

How to help your child in English

YEAR 8

Victorian Context – Transactional
& Persuasive Writing



Assessment: Spring



Dear parent/carer,

On behalf of the English department at Dormston School, I recognise that you may not have hours to devote to helping your child with English. However, research proves that every child benefits from parental involvement in their learning and from one-on-one support, so any time that you can spare to aid them in their studies will be gratefully received.

This booklet has been compiled to help you if you wish to support your child further at home. It is by no means compulsory, but does include a number of activities, information and suggestions, both for the busy parents and those that have lots of time to offer. It is not homework and is not an extended learning project and therefore, will not be marked by English staff; however, there is a self-mark section at the back for the relevant questions if you wish to use it.

Please use it at your leisure and I hope that it gives you an insight into your child's learning. If you have any questions, please feel free to contact me via the school's main contact number.

A note for pupils: This is not a replacement for homework; homework must take first priority with pupils as it is compulsory.

Yours faithfully,

Mr D Corns

KS3 co-ordinator of English



Upcoming Assessments:

Half-term – teacher assessed

You will be focusing on TRANSACTIONAL WRITING which means being able to correctly write:

- An article

For the task marks are awarded for communication, organisation, vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450 – 600 words.

You are advised to spend about 45 minutes on this question.

Key skills:

- Using the full range of punctuation accurately and for effect
- Structuring sentences accurately
- Varying sentence length and structure for effect
- Using a wide vocabulary for effect
- Using paragraphs accurately and for effect
- Planning and structuring transactional writing



Transactional Writing

'This module is a transactional/persuasive/discursive writing module in which pupils practise their writing skills. This is a component that pupils are examined on in their GCSE and therefore, it is important that this skill is practised regularly by the pupils throughout their time at Dormston School.

During this module, pupils will read extracts of non-fiction writing, particularly extracts that are transactional (interacting with another – often informative or persuasive), persuasive or discursive (exploring an argument). They will then practise these skills themselves.

Key skills:

- Using the full range of punctuation accurately and for effect
- Structuring sentences accurately
- Varying sentence length and structure for effect
- Using a wide vocabulary for effect
- Using persuasive techniques – AFORESTFIRE
- Using paragraphs accurately and for effect
- Planning and structuring transactional writing

Extra materials to extend your child's learning

Advise your child to look in the school library or local library for these texts or other suitable reading.

Article

Catchy headline that makes the topic clear whilst also using AFOREST techniques

Catchy opening sentence using AFOREST. Here, triadic structure has been used.

Cell Phones! Helpful Handhelds, or Disrupting Device?

Crackdown! Ban! Dangerous! These are phrases that are used when it comes to cell phones. However, these words are clearly against irresponsible cell phone use in public. Helpful! Needed! Time savers! These are also thrown around about cell phones. Some, like [Bruce Newman](#), an editor for an AAA magazine, say cell phones pose too much danger; especially on the roads. A blog written on the subject was posted on New York Times' blogsite, and a reader by the name of 'Kevin' commented that a cell phone could potentially save lives. So, should cell phones be allowed in public places? In my opinion I believe cell phones should be allowed, as long as people are responsible.

In a study published by the AEI-Brookings Joint Center, a team of researchers compared the effects of driving while talking on the phone and driving while drunk. They concluded that drivers that were using cell phones exhibited greater impairment than intoxicated drivers. So yes, cell phones DO pose potential threats. However, Hilary Davis (<http://media.www.collegian.com>) a journalist for The Rocky Mountain College paper says cell phones can **save lives**.

CRASH!! You were driving down the highway on a rainy day, when a driver loses control and slams right into you. After you are done spinning out, you reach for your cell phone; with the last amount of energy you have left to call 911. This simple call could save your life, or someone else. With today's world evolving so fast, new dangers come as well. With that, we need to get help and fast! However not only on the road do we need cell phones.

We all remember the tragic day, April 20th 1999, the awful Columbine High School Shooting. Two students opened fire on many innocent people that day. Frantic 911 calls were made. Dispatchers and parents were on the line with students using their cell phones to call out for help. Imagine the heart ache if you knew someone dear to you was in danger and you had no way to reach them.

Chelsey Fortner (<http://www.glynn.k12.ga.us>) was watching the news that catastrophic day. She didn't own a cell phone at the time, but this got her thinking. If she were in a similar situation, god forbid, wouldn't she want to reach out to her family too? This inspired her to go and purchase a cell phone for emergencies.

Many cell phone customers buy their phones with only emergency use intentions. But what about the kids and teens that use their cell phones to send 300 texts a day? Like a Scottish teen who is in rehab for excessive cell phone use (<http://www.devhardware.com>)! Another teen sends 345 mobile messages a day! This is what he said about text messages, "It's kind of comforting when you get one. I like it, it's like a game of ping-pong, as you send one and get one back."

Some blame the cell phone companies; but all they are doing is selling a product. Others blame irresponsible teens; but why blame them for wanting to talk to their friends? So, who's left, **THE PARENTS!** Parents need to limit their teen's usage of their cell phones! Parents need to limit their teen's usage of their cell phones! Limited cell phone plans do exist and need to be introduced more, therefore opening new options for parents and teens.

In conclusion, cell phones should be allowed in public places. They are very useful in emergencies and can save lives. As long as people know when the right time to use them, there should be no problem. So don't be the guy who ruins everyone's movie by keeping your cell on. Cells need to be used with moderation and responsibility.

Clear paragraphs throughout. You can even use subheadings if you like (but you don't have to).

Use second or third person pronouns throughout, BUT NOT FIRST PERSON (unless it's a quote from someone). Don't focus too much on your own opinions – make it seem more general.

Include a summarising conclusion that clarifies the message of the article.



Skill 1: Punctuation

The Comma (,)

The comma is useful in a sentence when the writer wishes to:

- pause before proceeding
- add a phrase that does not contain any new subject
- separate items on a list
- use more than one adjective (a describing word, like beautiful)

For example, in the following sentence the phrase or clause between the commas gives us more information behind the actions of the boy, the subject of the sentence:

The boy, who knew that his mother was about to arrive, ran quickly towards the opening door.

Note that if the phrase or clause were to be removed, the sentence would still make sense although there would be a loss of information. Alternatively, two sentences could be used:

The boy ran quickly towards the opening door. He knew that his mother was about to arrive.

Commas are also used to separate items in a list.

For example:

The shopping trolley was loaded high with bottles of beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.

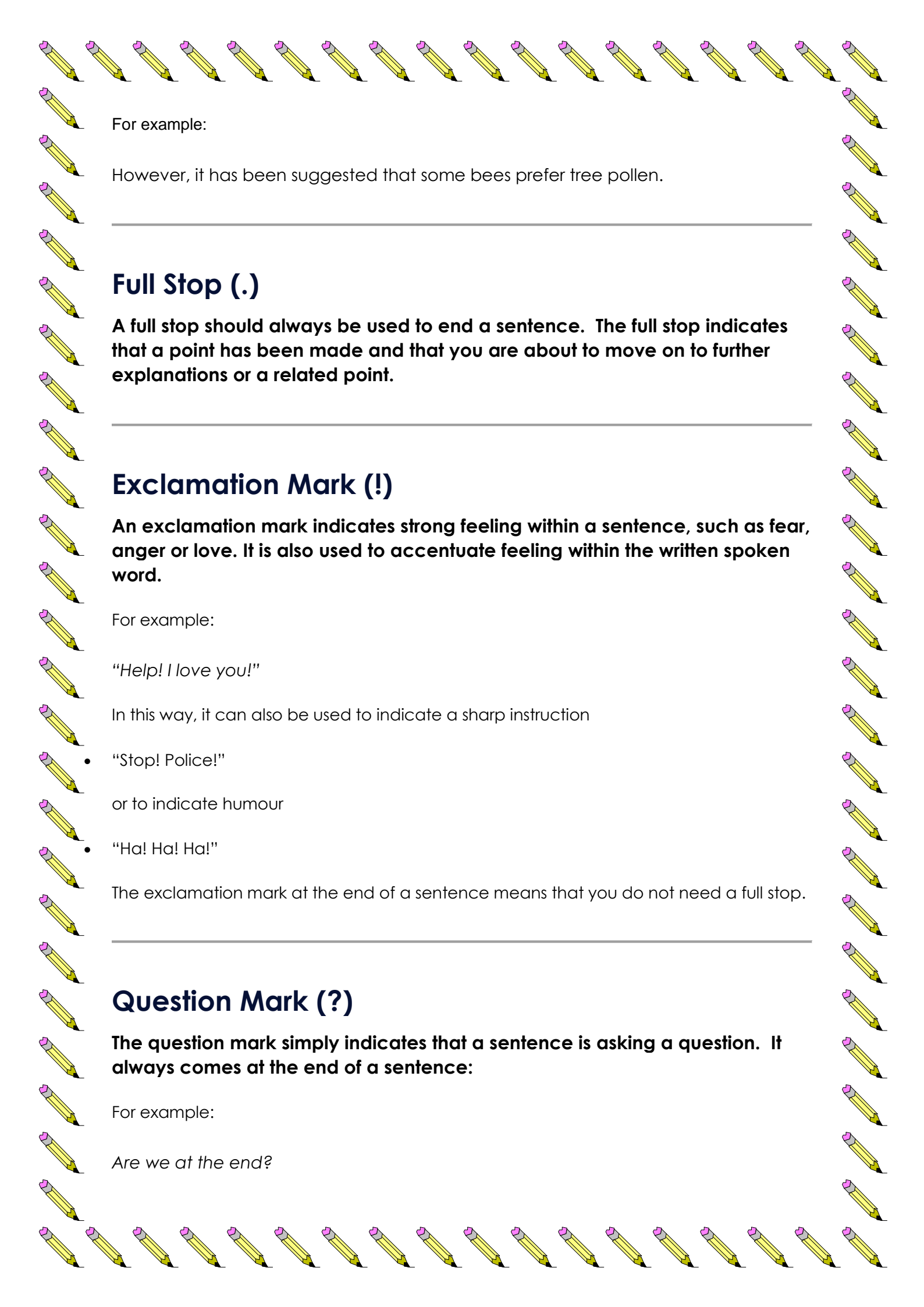
Note that in a list, the final two items are linked by the word 'and' rather than by a comma.

Commas are used to separate adjectives.

For example:

The boy was happy, eager and full of anticipation at the start of his summer holiday.

As commas represent a pause, it is good practice to read your writing out loud and listen to where you make natural pauses as you read it. More often than not, you will indicate where a comma should be placed by a natural pause. Although, the 'rules' of where a comma needs to be placed should also be followed.



For example:

However, it has been suggested that some bees prefer tree pollen.

Full Stop (.)

A full stop should always be used to end a sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.

Exclamation Mark (!)

An exclamation mark indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word.

For example:

"Help! I love you!"

In this way, it can also be used to indicate a sharp instruction

- "Stop! Police!"

or to indicate humour

- "Ha! Ha! Ha!"

The exclamation mark at the end of a sentence means that you do not need a full stop.

Question Mark (?)

The question mark simply indicates that a sentence is asking a question. It always comes at the end of a sentence:

For example:

Are we at the end?



Note that the question mark also serves as a full stop.

Semi-colon (;)

The semi-colon is perhaps the most difficult sign of punctuation to use accurately. If in doubt, avoid using it and convert the added material into a new sentence.

As a general rule, the semi-colon is used in the following ways:

When joining two connected sentences.

For example:

We set out at dawn; the weather looked promising.

or

Assertive behaviour concerns being able to express feelings, wants and desires appropriately; passive behaviour means complying with the wishes of others.

The semi-colon can also be used to assemble detailed lists.

