

Lois Abraham

1st January 2005

Visit to the Maritime museum

When we visited the Maritime museum yesterday, we went to the museum of Liverpool life where we had to find out information about entertainment, sport, riot and jobs, I found it interesting to learn about the dancing people did and about racism a long time ago. Then later on we went into the other part of the museum where we looked at education, houses and other cultures. After that went for our lunch where we could go and visit the shops and buy things.

In the afternoon we went to the Maritime museum where we had a talk with Mrs Robinson about the slave trade where we could hold the objects, such as ~~ropes~~ ^{manillars} and the chains that went around the slaves ankles. Then went to find out about African slaves and about how much they were sold for and about the weapons they were captured with.

The best thing that happened through the day was getting to hold the objects with Mrs Robinson. But the day could of been better if the rain would have stopped and we had more time to look around the shops, and didn't have to do so much writing.

P.T.O

21st Jan 05

Evaluation of visit to Maritime MUSE

When we arrived in the museum we had to look for information about the Victorian time and also write about 20 facts I found them interesting. Looking at the past of Liverpool and also on this topic I've learnt that the children in school had to sit very straight with their arms folded on their desk.

Then we went to find out ^{facts} about the sport, intertainment, and information facts about sport was that the jockeys had to get weighed before getting on the horse; the intertainment ~~ages~~ ago people didn't have TV the way in the house. Listening to music ~~was~~ with lot of instrument int and some times sat down reading books/newspaper.

In the Victorian time the children had to pray for education. I've learnt a lot in the gallery. From here we went up with the others and went to have our dinner then when we finished we went to have a walk round, but we had to come back at 2.00. Then we went round ~~the~~ into the big moment and the very interesting subject which was the

Slave Trade. This subject really teaches me because it's interesting and very sad. When we went to see this I was excited about it because I just find it so, so interesting and I also enjoy it when we do this in (school) class. I go and tell mum what we've learnt. Well the thing I enjoyed from it was touching the objects and looking at people's stories and this is why I enjoyed my day. I would like to go again.

visit to the maritime museum and
the museum of liverpool life.

When we visit the maritime museum, I learnt a lot about the horrific and depressing time that the slave trade was. I learnt a lot about african culture and how it's reflected in their clothes. For the first half of the morning, we were in a handling session. I tried on a neck brace that the slaves would have worn. I was astonished by the weight of some of the things that the slaves were forced to wear.

The uniforms that people were made to wear stole their identity, personality and character, I found this very depressing and insensitive. As we moved onto looking around the museum I found a lot of interesting facts. It was quite hard to find these facts but they were very useful when found. I found the boat part very interesting and lifelike.

My name is Samburu, but they call me Sammy. I made maps to divide my kingdoms. Now I correct their navigation charts.

Naming the Money

Naming the Money is an exhibition created by the internationally acclaimed contemporary artist **Lubaina Himid**.

Using the Hatton Gallery's textile collection as a starting point, Himid has created a stunning installation of 100 life-size cut-out figures. These figures represent memorials to black slaves sold to European royal courts in past centuries.

The figures are informed by a series of seventeenth life-size paintings in a museum in La Rochelle, depicting black people dressed in richly decorated clothes, inscribed with text describing their attributes and qualities. The paintings and slaves were gifts from the King of Spain to the King of France.

Himid's new work features versions of the distinct roles or trades of these servants such as the map maker, the viol da gamba player, the dog trainer etc. On one side the figures are painted or collaged in a manner that refers to a selection of textile fragments from the Hatton's collection. On the reverse lies a fictional description of the character, both in their homeland and as a slave.

Lubaina Himid is at the forefront of advancing black women's art, her work exploring global histories on an intimate and personal level. **Naming the Money** builds on Himid's previous work in engaging with issues surrounding race, power and position while specifically questioning notions of displacement, relocation and identity.

