named Ar Sgoiltean, Ar Sgeulachdan (Our Schools, Our Stories) was ideal for this scheme and the Tasglann's application was successful. The schools could now start planning for how they wished to commemorate their school's history.

The main element for the scheme providing the funding was that the community had to be involved so the local historical societies came on board. Throughout the Western Isles, local historical societies play a vital part in documenting and ensuring their community's history is not lost. Together, the schools and the historical societies worked together to bring the project to life. Tasglann nan Eilean Siar's role in this was simple. We advised on records kept by the archives which were available to look at, for example, school log books and education sub-committee minutes. For those who did not have a historical society in their area to help in the preparation and implementation of the project, we offered assistance in any way we could. Those schools have been equally as successful in creating rewarding projects and they must be commended for their hard work too.

Each group approached the "Ar Sgoiltean, Ar Sgeulachdan" project differently, all of which were successful. It is fantastic that this period of



change has been marked so successfully and that the moves from old school to new will start with the past and its significance still to the forefront of the community's minds. Tasglann nan Eilean Siar would like to thank Bòrd na Gàidhlig, the pupils, staff, parents, historical societies and members of the community for their hard work over the last few months in making this project so successful.

The Tasglann project is funded by the European Regional Development Fund, the Comhairle and Comunn na Gàidhlig. For more information on Tasglann nan Eilean Siar, visit their website at www.cne-siar.gov.uk/archives or email the team at tasglann@cne-siar.gov.uk

AR SGOILTEAN AR SGEULACHDAN

A' comharrachadh eachdraidh sgoiltean a tha a' dùnadh anns na h-Eilean an Iar

Tharais air a' bhliadhna no dha a chaidh seachad, tha sgoiltean ùr air a bhith air an togail ann a cuid de sgìrean sna h-Eileanan an Iar. Tha seo a' ciallachadh gu bheil atharrachadh mòr a' tachart dha luchd obrach, sgoilearan agus pàrantan. Se ùine cudromach a tha seo dhan choimhearsnachd gu lèir agus bha e deatamach gun robh comharrachadh ann air eachdraidh na sgoiltean seo.

Chuir Tasglann nan Eilean Siar iarrtas air adhart airson taic airgead a chaidh a thairgse le Bòrd na Gàidhlig airson pròiseactan choimhearsnachd. Bha an iarrtas soirbheachail agus mar sin, dh' fhaodadh gach coimhearsnachd far an robh sgoil a' dùnadh, toiseach toiseachaidh a dhèanamh air a' phlana cuimhneachaidh aca.

Air sgaths gur e pròiseict choimhearsnachd a bha seo, thàinig na Comainn Eachdraidh air bòrd airson cuideachadh. Tha na Comainn Eachdraidh air a bhith ag obair fad bhliadhnaichean gus dualchas agus eachdraidh sgìrean na h-eileanan a ghlèidheadh. Le seo, bha an dà bhuidheann ag conaltradh còmhla air an dòigh as fheàrr a' leantainn air adhart. Bha dreuchd an Tasglann sìmplidh. Thug sinn còmhairle gu gach buidheann air dè na clàran a bha ri fhacinn a thoabh eachdraidh na sgoiltean, mar eisimpleir, leabhraichean latha agus leabhraichean coinneimh. Bha sgoiltean ann aig nach robh Comunn Eachdraidh airson cuideachadh a thabhainn, ach cha do chuir sin cuibhreachadh air cùisean agus feumaidh na sgoiltean, sgoilearan agus luchd-obrach sin aig nach robh Comunn Eachdraidh a bhith air am moladh airson an obair chruidh a tha iad air a dhèanamh.

Bha dòighean obrach eadar-dhealaichte aig gach coimhearsnachd airson Ar Sgoiltean, Ar Sgeulachdan agus tha e a' toirt toileachas mòr gun deach an ùine cudromach seo a chomharrachadh ann a dòighean cho soirbheachail. Tha Tasglann nan Eilean Siar airson taing a thoirt dha Bòrd na Gàidhlig, na sgoiltean, coimhearsnachan agus muinntir gach sgìre airson an obair mhòr a tha iad air a' dhèanamh airson Ar Sgoiltean, Ar Sgeulachdan.