For example:

The conference was attended by delegates from Paris, France; Paris, Texas; London, UK; Stockholm, Sweden; Colombo, Sri Lanka; and Mumbai, India.

Colon (:)

The colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon:

It is most commonly used when listing.

For example:

She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.



Apostrophe (')

The apostrophe, sometimes called an inverted comma has two main uses.

The apostrophe indicates possession or ownership.

For example:

The girl's hat was green, (girl is in the singular).

This shows the reader that the hat belongs to the girl.

The girls' hats were green, (girls in this instance are plural, i.e. more than one girl, more than one hat).

This indicates that the hats belong to the girls.

Another use of the apostrophe is to indicate where a letter is omitted:

For example:

We're going to do this course. (We are going to do this course.)

Isn't this a fine example of punctuation? (Is not this a fine example of punctuation?)

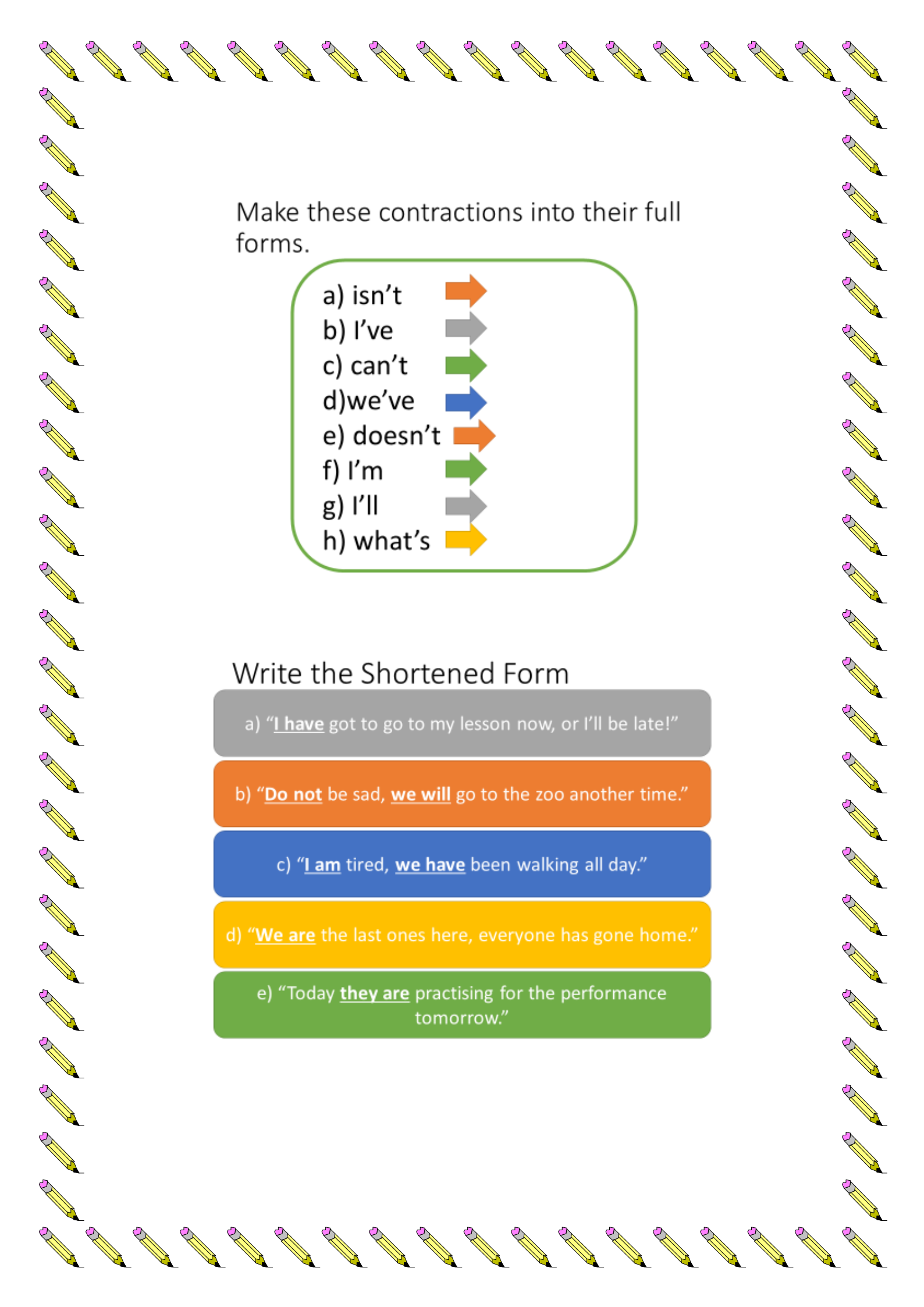
The time is now 7 o' clock. (The time is now 7 of the clock)

Note that a common mistake is to confuse **its** with **it's**.

It's indicates to the reader that a letter has been omitted.

For example:

It's a lovely day is an abbreviated way of saying: **It is** a lovely day.



Make these contractions into their full forms.

- a) isn't 
- b) I've 
- c) can't 
- d) we've 
- e) doesn't 
- f) I'm 
- g) I'll 
- h) what's 

Write the Shortened Form

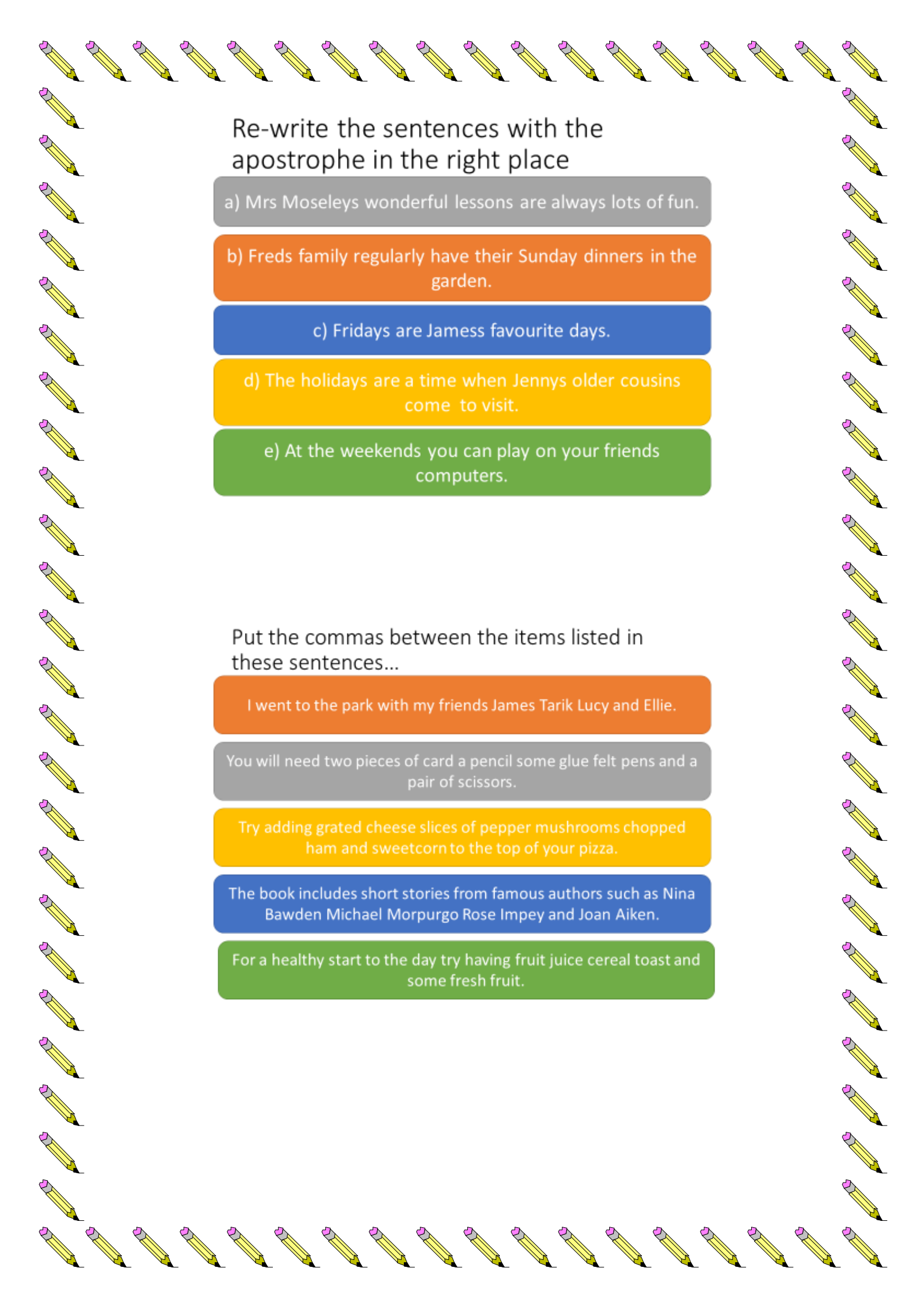
a) "I have got to go to my lesson now, or I'll be late!"

b) "Do not be sad, we will go to the zoo another time."

c) "I am tired, we have been walking all day."

d) "We are the last ones here, everyone has gone home."

e) "Today they are practising for the performance tomorrow."



Re-write the sentences with the apostrophe in the right place

a) Mrs Moseleys wonderful lessons are always lots of fun.

b) Freds family regularly have their Sunday dinners in the garden.

c) Fridays are James favourite days.

d) The holidays are a time when Jennys older cousins come to visit.

e) At the weekends you can play on your friends computers.

Put the commas between the items listed in these sentences...

I went to the park with my friends James Tarik Lucy and Ellie.

You will need two pieces of card a pencil some glue felt pens and a pair of scissors.

Try adding grated cheese slices of pepper mushrooms chopped ham and sweetcorn to the top of your pizza.

The book includes short stories from famous authors such as Nina Bawden Michael Morpurgo Rose Impey and Joan Aiken.

For a healthy start to the day try having fruit juice cereal toast and some fresh fruit.

Complete the first part of these sentences.
Use a comma to separate the two parts of
the sentence.

While _____
your dog ate the birthday cake.



When _____
I went to bed.

As _____
everyone looked up.



Complete the complex sentences. Add a comma
and then write what happened at that moment.

Waving his arms wildly, the man shouted for help.

Grabbing the steering wheel _____.

Trembling nervously _____.

Amazed by what he had seen _____.

Moving cautiously _____.

Underline the extra information that has been added into each of these sentences. Put in the two commas to separate the information from the rest of the sentence.

Mr Richardson the head teacher was pleased with the response.

Leon realising he was late began to run like the wind.

Sheila Jenks aged 50 was recovering last night in hospital.

The man smiling to himself put money in his pocket.

Mrs Patel who was rather old had to sit down to rest.

Re-write the sentence and add in the exclamation mark if you think that the sentence is surprising, exciting, frightening or loud.

I went to school.

Suddenly everyone shouted "HAPPY BIRTHDAY."

My best friend lives in the house next door.

My best friend has dyed her hair bright pink.

Great prizes to be won.

Sweets are bad for your teeth.

1. Correct punctuation.
2. Capital letters
3. Spellings copied correctly.

1. Bonus mark for handwriting!

Write these sentences again, adding a colon in the correct place

1. The register begins Andrews, Barlow, Carroll.
2. The sequence is as follows 2,4,6,8.
3. I love it when he says 'I'll be back!'
4. To make this delicious dessert you will need eggs, milk, flour, sugar and chocolate.



Write these sentences again, adding a semi-colon in the correct place

1. She was freezing the temperature had fallen to -10.
2. We need: five empty milk bottles two metres of rope one whistle and an old newspaper.
3. She loved her new CD she listened to it twice a day.





