

**A set of worksheets to be used on-site at the National
Archives by secondary school children.**

Ilenia Schembri

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Abstract

Archival work is essential to the subject and discipline of History. The process of going to the archives, handling the original documents, delving deep and analysing the different types of primary sources is what produces history. That is the work of the historian.

The ability to interact with the primary documents, question the sources, gather evidence and critically evaluate them to come up with an interpretation based on the sources and information gathered, is what the work of the historian entails. This historical ability of analysing and interpreting sources is central to current history pedagogy, which no longer puts the focus on content knowledge but rather seeks to cultivate historical skills and concepts among students. Among these skills that can be developed is the analysis and interpretation of sources.

This project draws on the importance of archival work in history and the focus placed on the cultivation of historical skills, particularly the analysis of sources, as it seeks to introduce secondary school students to the archives and archival work. This is done by means of a set of worksheets, a total of seventeen worksheets, split up by historical theme and purpose. The first worksheet in the set acts as an introductory guide to the archives which provides students with an understanding of the archives and a step-by-step guide on how to use them. The rest of the sixteen worksheets are split up into their own set according to the theme they deal with which are 'The Cholera Epidemics', 'The Language Question' and 'The *Santo Spirito* Hospital'. These historically themed worksheets serve the purpose of providing a bit of content knowledge, but most importantly, their purpose is to train the students in analysing and interpreting primary sources while achieving the learning outcome found in the history

national curriculum which is that of “Analysing and interpreting historical evidence” (History DLAP, 2023a, p. 3).

Key words:

Worksheets

On-site

National Archives

School Children

Dedication

*To my family, who have supported me from my first day of school to this
moment.*

*To my furry and feathered companions, whose unconditional love has been a
source of constant peace throughout this journey.*

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List of Abbreviations:

ADDIE	Analysis, Design, Development, Implementation, Evaluation
CIN	Charitable Institutions
CSG	Chief Secretary to Government
GMR	Government Miscellaneous Reports
LO	Learning Outcome
ICA	International Council on Archives
MFA	Malta Foreign Affairs
N.A.M.	National Archives of Malta (Rabat)
SVDP	St Vincent De Paul

Introduction:

History pedagogy has seen various improvements over the many years of the subject's presence in schools. It saw a shift from Traditional History teaching, concerned with content knowledge and characterised by instruction, to the Source Method, where the focus shifted to cultivating historical skills and concepts among students. More recent improvements include the introduction of Disciplinary Knowledge, whereby students engage in the work of the historian and understand how history works.

History teaching outside the classroom gained more relevance with such improvements in history pedagogy. This approach to teaching and learning reaps multiple benefits, but one significant advantage is how experiencing history in its context makes it easier for students' historical comprehension, cultivating history thinking skills, which is one of the primary objectives of history teaching.

One such historical educational experience outside the classroom involves taking students to the archives to engage with the primary source in the same context as the historian experiences them. While this can provide students with the authentic experience of being a historian at the archives through experiential learning, both internationally and locally, there has been little focus and effort on bringing secondary school students closer to the archives. Organising this type of educational visit does indeed require a lot of planning beforehand. In doing so, one needs to be very careful that the students do not get overwhelmed but that this visit sparks their interest in the subject.

With archival work being at the core of what history pedagogy is all about, the author decided to undertake this project of developing a set of worksheets to be used on-site at the National Archives by secondary school students. This project consists of an initial worksheet entitled

'Using the Archives' which aims to familiarise the students with the archives and how they can start their own research. Then, three sets of historically themed source analysis worksheets were created for the history educator to choose from. Worksheets set A and B deal with topics directly from the Year 10 curriculum which are the Cholera epidemics and the Language Question. Worksheets set C is focused on the actual building of *Santo Spirito* itself. This is beneficial for students across all levels as they will need to visit this building if any archival work is to be done. Thus, it is essential that students know about this building, and they will acquire this knowledge through their own critical engagement with the sources. Overall, the intention behind the creation of these worksheets was to provide students with a guided experience at the archives that makes archival work feel less daunting for students.

Chapter 1: Literature Review

1.1 Malta's National Archives

According to the International Council on Archives (ICA):

Archives are the documentary by-product of human activity retained for their long-term value. The records created in the course of the everyday lives and actions of individuals and organisations offer direct insights into past events. Like people, archives are diverse. They come in a variety of formats including text, photographs, video, sound, analogue and digital. Archives are held by individuals and institutions (both public and private) around the world, with the buildings housing them often sharing the name of 'archives'. (ICA, n.d.)

The National Archives of Malta (N.A.M.) are housed in the old hospital, the *Santo Spirito* Hospital, in Rabat. This hospital is the first ever in Malta to be recorded in historical documents, dating back to at least 1372 (Savona Ventura, 2005). Over the years, this hospital has undergone significant changes, both to its name, which was originally St Francis Hospital as well as to its structure and administration, which expanded over time to accommodate an increasing number of patients (Cassar, 1964). The building housing the National Archives is notable for its revolving door, known as *la ruota*, which rotates on a vertical axis where mothers at the time used to leave their unwanted babies born from unintended pregnancies (Savona Ventura, 2005).

The *Santo Spirito* Hospital closed down in 1967, following Malta's independence in 1964. Afterwards, plans started to be made to convert this building into the N.A.M., which happened in 1994. This hospital began to serve as the head office of all the archives in Malta. These archives are:

1) The Court and Tribunals Section found in Mdina whose documents pertain to the period of the Order of St John and the French in Malta.
2) The Notarial Registers Archive in Valletta whose records date back to the fifteenth century.
3) The Gozo Section of the National Archives which houses documents of various nature that pertain to Gozo.
4) The Rabat Section of the National Archives which primarily include records which belong to the period of the British rule over Malta.

Table 1.1 - Different sections of the National Archives of Malta

The N.A.M. is a governmental organisation that maintains and conserves a substantial collection of documents related to Malta's history, with a total of 15 km of shelving of documents starting from the 1530s. Under its wings, the N.A.M., in line with the definition of an archive has various primary sources. These vary from reports to photographs. As the N.A.M., their mission is to safeguard the collective memory of the Maltese nation by ensuring the conservation and accessibility of all public archives governed by the Archives Act (N.A.M., n.d. a).

To fulfil its objective of accessibility to the public, the N.A.M. maintains an orderly archive supported by finding aids. These include catalogues which provide information and extensive descriptions of each record in its collection. These tools enable the archives to genuinely become accessible to the public, facilitating researchers in identifying the documents necessary for their enquiries. The Online Catalogue facilitates this approach. The Online Catalogue is a digital database that allows the public to discover available archival materials

without visiting the physical archives and provides access to digital copies of records that are available (N.A.M, n.d. b).

1.2 History Teaching

1.2.1 The Development of History Pedagogy

The subject of history has been taught in schools for a long time. Throughout the years, history teaching underwent significant changes in the way it should be executed and this is why the terms 'Traditional History Teaching' and 'New History' which later became known as the 'Source Method', came into existence.

Traditionally, history teaching was all about facts and information, what is known as Substantive Knowledge and the aim was that of gaining as much knowledge as possible (Vella, 2009; Garske, 2017). More than just focusing on substantive knowledge, traditional history teaching placed the teacher at the centre of the lesson, passing on information to the students, with the latter merely having a role to play during the history lesson other than being passive listeners. This is what Philips (2007) referred to as the "transmission" mode of history teaching (p. 15). It was in the 1960s that traditional history teaching began to be seriously questioned in England, as the subject of history started to face real dangers of losing its place as a distinct subject on the school curriculum (Vella, 2020). A reality that came about as the subject started to lose its popularity in schools (Philips, 2007).

This reality led to the birth of the 'New History', mostly referred to today as the 'Source Method', which reconsidered the reasons behind why history was being taught (Vella, 2020). Moving away from Piaget's philosophy that children have to reach a certain age to be able to

understand certain historical concepts, and based on the philosophy of Bruner, that children's ability to learn or understand is actually highly influenced by "the context of teaching and learning" (Philips, 2007, p. 17), the Schools Council initiated a project called the 'Schools Council History Project' in England which strived to meet the need of the students for more effective learning. Consequently, the 'Source Method' emerged (Philips, 2007). This is a method that shifted the focus of history teaching towards "the process of history, historical methodology and history's conceptual elements, as well as selecting new and varied historical content to teach" (Philips, 2007, pp. 17-18).

Ken Osborne (1986) argued that "an important purpose of history teaching [...] became the development of students' skills, particularly the skills of research, investigation and analysis" (p. 21). This is also a view held by Vella (2009) who believes "that the main objective in history teaching should be the teaching of history thinking skills work within a historical context rather than the mere memorisation of facts" (p. 8). This 'Source Method' and its underlying principles will be used to develop this project and its worksheets.

A new focus of history teaching is that of instilling the students with "an appreciation of the discipline of history" (Cunningham, 2001, p.14). Learning the process of the historian and how history works, is a vital part of the new way of history teaching. In this project, this will be referred to as 'Disciplinary Knowledge'. As Ken Osborne (1986) noted, students should not simply learn the subject, but they should learn how to do history. Cunningham (2001) observed how presenting the students with sources, teaching them how these can be used as evidence, introducing them to the concept of fact and opinion as well as showing the students how opinions are not always necessarily bad but rather important when based on evidence, while also making them aware of potential biases that may come into play, students came to

appreciate how history is based on interpretation, how this made the subject interesting for the students and was also beneficial to their own critical writing.

Malta was among the first countries to introduce the 'Source Method' of history teaching in the 1980s (Vella, 2020). Cassar and Vella (2011) remark how as a subject in school, similarly to Smith's (2010) observation for England, history has suffered and found itself in a constant battle with other school subjects to be allocated time on the timetable for instruction. This also occurred due to the low importance given to history making this the last priority for teachers, who often preferred to focus on other subjects, such as Mathematics, Maltese, or English (Cassar and Vella, 2011).

The situation above seemed to necessitate the rethinking of history and the introduction of the Source Method in Malta. However, in the 1990s, teachers were still reluctant to adopt this new method (Vella, 2017). This was partially expected as those teachers already in the profession were not trained in this method of history teaching and did not even have a textbook that reflected it. Since then, the Source Method was integrated into the teacher training carried out by the Faculty of Education at the University of Malta. Teachers began receiving training on conducting effective lessons that focus on imparting historical skills and concepts to students without completely disregarding facts and information (Cassar and Vella, 2011).

1.2.2 History Outside the Classroom

"[T]eaching history outside the classroom has long been recognised as an important part of history teaching" (p. 81). This is what Vella (2009) remarks in her book *In Search of Meaningful*

History Teaching. Indeed, historical visits are important as it allows students to enhance their historical understanding through a hand-on experience (Smith, 2010). This idea is further supported by Cassar (2020) who highlights how tourists visit cultural heritage sites for “a significant and fulfilling experience” (p.78) showing how these places are far more valuable than just attractions.

For history teaching to take place outside of the classroom, the teacher cannot consider this simply as a fun excursion for the students. Apart from the necessary logistics and arrangements, the teacher must have a clear plan of how this visit will be beneficial to the student’s historical understanding. To achieve this, Smith (2010) notes how such visits should be included in the scheme of work with the learning objectives that such a visit aims to achieve. Before going onsite with the students, the educator should conduct a preliminary visit to plan how the site will be used to reach the learning objectives effectively. This is an important step to the setting up of activities that will be carried out by the students on site which are aimed towards increasing the level of historical understanding. The tasks and activities set up should be ones that cannot be done in the classroom such as “recording, comparing, filming, drawing, photographing, evaluating and interpreting” (Smith, 2010, p. 129). Such on-site activities were created in Malta by Vella alongside her history student teachers at Ħaġar Qim and Mnajdra where in groups students were asked to create a model of the Mnajdra temples, draw diagrams of Mnajdra from different angles, carry out a small roleplay and complete a worksheets with questions that asked them to take specific photos of and measure certain elements of the site, all interesting activities that allowed the students to use their interpretative skills on site (Vella, 2000).

Smith (2010) also notes how a historical site visit should not just end there or with what Vella (2000) mentions, a simple essay explaining how the visit was, rather, it should serve as a foundation for further exploration in a following lesson. Vella (2009) observes that while the integration of the 'Source Method' with on-site activities allows students to encounter source evidence directly and elicits highly favourable responses, it fails to cultivate a deep comprehension of history. A comprehensive pedagogical approach, along with thorough preparation and meticulously planned follow-up activities, is essential to accomplish this.

As mentioned earlier on, doing history on-site can be very beneficial. Among the benefits one finds that such visits arouse interest among the students with remarks from M.A Agius who noted how "Historical excursions can make Maltese History teaching more appealing to the students" (Agius, as cited in Vella, 2009, p. 81) and Horton remarking how this helps "stimulate interest in history." Another advantage is that history outside the classroom facilitate a profound comprehension of history, cultivating critical history thinking skills. Harris (2018) and Horton (2000) reference how history outside the classroom fosters a deeper understanding of the subject, as on-site engagement provides meaningful context that enhances learning. Harris (2018) argues that historical experiences outside the classroom enhance the understanding of history by employing historical thinking skills. He illustrates this by demonstrating how interaction with a costumed impersonator of Charles I at the Banqueting House altered perceptions of the figure. Additionally, student-led roleplay conducted on-site enhances history learning and fosters empathy, as "a historical setting provides the perfect setting for students to empathise with people from the past" (Vella, 2009, p. 83).

Furthermore, Harris (2018) emphasises the significance of providing students with hands-on experiences and the necessity of resources that enhance their historical thinking skills, a point

also noted by Vella (2009). Such experiences include not only roleplays but also craftwork and worksheets, which promote critical thinking and observational skills among students (Vella, 2009). History learning outside the classroom is also beneficial because it enhances students' history writing by improving their understanding and recall, as it contextualises the material taught in class (Vella, 2009; Harris, 2018).

1.2.3 History outside the classroom and into the Archives

Taking school children to the archives requires a great deal of preparation. Despite this and the challenges it might present, it certainly reaps its benefits to the students' historical learning with such a visit being very much in line with the new way of doing history where students are engaged in inquiry-based learning and in the process of doing history (Hendry, 2007; Osborne, 1986).

The significance of organising school trips for history students to the National Archives is highlighted by the fact that the United Nations Educational, Scientific and Cultural Organisation (UNESCO) through its Records and Archives Management Programme published a whole document which discusses the educational value of the Archives. It is a document that explores how the archives can be used by the history teacher to carry out the effective teaching and learning of history to school children (Franz, 1986).

On-site archival work with students is often more associated with students in post-secondary schools or older. This is noted by Franz (1986) in the UNESCO document about archives and education, where he remarks how many archivists tend to think that such work of presenting documents to students is restricted to pupils aged sixteen or over. This is also something one

can note when researching working with students at the archives. The works that emerge mostly relate to archival work projects by higher education students. One such work is *Using Archives in Higher Education History Teaching* by Gillian Spraggs (2008). This acts as a type of guideline on incorporating archives into history teaching courses of higher education, where even though a lot of the points mentioned can be adapted to secondary school students, the focus is on higher education history students. *Towards a pedagogy of archival engagement* by Paul Flynn (2020) is another example where the author remarks the importance of having students engage with archival sources on-site, but the focus again is on higher education. Another example is *Teaching in the Archives: Engaging Students and Inverting Historical Methods Classes at The Historic New Orleans Collection* by Manley et al. (2019), a work which focuses on how to teach university students about the process of historical research by working directly at the archives. One can also cite the work by Zhou (2008) as an example called *Student Archival Research Activity: An Exploratory Study*. It is a study which investigates the dynamics of having university students working in the archives to carry out on-site research.

Despite this, however, taking secondary school students to the archives is more than possible as even though it might have certain challenges, with a good amount of preparation and collaboration these can be overcome and benefit students. Ken Osborne (1986) highlighted two valid challenges which makes it “much more efficient in the majority of cases not for the classroom to enter the archives” (pp. 27-28). The first challenge is insufficient preparation, particularly from the teacher’s part. Osborne (1986) laments how it is not possible to have a teacher bringing in the students to the archives without having thought about what type of documents they require or, worse, having no idea what they ought to do with the students at

the archives and without having consulted with the archives beforehand. The second challenge noted by Osborne (1986) is that of physical constraints.