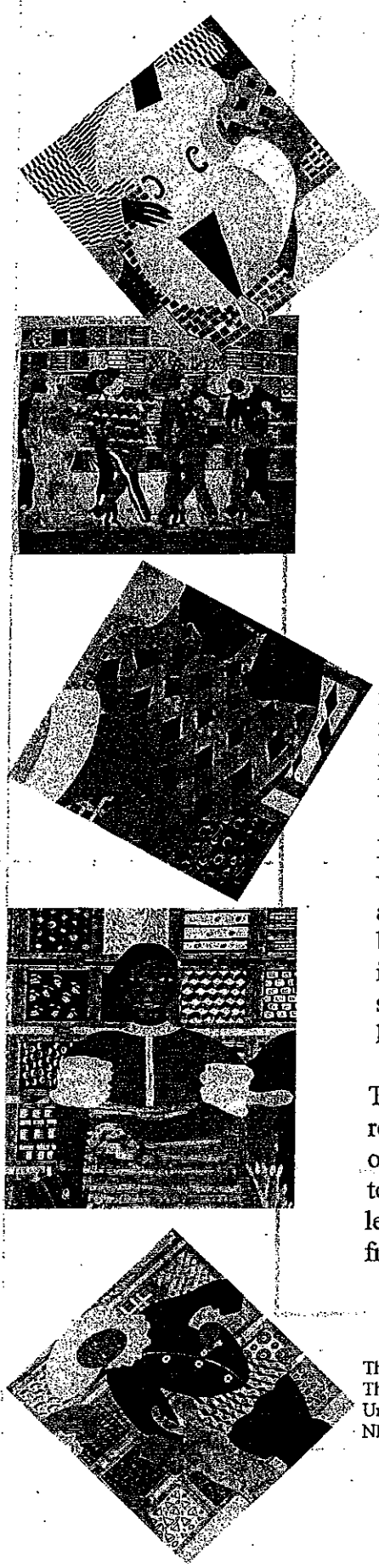
The issues Himid explores through this new work in relation to the history of slavery and the employment of black servants continue to be extremely relevant today. The pertinence of these issues offers an excellent opportunity for host venues to develop audiences from ethnic minority and refugee communities.

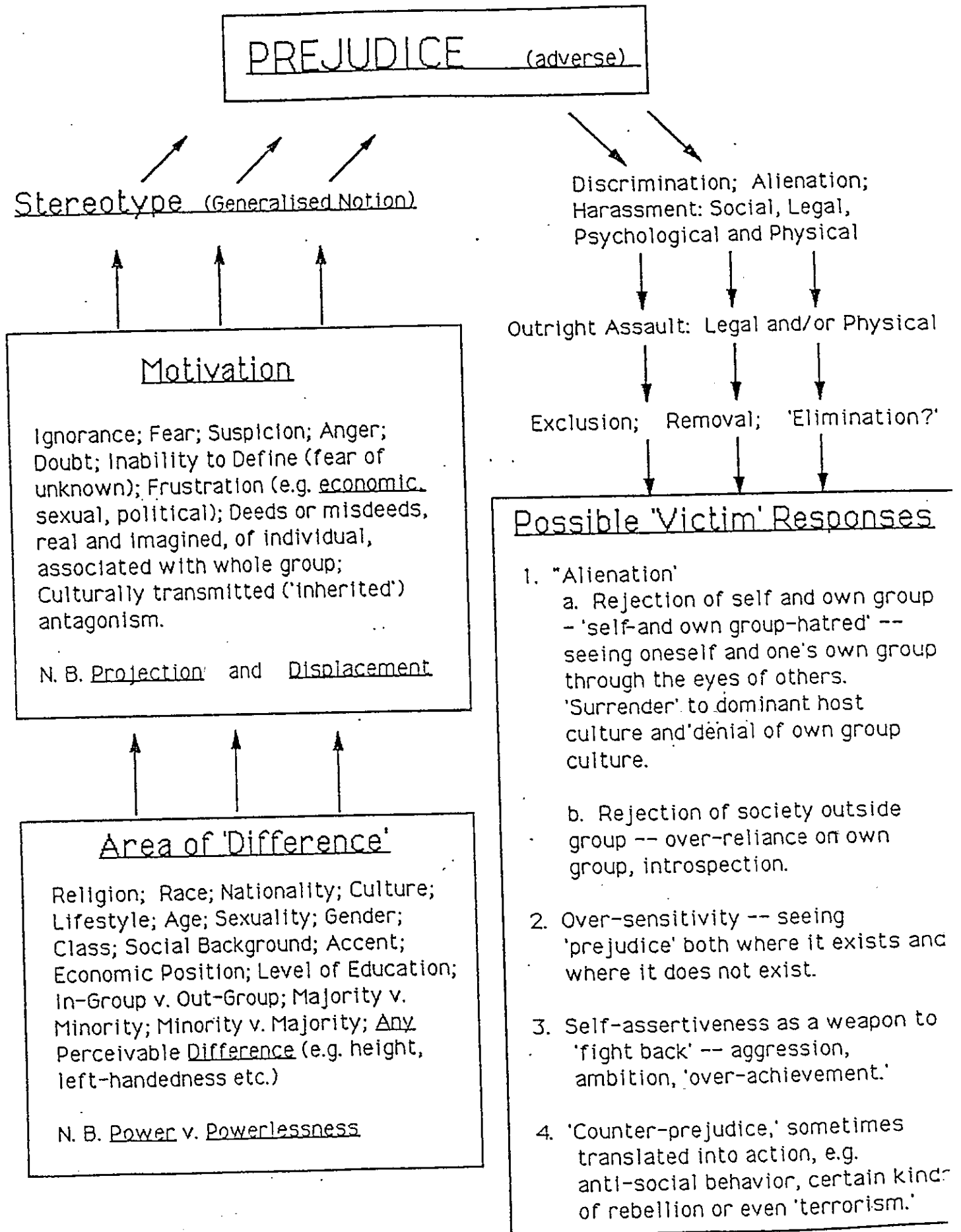
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HATTON
GALLERY