Skill 2: Sentence Structure

1. Simple Sentences

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

1. Joe waited for the train.
"Joe" = subject, "waited" = verb
2. The train was late.
"The train" = subject, "was" = verb
3. Mary and Samantha took the bus.
"Mary and Samantha" = compound subject, "took" = verb
4. I looked for Mary and Samantha at the bus station.
"I" = subject, "looked" = verb

2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.
2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.



3. Complex Sentences

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because
- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Tip: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Skill 3: Creating Exciting Sentences

At Dormston, we use Alan Peat's sentences to make our writing more exciting



3__ed, sentences

3__ed sentences begin with 3 related adjectives (each of which end in ed):

Frightened, terrified, exhausted, the princess ran for home.

Diagram illustrating the structure of a 3__ed sentence:

- Three adjectives (Frightened, terrified, exhausted) are connected to the word "adjective".
- A comma is connected to the word "comma".
- The word "the" is connected to the word "adjective".
- The word "princess" is connected to the word "adjective".
- The word "ran" is connected to the word "adjective".
- The word "for" is connected to the word "adjective".
- The word "home" is connected to the word "adjective".



Double ly ending sentences

Double ly ending sentences end with two adverbs, after a verb:

He swam slowly and cautiously.

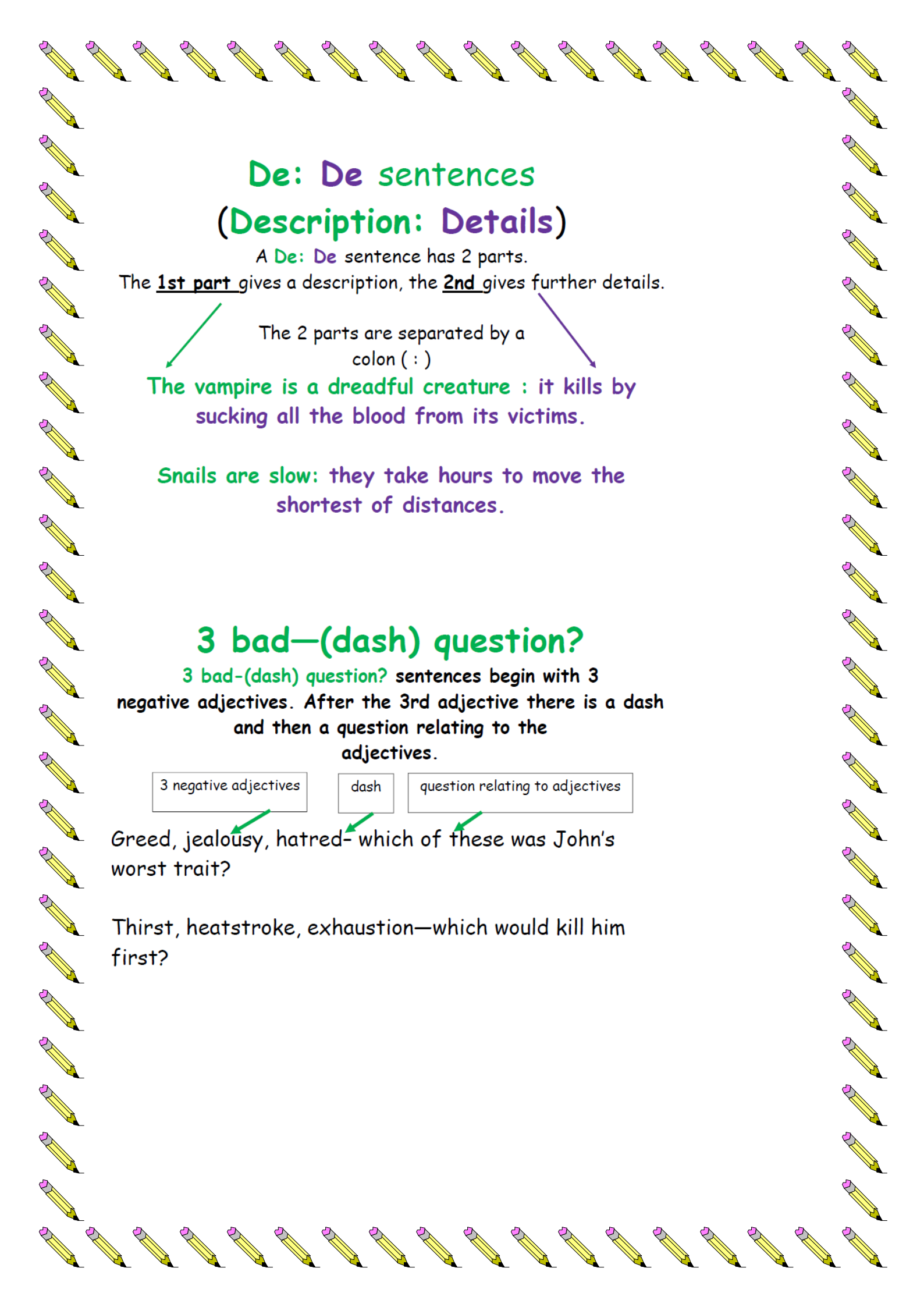
She searched frantically and determinedly.

Joyfully and purposefully, they hurried along.

2 adverbs

verb





De: De sentences (Description: Details)

A De: De sentence has 2 parts.

The 1st part gives a description, the 2nd gives further details.

The 2 parts are separated by a
colon (:)

The vampire is a dreadful creature : it kills by
sucking all the blood from its victims.

Snails are slow: they take hours to move the
shortest of distances.

3 bad—(dash) question?

3 bad-(dash) question? sentences begin with 3
negative adjectives. After the 3rd adjective there is a dash
and then a question relating to the
adjectives.

3 negative adjectives

dash

question relating to adjectives

Greed, jealousy, hatred— which of these was John's
worst trait?

Thirst, heatstroke, exhaustion— which would kill him
first?

If, if, if, then sentences

If, if, if, then sentences are made up of 3 separate parts:

If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.

If I hadn't found that watch, if the alarm hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today.

Imagine 3 examples:

These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed by a statement saying there is such a time, place, person.

Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.

Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Adromeda 5 system there is such a planet.

2 pairs sentences

2 pairs sentences begin with 2 pairs of related adjectives:



Exhausted and worried, cold and hungry, they did not know how much further they had to go..

Explanation of what the 2 adjectives relate to.



Skill 4: Paragraphing

Change paragraph when you change:

TiP ToP
Time Person Topic Place



Skill 5: Techniques

- **Alliteration**

the first letter of a word is repeated in words that follow; the cold, crisp, crust of clean, clear ice.

- **Dialogue**

conversation between two people; sometimes an imagined conversation between the narrator and the reader. This is important in drama and can show conflict through a series of statements and challenges, or intimacy where characters mirror the content and style of each other's speech. It can also be found in the conversational style of a poem.

- **Imagery**

similes, metaphors and personification; they all compare something 'real' with something 'imagined'.

- **Metaphor**

a word or phrase used to imply figurative, not literal or 'actual', resemblance; he flew into the room.

- **Onomatopoeia**

a word that sounds like the noise it is describing: 'splash', 'bang', 'pop', 'hiss'.

- **Oxymoron**

where two words normally not associated are brought together: 'cold heat' 'bitter sweet'.

- **Personification**

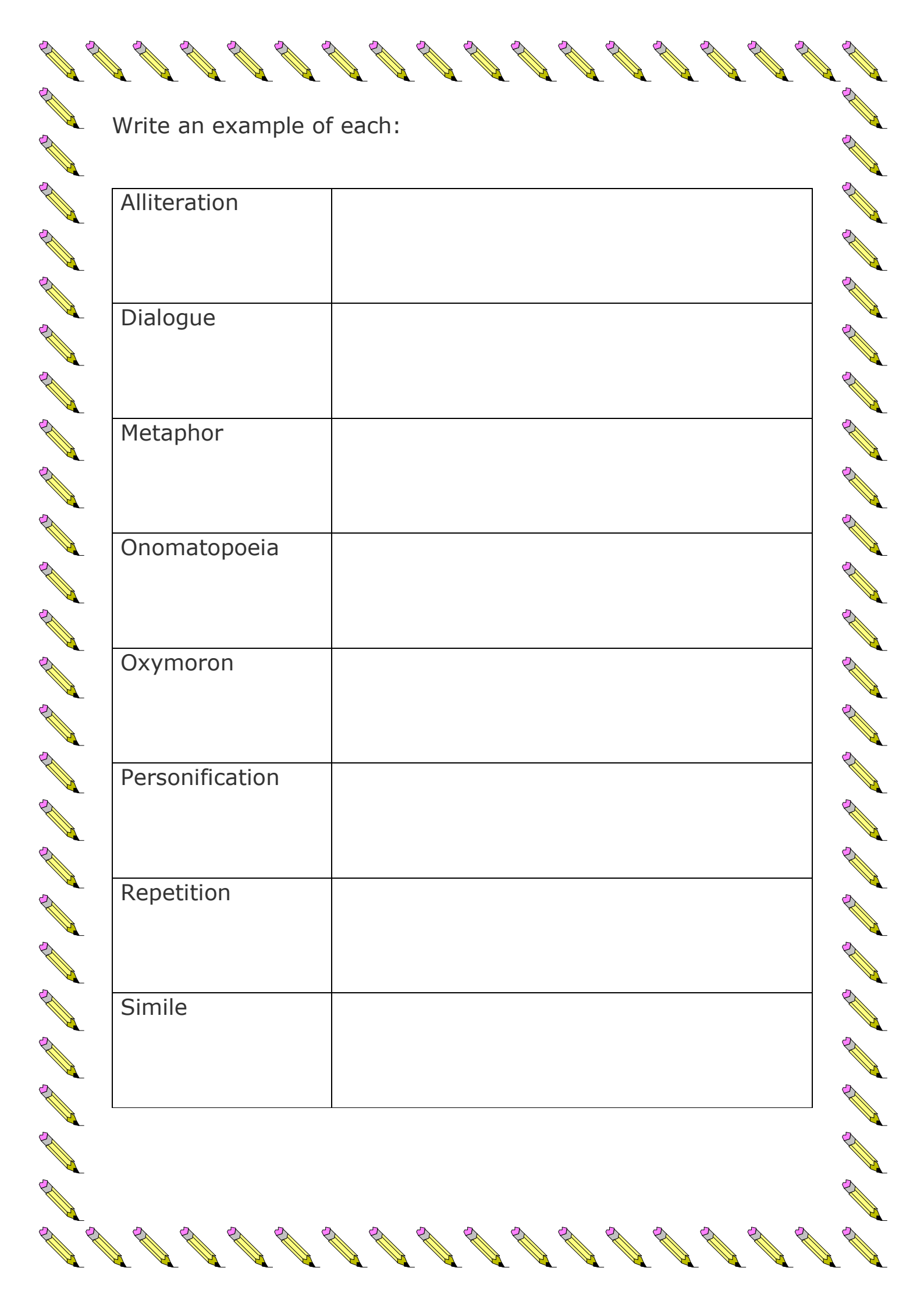
attributing a human quality to a thing or idea: the moon calls me to her darkened world.

- **Repetition**

the repetition of a word or phrase to achieve a particular effect.

- **Simile**

a phrase which establishes similarity between two things to emphasise the point being made. This usually involves the words 'like' or 'as'; 'he is as quick as an arrow in flight', 'as white as snow', 'like a burning star'.



Write an example of each:

Alliteration	
Dialogue	
Metaphor	
Onomatopoeia	
Oxymoron	
Personification	
Repetition	
Simile	



Skill 6: Planning

In the assessment, pupils have 45 minutes. This should give them enough time to plan / write / proofread approximately 4/5 paragraphs.