This element of preparation is essential for educators looking to maximise students' experiences at the archives. This is so, as it is not enough to simply think about the type of documents which will be required for the visit since even though all type of archival documents can be used for teaching purposes, the documents pose certain challenges for the students who are not avid researchers, and thus not accustomed to dealing with sources. Such problems include the language of the document, the illegibility of handwriting and even the length of the document. That is where the role of the teacher comes in, as the teacher, prior to giving documents to the students, needs to facilitate the documents to improve their understanding (Franz, 1986; Garvey and Krug, 1977). Additionally, for students to get the best educational experience from an archival visit, they must engage in hands-on activities with the documents which necessitate prior preparation (Boon, 1972).

Franz (1986) remarks how "work on historical documents is supposed to train the student's critical thinking abilities in asking him to compare, to evaluate and to interpret historical evidence" (p. 10). While this can be done in the classroom, students gain much more by being in the archives. Students get to experience the original document, including how it feels and looks as ultimately no copy can ever replace the original document (Chaktsiris, 2014; Franz, 1986). Working with documents at the archives allows students to understand what the process of doing history entails as they actively engage in it (Pace, 2019). They understand that this process requires visiting the archives and communicating with others to locate documents for research. They also get to experience cursive handwriting and the challenge of deciphering it, as well as the excitement of working with original records. Students will also

learn about the archives' protocols, from registration to requesting documents. Acquiring this familiarity with the archives, coupled with the curiosity the archives instilled in the students, will encourage them to conduct their own research in the future (Chaktsiris, 2014; Pace, 2019).

1.3 The Educational Aspect of the National Archives

For the most part, with the shift to the Source Method, the archives were used but not in the way that this project aims to make use of the archives with secondary school students. Archives were mostly used to gather primary sources for use in the classroom. In fact, much literature exists on using primary sources in the classroom, but very little exists on taking secondary school children to the archives (Carini, 2009; Garcia, 2017; Hendry, 2007; Morowski and McCormick, 2014; Osborne, 1986).

From an international perspective, the interest in using archives in Great Britain and Ireland began following the end of the Second World War. This interest in the archives grew over time to the point where they started investigating the archives' educational role. With that, work began on the development of educational programs where archives reach out to school children and encourage the use of its records by them. During a time when history teaching was experiencing a shift from the traditional mode of history teaching to the Source Method the efforts being made by the archives were supported by the teachers (Chepesiuk, 1983). For the professionals, this was a crucial step forward as "the only real way of introducing the student to history so that he can learn what history is all about and what the work of the historian is really like" (Chepesiuk, 1983, p. 47).

In England, the archives opened up to school students by creating a space for them to engage with the real authentic documents in their possession, allowing them the opportunity to act as historians. The National Archives of the United Kingdom also have an Education Service that develops resources and workshops for primary and secondary school students, giving them the opportunity to learn about different historical time periods through on-site use of primary documents (The National Archives, n.d.). Archives in Scotland, Australia and France are also doing something similar. In the local scenario, an outreach project to school children by the N.A.M. was described by Rizzo (2008). According to Rizzo (2008), in 2003 and another instance in 2007, the N.A.M. during the Archives Awareness Week dedicated a day entitled 'Educational Day', aimed towards school children. In the case of the first Educational Day, the National Archives created two study packs one for primary school children and another for secondary school students with questions to answer from primary sources at the archives as well as some games that targeted information about the archives themselves. In the second instance however, students were only given copies of the documents to work with, and the students spent more time listening to a presentation than working on copies of the documents. Rizzo (2008) worked alongside the N.A.M. and created an outreach project aimed at introducing students to the archives and archival work. The project consisted of the following steps:

1) Welcome
2) A brief introduction on the National Archives
3) Hands-on activity about the reading room regulations
4) An exercise working with written document
5) An exercise working with visual documents

6) An evaluation about the experience

Table 1.2 - Steps in the N.A.M. outreach project by Rizzo (2008)

Another initiative that is currently taking place to get the students to experience the archives and get an opportunity to work onsite with the original document, is the fieldwork study carried out by the Year 10 history option group as part of the School-Based Assessment. In this fieldwork, the students are first given a small orientation about the building which houses the National Archives and its role as the National Archives. After, the students would be presented with a document and a worksheet based on the document. In pairs, the students work on the first part of the worksheet together where they answer a set of graded questions which helps them analyse the source. Then, individually, the students work on the second section of the worksheet.

The N.A.M. offers teachers the opportunity to set up an educational trip to the National Archives. These visits are set up in collaboration with the teacher, so that the documents shown to the students are in line with what the teacher aimed to teach (N.A.M., n.d.).

Chapter 2: Methodology

2.1 Project Research

In academic research, researchers can adopt several methodologies to reach their goals. One such methodology is a project as a research methodology which involves practical engagement and application to real-life scenarios, more relevant in areas such as education where theory and practice affect one another in developing significant and relevant insights (Berg, 2001). There were various researchers who opted for this type of methodology. These include Eric Arthur McKenzie (2019) and Adriani, et al. (2020).

McKenzie (2019) wanted to develop a radiographic x-ray detection system, with a special focus on addressing real-world inefficiencies and focusing on cost-effectiveness. In simple terms, finding a solution to a real-world problem. The approach used by this researcher was to understand the main problem, conducting a thorough analysis of existing products on the market, designing the product using critical thinking and testing for a practical and functional solution (McKenzie, 2019). The project-based research conducted by Adriani et al. (2020) follows a similar pattern with the aim to enhance teaching effectiveness, using the ADDIE Model to develop educational resources. Their approach involved collaboration with relevant stakeholders including students where their insights informed the design and validation of the educational resources. The iterative phases of analysis, design, development, implementation and evaluation were followed to ensure that the resources being developed met the educational objectives (Adriani et al.,2020).

These two studies share a common process which involves identifying the problem faced in real life, performing detailed analysis, using critical thinking to develop a solution, and refine

through testing. This would ensure the effectiveness of the final product in addressing practical issues.

The subsequent section, section 2.2, outlines how the author applied this methodology in the creation of this project.

2.2 This Project: A set of worksheets to be used on-site at the National Archives by Secondary School Children

2.2.1 Description of this Project

This project consists of three sets of worksheets, each focusing on a specific historical theme, intended for use by secondary school students during a visit to the N.A.M. Thus, these worksheets are based on primary documents housed at the N.A.M. Along with these three sets of historically themed worksheets, the project also includes an additional worksheet on using the archives.

The 'using the archives' worksheet acts as an introductory guide to the archives and the process of conducting historical research. In fact, it is recommended that this latterly mentioned worksheet acts as the first hand-on activity at the archives before attempting to work on any of the historically themed worksheets.

The historically themed sets of worksheets consist of a total of sixteen worksheets. Worksheets set A deals with the historical theme of the Cholera Epidemics and includes five worksheets. Worksheets set B deals with the historical theme of the Language Question and includes six worksheets. The final set, worksheets set C deals with the historical theme of the

Santo Spirito Hospital and includes five worksheets. Each of these worksheets sets come with a section called “Resource Handouts” that contains all the resources required to complete the worksheets. They are also accompanied by scanned copies of the specific pages from the primary source documents that the worksheet deals with.

2.2.2 The Step-By-Step Process of this Project.

The process of this project follows that being described in section 2.1 of this chapter, up till just before the evaluation which was not explored by the author of this project.

The first step that the author took when embarking on this journey was that of identifying a gap in history pedagogy internationally and locally, it being the lack of secondary school students’ engagement with the primary sources in their natural form within an archival setting. The identification of the problem is what informed the overall aims of this project. These aims include that the worksheets help secondary school students become familiar with the archives, the actual building, how to start research at the archives and most importantly how to analyse primary historical documents. The author then went on to analyse the progress of history pedagogy and the efforts that have been made so far in this respect, which has already been dealt with in further detail in Chapter One of this dissertation. This analysis allowed the author to formulate the project’s objectives and the next steps that needed to be taken. Thus, it inspired the author’s solution to the identified problem, that of creating ready-to-use sets of worksheets with all the resources required, making it feasible for the history teacher to plan an archival visit for the students.

designing and developing the content of the worksheets, meaning the type of questions asked and the tasks created as well as the resources to accompany them.

The second stage of the design and development was the visual design element and format of the final versions of the worksheets. Firstly, the author decided that for those thematic worksheets, a cover page for each topic is to be created to group all the worksheets together. Then, the author decided to create a cover page for each worksheet that clearly states the related historical theme. Following this, the author decided to include a Resource Handouts section for each worksheet containing additional material required to support the primary document, as well as a section with copies of the original documents on which each worksheet is based.

Next, the author decided on a template for the background of each worksheet. A soft cream background, beneficial for students with dyslexia but also non-dyslexic students, as it improves readability, with a coloured border (Rello & Bigham, 2017). Each set of worksheets has a different coloured border, and the author made sure to include colour as this interests and engages students more (The Teacher Treasury, 2025). For the Resource Handouts, the colour of the main background and border are switched, and any text was written in a soft cream coloured text box.



Figure 2.2 - 'Using the Archives' worksheet background



Figure 2.3 - 'The Cholera Epidemics' worksheets background

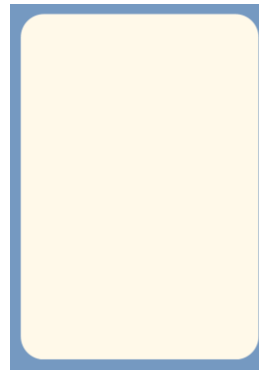


Figure 2.4 - 'The Language Question' worksheets background

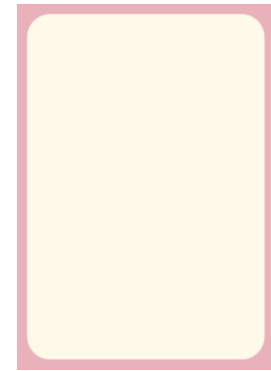


Figure 2.5 - 'The Santo Spirito Hospital' worksheets background

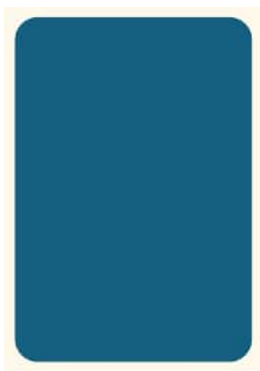


Figure 2.6 - 'Using the Archives' Resource Handout background



Figure 2.7 - 'The Cholera Epidemics' Resource Handouts background



Figure 2.8 - 'The Language Question' Resource Handouts background

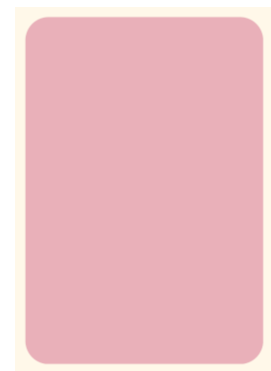


Figure 2.9 - 'The Santo Spirito Hospital' Resource Handouts background

Next, the author selected the font style, Andika, which improves readability, to be used for all questions and instructions in the worksheets at font size 12 (SIL LEAD, 2013). The main headings font chosen for the thematic worksheets was Adlam Display, as here the headings are only used to distinguish one part from the other. For the sub-headings, which most of the time are instructions, text was made in bold and in a different coloured textbox than the rest.

For the 'Using the Archives' worksheet both the heading and sub-headings were placed in a box, each having a different colour and font size.

The main questions, tasks and steps in the worksheets were placed in their own textboxes for order and focus. Accompanying the questions on the worksheets is a graphic relating to the subject dealt with in the worksheet. All graphics were inserted from Canva, which was the main software used for the design of the majority of the worksheets, as the Resource Handout in the 'Using the Archives' worksheet was created using Microsoft Word's built-in design tools (Canva, n.d.).

Starting Research at the National Archives of Malta, Rabat.

Part 2:
How to carry out Research at the Archives

Step 1:
Choose any topic that interests you from the British Period of Maltese History and write it down below.

Example of Topic: The Language Question

Topic Chosen

Step 2:
Think about a number of keywords that relate to the topic you have chosen and write them down in the table below.

Example of Key Words: Language Question, Strickland, Keenan etc.

Key Words	
1.	
2.	
3.	
4.	
5.	

6

Figure 2.10 - Example of a page from the 'Using the Archives' worksheet

Part 1:

Open the document in front of you and find the page in the document labelled as 'GMR 281', get resource handout 1 and answer the following questions:

1. Look carefully at **Section A:**

a) Copy what is written down in this section.

b) From what you have just written, what type of document is this?

c) Why do you think there is the name of Patrick Joseph Keenan written?

d) Use the magnifying glass and focus on the line marked '1'. What does this tell you about Patrick Joseph Keenan and how could this influence his work in Malta

2. Look carefully at **Section B:**

a) Find a date and write it down.

b) What do you think this date means?

c) The part marked '2' shows the United Kingdom's Royal Coat of Arms. What does this tell you nature of this document? ?

3. Considering the answers to the previous questions, particularly question 2c, what type of recommendations do you expect at the end of this document? Explain why you think so.

1

Figure 2.11 - Example of a page from 'The Language Question' worksheet

The final aspects of the design of the project, were creating the cover pages of the worksheets sets, the worksheets, the resource handouts and document copies. The original colour scheme was used here. Each cover page includes the title and three graphics related to the topic of that specific set of worksheets.

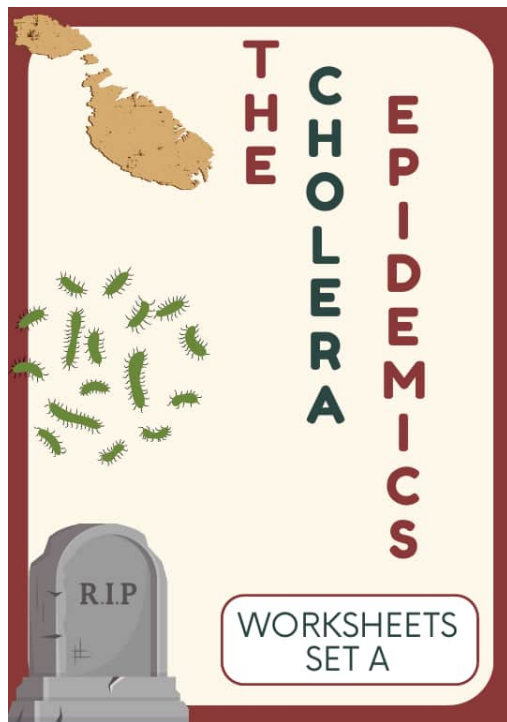


Figure 2.12 - Example of a cover page from 'The Cholera Epidemics' worksheets set

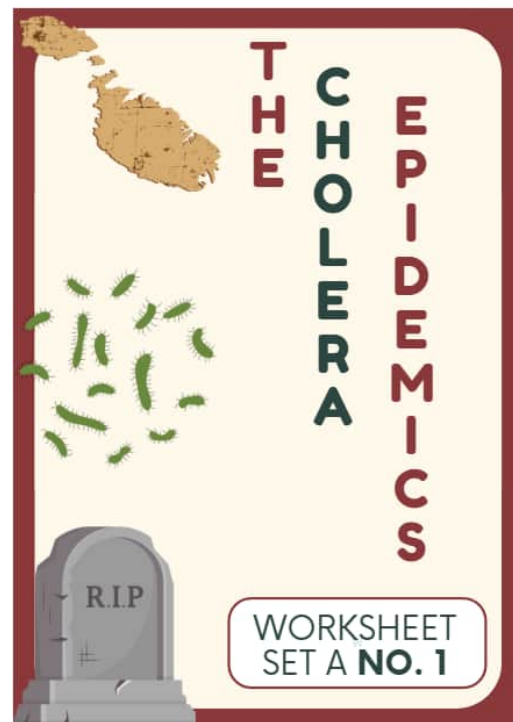


Figure 2.13 - Example of a cover page from worksheet no.1 of 'The Cholera Epidemics'