Tha Tasglann nan Eilean Siar air a mhaoineachadh le Maoin Eòrpach airson Leasachadh Roinneil, Comhairle nan Eilean Siar agus Comunn na Gàidhlig. Airson barrachd fiosrachadh air Tasglann nan Eilean Siar, bheir sùil air an làrach-lìn www.cne-siar.gov.uk/archives no cur post-d air tasglann@cne-siar.gov.uk

Article and Gaelic translation by **DONNA MHOIREASDAN**
Archives Assistant at Tasglann nan Eilean Siar (**Hebridean Archives**)

The Archives for Learning and Education Section was established as a special interest group of the Archives and Records Association (UK and Ireland) to promote the educational use of archives, to assist archivists to work with teachers and students through formal training events and sharing experiences, and to foster educational links between archives and related bodies.

“...practical solutions to the perennial difficulties of delivering an education service with no budget or other resources...”

'Learning and Education' is intended to be a broad church. 'Education' is used to describe structured learning, usually provided by educators working in schools, colleges or higher education institutions, which results in pre-defined learning outcomes and possibly qualifications. 'Learning' is used to describe other types of less formal education, for example, the indirect learning and skills achieved as a by-product of undertaking other projects. The Archives for Learning and Education Section is inclusive of all those facilitating access to archival material for all ages and stages, schools, communities and adult learners.

The Section has specific objectives which are refreshed every couple of years. Currently these are:

- To offer training and resources to those working in archives and education, and learning through courses,

self-help groups and the web,

- To monitor educational and learning developments and respond where appropriate, and
- To offer the appropriate guidance to people who have acquired or are in the process of trying to acquire funding for education and learning projects.

Few archive services are able to fund a post specifically to promote the use of archives in education and learning. Those that exist are described variously as 'Education Officers', 'Interpreters' or 'Outreach Officers' and they may facilitate access to an entire service or be employed to promote a specific collection. They are closely allied to museum education officers and heritage interpreters, seeking to provide teachers and pupils with sources, context, the stories that archives can tell and their importance to history.

538 members of the ARA are currently members of the Section and we have a committee of 12. The committee (made up of volunteers) is elected on an annual basis to organise training events, to ensure communication between members, and to respond on Government educational initiatives which may have an effect on archives.

We try to organise at least two training events each year. One of these is usually a training day, which aims to offer practical solutions to the perennial difficulties of delivering an education service with no budget or other resources. Recent days have included *Education on a Shoestring* (November 2010) and *Archives go to School* (March 2012). The other training day is the annual conference which coincides with the Archives for Learning and Education AGM and

seeks to provide inspirational speakers around a single topic – in 2011 the conference theme was social media.

We are currently working on a new blog to aid communication with our members, and the Section pages on the Archives and Records Association website (www.archives.org.uk) are being gradually re-developed. Each year one edition of the ARA newsletter, ARC, is dedicated to our work. It includes articles which showcase the incredible range of work being done with learners of all ages by archive services throughout the country – look out for this edition in May 2012.

Our annual conference will be held in Hull this year on Monday 11 June. The theme is *Not just for the Children; using archives in community and adult education* and the line up of speakers, although not yet complete, already looks really exciting. Booking for this event will open in late April.

“...incredible range of work being done with learners of all ages by archive services throughout the country...”

We welcome interest and participation by all archivists involved in using their collections to support learning, so please feel free to get in touch by emailing alison.diamond@nas.gov.uk

ALISON DIAMOND

Chair of the ARA Archives for Learning and Education Section

RABBIT WARS, TAR-FILLED EGGS and the HAMMERMEN of ST ANDREWS

Honorary Treasurer to the Scottish Council on Archives, Rachel Hart is also the Muniments Archivist and Deputy Head of Special Collections at the University of St Andrews. Regular *Broadsheet* readers might remember that in February we launched a new feature focussing on 'favourite items'. SCA Chair, Dr Irene O'Brien, began proceedings with an article on Glasgow City Council's Poor Law records, with a particularly enlightening reference to making Jeremy Paxman cry...