Answers

Skill 1 – Punctuation

1) Contractions into two words

- a) Is not
- b) I have
- c) Cannot
- d) We have
- e) Does not
- f) I am
- g) I will
- h) What is

2) Two words into contractions

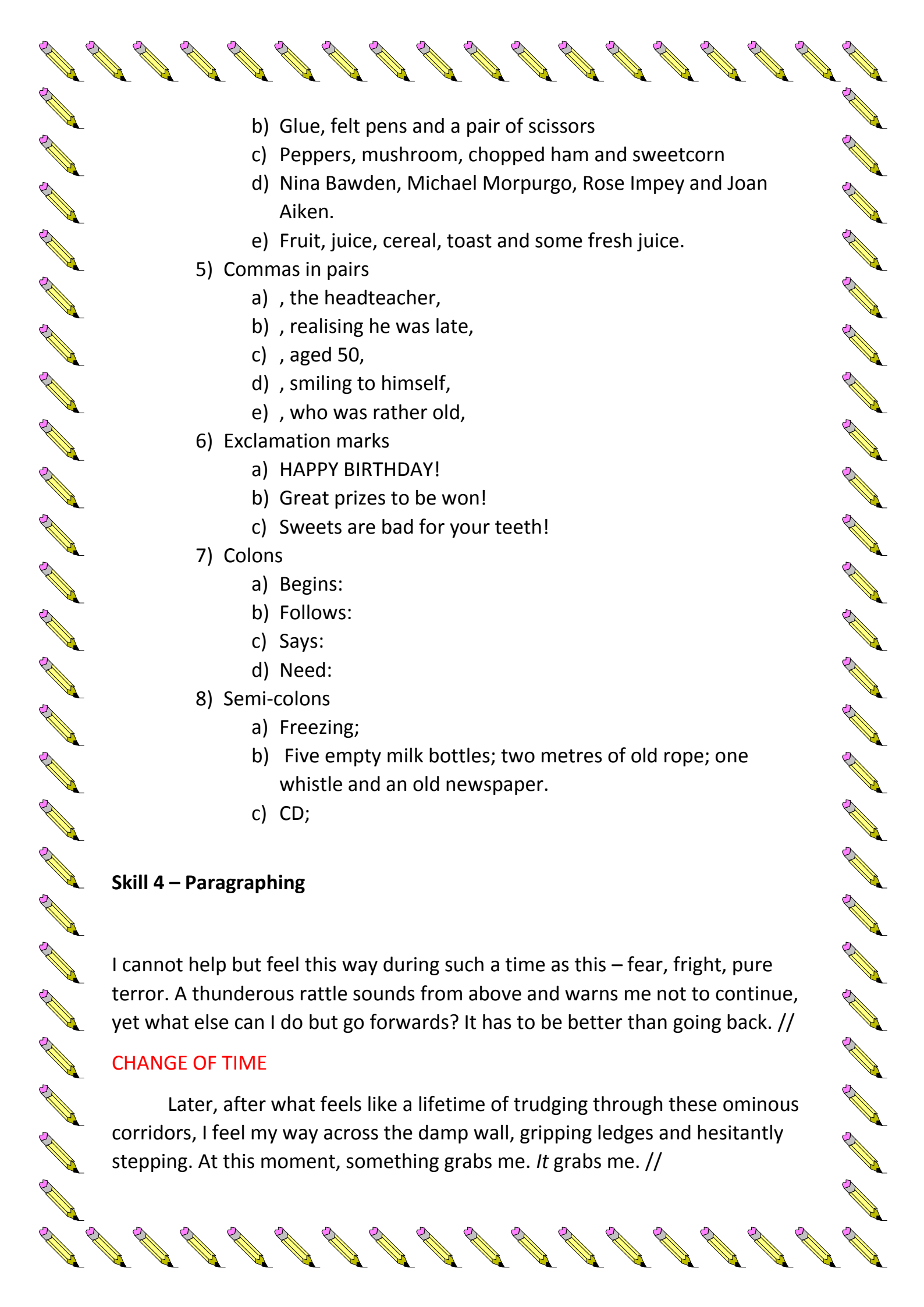
- a) I've
- b) Don't
- c) We'll
- d) I'm
- e) We've
- f) We're
- g) They're

3) Apostrophes for possession

- a) Mrs Moseley's
- b) Fred's
- c) James's
- d) Jenny's
- e) Friends' (after the 's' to show there is more than one friend)

4) Commas in lists

- a) James, Tarik, Lucy and Ellie.

- 
- b) Glue, felt pens and a pair of scissors
 - c) Peppers, mushroom, chopped ham and sweetcorn
 - d) Nina Bawden, Michael Morpurgo, Rose Impey and Joan Aiken.
 - e) Fruit, juice, cereal, toast and some fresh juice.

5) Commas in pairs

- a) , the headteacher,
- b) , realising he was late,
- c) , aged 50,
- d) , smiling to himself,
- e) , who was rather old,

6) Exclamation marks

- a) HAPPY BIRTHDAY!
- b) Great prizes to be won!
- c) Sweets are bad for your teeth!

7) Colons

- a) Begins:
- b) Follows:
- c) Says:
- d) Need:

8) Semi-colons

- a) Freezing;
- b) Five empty milk bottles; two metres of old rope; one whistle and an old newspaper.
- c) CD;

Skill 4 – Paragraphing

I cannot help but feel this way during such a time as this – fear, fright, pure terror. A thunderous rattle sounds from above and warns me not to continue, yet what else can I do but go forwards? It has to be better than going back. //

CHANGE OF TIME

Later, after what feels like a lifetime of trudging through these ominous corridors, I feel my way across the damp wall, gripping ledges and hesitantly stepping. At this moment, something grabs me. *It* grabs me. //



CHANGE OF PERSON

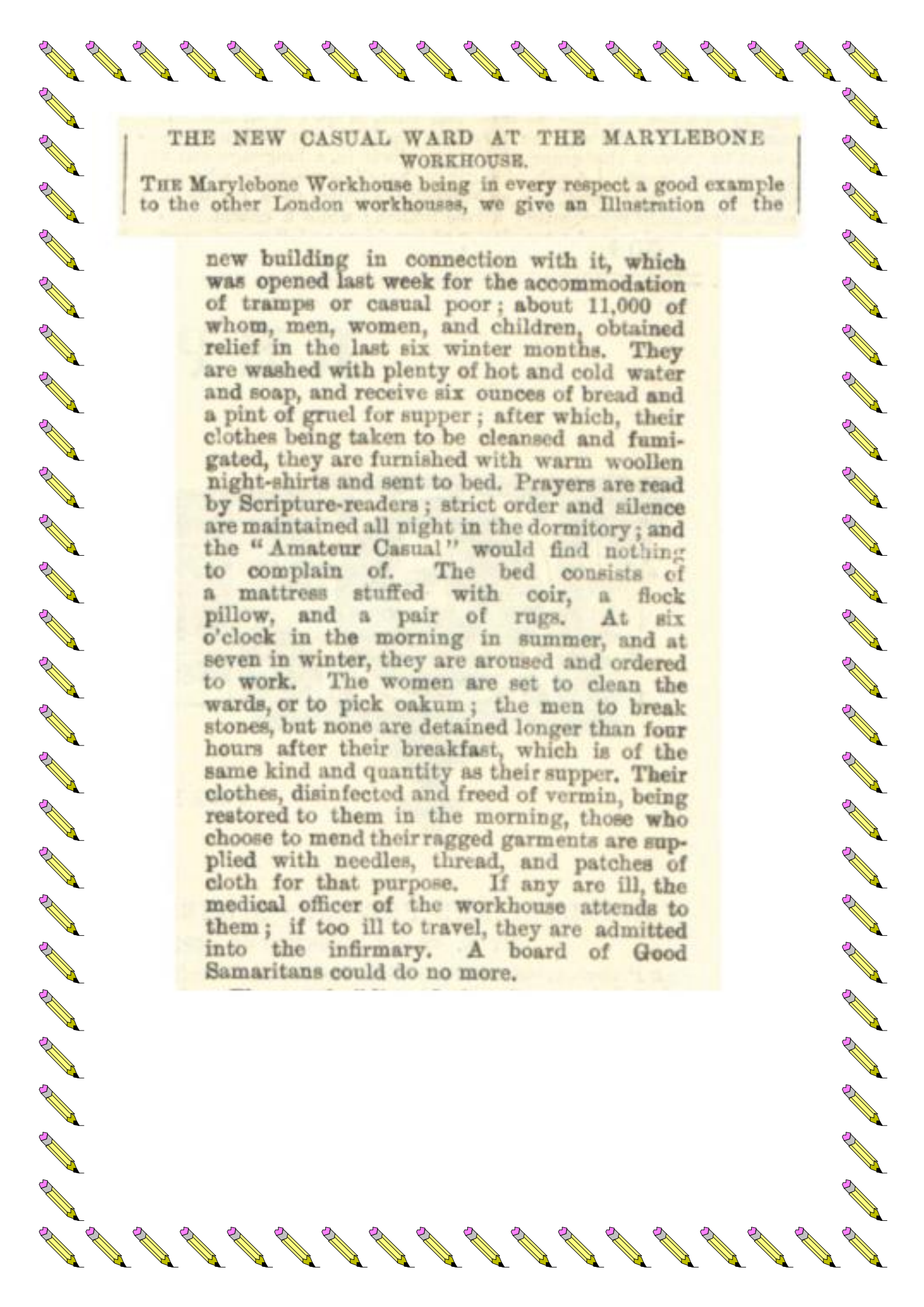
The creature – the grotesque, otherworldly creature – squeezed me viciously and stared into my petrified eyes with its bloodcurdling stare. And then, darkness. //

CHANGE OF PLACE

I awake in a strange, bewildering place. Where am I? Where has the creature gone? How am I ever going to escape?



Victorian Source Booklet



THE NEW CASUAL WARD AT THE MARYLEBONE WORKHOUSE.

THE Marylebone Workhouse being in every respect a good example to the other London workhouses, we give an Illustration of the

new building in connection with it, which was opened last week for the accommodation of tramps or casual poor; about 11,000 of whom, men, women, and children, obtained relief in the last six winter months. They are washed with plenty of hot and cold water and soap, and receive six ounces of bread and a pint of gruel for supper; after which, their clothes being taken to be cleansed and fumigated, they are furnished with warm woollen night-shirts and sent to bed. Prayers are read by Scripture-readers; strict order and silence are maintained all night in the dormitory; and the "Amateur Casual" would find nothing to complain of. The bed consists of a mattress stuffed with coir, a flock pillow, and a pair of rugs. At six o'clock in the morning in summer, and at seven in winter, they are aroused and ordered to work. The women are set to clean the wards, or to pick oakum; the men to break stones, but none are detained longer than four hours after their breakfast, which is of the same kind and quantity as their supper. Their clothes, disinfected and freed of vermin, being restored to them in the morning, those who choose to mend their ragged garments are supplied with needles, thread, and patches of cloth for that purpose. If any are ill, the medical officer of the workhouse attends to them; if too ill to travel, they are admitted into the infirmary. A board of Good Samaritans could do no more.

A letter to the poor law commissioners about the question of outdoor relief, 1836 (MH 12/9524 f54)

Thomas Marriott, Clerk to the Guardians of the Southwell Union, to the Poor Law Commission, lists women by name, with their children and their ages, compares cost of outdoor relief with cost of keeping them in the workhouse. He asks whether deserted wives/widows and their children can continue to receive outdoor relief [payment] or whether they should be sent to the workhouse. If they are sent to the workhouse the building will soon be too small and the expenditure will double.