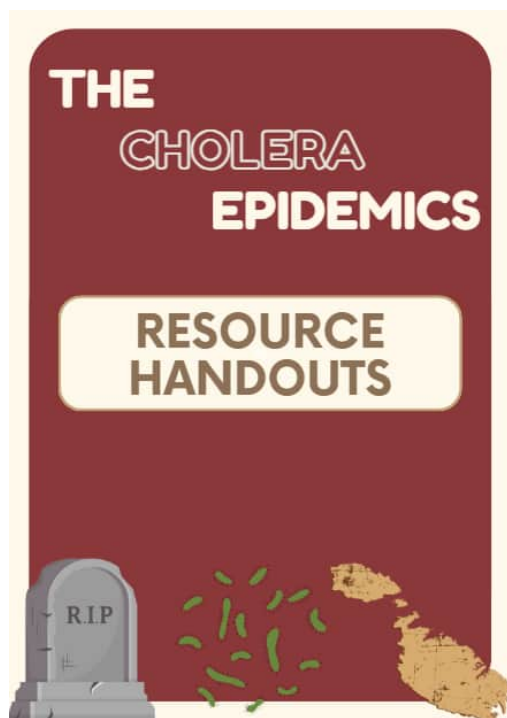


Figure 2.14 - Example of a Resource Handouts cover from 'The Cholera Epidemics' worksheets set

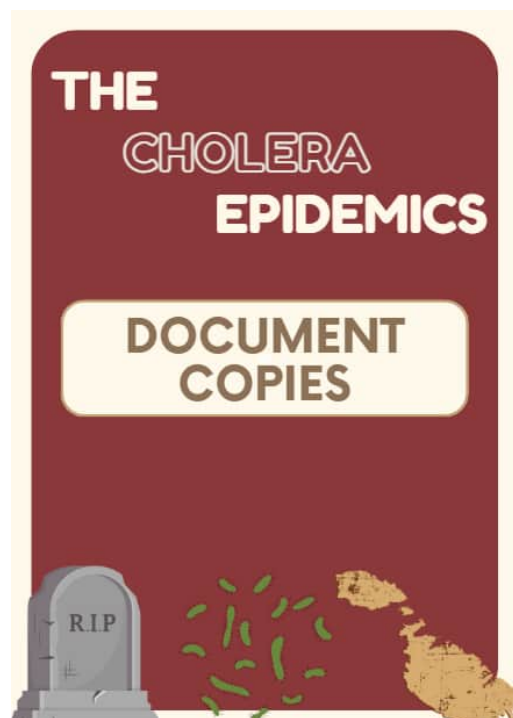


Figure 2.15 - Example of a Document Copies cover from 'The Cholera Epidemics' worksheets set

2.2.3 The Rationale of this Project

The purpose behind the creation of this project is that of developing ready-to-use worksheets for secondary school students, specifically designed to support educational visits to the N.A.M. The main aim of these worksheets is that of providing students with a structured educational experience at the N.A.M. The worksheets guide students in understanding (1) what the archives are, (2) the building in which they are housed, (3) how to use them and (4) the process of source analysis through hands-on practice within the archives themselves. This is to be achieved by first starting with the 'Using the Archives' worksheet, followed by any one of the thematic historical worksheets.

The worksheets, particularly those tied to a historical theme, were informed by the Source Method pedagogy outlined earlier in the Literature Review. Thus, these worksheets were developed to emphasise not just content knowledge but also to encourage critical thinking and foster disciplinary knowledge. The latter aspect of fostering disciplinary knowledge mainly influenced the development of 'The Language Question' and 'The *Santo Spirito* Hospital' worksheets.

When it came to choosing the historical themes for these worksheets, the author was quite limited. The main reason for this was the language barrier. If one were to opt for topics within the national curriculum that do not relate to the British period in Malta, then finding documents in a language the students are fluent in would be quite an impossible task. Thus, the author opted for topics from the Year 10 curriculum. While the *Santo Spirito* Hospital is not explicitly mentioned in the history curriculum, it was chosen because source analysis is found right across all secondary History curricula. Since archival work takes place in this building, it is important for students to be knowledgeable about it.

Chapter 3: Using the Archives Worksheet

3.1 Learning Objectives

This worksheet was designed with two primary learning objectives in mind, aligned with the first and third aims of this project mentioned in Section 2.2.3:

- 1) The first objective is that students familiarise themselves with the N.A.M. Students learn the regulations and procedures of the archives.
- 2) The second objective is for students to learn how to navigate the archives. Students gain insight into how to start research on a topic at the N.A.M. Thus, they will learn how to search for and obtain documents related to their chosen research subject.

3.2 The Construction of the Worksheets

This worksheet was constructed in two parts. Each section targets a specific learning objective. Together, they provide students with a thorough introduction to the N.A.M. and how to use them.

Part 1 of this worksheet focuses on gaining an understanding of the rules and procedures of the N.A.M. This knowledge is crucial for anyone conducting research at the National Archives. To educate students about these rules and procedures, the author created a short narrative describing the experience of a teenage girl at the N.A.M. This narrative clearly illustrates the complete procedure for accessing the archives and highlights the rules that must be adhered to in the reading room.

The process involves making an appointment prior to visiting, signing one's name in the visitors register, placing food and belongings not allowed inside the reading room in lockers, locating the relevant document and filling in the document request form to view documents. During this process, the researcher must follow rules such as consulting a maximum of 10 documents per visit, taking photos of documents without flash, using only pencils and keeping quiet. Within the narrative, the author also incorporated the detail that the N.A.M. holds a range of document types, not limited to written sources.

To avoid overwhelming students with excessive text, the author split the narrative into short paragraphs and used generative AI to create accompanying images for each section. Every image depicts the teenage girl performing an action described in the different paragraphs. While the author opted for cartoon-style images, care was taken to ensure that the N.A.M.'s real environment was effectively captured in the visuals.



Figure 3.1 - Images created by the author using generative AI, ChatGPT

Two exercises were created for students to complete after reading the narrative to deepen their understanding of the archive's rules and procedures. Exercise 1 consists of twelve statements, some of which can be done at the N.A.M. and some that cannot. Alongside these, the students are given twelve numbered cards, each displaying icons that visually depict the statements. The students must match each card to a statement by writing the number of the corresponding card in the column next to each statement. The purpose of this exercise is to promote deeper processing of information by requiring students to match statements to icons, while also supporting visual learners and improving recall.

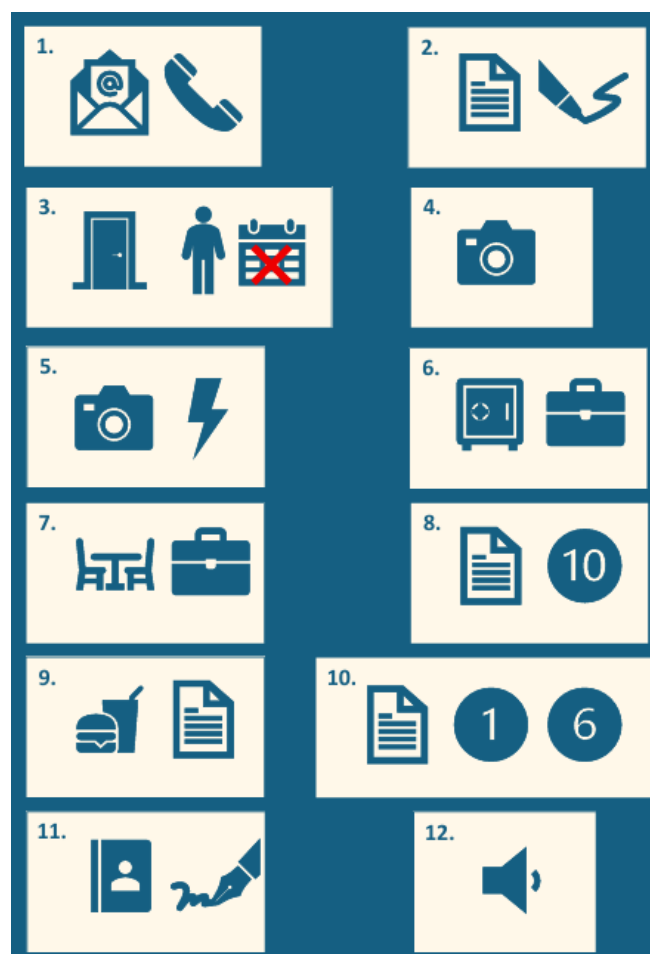


Figure 3.2 – The numbered icon cards

Statement:	Number:
Show up at the archives whenever you want.	
Take photos of the documents using the flash.	
Sign the register of readers.	
Take photos of the documents.	
Take your bag with you inside the reading room.	
Request 10 documents during your visit.	
Email or call the archives to set up an appointment.	
Put your bag inside the locker.	
Write on the documents.	
Eat inside the reading room.	
Request 16 documents during your visit.	
Be quiet.	

Figure 3.3 - The statements that students will match to icon cards

Once students understand the meaning of each icon card, they proceed to Exercise 2, which features a chart with a “DO” and a “DON’T DO” column. Students have to physically arrange the icon cards in the correct sections. This activity reinforces their understanding of the rules and procedures. By physically moving the cards, kinaesthetic learners feel more at ease. It also increases overall engagement and provides students with a clear distinction of what can and cannot be done.

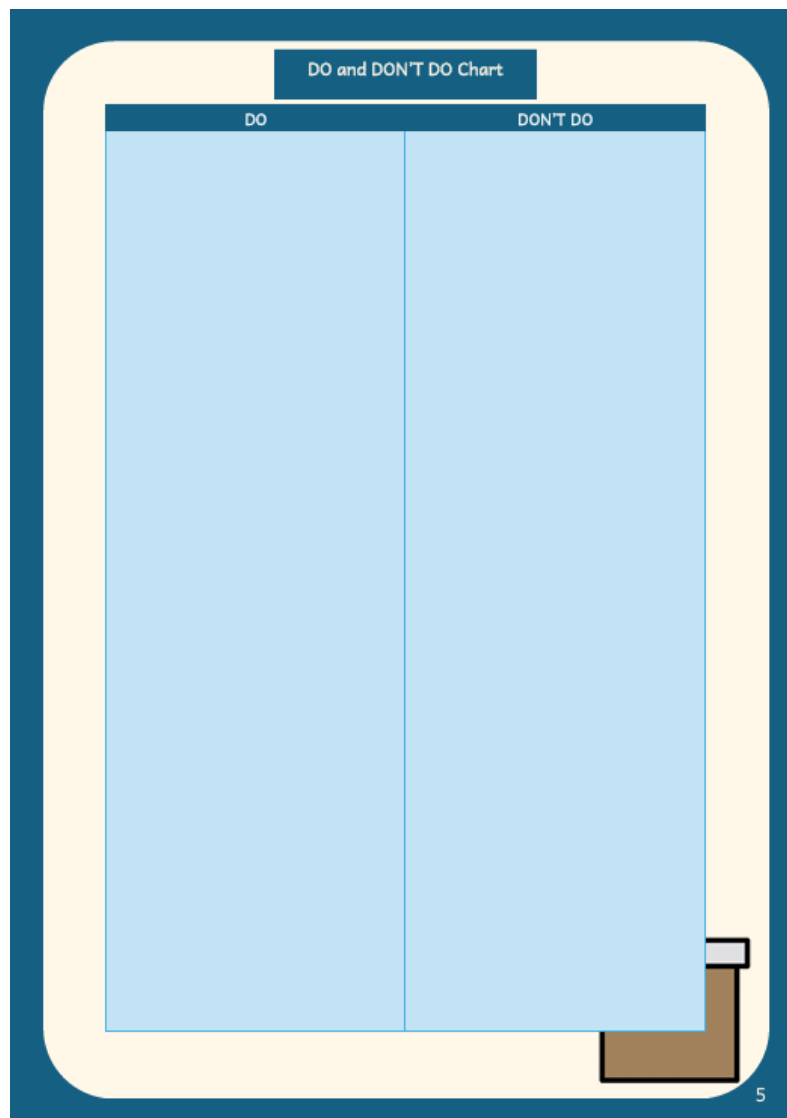


Figure 3.4 - Page from this worksheet showing the "DO and DON'T DO Chart"

Part 2 of the worksheet was created as a step-by-step guide to walk students through the process of starting research at the archives. Steps 1 and 2 encourage students to choose a topic they would like to research and then come up with a few keywords related to their chosen topic, which will be used in later steps when using the database. Steps 3 to 10 show the students exactly where to press to access the N.A.M. database, how to navigate it to locate documents relevant to their chosen topic and what information is required from the database to request a specific document and list them down.

Step 11 guides students in filling out the document request form. Step 12 encourages students to return to the database and use the different keywords they had identified to find additional documents. Step 13 encourages students to ask members of staff in the reading room to guide them to manual indexes and registers to search for additional documents after exhausting the database. The final step makes students aware that these documents require citation if any information taken from them is used, and also trains them on how to cite documents from the N.A.M. by providing the format, and asking students to create a citation for each document listed in Step 10.

Starting Research at the National Archives of Malta, Rabot.
Part 2:
How to carry out Research at the Archives

Step 1:
Choose any topic that interests you from the British Period of Maltese History and write it down below.
Example of Topic: The Language Question
Topic Chosen:

Step 2:
Think about a number of keywords that relate to the topic you have chosen and write them down in the table below.
Example of Key Words: Language Question, Strickland, Keenan etc.

Key Words	
1.	
2.	
3.	
4.	
5.	

Step 3:
Go onto one of the computers which hold the NAM Collections Database. On the desktop, click on 'databases'.

Step 4:
Open the Excel file 'NAM Collections Database' where you will find an electronic register of many of the fonds available at the archives.

Figure 3.5 -Two pages from Part 2 of this worksheet showing an example of the Steps included

3.3 Instruction on use of Worksheet

There are three main instructions tied to this worksheet:

- 1) This worksheet should be the first task given to students when they are taken to the N.A.M. to engage in primary source work. This is important because it helps students understand the type of behaviour expected of them in the Reading Room and when dealing with documents. It also allows students to understand the process for acquiring the documents they will work on during their visit.
- 2) Students should work in groups. This is especially important for Part 1 of the worksheet, as it allows students to help each other understand the story and interpret the icon cards. Group work would also be ideal for Part 2, particularly if the group size is quite large. Given the limited number of computers available, it would not be practical for every student to work on Part 2 individually, as this would take too much time.
- 3) Regarding the choice of topic to find related documents for Part 2 of the worksheet, the teacher may choose to ask students to use the topic they will work on later during the visit rather than selecting one themselves. This encourages a sense of continuity between the first and second parts of the visit

Chapter 4: Worksheets Set A - The Cholera Epidemics

4.1 Learning Objectives

The learning objectives of the worksheets on Cholera relate to two Learning Outcomes (LOs) from the Year 10 History Option Syllabus, which are then further subdivided in different booklets by the Department of History's official website. These are: (1) LO 1, which focuses on developing source analysis skills and falls under the subject focus entitled "Analysing and interpreting historical evidence" (p. 3) and (2) LO 7, which focuses on understanding and evaluating social and economic progress in 19th and 20th century Malta through historical sources (History Department, Curriculum Annex, Directorate for Learning and Assessment Programmes [History DLAP], 2023a). This LO is further subdivided into LO 7g, "Infectious diseases in Malta, 1800-1945" (Spiteri, 2023a, p. 4) which falls under the subject focus "Malta's social and economic development (1800-1945)" (History DLAP, 2023a, p. 44). It is within this LO and subject focus that Cholera, the topic chosen for these worksheets, is included in the syllabus.

4.1.1 Worksheet 1

The first worksheet in the Cholera Epidemics worksheets set has two learning objectives:

- 1) The first objective relates to the analysis of sources. Students learn how to analyse and interpret primary documents containing numerical data.
- 2) The second objective is that students understand the course of the 1837 Cholera Epidemic in Malta.