Not only is Issue 13 our Education Edition, but Easter is just around the corner. So exclusively for *Broadsheet*, Rachel reflects on some paschal references within the Special Collections of Scotland's oldest university.

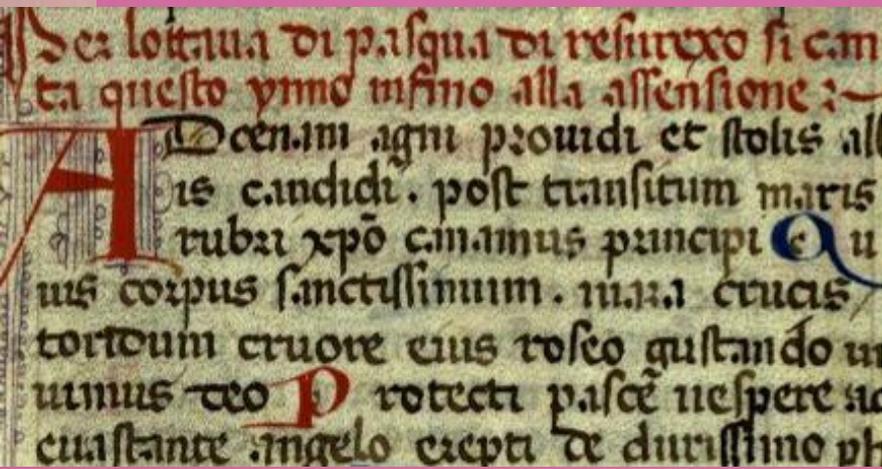


Easter has many connotations today. For some it is the most significant religious festival of the year, for others it is associated with bunnies and eggs, so I have tried to find quirky items from St Andrews to bring the season's greetings to all our readers – Happy Easter from the SCA!

bunnies ..

The golf charter of Archbishop John Hamilton, 1552/3 confirms the rights of the people of St Andrews 'to play at golf, football, schuting, at all gamis', whilst also permitting the planting and plenishing of a rabbit warren on the links. Here lies the origin of the rabbit wars of early 19th century St Andrews. With the proviso that there would be no harm to the playing of golf, the Council sold the links in 1797 to raise funds to pay off debts and repair the town's church. However, by 1803 the Golfing Society was beginning a 10 year dispute with the then owner of the links 'which have been of late rendered almost entirely useless for golfing, in consequence of Mr Dempster, the present proprietor, having converted them into a rabbit-warren'. The case went to the Court of Session and the dispute raged, extending to debate over the rights of townfolk to kill rabbits as they were accustomed to do. There were cases of assault, breaches of the peace and 'malevolent threatenings'. It took the House of Lords to finally settle the matter, in favour of the golfers, in 1813.

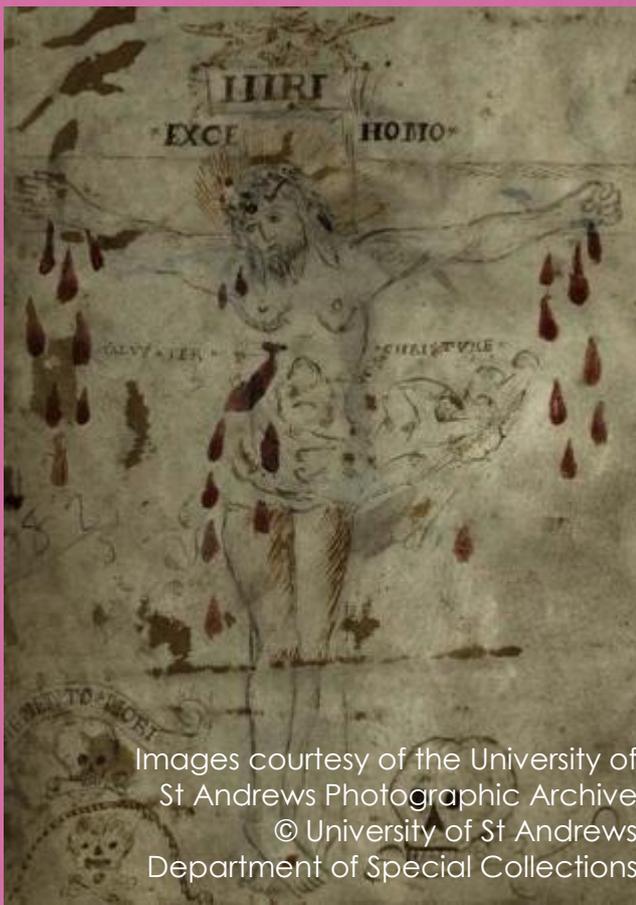
Although not chocolate, and certainly not an egg used in a traditional sense, this entry is from the diaries of Mrs Jean Playfair (1777-1852). Each year, Mrs Playfair kept a record of the daily doings of her busy family and social life, whilst commenting intelligently - and often trenchantly - on local and national affairs. In 1814 she notes the birth of another son (she had a total of 10 children). Bizarrely, she discusses the birth of her son in significantly less detail than the death of a cow a few days later: 'This week our favourite cow died from eating too much clover. Had we taken an egg and filled the shell with tar and put it down the cow's throat, it would have saved her life probably'.