Southwell Union, Oct. 27 1836

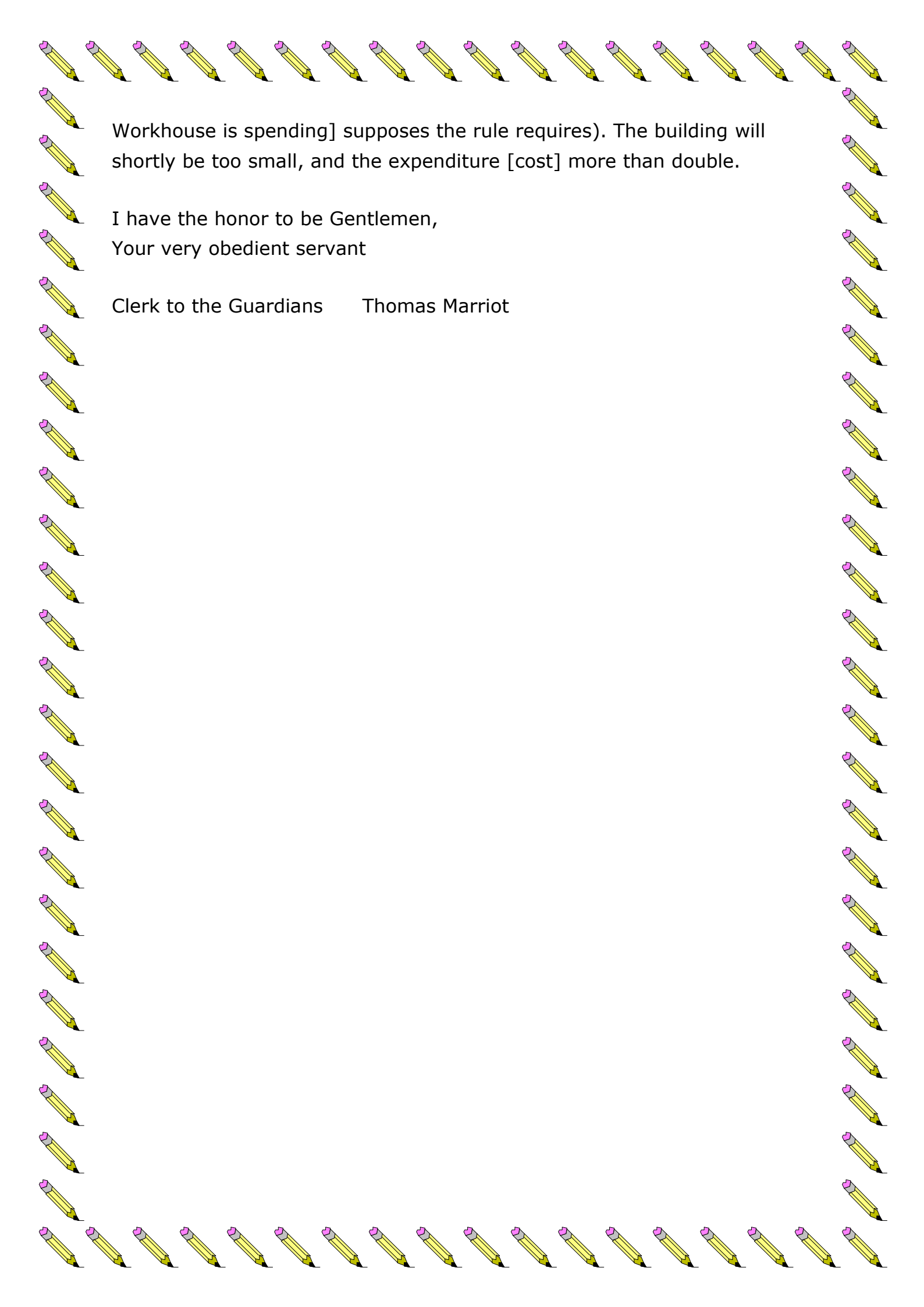
The Chairman and Guardians of the Southwell Union

Report to the Poor Law commissioners that they have several applications from widows and wives abandoned by their husbands, to whom they have granted Outdoor Relief and to that continuation of which they wish obtain the sanction of the Board. The annexed Schedule [table "" not found /] of the cost of each person out of the House [workhouse], and what they will cost in.

Name	No. of Children	Ages	In the house s [shillings] d [pence]	Out relief s [shillings]
Hannah Mellony	3	9, 10, 2	6s/3d	3/
Hannah Bellamy	3	11, 9, 3	6.3	4/

Name	No. of Children	Ages	In the house	Out relief
----- Walster	4	11, 10,	8.4	08-Sep
		9, 9, twins		
Mary Milny	4	12, 10, 8, 6	8.4	3/-
Rebecca Hollingsworth	5	13, 10, 9, 7, 5	10.5	6/
Mary Shaw	3	11, 9, 7	6.3	3/
Eliz [abeth] Bryan	3	7, 5, 3	6.3	3/
----- Seward	2	" " "	4.2	2/
Mary Marmuel	4	12, 7, 5, 3	08-Apr	5/
E. Taylor	4	" " " "	8.6	2/
Eliz [abeth] Crych	4	13, 10, 8, 6	8.4	2/
Ann Cox	3	9, 7, 5	6.3	3/

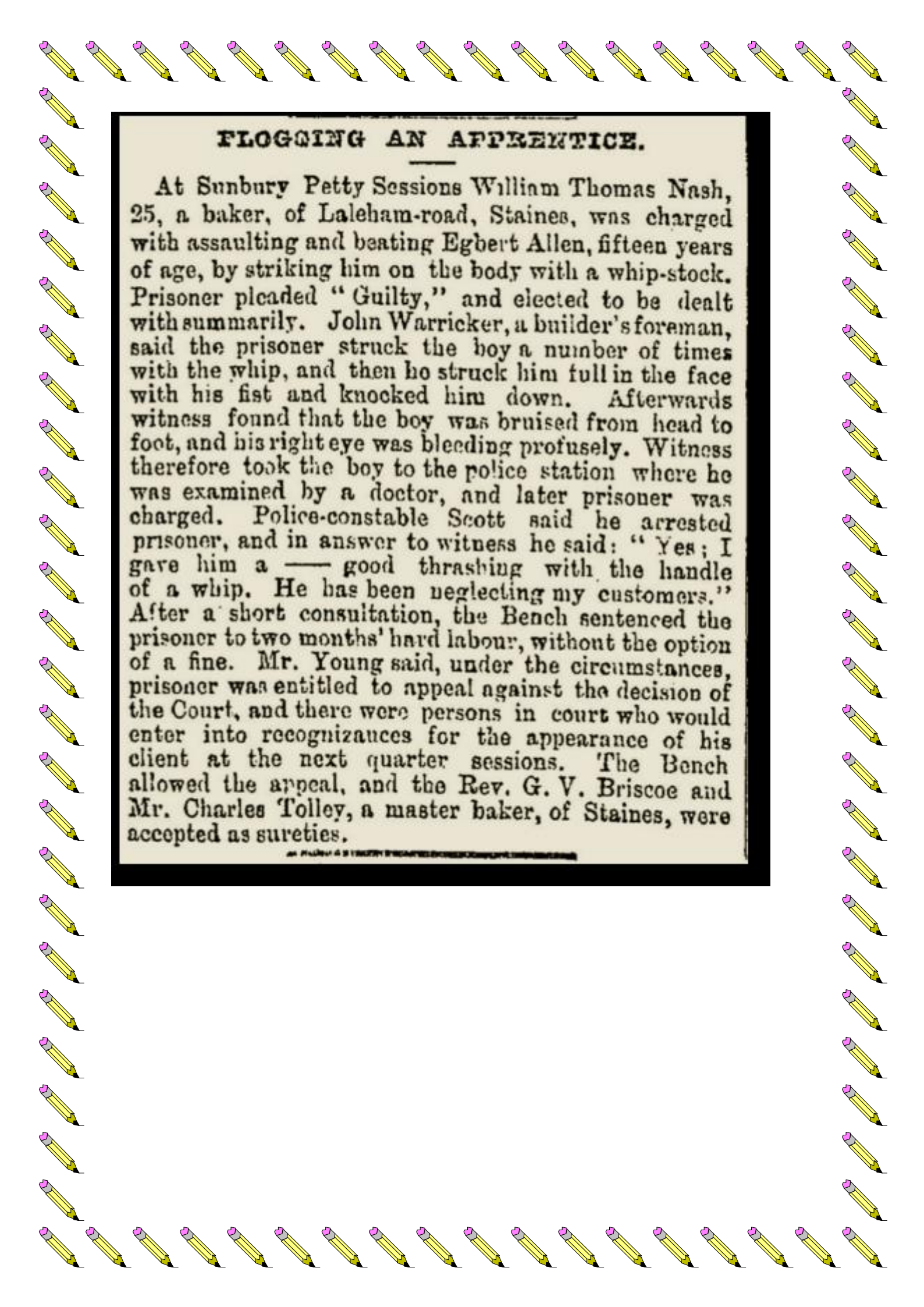
The above list of Widows & children whose Fathers have absconded [run away] at various periods, some very distant are submitted [sent in] for your consideration [opinion] that a general principal [rule] may be established [set down] for if the deserted families are sent into the Workhouse- (as the auditor [person who checks how much the



Workhouse is spending] supposes the rule requires). The building will shortly be too small, and the expenditure [cost] more than double.

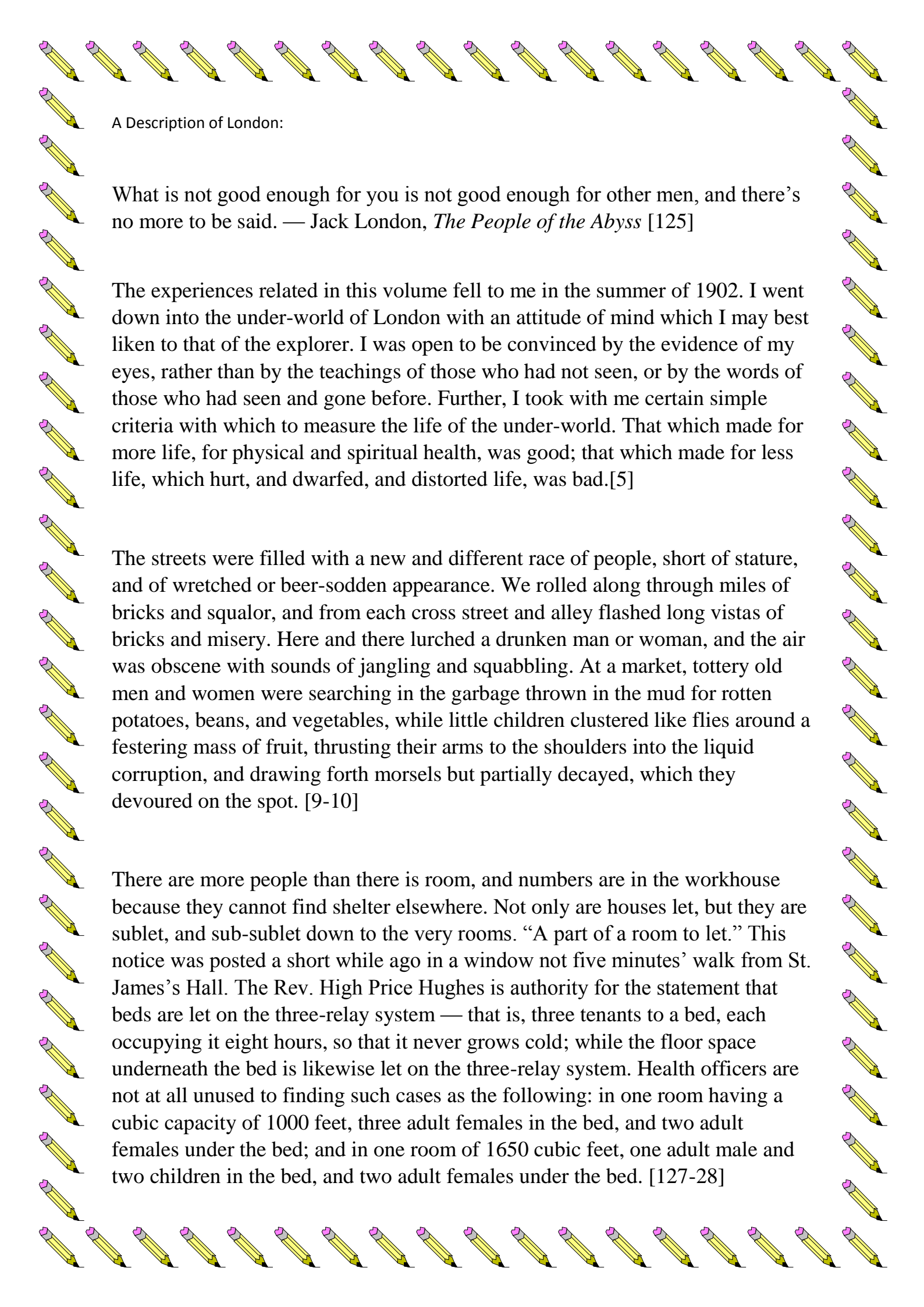
I have the honor to be Gentlemen,
Your very obedient servant

Clerk to the Guardians Thomas Marriot



FLOGGING AN APPRENTICE.