4.1.2 Worksheet 2

The second worksheet in the Cholera Epidemics worksheets set has two learning objectives:

- 1) The first objective relates to the analysis of sources. Students learn how to analyse a handwritten document, which may prove more challenging than a typed document due to the calligraphy.
- 2) The second objective is that students learn about some measures taken by authorities during the 1850 Cholera epidemic and understand their impact.

4.1.3 Worksheet 3

The third worksheet in the Cholera Epidemics worksheets set has two learning objectives:

- 1) The first objective is that students become familiar with working with handwritten primary sources containing numerical data. Therefore, students are trained in reading such documents and how different information can be acquired from one document.
- 2) The second objective is that students learn about an impact of Cholera, specifically that children lost their parents, ending up orphans.

4.1.4 Worksheet 4

The fourth worksheet in the Cholera Epidemics worksheets set has two learning objectives:

- 1) The first objective is for students to learn how to analyse and interpret a map as a primary source.

- 2) The second objective is that students learn about an impact of Cholera, this being that it left many victims around Malta and Gozo.

4.1.5 Worksheet 5

The fifth worksheet in the Cholera Epidemics worksheets set has two learning objectives:

- 1) The first objective is that students learn how to analyse and acquire information from written primary sources.
- 2) The second objective is that students learn some possible causes of the Cholera epidemic in Malta, especially that of 1887.

4.2: The Construction of the Worksheets

4.2.1 Worksheet 1

This worksheet was constructed from document with reference NAM/GMR/11/1837. The document includes daily notifications that report the remaining Cholera cases from the previous report, the number of new cases, the deaths caused by Cholera, the recoveries and ultimately, the total number of active Cholera cases.

The document is quite lengthy, covering notifications from 25th June to 2nd September 1837, with only a few days missing. Given the document's length, the author had to find ways to help students make sense of the large amount of data.

In Part 1, the author begins the worksheet by asking questions that help familiarise students with the document. For Question 2, an image highlighting what to focus on was included.

Since the document is in Italian, Resource Handout 1 containing translations of the main terms was created.

Luogo	Rimasti dall'ultimo Rapporto	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
Osipio	5	3	3	—	5	
Ricassoli	99	17	25	—	91	
Valletta	1	10	2	1	8	
Steglia	1	—	—	—	1	
Lazzaretto	5	1	—	—	6	
Porto di Quarantina	2	—	—	—	2	
Porto di S. Paolo	2	—	—	—	2	
Floriana	5	2	1	—	6	
Casal Bircireara	1	1	2	—	—	
Casal Lia	1	—	—	—	1	
Ospedale Militare	5	10	2	1	12	
	127	44	35	2	134	

G. WARD, Segretario.

Figure 4.1 – Image of a notification from document highlighting what to focus on.

Translation of Main Terms:	
Luogo	Place
Rimasti dall' ultimo Rapporto	Left over from the last Report
Nuovi Casi	New Cases
Morti	Dead
Guariti	Recovered
Rimasti	Remained
Rimarche	Remarks

Figure 4.2 - Translation of main terms on Resource Handout 1

Part 2 consists of an activity in which students must find specific notifications, tabulate the number of new cases and deaths for the requested dates in a given table and then draw a

graph based on the tabulated data. This tabulation and the drawing of the graph are very important because they help students make sense of excessive amounts of data, visualise it, and identify trends and patterns (Dwivedi, n.d.; Tamiami, 2024).

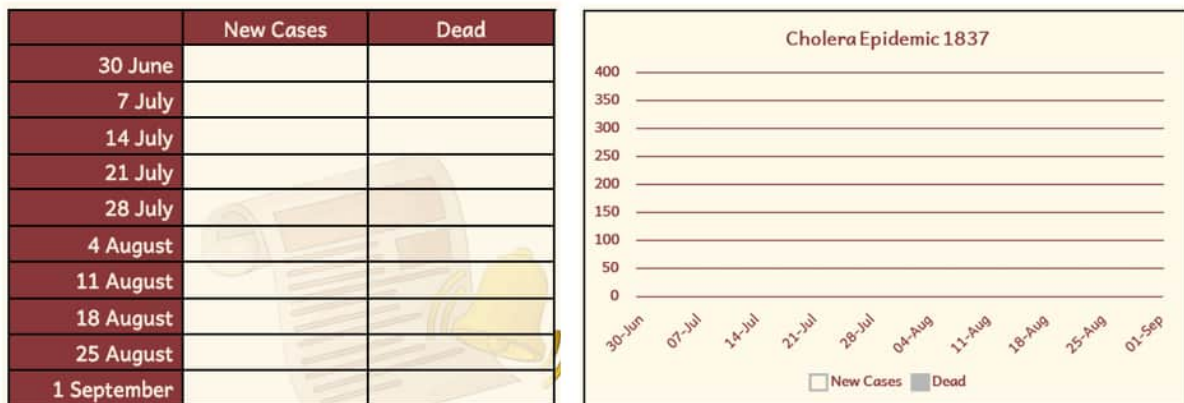


Figure 4.3 - Table and graph to be filled in with data from document

4.2.2 Worksheet 2

This worksheet is based on the document with reference NAM/CSG 03/718/1850, a letter about the decision to convert the Cospicua primary school into a Cholera hospital.

In Part 1, students are asked to copy the letter, which is manageable because it is not very long, and then reflect on their process. The transcription exercise is essential because one of the challenges a researcher may face when working in archives is the legibility of handwriting, which can be even more difficult for novice researchers like students. (Gibson, 2011).

In Part 2, students analyse this letter. Some questions are substantive, gathering information from the source, such as a measure taken during the Cholera epidemic. Others are procedural, encouraging students to consider the impact of the Cholera epidemic and decide whether it

was just beginning or not, based on the evidence they find. By encouraging students to provide evidence, the author aims to make them realise that historical opinions must be supported.

4.2.3 Worksheet 3

This worksheet is based on the document with reference NAM/CSG 03/739/1850. It includes a letter followed by a list of children whose parents died of Cholera.

Since this primary document is handwritten, Part 1 is dedicated to reading the letter and marking on their worksheet the words students were unable to recognise. Then, students are asked to write a short description of what they believe the document is about. Afterwards, they read the provided transcription of the document on Resource Handout 1 and carry out the same exercise of writing a description. The aim is for students to recognise one difficulty that is encountered when analysing a handwritten document by seeing how easier it is to understand and describe the document when it is typed rather than handwritten.

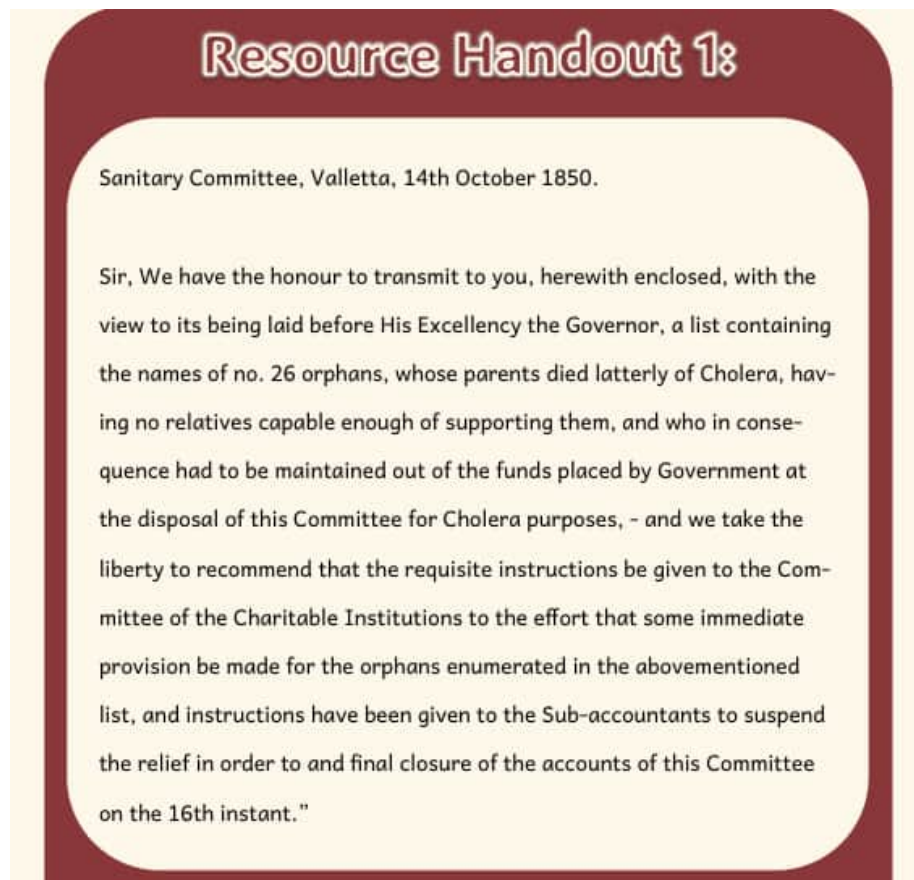


Figure 4.4 - Transcript of document on Resource Handout 1

Part 2 of this worksheet adopts the same approach as the first worksheet in this set, asking students to fill in two tables with data and then create a bar graph to better understand the information presented in the list (Dwivedi, n.d.; Tamiami, 2024). The tables to be completed concern the number of orphans from each locality and their ages. These enable students to answer the substantive and procedural questions in Part 3, where they interpret the data and consider the impacts of the 1850 Cholera.

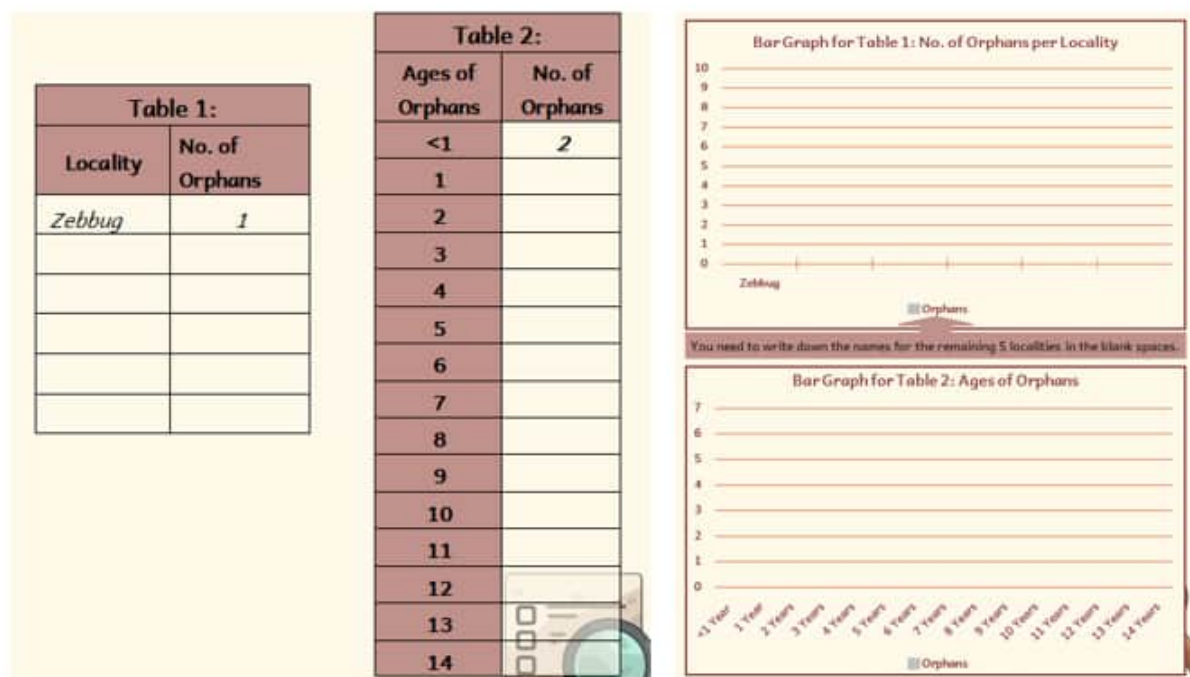


Figure 4.5 - Tables and bar graphs that students need to fill in

4.2.4 Worksheet 4

This worksheet is based on the document with reference NAM/GOV 2/1/1864. This is a report on the 1865 Cholera epidemic in Malta. In its appendices is an interesting map of the Islands of Malta and Gozo illustrated with the locations which were hit by this epidemic. For each location where Cholera cases occurred, the total number of deaths is listed, along with the dates of the first and last death due to Cholera.

The first part of the worksheet includes four general questions. The goal is for students to understand the context of the map by identifying which period it belongs to and noting what specific information it provides. These questions also help students learn how to approach and analyse a map when they encounter one.

Part 2 focuses on the analysis of the primary source. To help the students analyse the map, the author created a copy of the map and split it up into different sections. The part of the map showing Malta was split into four sections; A, B, C and D. The part of the map showing Gozo was split up into two sections; E and F. This was done because the map is very large, making it difficult for students to examine and analyse it thoroughly. Students are asked to gather information from the map and place it in a table, making it easier to access and enabling them to answer questions about the assigned section of the map. This part culminates with a discussion where everyone's findings are shared with the rest.

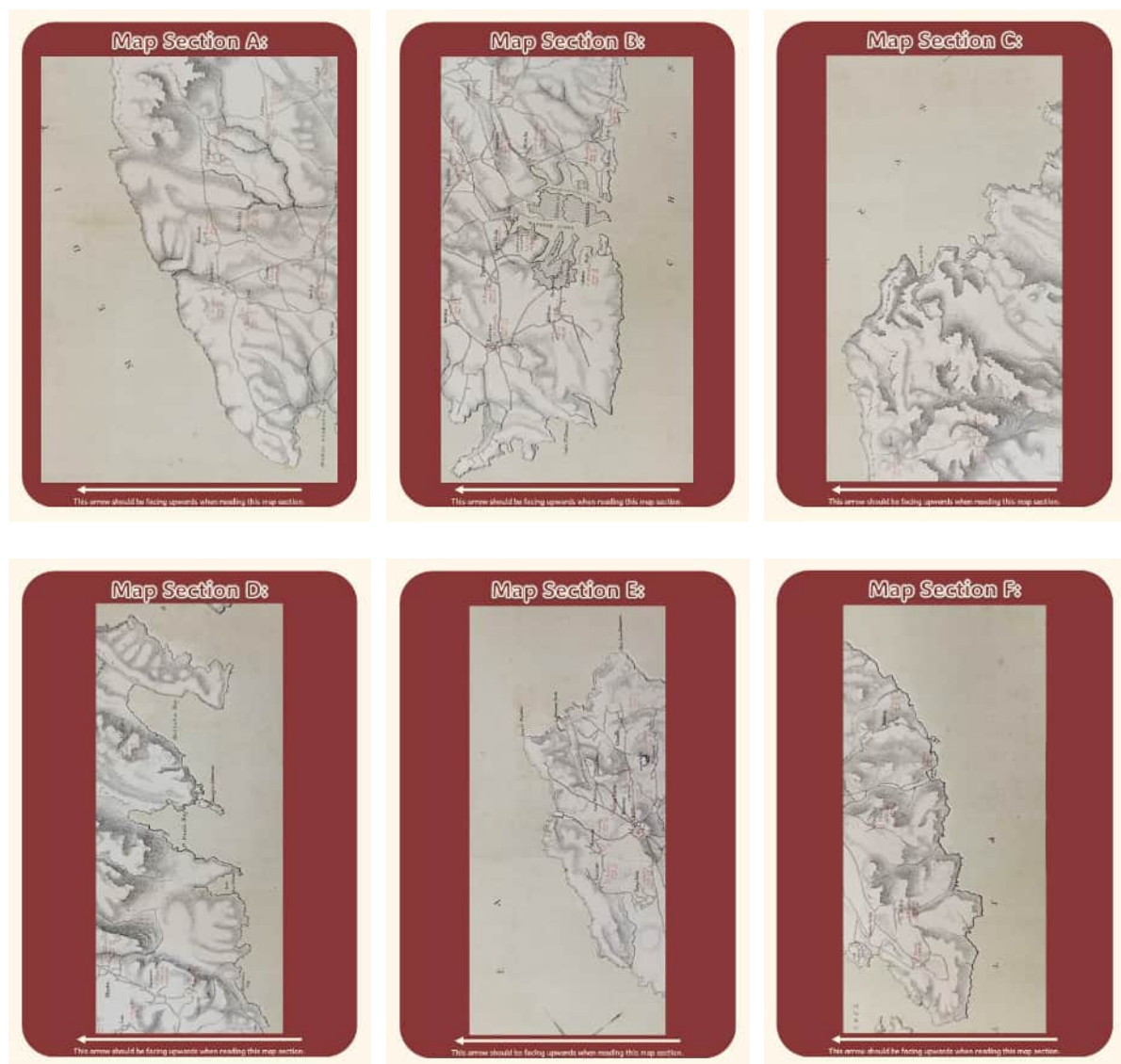


Figure 4.6 – Map of Malta and Gozo showing Cholera deaths split into different sections

In Part 3, students move beyond their own map section to consider the entire map and form their conclusion by using other students' findings as well. Therefore, this part gets the students to make sense of the different data gathered and reach a conclusion based on it. It also includes a question aimed to get the students thinking about what other possible elements would be helpful for them to conclude which locality was worst hit by Cholera, as no data for Valletta is given on the map.