I recently came across an envelope containing five individual leaves from the same medieval manuscript which the Library bought from a private seller in 1955 for 25s per leaf. The book of hours from which they were taken dates from about 1400 and is of Italian origin, probably from Ferrara. The text to be used in particular services is in Latin with red rubrication in Italian. The pages include parts of Compline, the order for the Clothing of a Novice, the Penitential Office, the "Te Deum", and the Offices of Virgin and of Easter (shown here). The vellum sheets are decorated with enlarged red and blue initials bearing added pen-flourishes in fine red and purple lines, as is usual with manuscripts of this date and type.

Sometimes archival items contain the most unexpected things. This crucifixion scene is drawn on the front leaf of the minute book of the Hammermen of St Andrews, 1553-1792. Hammermen were any craftsmen working with metal, including silversmiths, goldsmiths, armourers and blacksmiths. This record book of the most prestigious and largest of the incorporated trades of the burgh contains the constitution, membership rules and oath of admission of the guild of metalworkers, whose affinity with the crucifixion is through the nails used to attach Christ to the cross.

RACHEL HART
University of St Andrews



Images courtesy of the University of St Andrews Photographic Archive
© University of St Andrews
Department of Special Collections

and the true meaning of easter ...

MEDICAL EDUCATION FOR WOMEN

It is known that the feminist campaigner Sophia Jex-Blake (1840-1912) and her supporters, in a quest to open up medical education for women, had written to the Senatus Academicus at St Andrews.

While searching for information about the University's higher certificate for women, I was astounded to come across what must be the very letter, dated to 1873 and so far unlisted.

The letter takes the form of a petition making the interesting argument that,

"The most general objection to the admission of women to Universities lies in the supposed difficulty of educating them jointly with male students of medicine..."

This argument, she writes, may be applicable to "every university in the kingdom except that of St Andrews" where there are no male students of medicine.

Jex-Blake had just suffered a setback in an attempt to graduate at Edinburgh and, although there was considerable sympathy at St Andrews, its response was to refer back to the case of Elizabeth Garrett whose attempt to be admitted in 1862 had been rejected on the basis of a ruling by the Solicitor General.

The upshot was a second rejection in the short term, but the Senatus immediately resolved to investigate the issue. An eventual outcome was the establishment of the Lady Literate in Arts, the University's innovative programme for a female degree level certificate.

Most of the signatories of the 1873 letter did succeed in becoming doctors by qualifying outwith the UK, and Jex-Blake herself went on to establish the Edinburgh School of Medicine for Women in 1886.

LIS SMITH

Doctoral Candidate

Institute of Scottish Historical Research

*Extract from the University's
Special Collections Blog*

<http://.tinyurl.com/StAVault>

UNIVERSITY OF GLASGOW

BLACKHOUSE CHARTER CONSERVATION

preserving the ancient
training the future

The oldest records relating to the University of Glasgow are the Blackhouse Charters dating from 1304 and conveying land and privileges that eventually came into University hands. The collection, consisting of over 400 parchment documents, presents a number of interesting conservation issues as it bears the marks of over 700 years of human activity; from the original parchment production, to traces of more modern inventory marks.