At Sunbury Petty Sessions William Thomas Nash, 25, a baker, of Laleham-road, Staines, was charged with assaulting and beating Egbert Allen, fifteen years of age, by striking him on the body with a whip-stock. Prisoner pleaded "Guilty," and elected to be dealt with summarily. John Warricker, a builder's foreman, said the prisoner struck the boy a number of times with the whip, and then he struck him full in the face with his fist and knocked him down. Afterwards witness found that the boy was bruised from head to foot, and his right eye was bleeding profusely. Witness therefore took the boy to the police station where he was examined by a doctor, and later prisoner was charged. Police-constable Scott said he arrested prisoner, and in answer to witness he said: "Yes; I gave him a — good thrashing with the handle of a whip. He has been neglecting my customers." After a short consultation, the Bench sentenced the prisoner to two months' hard labour, without the option of a fine. Mr. Young said, under the circumstances, prisoner was entitled to appeal against the decision of the Court, and there were persons in court who would enter into recognizances for the appearance of his client at the next quarter sessions. The Bench allowed the appeal, and the Rev. G. V. Briscoe and Mr. Charles Tolley, a master baker, of Staines, were accepted as sureties.



A Description of London:

What is not good enough for you is not good enough for other men, and there's no more to be said. — Jack London, *The People of the Abyss* [125]

The experiences related in this volume fell to me in the summer of 1902. I went down into the under-world of London with an attitude of mind which I may best liken to that of the explorer. I was open to be convinced by the evidence of my eyes, rather than by the teachings of those who had not seen, or by the words of those who had seen and gone before. Further, I took with me certain simple criteria with which to measure the life of the under-world. That which made for more life, for physical and spiritual health, was good; that which made for less life, which hurt, and dwarfed, and distorted life, was bad.[5]

The streets were filled with a new and different race of people, short of stature, and of wretched or beer-sodden appearance. We rolled along through miles of bricks and squalor, and from each cross street and alley flashed long vistas of bricks and misery. Here and there lurched a drunken man or woman, and the air was obscene with sounds of jangling and squabbling. At a market, tottery old men and women were searching in the garbage thrown in the mud for rotten potatoes, beans, and vegetables, while little children clustered like flies around a festering mass of fruit, thrusting their arms to the shoulders into the liquid corruption, and drawing forth morsels but partially decayed, which they devoured on the spot. [9-10]

There are more people than there is room, and numbers are in the workhouse because they cannot find shelter elsewhere. Not only are houses let, but they are sublet, and sub-sublet down to the very rooms. "A part of a room to let." This notice was posted a short while ago in a window not five minutes' walk from St. James's Hall. The Rev. High Price Hughes is authority for the statement that beds are let on the three-relay system — that is, three tenants to a bed, each occupying it eight hours, so that it never grows cold; while the floor space underneath the bed is likewise let on the three-relay system. Health officers are not at all unused to finding such cases as the following: in one room having a cubic capacity of 1000 feet, three adult females in the bed, and two adult females under the bed; and in one room of 1650 cubic feet, one adult male and two children in the bed, and two adult females under the bed. [127-28]



This extract from 1876 is Florence Nightingale's letter to The Times on 'Trained Nurses for the Sick Poor'

The beginning has been made, the first crusade has been fought and won, to bring real nursing, trained nursing to the bedsides of cases wanting real nursing among the London sick poor, in the only way in which real nurses can be so brought to the sick poor, and this by providing a real home within reach of their work for the nurses to live in – a home which gives what real family homes are supposed to give:- materially, a bedroom for each, dining and sitting rooms in common, all meals prepared and eaten in the home; morally, direction, support, sympathy in a common work, further training and instruction in it, proper rest and recreation, and a head of the home, who is also and pre-eminently trained and skilled head of the nursing.

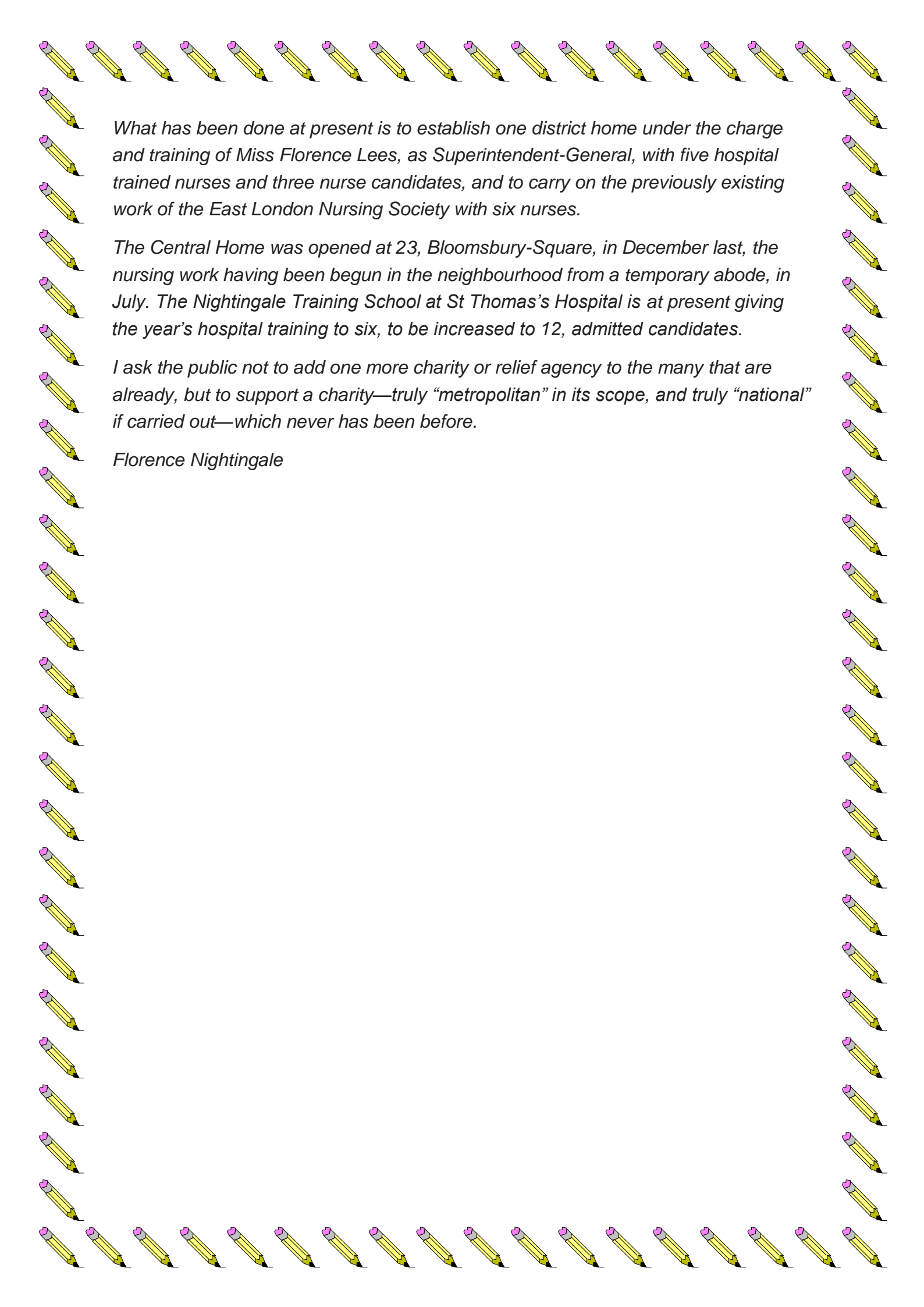
Nursing requires the most undivided attention of anything I know, and all the health and strength both of mind and body. The very thing that we find in these poor sick is that they lose the feeling of what it is to be clean. The district nurse has to show them their room clean for once; in other words, to do it herself; to sweep and dust away, to empty and wash out all the appalling dirt and foulness; to air and disinfect; rub the windows, sweep the fireplace, carry out and shake the bits of old sacking and carpet, and lay them down again; fetch fresh water and fill the kettle; wash the patient and the children, and make the bed.

Every home she has thus cleaned has always been kept so. She found it a pigsty, she left it a tidy, airy room. The present Association wants to foster the spirit of work (not relief) in the district nurse, and for her to foster the same in her sick poor. If a hospital must first of all be a place which shall do the sick no harm, how much more must the sick poor's room be made a place not to render impossible recovery from the sickness which it has probably bred? This is what the London District Nurses do; they nurse the room as well as the patient, and teach the family to nurse the room.

Hospitals are but an intermediate stage of civilization. At present, hospitals are the only place where the sick poor can be nursed, or, indeed, often the sick rich. But the ultimate object is to nurse all sick at home. The district nurse costs money, and the district homes cost money. Each district nurse must have, before she is qualified:

- 1. a month's trial in district work;*
- 2. a year's training in hospital nursing;*
- 3. three months' training in district nursing, under the Superintendent-General.*

For anything like a "National," or even a "Metropolitan" concern, a capital of £20,000 and an income of £5,000 a year are wanted. Of this a great part is wanted at once, to set on foot three district homes; to pay and maintain their superintendents, nurses, and probationers; to create a hospital training school in which to train.



What has been done at present is to establish one district home under the charge and training of Miss Florence Lees, as Superintendent-General, with five hospital trained nurses and three nurse candidates, and to carry on the previously existing work of the East London Nursing Society with six nurses.

The Central Home was opened at 23, Bloomsbury-Square, in December last, the nursing work having been begun in the neighbourhood from a temporary abode, in July. The Nightingale Training School at St Thomas's Hospital is at present giving the year's hospital training to six, to be increased to 12, admitted candidates.

I ask the public not to add one more charity or relief agency to the many that are already, but to support a charity—truly “metropolitan” in its scope, and truly “national” if carried out—which never has been before.

Florence Nightingale



This letter of 1892 is from the suffragist Millicent Fawcett responding to a letter from Mr Samuel Smith who was against giving women the vote. Millicent Fawcett urges MPs to support the Women's Suffrage Bill.