4.2.5 Worksheet 5

This worksheet is based on the document with reference NAM/GMR/313/1887. It is a report on the Cholera epidemic of the year 1887. This worksheet focuses on two specific parts of this document, to reach the objectives outlined in section 4.1.5:

- 1) The section 'Cholera at Żeitun and Żabbar' on *f.14*.
- 2) The section 'Prophylactic Measures for the Future' on *f.21*.

The worksheet consists of three parts. Part 1 includes two general questions about who created it and when. Parts 2 and 3, deal with the sections on *f.14* and *f.21* respectively. For each section, students have an enhanced copy of the excerpts, in larger type and divided into smaller paragraphs for ease. After reading each excerpt, students answer a set of questions that help them understand potential causes of Cholera in Malta, possible measures to combat the disease and how exposure to additional material can inform and change their conclusions. For ease, the questions follow a chronological sequence, meaning students need to follow the text from beginning to end to answer them. The most important parts of the text which students should focus on, were highlighted because written documents can sometimes be

lengthy and contain information that may not be necessary for the researcher's needs. A vocabulary list was included in Resource Handout 2, containing several words from the report excerpts that students analyse to complete the worksheet and may find difficult to understand (Vella and Caruana, 2017).

Resource Handout 1:

f. 14 CHOLERA AT ZEITUN AND ZĀBBAR.

Amongst the villages Zābbar and Zeitun suffered most. Both are not drained; and good potable water was only supplied to them late in the epidemic. Further, the disease was most severe at Zeitun in two localities, Herba and Tablin; and at Zābbar in two tortuous blind alleys, Lairi and Klauso, and in a very narrow and thickly populated Street "Il Biccieni". The construction and accommodations of the houses in these districts have not improved since the date of Dr. Sutherland's Report, and no new houses under the provisions of the Sanitary Law have since been built.

The Herba district, consisting of two streets with diverging blind alleys, on an area of 69,000 square feet contains 101 houses and a population of 436 persons, the number of persons living in each house varying from 13 to 1. Strada S. Giovanni in Tablin district is a narrow street, with eight lateral blind alleys.

- It contains 158 houses and small rooms and a population of 1,134 people, who occupy them in numbers varying from 15 to 2.
- The street with its alleys has a length of 1840 feet, and a width of about 10 feet. At two places population it is wider. At Zābbar, Klauso Alley has an area of 61,500 square feet, and a population of 341 persons occupying 62 houses and rooms in numbers, varying from 14 to 1. Lairi Alley on an area of 39,000 square feet contains 44 houses and rooms occupied by 332 people in numbers varying from 17 to 1.

In Biccieni street, which is 1870 feet long and wide only 10 feet, there are 137 houses and rooms inhabited by 615 people. One of these dwellings was inhabited by no less than 22 people, and there were several others inhabited by so many as 11, 12, and 14.

1

Figure 4.7 - The enhanced copy of excerpt on f.14 of document

Resource Handout 3:

f. 21: PROPHYLACTIC MEASURES FOR THE FUTURE.

I may sum them up in two words- GOOD SANITATION.

Experience has taught that on good sanitation we should exclusively rely, and that it is not in our power to prevent the importation of the germ of Cholera. Restrictive measures, however strictly enforced, can never ensure its being kept out of the Island; as no sooner a restrictive law is enacted than the means to evade it are devised, and, in our times, complete suspension of all communications with an infected port or country is an impossibility in practice. The Consular certificate declaring that passengers "within the 21 days preceding their embarkation had not been in Cholera infected places" is a sterling measure in theory, but it has proved to be utterly useless as a means of rendering suspension of intercourse possible.

As I have before stated several factors concur in developing an epidemic of Cholera -the seed, a suitable soil and, as in ordinary vegetation, the proper season. Do what we may in the way of preventing the seed being sown, we are sure to be baffled. But let the soil be sterilized, let the seed fall on barren rock and it will not germinate, whether the season be favourable or not. This appears to me as clear as daylight and it admits of no rejoinder.

1

Figure 4.8 - The enhanced copy of a part of the excerpt on f.21 of document

4.3: Instructions of Worksheet

4.3.1 Worksheet 1

There are two main instructions tied to this worksheet:

- 1) Prior to the visit, students should be instructed to bring a calculator for the tabulation activity. Even though the math required is not very complex, some students might struggle, so it is important to ensure everyone has a calculator available.
- 2) For Part 2 Question 2, students need to draw a bar graph. This can be done either manually in the space provided on the worksheet or, if permitted, on a laptop. The latter option would be easier and more efficient for students to complete the activity with minimal errors.

4.3.2 Worksheet 2

There are two main instructions tied to this worksheet:

- 1) For Part 1, the teacher will split the students up into small groups or pairs. Here, students will work collaboratively to create a transcript of the primary document to encourage and help one another. Students should also be encouraged to ask the Reading Room staff for help when they are unable to decipher certain words.
- 2) Part 2 of the worksheet can be completed either in the same groups or individually.

4.3.3 Worksheet 3

There are three main instructions tied to this worksheet:

- 1) The students should first be introduced to the original document to experience the authenticity of the document and its calligraphy, before reading and working with the typed copy of the letter.

- 2) Students should work in pairs, especially in Part 1, when they are reading calligraphy that is not very familiar to them. If students are paired up, the teacher can have them work on the copy of the document provided in the 'Document Copies' section or have them consult the document in turns.
- 3) The teacher should review the answers to Part 2 as the students will then need to work on it for the last part of the worksheet. Afterwards, students are to be instructed to answer the final questions in Part 3.

4.3.4 Worksheet 4

There are three main instructions tied to this worksheet:

- 1) Students need to be introduced to the original map before they answer Part 1 individually.
- 2) For Part 2, the teacher must divide the students into pairs or groups based on the number of students present. Each group should be assigned a specific section of the map to work on.
- 3) A discussion where every group shares their insight is to take place once Part 2 is completed. It is important because to complete Part 3 of the worksheet, students need to draw on others' insights. For the discussion, they should move out of the Reading Room to not disturb other researchers.

4.3.5 Worksheet 5

There are two main instructions tied to this worksheet:

- 1) Students must be shown the original report and given some time to experience and appreciate the authenticity of the document before working with the typed copies.
- 2) For Parts 2 and 3, students should be divided into groups, and all groups are to work on both excerpts. Group work is important because dealing with such documents can be confusing, but having others to work alongside can be beneficial for engaging with the content. (Benett, 2015).

Chapter 5: Worksheets Set B - The Language Question

5.1 Learning Objectives

The learning objectives of the worksheets on the Language Question relate to three LOs from the Year 10 History Option Syllabus. These are: (1) LO 1, focused on developing source analysis skills which translates into the Subject Focus “Analysing and interpreting historical evidence” (p. 3) and (2) LO 6 and LO 8, together they focus on understanding and analysing the political and constitutional development in Malta from 1800 to 2004 (History DLAP, 2023a). They are translated into the Subject Focus “The British Period (1800-1921)” (History DLAP, 2023a, pp. 34-35). It is under the latter LOs and subject foci that the Language Question, the topic chosen for these worksheets, is included in the syllabus. LO 6 is further categorised into LO 6j by the Department of History in a separate booklet, which focuses explicitly on the Language Question (Spiteri, 2023b). Some worksheets aim to go a step further with a learning objective focused on how history works.

5.1.1 Worksheet 1

The first worksheet in the Language Question worksheets set has four learning objectives:

- 1) The first objective relates to the analysis and interpretation of primary sources, particularly a written report. Students learn how to extract information from a written report and how to use it to reach their own conclusions.
- 2) The second objective relates to the concept of change and continuity. Students analyse, understand and explain the changes from one report to another.

- 3) The third objective relates to disciplinary knowledge. Students learn how history and the historian work through perspective work.
- 4) The fourth objective relates to substantive knowledge. Students learn or consolidate their learning about the 1879 and 1836 Royal Commissions.

5.1.2 Worksheet 2

The second worksheet in the Language Question worksheets set has two learning objectives:

- 1) The first objective relates to the analysis and interpretation of sources. Students learn to analyse documents with numerical data and interpret this data to utilise it.
- 2) The second objective relates to the concept of consequence. Students understand the impact of the Language Question on language use in primary schools.

Ultimately, students recognise the course that the Language Question took in education.

5.1.3 Worksheet 3

The third worksheet in the Language Question worksheets set has two learning objectives:

- 1) The first objective relates to the analysis of a written primary source. Students learn to deal with a primary source consisting of multiple components.
- 2) The second objective relates to chronology. Students will be able to put events mentioned in a letter in chronological order.

While the worksheet does not specifically target the broader impact of the Language Question on various sectors, students are briefly introduced to it by going through the document.

5.1.4 Worksheet 4

The fourth worksheet in the Language Question worksheets set has one main learning objective:

- 1) The analysis and interpretation of sources. Students learn how to gather and infer information while considering reliability, tone, and the wider context.

5.1.5 Worksheet 5

The fifth worksheet in the Language Question worksheets set has three main learning objectives:

- 1) The first objective relates to the analysis of primary documents of the handwritten type. Students not only learn to analyse the source but also how to read calligraphic handwriting, which is crucial for analysis.
- 2) The second objective relates to disciplinary knowledge. Students learn how one's historical conclusion can be influenced by new information.
- 3) The third objective relates to consequences, where students consider how the language question impacted the Maltese language.

5.1.6 Worksheet 6

The main objective of this last worksheet in the Language Question worksheets set slightly differs from those of the other worksheets:

- 1) This relates to Disciplinary knowledge. Students understand how history and the historian work. Through secondary source work related to the Language Question, students see how despite consulting the same sources, the historians, because of their own personal perspective, do not produce identical interpretations (California Learning Resource Network, 2024).

5.2 The Construction of Worksheets

5.2.1 Worksheet 1

This worksheet was constructed on two documents with reference NAM/GMR/281/1879 and NAM/GMR/12/1838.

This worksheet mostly centres on GMR 281, the report by Royal Commissioner Patrick Joseph Keenan about Malta's education system in 1878. Given the length of the report, the author chose to have the students focus on the cover page of this document and the section on Keenan's proposals for language in schools. The other document used, GMR 12, is the report carried out by the 1836 Royal Commissioners. Students are presented with an extract of this document on the worksheet rather than being given the actual document to avoid confusion and the risk of feeling overwhelmed.

Part 1 of the worksheet deals with the front page of GMR 281. Alongside the worksheet, the students are provided with a copy of this front page, split up into sections with markings. This helps students focus on the different parts of the document whilst reviewing and answering the questions in this section. These questions enable them to understand how to start

analysing a report and the type of information that a front page can provide about it. This then informs their thinking and analysis of the subsequent parts of the document.

Part 2 guides the students to page 98, which contains Keenan’s recommendations about language in Maltese schools. The first three questions were created to allow students to experience the document first-hand before working with the accompanying transcript. These questions scaffold the process of conducting a general reading of the document. Reviewing the text and having students focus on and copy the captions in the margins of each paragraph, which serve as summaries of the paragraphs, helps them understand the content of that part of the document. It also teaches them once again how to read such a document. Students know exactly what to focus on through the worksheet example, which highlights the caption.

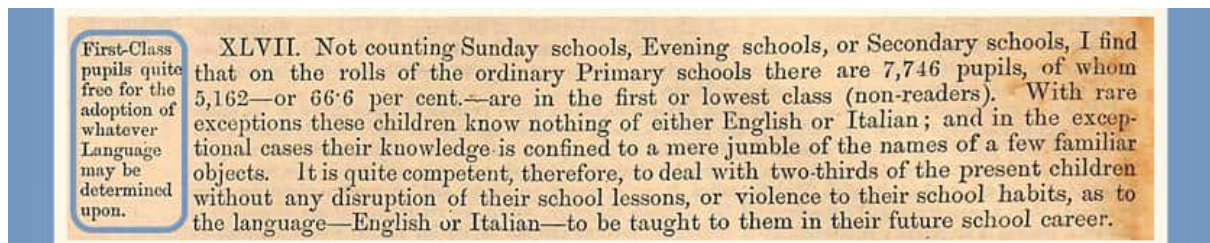


Figure 5.1 – Example of the extract with caption highlighted in Worksheet 1

To help the students in analysing the document, they are given a transcript of the section they will be dealing with from page 98. This version of the document is easier to read and refer to because it contains a bigger copy of the text, clearer labels and highlighted parts, which allows them to focus on what is most relevant for this exercise (Vella and Caruana, 2017).

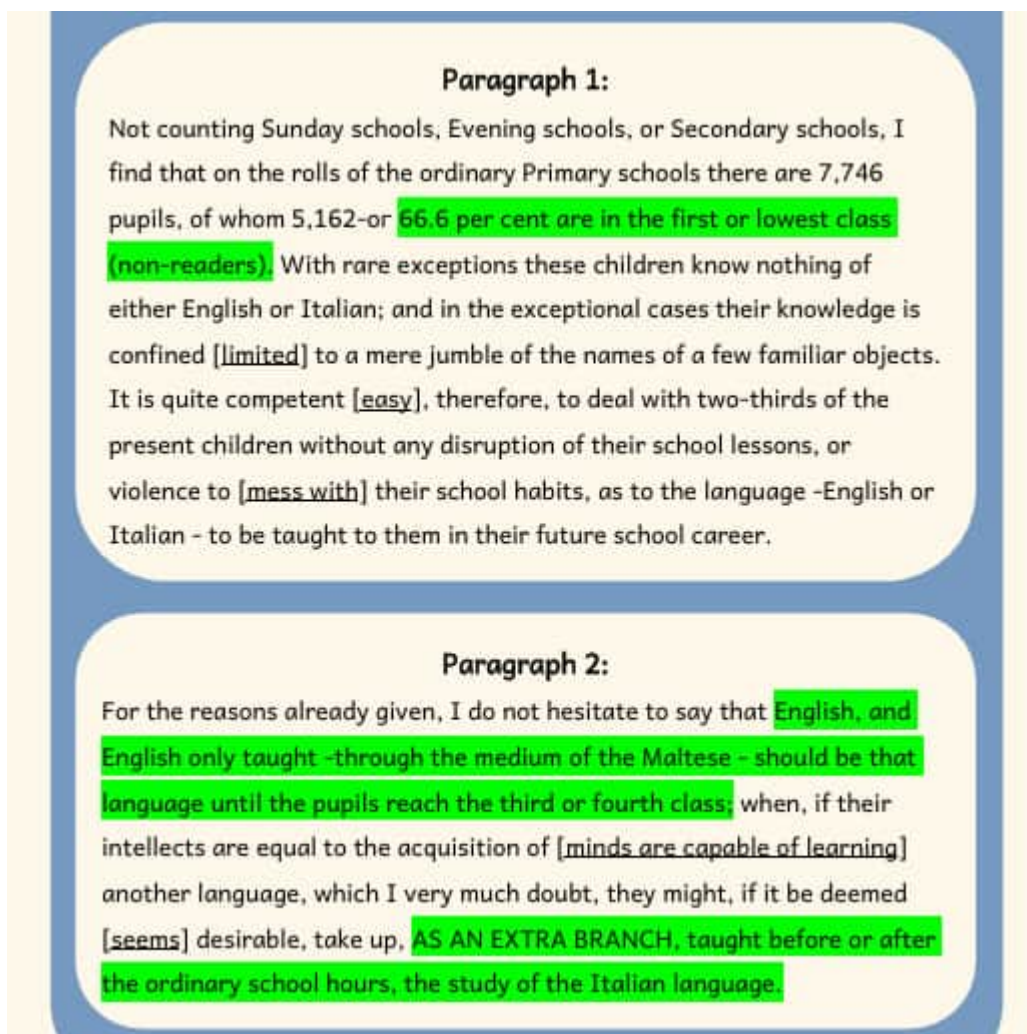


Figure 5.2 – Part of transcription of NAM/GMR 281/1879 in Resource Handout 2 of worksheet 1

Questions 1-8 are mostly concerned with eliciting information from the source. Through this, students not only acquire substantive knowledge about the topic at hand, but are also enabled to deal with the procedural question in Part 3. There, they will deal with the concept of change and continuity by comparing Keenan's recommendations with those of the earlier 1836 Commission and reason out why there were such discrepancies between the reports.