Teachers offered TV 'help' channel

Rebecca Smithers
Education editor

Teachers' TV, the UK's first government-funded, public service channel — billed as an on-the-job training tool and window allowing teachers to see "warts and all" what is happening in classrooms — went live yesterday.

The channel, funded by government money but editorially independent, will absorb £20m of taxpayers' money each year.

Among the programmes already made is one in which a female student at an east London school reprimands the BBC Radio 4 presenter John Humphrys, trying his hand at teaching, for interrupting her during his explanation of a "butterfly metaphor".

In another programme, a trainee teacher is visibly relieved after a science experiment by a senior colleague involving a jelly baby goes wrong. "I thought that only happened to NQTs [newly qualified teachers]," he notes.

There are also extracts from *Ofsted! the Musical*, the unlikely hit show from the 2004 Edinburgh festival written and performed by students from Hull University, with comments from teachers.

More than 500 teachers have been filmed at work for the first programmes, designed to

help teachers plan lessons and develop their work.

The station will broadcast weekly education news, fronted by the presenter Sheena McDonald, as well as professional advice and curriculum-based programmes. Each 15-minute show, within a one-hour cycle, will be shown 18 times over a three-week period. So far 12 production firms have been involved in making programmes for it.

Yesterday at the channel's launch, Bob Geldof, an investor in the project, observed that the annual budget of the channel was smaller than that of the Big Breakfast programme launched by his Planet 24 production company. Mr Geldof is a director of Ten Alps, a shareholder in Brook Lapping Productions, part of the consortium running the station. "It's good that digital is being used for something other than porn and sport," he said.

Nigel Dacre, chief executive of Education Digital, which runs Teachers' TV, said the new channel would provide "ideas and inspiration".

Stephen Twigg, the schools minister, said the channel, another step towards ensuring full use of digital technology, would help raise standards in the classroom.

EducationGuardian.co.uk

Thought-provoking and useful, if a little stagey

Bethan Marshall

Part of the charm of schools is the pupils and their subversive habits. I heard last week of a school where at 3pm on a Friday afternoon, all the year eights took a five-minute nap. By the time the teachers became aware that this impromptu siesta was not particular to their class, the pupils were back on task, beaming as if nothing had happened.

Some media representations of school capture this zaniness of daily life at the chalk face, not least Channel 4's *Teachers*. But *Teachers' TV* has an altogether worthier agenda. It aims to provide a kind of distance learning model of professional development. No more draughty centres or costly days out; teachers can now receive a spot of digital training in the comfort of their own home.

If they do choose *Teachers' TV* over *Desperate Housewives* they will watch high-quality, thought-provoking programmes designed to inform and develop classroom practice. The *Macbeth* lesson I saw showed how intelligent, well-sequenced activities can engage pupils in both the drama and themes of the play. Yes, because of the complexity of filming a classroom, the endeavour had a slightly staged, rehearsed feel, but it was still a good lesson from which we can learn.

Or maybe, as *Teachers' TV* evolves, it will find a way of embracing the surrealism of the infant classroom and the hint of creative anarchy of the secondary pupil, which make schools such extraordinary places to be. *Bethan Marshall is a lecturer in English at King's College, London University*

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