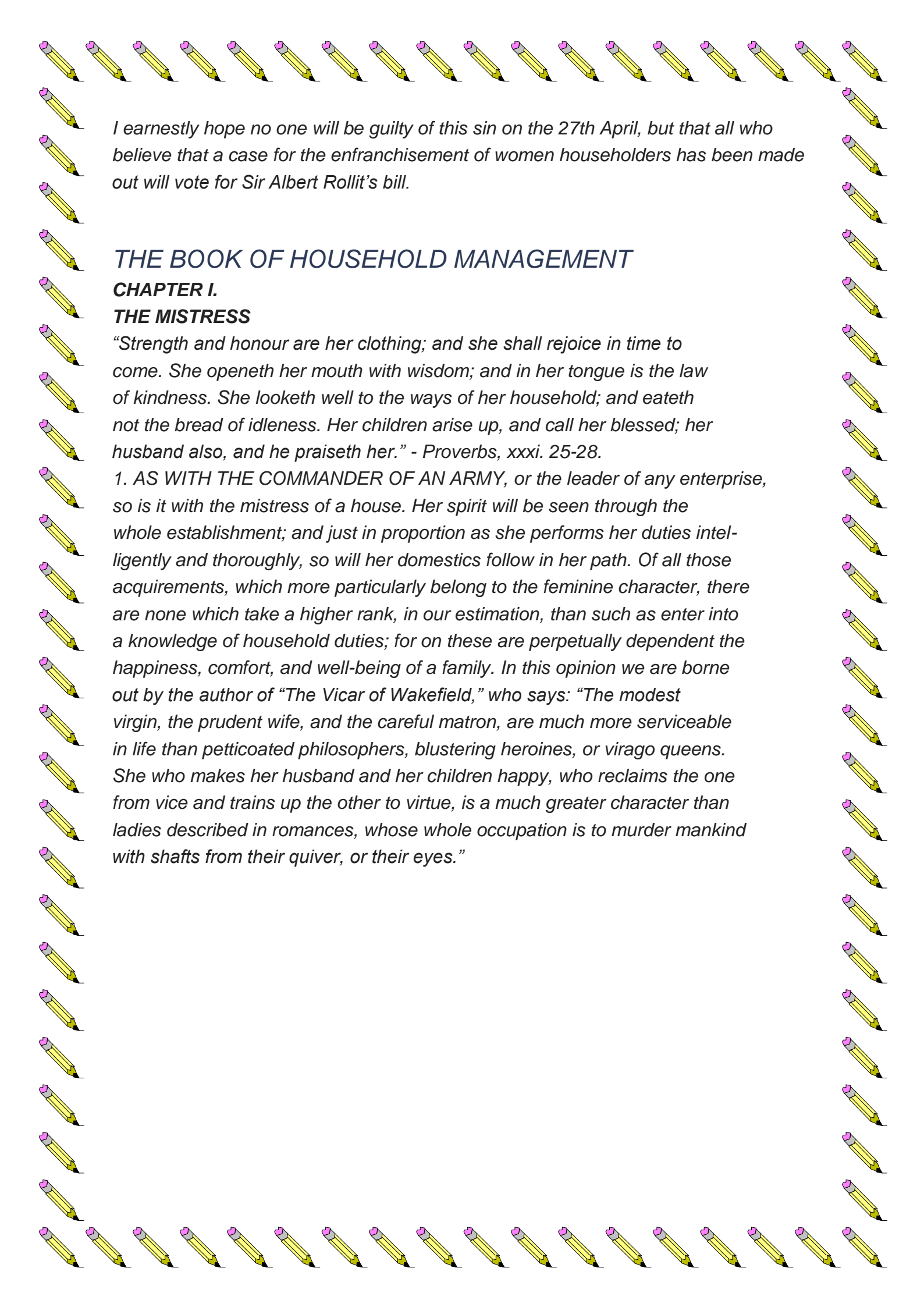
Mr. Smith assumes that universal womanhood suffrage is what is aimed at; and that every political disability of women will be swept away. Having made this fundamental (and false) assumption, he is able to conjure up at will his horrific pictures of the 11,000,000 women destroying the Constitution; wives being brought up to vote against their husbands; wives and mothers neglecting their babies and their husbands' suppers to attend clubs and political meetings; the physical health of unborn generations being destroyed by "febrile" excitement on politics on the part of mothers, and all the rest of it.

All these things are said in criticism of a practical proposal which, if carried out, would enfranchise not 11,000,000 but less than 1,000,000 women, heads of households, ratepayers, and property owners, who have already exercised, during some twenty-two years, all the various local franchises without producing any symptom, however infinitesimal, of the evils Mr. Smith so confidently predicts.

That is really the strength of the women's suffrage question at the present moment; we are not asking Parliament to give a legislative expression to any theory or doctrine of equality between the sexes, but we ask Parliament to weigh the practical expediency of giving Parliamentary representation to a certain class of women who, as heads of households and ratepayers, have already had experience of voting in other elections, where much good and no harm whatever has resulted from including them in the lists of persons entitled to vote.

Mr. Smith confesses that he was once in favour of extending the parliamentary suffrage to women householders, but that his opinion has changed for two reasons - the first is that "the injustices from which women formerly suffered have been remedied," and the second is, that if there is women's suffrage at all it must be universal womanhood suffrage.

It is hardly an exaggeration to say that there is scarcely an instance in which the supposed interests of men and women come into conflict in which the state of the law is not flagrantly unjust to women. It cannot for a moment be doubted that the possession of Parliamentary representation would immensely strengthen the position of women industrially. We have only to look at what the possession of the franchise has done for the agricultural labourer to be sure that if women had votes all parties would be eager to prove their zeal in remedying any legal, educational, or industrial incapacity from which they may suffer.



I earnestly hope no one will be guilty of this sin on the 27th April, but that all who believe that a case for the enfranchisement of women householders has been made out will vote for Sir Albert Rollit's bill.

THE BOOK OF HOUSEHOLD MANAGEMENT

CHAPTER I.

THE MISTRESS

"Strength and honour are her clothing; and she shall rejoice in time to come. She openeth her mouth with wisdom; and in her tongue is the law of kindness. She looketh well to the ways of her household; and eateth not the bread of idleness. Her children arise up, and call her blessed; her husband also, and he praiseth her." - Proverbs, xxxi. 25-28.

1. AS WITH THE COMMANDER OF AN ARMY, or the leader of any enterprise, so is it with the mistress of a house. Her spirit will be seen through the whole establishment; and just in proportion as she performs her duties intelligently and thoroughly, so will her domestics follow in her path. Of all those acquirements, which more particularly belong to the feminine character, there are none which take a higher rank, in our estimation, than such as enter into a knowledge of household duties; for on these are perpetually dependent the happiness, comfort, and well-being of a family. In this opinion we are borne out by the author of "The Vicar of Wakefield," who says: "The modest virgin, the prudent wife, and the careful matron, are much more serviceable in life than petticoated philosophers, blustering heroines, or virago queens. She who makes her husband and her children happy, who reclaims the one from vice and trains up the other to virtue, is a much greater character than ladies described in romances, whose whole occupation is to murder mankind with shafts from their quiver, or their eyes."



Sport and Entertainment

19th Century Extracts

A

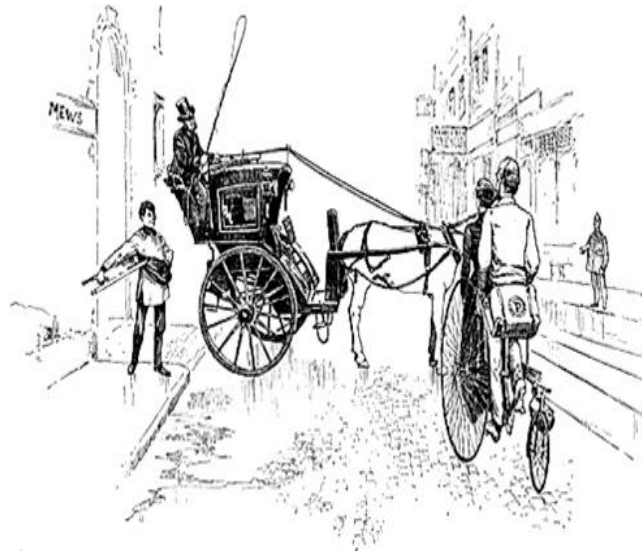
Towards the end of the nineteenth century, cycling became much more popular. This extract is taken from the works of Joseph and Elizabeth Parnell from 1885, who were cycling from London to Canterbury on a pilgrimage.

‘And so it came to pass that one close, foggy morning, we strapped our bags to our machine and wheeled out of Russell Square before any one was stirring but the policeman, making his last rounds and trying door after door.

Down Holborn and past Staples’ Inn, very grey and venerable in the pale light, and where the facetious driver of a donkey-cart tried to race us; past the now silent and deserted cloisters of Christ’s Hospital, and under Bow Bells in Cheapside; past the Monument of the famous fire, and over London Bridge, where the mist was heavy on the river and the barges showed spectre-like through it, and where hucksters greeted us after their fashion, one crying, ‘Go in, hind one! I bet on you. You’ll catch up if you try hard enough!’ and another, ‘How are you there, up in the second story?’

A short way up the Borough High Street, from which we had a glimpse of the old red roof and balustraded galleries of the ‘White Hart;’ and then we were at the corner where the ‘Tabard’ ought to be. This was to have been our starting-point; but how, it suddenly occurred to us for the first time, could we start from nothing? If ours had no beginning, would it be a genuine pilgrimage?

And we rode on with what good cheer we could.



Then we went for some distance over the Old Kent Road, which is laid with Belgian paving—invented, I think, for the confusion of cyclers, and where in one place a Hansom cab blocked the way. In endeavouring to pass around it our big wheel ran into the groove of the track, and we had to dismount and lift it out.

The driver sat scowling as he looked on. If he had his way, he said, he would burn all them things. We came to Deptford, or West Greenwich, at half-past seven, the very hour when mine host and his fellows passed. So, in remembrance of them, we stopped a few minutes opposite a little street full of old two-storied houses, with tiled roofs and clustered chimney-pots and casement windows, overtopped by a distant church steeple, its outline softened in the silvery mist, for the fog was growing less as we journeyed onwards.

A little way out of Deptford we came to Blackheath, where sheep were peacefully grazing, rooks cawing overhead, and two or three bicyclers racing, and where a woman stopped us to say that 'That's the 'ouse of Prince Harthur yander, and onst the Princess Sophia stayed in it on her way to Woolwich,' and she pointed to the handsome brick house to our left.'



B

Below are extracts with descriptions of football in the nineteenth century

In 1801 Joseph Strutt described the game of football:

“When a match in football is made, two parties, each containing an equal number of competitors, take the field, and stand between two goals, placed at the distance of eighty or an hundred yards the one from the other. The goal is usually made with two sticks driven into the ground, about two or three feet apart. The ball, which is commonly made of a blown bladder, and cased with leather, is delivered in the midst of the ground, and the object of each party is to drive it through the goal of their antagonists, which being achieved the game is won. The abilities of the performers are best displayed in attacking and defending the goals; and hence the pastime was more frequently called a goal at football than a game at football. When the exercise becomes exceeding violent, the players kick each other’s shins without the least ceremony, and some of them are overthrown at the hazard of their limbs.”

On 29th December, 1862, Sheffield played Hallam in a football charity game. It was one of the first-ever football games to be recorded in a newspaper.

“At one time it appeared that the match would be turned into a general fight. Major Creswick had got the ball away and was struggling against great odds - Mr Shaw and Mr Waterfall (of Hallam). Major Creswick was held by Waterfall and in the struggle Waterfall was accidentally hit by the Major. All parties agreed that the hit was accidental. Waterfall, however, ran at the Major in the most irritable manner, and struck him several times. He also threw off his waistcoat and began to show fight in earnest. Major Creswick, who preserved his temper admirably, did not return a single blow.”