Question 9 in part two was constructed to foster disciplinary knowledge among the students. This question encourages students to adopt the perspective of different stakeholders and helps them understand how history works and how sources need to be approached with a

critical eye. This is achieved by engaging them in the process of creating two different pictures using the same sources, thereby demonstrating how something becomes evidence depending on one's perspective and the questions asked of it (The Historical Association, 2019).

5.2.2 Worksheet 2

This worksheet, divided into two parts, was constructed on the document with reference NAM/SSM/28/1889-1914, a school inspection register of the Zejtun boys' schools.

Part 1 of the worksheet is designed to familiarise the students with the document and teach them about the different types of information that can be gathered from it. This exercise is broken down into small manageable parts to not overwhelm the students with the wide question of 'what information can the document give you?' Instead, the questions guide students to look at different aspects such as the heading and copy it down, or look at a specific section, figure out what it is about and write it down. By the end of these little steps, students would comprehend what information the document provides, identify the document type and what school it relates to, and learn how it can inform them about how schools were split up during the years covered by the document.

The register is quite lengthy and having the students go through every entry would be a frustrating task. Thus, before constructing Part 2 of the worksheet, the author reviewed the whole register, identified patterns and selected a few dates for students to gather information from. In this section, a lot of inference takes place. First, the students are asked to compare the structure of the school levels during the chosen years by tabulating them, making it easier

to deduce what this reveals about the education system in the late 19th and early 20th centuries.

	1889	1899-1900	1906-07
1 st Class			

Figure 5.3- Table with chosen years for students to fill in and compare the structure of the school levels

The author uses tables again to help students understand the document and observe how Maltese, English, and Italian were impacted in education over the years by gathering and analysing examination data from 1898, 1902, and 1906. To make sense of these numbers, the author asks the students many guiding questions. These might be substantive, but they make it easier to compare the data between the years and understand what the data means. For example, Questions 5a and 5b are both substantive. However, Question 5c is a procedural question that compares the answers to 5a and 5b, providing insight into the language situation. This continues until they arrive at Question 6, the final question.

Table 1: 8 th June 1898				
Grade Level (i.e. class)	No. of Students Examined	No. of Highest Passes in Maltese	No. of Highest Passes in Italian	No. of Highest Passes in English
1 st Class: 1 st Sec.				
1 st Class: 2 nd Sec.	n/a	n/a	n/a	n/a
2 nd Class: 1 st Sec.				
2 nd Class: 2 nd Sec.				
3 rd Class: 1 st Sec.				
3 rd Class: 2 nd Sec.				
4 th Class				

Figure 5.4 – Example of one of the tables students will fill in with data about Maltese, English and Italian examinations

Question 6 requires the students to answer the question “what seems to be happening to Italian, English and Maltese in Maltese education from 1889 and 1913/14?” To answer this, they need to use the previously gathered information, which will serve as evidence to support their claims. To facilitate the process, students have a short task in 6a before answering the question. They are given interpretations and must find evidence from the source to support each one. The information and evidence compiled will then allow them to answer the previously mentioned question in 6b.

5.2.3 Worksheet 3

This worksheet was constructed on the document with reference NAM/CSG 01/6141/1920.

This document contains various correspondences between the Maltese members of the

council, the Lieutenant Governor and the Governor. This worksheet consists of three parts, each addressing specific components of this document.

Part 1 deals with the pages marked 10 and 11. No. 10 is the Lieutenant Governor's letter to the Governor, providing him with the letter sent to him by the elected members of the Council of Government and a summary of the debate that took place in the Council of Government. These two components will be tackled in Parts 2 and 3, respectively. No. 11 is a letter from the Lieutenant Governor to the elected members, informing them that he sent their letter, along with the requested attachments, to the Governor. The questions here are aimed at acquiring basic information and assisting students in understanding and navigating the document by matching the other pages in the document to those mentioned in the letter to the Governor.

Part 2 deals with the letter the elected members sent to the Lieutenant Governor, labelled no. 8, expressing their displeasure with the treatment of the *pari-passu* system in the schools, Lyceum and University. This letter is a bit difficult to understand. Thus, on Resource Handout 1, students have a copy of the original letter with a simplified version next to it, carefully constructed to ensure no change in meaning. Question 2 deals with chronology. The students must put the events described in the letter in chronological order. This was done because the way the letter is written makes the sequence of events confusing to understand. The questions that follow in this part deal with the analysis of this document. Here, Question 8 is procedural. It relies on knowledge from earlier questions and encourages students to consider the authors' perspectives and how these may influence their writing.

Resource Handout 1

8

TRANSLATION:

COUNCIL OFFICE,
Malta, 20th November, 1920

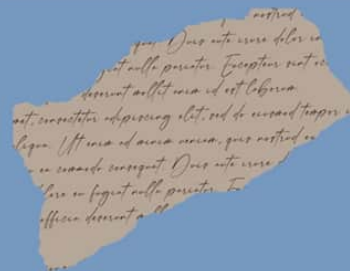
Original Letter	Simplified Letter
<p>To His Excellency the President of the Council of Government, etc., etc., etc. Excellency,</p> <p>With reference to our protest relative to the <u>pari passu</u> question with reference to the documents laid on the Council Table on the 30th October last</p> <p>- a protest dated the 6th instant and communicated to the Council of Government on that day -</p> <p>we deem it our duty to observe, in order to avoid any possible misunderstanding, that what we have therein stated with regard to the Infant, Elementary and Secondary Schools and the Lyceum holds good as well as regards the further documents tabled on the 6th instant, concerning the "Training School" where English is in absolute predominance to the detriment of the so-called <u>pari passu</u> system, and the University where the system of gradually substituting the English for the Italian language as the medium of instruction has now obtained for some years.</p>	<p>To His Excellency the President of the Council of Government, etc., etc., etc. Excellency,</p> <p>We are writing about our protest on the <u>pari passu</u> question which had to do with the documents presented to the Council on the 30th October last</p> <p>- this protest was written and presented to the Council of government on the 6th November -</p> <p>for the sake of clarity, we believe it is our duty to make it clear that what we said about the Infant, Elementary, Secondary Schools, and the Lyceum in our previous complaint also applies to the other documents presented on the 6th November, which are about the "Training School" where English is the only language used, hurting the so-called <u>pari passu</u> system, and to the University, where English has been gradually replacing Italian as the language of instruction for several years now.</p>

1

Resource Handout 1

<p>In this connexion we would request that translation of the important discussion on the language question which took place during the last sitting of the Council, might be communicated to the Secretary of State for the Colonies.</p> <p>Praying that a copy of the present communication (which is presented in quadruplicate and a copy is laid on the Council Table) be transmitted to the Secretary of State for the Colonies, we have, etc.</p>	<p>Relating to this, we would like to ask that the Secretary of State for the Colonies be given a translation of the important discussion that took place at the last meeting of the Council about the language question.</p> <p>We would like that a copy of this communication (of which four copies have been made and a copy is presented to the Council) be given to the Secretary of State for the Colonies, we have, etc.</p>
---	--

(sd) Dr. And. Pullicino,
" G. Gabarretta,
" Dalli Antonio,
" G. Muscat Azzopardi,
" Giov. Bencini,
" G. Vassallo,
" Jos. Zammit, L.P.,
" Avv. Enrico Mizzi.




2

Figure 5.5 - Resource Handout 1 showing the original letter numbered 8 in the document with the simplified version next to it

Part 3 deals with document no 7-1, a summary of the 13th November 1920 Council of Government meeting. The author employed two techniques to facilitate the process of understanding and analysing this document: a vocabulary box and a typed version of this summary, which is cleaner and more visually appealing, with bigger fonts. This was done because this text is extremely lengthy, making it too much for the students to go through without some visual appeal.

Resource Handout 2

Vocabulary Box	
Diaboliсal	Something very evil
Siamese twins	Conjoined twins
Oust	To force out something
Stedfast	Being determined no matter what happens
Resented	Will not be accepted
Underhanded attacks	Attacking quietly and secretly
Paradox	Contradiction
Letters Patent	An official document drawn up by the King or Queen giving a title or rights to a person (Brittanica, 2017)
Irredentism	One's wish to join their state with another
Apprehension	The fear that something negative will happen
Supplanted by	Replaced by
Absurd	Something unreasonable
With approbation	Approval




1

Figure 5.6 - Vocabulary box with some challenging terms found in this document

Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD
AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

MR VASSALLO called the attention of the Council to the fact that lectures in Hygiene at the University are being delivered in English and not in Italian as hitherto. This is the latest of a series of attacks by the Government on the Italian language against which a systematic war is being waged. We will resist these diabolical attacks with all our might. The Government is not sincere in saying that it wishes to uphold the pari passu system. The excuse that the lectures are given in English in order to enable our young doctors eventually to emigrate is not a good one. We do not want our young doctors to emigrate after we have paid for their instruction. If the lectures are given in English our doctors would later on be handicapped in drawing up reports in Court Cases by their ignorance of Italian technical terms.



Photograph of Mr Giuseppe Vassallo.
Source: Malta's Quest for Independence: Reflections on the Course of Maltese History (Henry Fenech, 2003).

1

Figure 5.7 – Example of the visually enhanced summary on Resource Handout 3

This section consists of two main exercises. To help the students understand what the document says, the author provided a shorter summary of each member's remarks, prompting students to read the document and match it to the summaries. After completing this task and having acquired an understanding of what each member had to say, the students have the procedural task of considering the background of every person who spoke during that council meeting and select a phrase or sentence from their extract that demonstrates their bias either in favour of or against Italian or English.

The great unfairness of replacing Italian with English and that the language of Malta only includes some Arabic words because of how close to Africa Malta is unlike what the British say. It is useless to try and remove Italian from Malta, even Chamberlain had to go back on his word in relation to replacing Italian with English in the law courts. A British person himself said that Italian is equally important as English in Malta. Attempting to remove Italian from Malta is a crime.

The British government has been systematically attacking Italian. The most recent attack is the change from Italian to English as the language of teaching in University hygiene classes. The Government's claim of keeping the system of *pari passu* is false. It does not make sense to lecture in English so that they can emigrate and that lecturing in English prevents them from writing reports in Italian for the courts.

Figure 5.8 - Part of the exercise where students have to match parts of the document to the shorter summaries of the members' remarks

5.2.4 Worksheet 4

This worksheet was constructed on the document with reference NAM/CSG 01/405/1931. The focus is on the letter from Strickland in London to the Secretary of State for the Colonies regarding the actions of the Nationalists in Rome because of the Royal Commission's presence in Malta.

To support the original document, the students are given a printed copy of the letter mentioned above. The purpose is to ensure every student has a copy of the document to work on and refer to when working in a group, rather than having a single copy for everyone to consult. This will also allow them to make markings, underlining and annotations directly on it. The author opted for an exact copy of the letter rather than a typed transcript for two

reasons. First, the letter is legible and easy to read and second, it offers students a more authentic experience. The previously mentioned copy of the letter allowed for the first question to be developed. To help students become familiar with the document and form a first impression, they are asked to read the letter and mark anything that strikes them.

The questions that follow help the students analyse the source and gather information to build an opinion and answer the inquiry question at the end about whether the British had good enough reasons to try and suppress the Italian Language. Rather than simply gathering information, students are also asked to consider the reliability of the source, the tone being used, and what is happening in the broader context that can further inform their opinion.

5.2.5 Worksheet 5

This worksheet was constructed primarily from the document with reference NAM/CSG 01/2210/1940, Sir Arturo Mercieca's resignation letter. This worksheet also briefly uses the 5th January 1920 Government Gazette, which students have to request themselves.

Parts 1 and 2 of this worksheet focus on Sir Arturo Mercieca's handwritten letter of resignation. Part 1 was designed to train students in reading calligraphic handwriting. Thus, the first part asks them to transcribe the letter and note any difficulties encountered, prompting them to reflect on the process. To help the students decipher the calligraphic handwriting, the author created a cursive handwritten alphabet chart on Resource Handout 1. This chart shows every letter of the alphabet that appears in this letter, both uppercase and lowercase, first in a standard typed format with an image of how every letter is written in calligraphic handwriting in the document. The purpose is to provide students with a guide for

transcribing the document. If they are stuck on a word or letter, they try to find the same pattern on the chart to figure it out. In this way, the students are training their ability to read such handwriting and will find it easier to read the rest of the letter as they progress. To allow the students to work more independently on this letter without having to stop and ask the teacher for help when encountering unfamiliar words in the document, a vocabulary box has been included in Resource Handout 2.