Following restoration in the 1960s, items were sealed in plastic polyethylene sleeves and stored in large boxes which do not meet modern standards. The polyethylene film choice for long term storage of parchment with seals causes serious problems associated with the in-

“students from different departments across the University expanded their knowledge about conservation procedures, methods and storage. This program was of benefit not only for the students who were provided with vital working experience, but also for the archives and conservation team.”

crease of humidity. The lack of the ventilation causes the development of micro flora resulting in a visible white layer coating the seal. Thus, the priorities for the current preservation programme include upgrading the storage, packaging and handling procedures.

The collection was divided into two groups based on the conservation status of the documents. The first group required specialised maintenance conservation whilst the second was in a good state of condition. A Condition Report Form was designed and contains information including the state of preservation, identification of materials and recommendations for maintenance and future accessibility.

History of Art and Archive Studies students helped assist with the project, providing important work experience. Each document was measured, analysed and photographed by the conservator and students. Based on this information and the condition reports, the second phase of the project developed individual storage folders corresponding to the range of dimensions of the documents. The students were able to produce the folders and the conservator designed the best possible position for the skin on the support boards and coordinated individual packing. Close spacing kept the edges of the parchment under control avoiding the risk of distortion, and sheets of Japanese tissue help protect from damage.

The final element of the project involved repacking items with seals. Parchment documents with wax seals applied directly onto the document, or with seals hanging on cords or ribbons attached to parchment, caused additional storage problems. The folder housing system used for documents with seals has been designed as a three-dimensional construction of museum corrugated board and a foam-form, ensuring seals are fully protected. Lastly, each folder has been marked with a reference number and the box labels provide additional information about the date of repackaging.

During the Blackhouse Charters preservation program, students from different departments across the University expanded their knowledge about conservation procedures, methods and storage. This programme benefited not only the students who were provided with vital work experience, but also the archives and conservation team. Additional digitisation ensures that researchers enjoy greater access to documents while protecting the originals. Combining professional skills, cutting edge conservation techniques and willing volunteers, 700-years of Scottish history have been preserved and protected.

To find out more about the Blackhouse Charters and their utilisation in education and training, please visit www.tinyurl.com/BlackhouseCharters

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BRINGING IT HOME

combining archives and drama in the **scottish borders**

The focus of the Heritage Hub's new schools project, *Bringing it Home*, is to look at the emotional experience of the First World War within communities and individuals in the Scottish Borders. Archive items related to events that took place on the Gallipoli Peninsula on 12 July 1915, when soldiers serving with the King's Own Scottish Borderers suffered particularly appalling casualties, have been selected as the lens.

Curriculum for Excellence calls for new ways of teaching that bring learning to life and place an explicit focus on skills development. Combining archival material and drama techniques generates huge potential to help students connect the cognitive, social and emotional ranges of their learning. This type of activity becomes particularly relevant when viewed in line with the new curriculum's aspirations that we educate the 'whole' child.

Of course, the more traditional areas of citizenship, English and literacy remain important elements, but we hope that *Bringing it Home* also provides students with an opportunity to experience independent and collaborative learning. Living and dying in the trenches of Gallipoli is a hugely emotive and wide-ranging topics, we aim to 'stretch the canvas' by including drama activities based on recruitment, leaving home for war, letters home and the effects of conflict on families.

“Combining archival material and drama techniques generates huge potential to help students connect the cognitive, social and emotional ranges of their learning”

Another important element of the project is to provide students with an appreciation and understanding of using archives. Our primary focus is on the unique nature of archive sources; the detective work that archivists do, the piecemeal nature of the work, and the 'micro-history' approach that individual letters and accounts facilitate. By employing this approach, the actual subject - whether it is the First World War or Mary Queen of Scots - becomes immaterial thereby resulting in a flexible and easily adaptable format.

This flexibility and dynamism also enables students to shape their own learning; ranging from the process of assembling a narrative using scraps of information, to developing an emotional response to genuine human experience.

KEITH POLSON

Education Outreach Assistant, Heritage Hub (Scottish Borders Archive and Local History Centre)



Creating a storyboard from archive newspaper reports as part of the project design process.