The following week a letter appeared in the paper defending the actions of William Waterfall:

“The unfair report in your paper of the... football match played on the Bramall Lane ground between the Sheffield and Hallam Football Clubs calls for a hearing from the other side. We have nothing to say about the result - there was no score - but to defend the character and behaviour of our respected player, Mr William Waterfall, by detailing the facts as they occurred between him and Major Creswick. In the early part of the game, Waterfall charged the Major, on which the Major threatened to strike him if he did so again. Later in the game, when all the players were waiting a decision of the umpires, the Major, very unfairly, took the ball from the hands of one of our players and commenced kicking it towards their goal. He was met by Waterfall who charged him and the Major struck Waterfall on the face, which Waterfall immediately returned.”

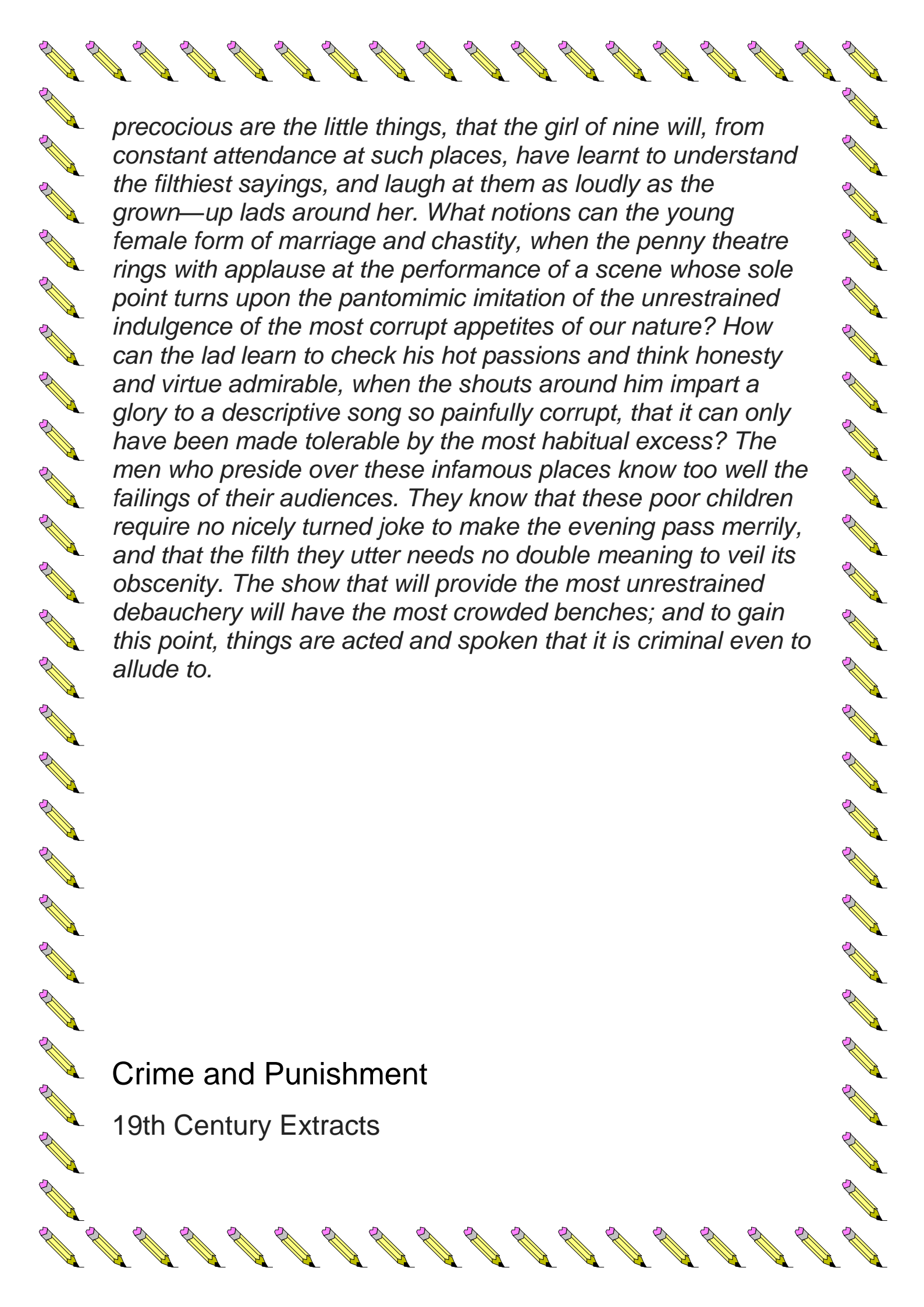


C

In the extract below from 1862, Henry Mayhew describes the “Penny Gaff”- a form of rough entertainment enjoyed by the lower classes in London

In many of the thoroughfares of London there are shops which have been turned into a kind of temporary theatre (admission one penny), where dancing and singing take place every night. Rude pictures of the performers are arranged outside, to give the front a gaudy and attractive look, and at night-time coloured lamps and transparencies are displayed to draw an audience. These places are called by the costers “Penny Gaffs;” and on a Monday night as many as six performances will take place, each one having its two hundred visitors.

It is impossible to contemplate the ignorance and immorality of so numerous a class as that of the costermongers, without wishing to discover the cause of their degradation. Let anyone curious on this point visit one of these penny shows, and he will wonder that any trace of virtue and honesty should remain among the people. Here the stage, instead of being the means for illustrating a moral precept, is turned into a platform to teach the cruelest debauchery. The audience is usually composed of children so young, that these dens become the school-rooms where the guiding morals of a life are picked up; and so



precocious are the little things, that the girl of nine will, from constant attendance at such places, have learnt to understand the filthiest sayings, and laugh at them as loudly as the grown—up lads around her. What notions can the young female form of marriage and chastity, when the penny theatre rings with applause at the performance of a scene whose sole point turns upon the pantomimic imitation of the unrestrained indulgence of the most corrupt appetites of our nature? How can the lad learn to check his hot passions and think honesty and virtue admirable, when the shouts around him impart a glory to a descriptive song so painfully corrupt, that it can only have been made tolerable by the most habitual excess? The men who preside over these infamous places know too well the failings of their audiences. They know that these poor children require no nicely turned joke to make the evening pass merrily, and that the filth they utter needs no double meaning to veil its obscenity. The show that will provide the most unrestrained debauchery will have the most crowded benches; and to gain this point, things are acted and spoken that it is criminal even to allude to.

Crime and Punishment

19th Century Extracts



A

The following two extracts are taken from extracts relating to the Richardson - McFarland trial. The extract is by Daniel McFarland.

The Richardson - McFarland Tragedy – Daniel McFarland

On November 25, 1869 Daniel McFarland entered the offices of a newspaper and shot Albert D. Richardson. McFarland had separated from his wife, Abby Sage, and suspected that she was now seeing Richardson. Richardson died from his wounds a week later. Abby Sage had got her divorce from McFarland a little while earlier and she decided to marry Richardson on his death bed.

Now we approach the bridal service, which was administered by the Rev. Henry Ward Beecher, and which we give in full as it occurred :-

- Mr Beecher (to Mr. Richardson) – Do you take the woman whom you have by your side now, in this hour, standing near the heavenly land, and renew to her the pledges of your love? Do you give your heart to her, and your name? Is she, before God and before these witnesses, your beloved, your honoured and your lawful wife?

Mr. Richardson (in an audible and clear voice) – Yes.

Mr Beecher (turning to Miss Sage or Mrs. McFarland,) – And do you accept him as your head in the Lord? And are you now to him a wife sacred and honoured, bearing his name? And will you love him to the end of your life?

Miss Sage – I do, and will.

Mr Beecher – Then by the authority given me by the Church of Christ I do pronounce you husband and wife; and may the blessing of Almighty God, the Father, the Son and the Holy Spirit, rest upon you and abide with you. Amen.

-The ceremony was impressive in one sense, but sadly suggestive of grim and shallow materialism. Not a word of the softening salve of hope and consolation was spoken, and the voice of the Plymouth pastor is said to have had a strangely religio-theatrical tone. One-third of the means which Mr. Richardson left became now the property of his death-bed bride. At five minutes past five o'clock, last Thursday morning, he expired. Among those who surrounded him were his brother, C.A. Richardson, his son, L.P. Richardson, his wife, Mrs. McFarland-Sage, Dr. Swan, Mr. and Mrs. Holder, Mr. and Mrs. Gilbert, and one of two newspaper writers. It was a deeply affecting scene to which the profoundly sorrow-stricken face of the dead man's son, who though so young, seemed in his thoughtful countenance to realize the intense desolation of his father's dying moments.

B

The following extracts are from Sir James Graham describing the newly built prison at Pentonville which was opened in 1842.

“Instruction and probation rather than oppressive discipline”.


“The first thing that strikes the mind on entering the prison passage, is the wondrous and perfectly Dutch-like cleanliness pervading the place. The floor, which is of asphalte, has been polished, by continual sweeping, so bright that we can hardly believe it has not been black-leaded, and so utterly free from dust are all the mouldings of the trim stucco walls, that we would defy the sharpest housewife to get as much off upon her fingers as she could brush even from a butterfly’s wing. In no private house is it possible to see the like of this dainty cleanliness, and as we walk along the passage we cannot help wondering why it is that we should find the perfection of the domestic virtue in such an abiding-place.”

Pentonville



“The separate system is defined by the Surveyor-General of Prisons as that mode of penal discipline ‘in which each individual prisoner is confined in a cell, which becomes his workshop by day and his bed-room by night, so as to be effectually prevented from holding communication with, or even being seen sufficiently to be recognized by a fellow-prisoner.’

The object of this discipline is stated to be twofold. It is enforced, not only to prevent the prisoner having intercourse with his fellow-prisoners, but to compel him to hold communion with himself. He is excluded from the society of the other criminal



inmates of the prison, because experience has shown that such society is injurious, and he is urged to make his conduct the subject of his own reflections, because it is almost universally found that such self-communion is the precursor of moral amendment.”

C

During The Autumn of Terror in 1888, a series of letters were received by the Police purporting to be from Jack the Ripper, the famous London murderer. Some of these are listed below

Dear Boss,

I keep on hearing the police have caught me but they won't fix me just yet. I have laughed when they look so clever and talk about being on the right track. That joke about Leather Apron gave me real fits. I am down on whores and I shant quit ripping them till I do get buckled. Grand work the last job was. I gave the lady no time to squeal. How can they catch me now? I love my work and want to start again. You will soon hear of me with my funny little games. I saved some of the proper red stuff in a ginger beer bottle over the last job to write with but it went thick like glue and I can't use it. Red ink is fit enough I hope ha. ha. The next job I do I shall clip the lady's ears off and send to the police officers just for jolly wouldn't you. Keep this letter back till I do a bit more work, then give it out straight. My knife's so nice and sharp I want to get to work right away if I get a chance. Good Luck.

Yours truly

Jack the Ripper

Don't mind me giving the trade name

PS Wasn't good enough to post this before I got all the red ink off my hands curse it No luck yet. They say I'm a doctor now. ha ha

The second letter concerned witnesses who had given reports to the Police

You though your-self very clever I reckon when you informed the police. But you made a mistake if you thought I didn't see you. Now I known you know me and I see your little game, and I mean to finish you and send your ears to your wife if you show this to the police or help them if you do I will finish you. It no use your trying to get out of my way. Because I have you when you dont expect it and I keep my word as you soon see and rip you up. Yours truly Jack the Ripper.

PS You see I know your address