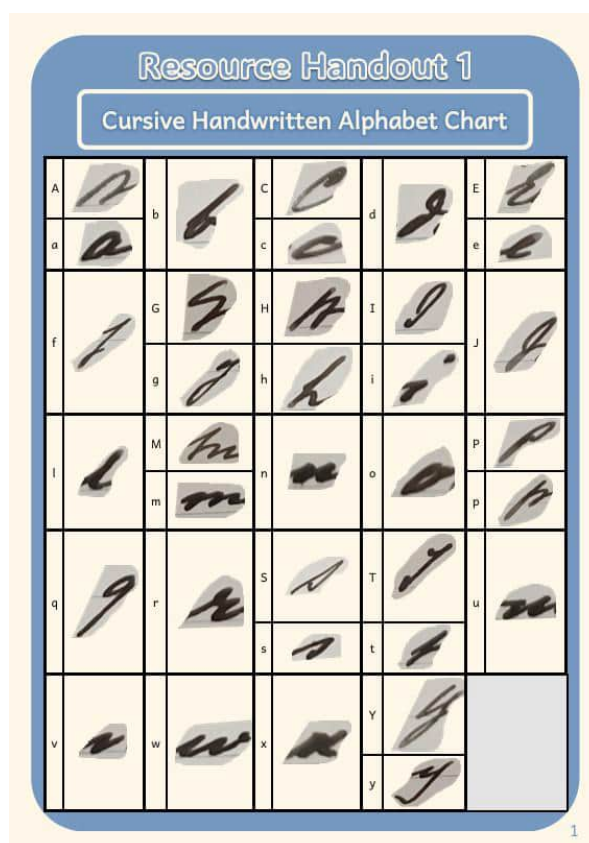


Figure 5.9 - The Cursive Handwritten Alphabet Chart

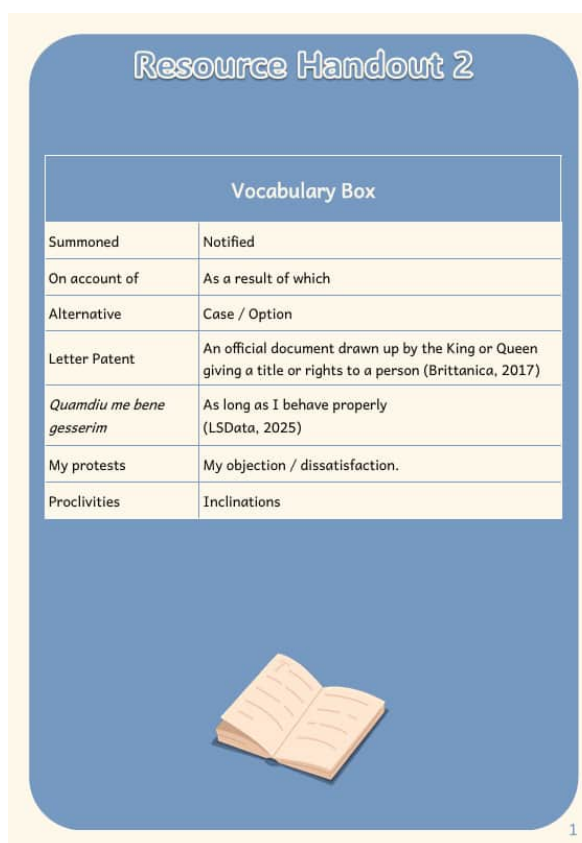


Figure 5.10 - The Vocabulary Box for this worksheet

In Part 2, the students are guided to analyse the source. Although some of the questions are substantive, their purpose is to gather information to be used in Question 7. Here, the students are asked to draw their own conclusions about how the British perceived Italian as a language and pro-Italians, why this is the case, and whether they would have held the same

opinion given the circumstances. This allows them to think deeper, encouraging perspective-taking and thus touching on the skill of empathy. In this section as well, when asked to identify the type of document this letter is, a table with different document types is given to choose from. This was done so that the students would understand what the question is asking of them, whilst also showing them the variety of sources found in the archives.

Part 3 of the worksheet is based on the document page labelled 2, an acknowledgement of receipt of Mercieca's letter of resignation dated on the same day. The main question, Question 5, makes the students consider how history works by asking whether this acknowledgement letter influences their previous answer to Part 2 Question 7.

The last part of this worksheet was based on the document page labelled 4, an extract from Gazette no. 8722 regarding Mercieca's resignation and the Malta Government Gazette of 5th January 1920. The latter document was incorporated into this worksheet so that the students could consider the consequences of the language question, particularly its impact on the Maltese language. To help them with this, before answering the impact-related question, the students have a short exercise comparing the two documents mentioned in terms of type and language used, to get them thinking. These two documents enabled the author to do this because the Gazette extract no. 8722, dated 1940, was in English and Maltese, whereas the 1920 Gazette was in English and Italian.

Step 2: Fill in the following table as required.

Document:	Document labelled '4' in file CSG01 2210/1940	The Malta Government Gazette, 5th January 1920
Document type:		
Languages in document:		

Figure 5.11 - The table created for students to fill in and compare the two Government Gazette extracts

5.2.6 Worksheet 6

Unlike the other worksheets in this set, this worksheet was not constructed on a primary archival document. Instead, it is based on two secondary sources, *The Story of Malta* by Brian Blouet (1981) and *Storja ta' Malta* by Henry Frendo (2004). The worksheet includes two extracts from both sources, with the extract from Frendo (2004) translated into English. Both extracts speak about Sigismondo Savona becoming Director of Education and how he started to introduce some of the reforms that Patrick Keenan had recommended, but they are written through the authors' own perspectives.

The creation of such a worksheet, based on secondary sources still to be used at the National Archives, is a way in which the author aims to help students start to understand the discipline of history, how history works. The students will do this by answering several questions that lead them to note how the authors, using the same archival sources, seem to agree on the facts and yet, their interpretations are not identical. This process includes marking elements of similarity in the extracts to note the similar facts and using adjectives to describe the two

interpretations, thereby already noting some differences before being explicitly asked what the differences are. All this would lead the students to understand that history is not the truth but rather different narratives based on various interpretations, because when writing down history, if it is not bias that gets in the way, as it can be controlled at times, then it is the historian's perspective which cannot be avoided (PBJC Museum, 2023).

5.3 Instruction on the use of worksheets

5.3.1 Worksheet 1

There are five main instructions tied to this worksheet:

1. Most of this worksheet should be completed collaboratively. Preferably, this is done in pairs rather than in groups for two main reasons:
 - i) First, while working in groups can be enriching, as more ideas are brought up, it does not ensure that everyone is actively participating and contributing to complete the worksheet. (Arntsen, n.d.).
 - ii) Second concerns logistics. Given that this worksheet will be completed on-site, if other people are in the reading room, a large group of students conversing amongst themselves would be disruptive to other archive users.
2. For the very last question of the worksheet, however, the teacher should instruct the students to work it out on their own, and once they finish, they share their conclusions. By using this technique, students observe how, despite using the same information they previously compiled in pairs, it still leads to different answers from different people.

3. Teachers should give the students a magnifying glass to help them analyse the document, especially in part one of the worksheet. This is beneficial because it not only allows the students to examine small details more easily but also turns the activity into an interesting game, which acts as motivation.
4. When using this worksheet, the teacher has two options:
 - i) Have one pair of students complete the tasks on this worksheet while the other students work on a different one.
 - ii) Have all the pairs work on the same worksheet. If the teacher chooses this option, each group should first be given the chance to interact with the original document before receiving a facsimile to work on in pairs.
5. Additionally, for the final question of the worksheet, the teacher could use the think-pair-share technique, where students work individually, then discuss within their groups, and finally share their ideas with the whole class. This can also be done as a post-session activity at school.

5.3.2 Worksheet 2

A teacher using this worksheet with students at the N.A.M. should follow two instructions:

- 1) In Part 2 of this worksheet, two questions involve some basic addition. Therefore, it is advisable to inform students before the visit that they should bring a calculator to the archives so that everyone can complete this task with ease.
- 2) As with the other worksheets, the teacher should ensure that students are not working alone but in groups to support each other, rather than feeling helpless if they get stuck.

Overall, since this document is quite complex, it is best for the teacher to continuously go around the students, ensuring they are on the right track and remaining open to any difficulties they might encounter.

5.3.3 Worksheet 3

There are two main instructions tied to this worksheet:

- 1) Since this worksheet is based on documents that require a lot of reading, it is best for the students to work in groups. In this way, they can divide the readings amongst themselves and then share what they learnt. This method reduces the reading load on students, which could otherwise be quite frustrating for them.
- 2) The teacher should monitor students' progress and review responses with them after each section is completed.

5.3.4 Worksheet 4

For this worksheet, there are two instructions:

- 1) This worksheet is intended to be completed in small groups or in pairs to support each other with the task and reach a level of understanding that may not be possible alone.
- 2) It is crucial to emphasise to students that marking on the original document, even with their pencils, is strictly prohibited, while reminding them of the archival rules and regulations.

5.3.5 Worksheet 5

There are two main instructions to follow for this worksheet:

- 1) The different exercises should be completed either in small groups or pairs. This is especially true for the transcription exercise at the beginning of the worksheet, which can be quite daunting for students as they may not be very familiar with such handwriting. Thus, working together can encourage them.
- 2) The teacher should review the students' transcription to look for any mistakes, since students will be referring to the transcription when answering subsequent questions.

5.3.6 Worksheet 6

This worksheet was created as a follow-up to any of the five primary-source-based worksheets in the Language Question set. Therefore, this worksheet is to be presented to students after they complete one of the five worksheets. It is recommended that students work collaboratively, since they may not be very familiar with disciplinary knowledge in history, which allows them to figure it out together and reach higher levels of thinking and understanding of how history works.

Chapter 6: Worksheets Set C - The *Santo Spirito* Hospital

6.1 Learning Objectives

While the *Santo Spirito* Hospital is not explicitly stated in the History Syllabus, the learning objectives of these worksheets still deal with the very important LO 1, which translates to “Analysing and interpreting historical evidence” (History DLAP, 2023a, p.3). This emphasises the vital skill of source analysis. If students are to do any sort of archival work on documents relating to Maltese history, the teacher would either provide them with sources held at the N.A.M. or go to N.A.M., which is housed in the old *Santo Spirito* Hospital. Therefore, these worksheets aim to give the students of any year group who can be taken to the N.A.M. to analyse sources, the important opportunity to learn about this building, which is in itself a historical primary source that can teach them a lot about Malta’s social history. In fact, as a set of worksheets, if they were to fall under a specific section in the History Option Syllabus they would still fall under LO 7 which is translated into the Subject Focus “Malta’s social and economic development (1800-1945)” (History DLAP, 2023a, pp. 44-45) and LO 5 with Subject Focus “Social and Economic Development in Malta: 1400-2008” for the General History Syllabus (History DLAP, 2023b, p.7). Some of the questions found in these worksheets aim to go a step further with a learning objective focused on disciplinary knowledge.

6.1.1 Worksheet 1

The first worksheet in the *Santo Spirito* Hospital worksheets set has four learning objectives:

- 1) The first objective relates to the analysis and interpretation of primary sources, particularly of the handwritten type. Students will thus first learn how to read 19th century calligraphy and then how to analyse such a primary source.
- 2) The second objective is that students will learn about some difficulties one encounters when working with a primary source.
- 3) The third objective relates to substantive knowledge. Students acquire knowledge about the *Santo Spirito* Hospital and the 1870s small-pox epidemic in Malta.
- 4) The fourth objective relates to disciplinary knowledge. Students learn that history is not objective as they recognise biases in different interpretations of the same source.

6.1.2 Worksheet 2

The second worksheet in the *Santo Spirito* Hospital worksheets set has three main learning objectives:

- 1) The first objective focuses on the analysis and interpretation of primary handwritten documents. This necessitates that students also learn to read calligraphy.
- 2) The second objective focuses on substantive knowledge. Students learn about the conditions at the *Santo Spirito* Hospital, which reflect those in other hospitals on the island at that time.
- 3) The third objective concerns disciplinary knowledge. Students understand that to have a complete view in history, a variety of sources must be consulted, not just one.

6.1.3 Worksheet 3

The third worksheet in the *Santo Spirito* Hospital worksheets set has three main learning objectives:

- 1) The first objective is that of analysis and interpretation of primary sources. Students learn how to navigate and analyse a written report.
- 2) The second objective is to acquire some insight about the situation of the *Santo Spirito* Hospital during the latter half of the 19th century. Students learn about the building's history and its connection to the Central Hospital in Floriana, which is mentioned in the Year 10 option syllabus.
- 3) The third objective relates to disciplinary knowledge. Students learn that history is composed of various interpretations, shaped by different perspectives.

6.1.4 Worksheet 4

The fourth worksheet in the *Santo Spirito* Hospital worksheets set has three primary learning objectives:

- 1) The first objective relates to the analysis and interpretation of primary sources. Students learn to analyse and interpret sources including data in tabular form.
- 2) The second objective is that students learn about mortality patterns in early 20th century Malta and the type of people who were allowed admission in the *Santo Spirito* Hospital.

- 3) The third objective relates to disciplinary knowledge. By thinking about what other sources could better inform their opinion, students understand that history requires consulting multiple documents.

6.1.5 Worksheet 5

The fifth worksheet included in the *Santo Spirito* Hospital worksheet set has four primary learning objectives:

- 1) The first objective relates to the analysis and interpretation of primary sources which is not text or number based but is a plan of a building, in this case the building of the *Santo Spirito* Hospital, as well as a number etched on a wall.
- 2) The second objective is that students learn about how the Hospital functioned.
- 3) The third objective relates to the procedural skill of change and continuity, where students identify what has changed and what has remained in the Hospital building over the years.
- 4) The final objective is about disciplinary knowledge. Students understand that in history, because of perspective, interpretations differs even if the same information is used.

6.2 The Construction of Worksheets

6.2.1 Worksheet 1

This worksheet was constructed from the document with reference NAM/CIN/166/1867-1871, an orders book, and centres on the order found on *foglio* 538. This part of the document is an order from the Head of the Charitable Institutions, including the hospitals, to the person in charge of the *Santo Spirito* Hospital. It informs them that due to the smallpox epidemic, the hospital will be converted into a hospital dedicated to such cases, and that they must organise the transfer of patients currently admitted.

Part 1 of the worksheet focuses on teaching students how to read this handwritten document. For Step 1, they receive a sheet with nine words as they appear in the document, incorporating every letter found in the source, with each word's modern-type equivalent listed underneath. They are also given a set of cards showing each letter in the document, in both lowercase and uppercase, exactly as they appear in the primary source. These cards must be placed on a cursive alphabet chart that features each letter in the document in modern type, with blank spaces next to each letter to place the cards. They will do this by using the sheet with the nine words and matching the letter patterns. When the cursive alphabet chart is completed, it will serve as an aid for Step 2, in which students will be asked to transcribe the first two paragraphs of the primary source.

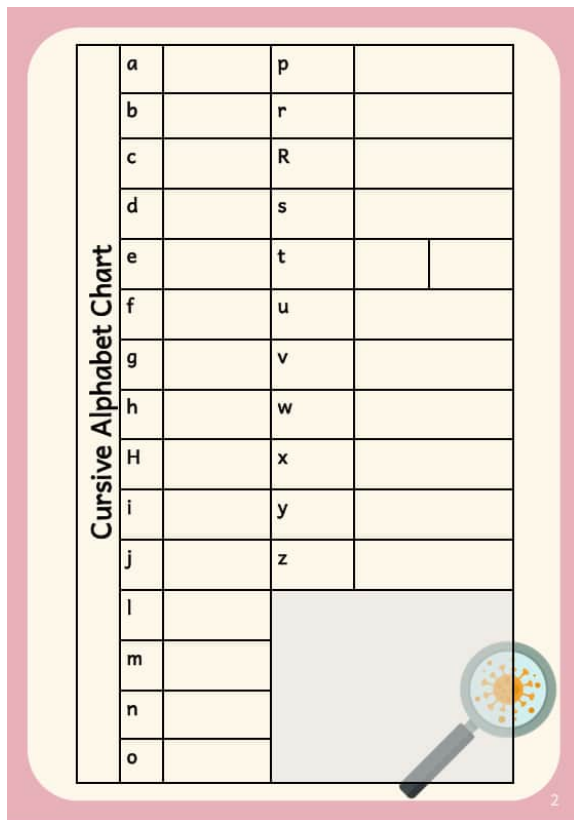


Figure 6.1 - Cursive Alphabet Chart for students to complete with given letter cards



Figure 6.2 - The cursive letter cards to be given to students cut up

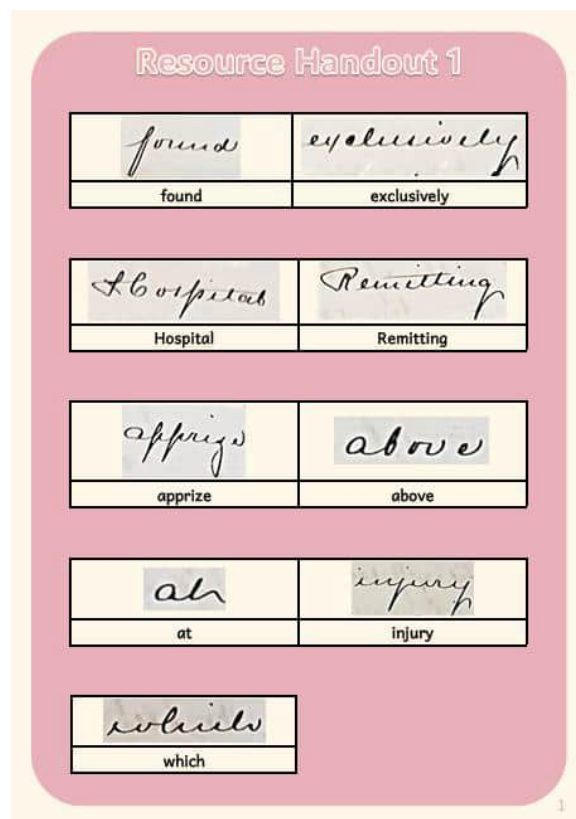


Figure 6.3 - The nine cursive words from the document

Part 2 is about the analysis of the source. The questions here target both substantive and procedural knowledge. The questions were designed to guide students in examining the source, extracting information from it, and using that information to draw conclusions about the possible impact of such measures on different stakeholders. The last two questions in this section encourage students to think critically about the source as historical evidence by identifying its limitations and significance.