A PAPER TREASURE PARTNERSHIP

educating the educators in **Aberdeenshire**



Teachers from Aberdeenshire at the CPD day doing some family history with source material from the Registrars.

Up until a few years ago, educational outreach at Aberdeen City and Aberdeenshire Archives was done on a fairly reactive basis. There were a few queries from schools for access to their log books, that either involved providing copies for use in a classroom, or providing access to these for a class, either in the school or by giving a tour of the storerooms. On rare occasions a talk was requested on a subject like the Wars of Independence, and there was even some training provided for teachers at one point. But there was always the feeling that something more co-ordinated could be done to contact schools and encourage them to use the fantastic resources.

When we spoke in 2009 to colleagues in the Local Studies Library, and the Registrars service we realised that they had similar experiences and the same aspirations to increase usage of the services in the classroom. So, along with colleagues in Aberdeenshire Council's Arts Education Team, we formed a working group with the aim of promoting wider usage of our resources in education.

The formation of the group came at just the right time, as there was a lot of publicity about Curriculum for Excellence prior to it being rolled out in August 2010. One of the major elements of this is that teachers are expected to promote the development of research skills and the use of primary as well as secondary sources - sources that we could provide. We also knew that our resources would support cross-curricular needs, and our association with the Arts Education team allowed for a growing range of creative outputs

The initial focus of the group therefore fixed upon raising awareness of the Council's local heritage resources in its schools. We were also conscious that this was new territory for some teachers, and that it would not be enough to just present them with packs of documents and leave them to it. If we wanted them to use our resources we had to be more proactive and demonstrate how they fitted into the outcomes of Curriculum for Excellence, and give examples of how they could be used for education.

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Ruaraidh Wishart (Aberdeen City and Aberdeenshire Archives) discusses Assessed Tax Rolls and Valuation Rolls.

Maureen Shearer and Lynne Driver (Aberdeenshire Registrars) discuss their sources.



David Catto (Aberdeenshire Libraries) shows teachers a roll of microfilm.

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The group addressed these aims by initiating a twin approach. The first development was a CPD day aimed at introducing local heritage resources from the Archives, Local Studies Library, and Registrars services, in addition to other relevant resources from the National Records of Scotland (NRS) and Scran. The day also includes examples of how these could be used in the classroom, such as the film projects run by the Council's Media Unit. The Mitchell Drama Group also presented at the first CPD day on its collaborative youth drama project that involved the Arts Education Team, Archives, Local Studies Library, and Registrars. Feedback on the CPD day has been universally positive.

The second resource consists of three Heritage Lottery funded *Paper Treasure* packs containing workbooks with source cards and exercises on local history. The packs are aimed at the Transition Stage (P6-S1) and, as well as being sources of inspiration for teachers, can be used equally well by them as stand-alone projects in the classroom or be adapted to their own needs. In addition, notes at the back of the workbooks show how the packs link in with Curriculum for Excellence and how these might refer to wider subject areas, such as numeracy, and social studies. In order to encourage their use, copies were sent out to all schools in Aberdeenshire, and electronic versions have been made available for public download on the North East Folklore Archive website (<http://www.nefa.net/nefajnr/index.htm>) and the national schools intranet service, GLOW. Again, I am delighted to report that overall responses have been very positive, and occasionally surprising. One teacher, for example, pointed out that her class asked for more maths exercises after completing the pack on the French Wars.

Aside from the direct benefits of these resources, they have also provided other opportunities. One example involved representatives from the group working with a P5/6 class in Rosehearty Primary School on a project based on the CPD presentation about their town during World War Two. This included a visit to the school by the group to deliver a rusty old deed box containing library books and tea-stained copies of documents for the class to research. It may sound odd, but creative touches like this are really important for helping to 'sell' your project to the class!

The work of the group has also provided an excellent conduit for building relationships between other services and each organisation has made a vital contribution towards the common goals of the group. This is only the beginning, and momentum has to be maintained in terms of promoting and raising awareness of our resources in schools. So there will be more CPD days that in time will hopefully include case-studies of projects developed by teachers. There will also be another *Paper Treasure* resource, this time aimed at secondary schools. And of course the Archives will probably still get the odd enquiry about school log books to consider!

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