Part 3 of the worksheet introduces students to the challenges encountered when engaging with a primary source. This is done through questions that prompt students to reflect on their own experiences working with a primary source and the limitations they faced.

The final section of the worksheet, Part 4, was constructed to foster disciplinary knowledge. The author accomplished this by using the same primary source that the students will analyse and developing two distinct interpretations from it about healthcare in 19th century Malta, with one supporting and the other opposing the British administration. The questions following these interpretations help students recognise the biases in the interpretations and how the work of the historian is not always an objective practice since, varying interpretations can stem from the same source.

An extract from a book about healthcare in 19th century Malta by Historian 1, using the primary source you have in front of you.

It has long been known that the British were mostly concerned with their own interests. This can be seen from their authoritarian decision to remove all infectious diseases to the countryside by “reserv[ing] temporarily the Hospital of Santo Spirito exclusively for the treatment of small-pox patients.” This decision did not only benefit British interest by making the harbour area and its garrison safer, but as a result it also put the Maltese of the countryside at risk. By moving all the patients that were present in the Santo Spirito Hospital to the Central Hospital in Floriana continues to show the indifference of the British towards the Maltese. This is because such a neglectful decision leads to overcrowding which actually puts the patients in more danger.




Figure 6.4 - Interpretation 1 created by the author

An extract from another book about healthcare in 19th century Malta by Historian 2, using the primary source you have in front of you.

It has become a cliché to say that the British were not taking care of the Maltese. Their actions in the face of the small-pox epidemic in 1871 can back up this claim. By decisively turning the Santo Spirito Hospital into a hospital “exclusively for the treatment of small-pox patients” the British displayed their caring leadership. This, along with the fact that they made sure that every single patient already present at this Hospital was to be moved to the Central Hospital in a way that “prevent[s] injury”, showed how considerate the British administration was of the people of Malta, especially those who were ill and suffering.




Figure 6.5 - Interpretation 2 created by the author

6.2.2 Worksheet 2

This worksheet was constructed on the document with reference NAM/CIN/167/1871-1882, an Order Book, and it focuses on the memorandum on *foglio* 149-150. This memorandum was sent by the Comptroller, Head of Charitable Institutions, to those overseeing the *Santo Spirito* Hospital and its Chaplain. They were informed that his discovery of the inhumane treatment of a patient was indeed true, and that there were many irregularities on the part of the hospital staff that he must report.


The worksheet is divided into three parts and includes a vocabulary box to enhance students' understanding of the primary document, allowing them to work more autonomously. Part 1 focuses on the comprehension of the text. To fully understand the document's content, students must be able to read the handwriting. Therefore, Question 1 in this section is a cloze-style transcription exercise, where the document is typed with some words and phrases missing. The purpose is for the students to decipher the handwriting to fill in the blanks. If they get stuck on a word, they can find a similar pattern in the document, locate it on their worksheet, and decipher the letter to write down the required word. Question 2 then requires students to match a brief caption to each paragraph of the document, thereby furthering their comprehension.

Part 1:

The following is a partially complete copy of the document in front of you. Read the primary document and complete the copy.

Tip: The words already typed include all the letters found in your document. If you are stuck on a word, find a word with similar looking letters that is already typed to help you.

Office de, 24 October 1874.	Fill in this column in question 2:
<p>Memo:</p> <p>It was with a real sense of regret that I have some days _____ ascertained the truthfulness _____ complaints _____ to me by a _____ person of Cittavecchia, with _____ to the inhuman _____ which the Lorenzo Camilleri experienced on his admission and _____ his short _____ in the Hospital of Santo _____.</p>	Paragraph 1:
<p>The Chaplain, whose principal duty is to _____ possible consolation and spiritual comfort to the _____, especially during their _____ of life, passed several times the bed of _____, showing an astonishing _____ to the dying state of that _____: not a word to _____ his agony; not a prayer to accompany _____ from life. He did not even take the _____ of calling a nurse _____ to the wants of the dying patient, by even _____ his parched lips, and keeping away _____ which swarmed over his face.</p>	Paragraph 2:



1

Figure 6.6 - Part of the cloze-style transcription exercise

Part 2 of the worksheet includes substantive and procedural knowledge questions, as well as questions that help students grasp what particular parts of a document demonstrate or mean. This includes, for instance, the fact that the names in the bottom-left corner refer to the individuals being addressed in this letter. Questions that deal with substantive knowledge include, for example, asking when the memo was written or what led the Comptroller to investigate this Hospital. Procedural knowledge questions include Question 5, which asks students to provide evidence to a set of given interpretations. Then there is Question 6, which gets students to question the primary source and think beyond what it presents, by considering the author, his position, where he obtained the information and perspectives.

Part 3 of the worksheet deals with disciplinary knowledge. The goal is for students to recognise that history does not rely on a single source, but rather on a variety of sources to provide a complete picture. This is achieved by first asking students to write down whether they thought the overall treatment of patients at this hospital was good, bad, or a mix of both, based on what they had learnt from the primary source. Then, the author provides the students with three extracts from another primary source with reference NAM/CSG01/1008/1937, which includes several reports about the Hospital and provides a different picture of how patients were treated. This is followed by questions that get the students to realise that there are different sources about the same institution and ask them if, at this point, their original answer changes.

6.2.3 Worksheet 3

This worksheet was constructed on the document with reference NAM/GMR/280/1879. This document is an 1879 report by the Royal Commissioner Sir Penrose Julyan on the Civil Establishments of Malta. Most of the worksheet focuses on the section about *Santo Spirito* Hospital. An extract from another document with reference NAM/CSG 01/15137/1897, was also included in this worksheet to support the analysis of a specific section in the report. This worksheet gives students the role of the historian and guides them through the steps a historian researching the *Santo Spirito* Hospital takes when finding this document.

Part 1 was constructed to show students how much information can be gathered from the front page, such as the document's subject and author, which will be helpful when analysing the main text. To facilitate this exercise and train students in collecting such information, the author created Resource Handout 2, which includes a copy of the document's front page,

divided into sections A and B. The questions here offer clear guidance on where to look and what to focus on.

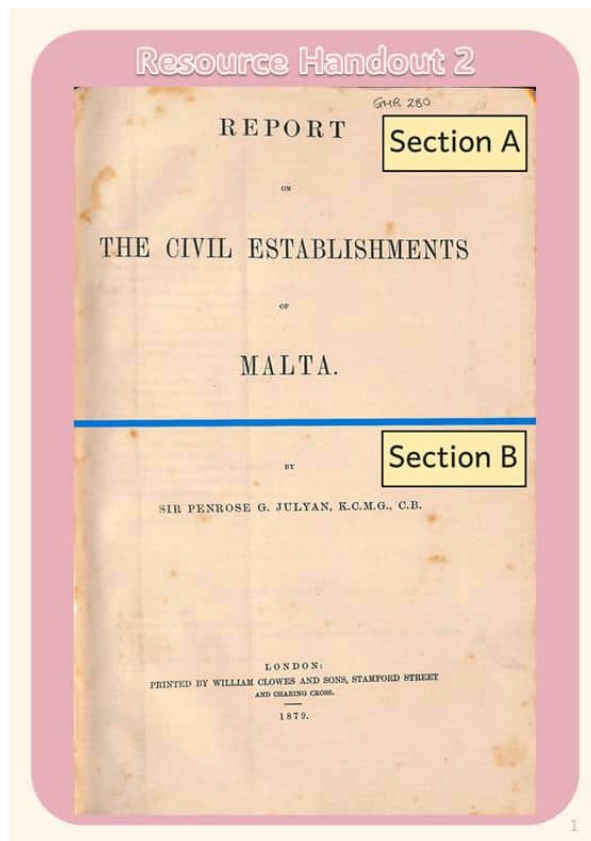


Figure 6.7 - Copy of the document's front page divided into sections A and B on Resource Handout 2

Part 2 consists of two steps:

- 1) Directs students to the contents page to locate the relevant section of this document for their research topic, the *Santo Spirito* Hospital.
- 2) Instructs students to go to the identified section and find the relevant paragraph by looking at the small captions next to each paragraph.

This process teaches students how to navigate such a primary document, a report, when having a specific research topic. This skill is further developed in Part 3, where students are guided to analyse the paragraph about the *Santo Spirito* Hospital.

Part 3 focuses on the *Santo Spirito* Hospital section in the report. It includes both substantive and procedural questions. Tied to it, on Resource Handout 3, is a transcript of this report section, typed in a larger font, divided into smaller paragraphs, numbered, and with important sections highlighted. This facilitates the source analysis process, not only because it improves readability but also because it allows questions to be more focused on analysing specific parts of the text by telling students, for example, to focus on paragraph 2, answer questions about it, and then move on to the following paragraphs in the same manner. Through this scaffolded process, by the end of Question 4, they would have examined the whole text without feeling overwhelmed. Question 5 prompts students to consider the limitations of this report for their research topic.

Resource Handout 3

Paragraph 1
Whatever reforms may be required in the Central Civil Hospital, there appears to be much greater need of change in the management of the Hospital of Santo Spirito, in the outskirts of Città Vecchia.

Paragraph 2
Though an old building, erected more than four hundred years ago, and **faulty** in some respects, its **extreme unpopularity with the natives can scarcely be due to any structural defects**. No one who enters it, however, can fail to be impressed by the **gloominess** of its appearance, which must be attributed to the **evident want of energy** in turning it to good account as a curative establishment.

Paragraph 3
Its **resident doctor is charged with duties as a Police Physician elsewhere**, and its Superintendent who is also its **Visiting Physician is in the same position**, while both are at liberty to eke out their scanty incomes (free to stretch their small earnings), if possible, by private practice.

1

Figure 6.8 - Example of amended transcript of the document

Question 6 of Part 3 presents an extract from another primary source about Giovanni Mifsud, who was admitted to the *Santo Spirito* Hospital following an incident at work. His condition was so critical that the Hospital's sole doctor was not enough, so he called for the assistance of a doctor from the Floriana Central Hospital who, took a long time to arrive. This document demonstrates that one of Julyan's recommendations in the document GMR 280, that one doctor would be adequate at the *Santo Spirito* Hospital, was carried out and had implications. The excerpt was included to show students that a document requires the use of other sources to understand it and the overall situation better, as these additional sources can answer questions the main source cannot.

Part 4 deals with disciplinary knowledge. This is done through a scaffolded exercise in which students are asked to write two distinct paragraphs about Julyan, one depicting him positively and the other negatively, using the same document. Students adopt the perspectives of the Governor and a doctor at this Hospital. For each perspective, they select adjectives from the provided list to describe Julyan and support their choices with evidence from the report, enabling them to write their paragraphs. This approach helps students recognise that history is not a single narrative. Instead, it comprises various interpretations that can differ even when using the same source, depending on one's perspective.



Parsimonious
Meaning: A person who is not willing to spend money which can influence quality.

Inconsiderate
Meaning: A person who does not think about the feelings of others.

Condescending
Meaning: A person who acts as if they know better than others.

Economical
Meaning: A person who is careful about not spending more money or use more resources that needed.

Pragmatic
Meaning: A realistic person who comes up with practical solutions.

Figure 6.9 - Some of the adjectives provided to students to choose from to describe Julyan

The author also included a vocabulary help box in this worksheet, from Resource Handout 1, to provide more autonomy during the source analysis process.

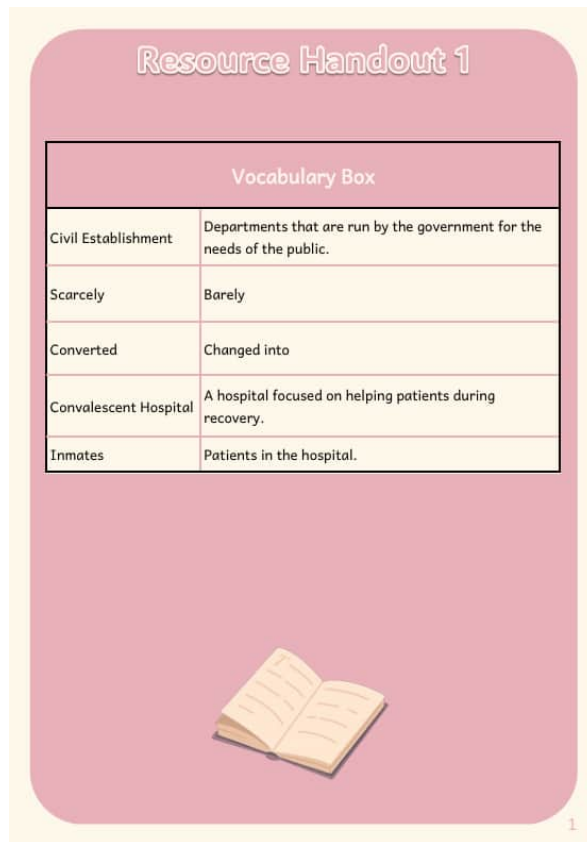


Figure 6.10 - Vocabulary box provided for this worksheet

6.2.4 Worksheet 4

This worksheet was constructed from two documents:

- 1) NAM/SVDP/168/1901-1963, Hospital of *Santo Spirito*: Register of Deceased Patients, Male Division.
- 2) NAM/SVDP/270/1901-1963, Hospital of *Santo Spirito*: Register of Deceased Patients, Female Division.

These are registers containing a record of every patient who died at the *Santo Spirito* Hospital from 1901 to 1963.

This worksheet was designed to help students analyse a primary source with tabular data. The first two questions include an image of two pages from the document, highlighting the row that shows what information the document provides. This aims to assist students in recognising the types of information these documents can provide.

Number	Name	Date	Condition/Notes	Age	Profession	Marital Status	Origin
16	Restina Garriga	2 June 1893	Guaiaga Conto died	80	Robate	Robate	St. Spirito
17	Maria Jacinto Lopez	11 June 1893	Spinae died	16	Vallalta	Single	St. Spirito
18	Maria Comolli	28 June 1893	Ambrone living	17	Hannover	Single	St. Spirito
19	Concetta Garriga	13 June 1893	Bella died	50	Robate	Single	St. Spirito
1	Giuseppina	7 Jan 1894	Nicola Alfred died	90	Robate	Widowed	St. Spirito
2	Maria Antonia Comolli	1 Feb 1894	Emmanuel died	22	Spa	Single	St. Spirito
3	Giuseppina	5 Feb 1894	Guaiaga died	73	Robate	Widowed	St. Spirito
4	M. Dolores Alford	6 Feb 1894	Guaiaga living	18	C. Single	Single	St. Spirito
5	Giuseppina	7 Feb 1894	Salvatore Giuseppe died	80	Robate	Widowed	St. Spirito
6	Maria Giuseppina	24 March 1894	Antonina died	65	Robate	Single	St. Spirito
7	Veronica	11 May 1894	Luigi died	43	Robate	Widowed	St. Spirito
8	Giuseppina	25 May 1894	Elisabetta died	7	St. Spirito	Single	St. Spirito
9	Maria	4 June 1894	Antonio died	22	Vallalta	Single	St. Spirito
10	Dona Tommasa	16 July 1894	Giuseppina	78	Robate	Widowed	St. Spirito

Figure 6.11 - Image of pages from the document highlighting the elements to focus on

Question 3 tasks the students with the important exercise of gathering data from these documents. Since one of the learning objectives focuses on mortality trends in the early 20th century and the types of people admitted to this hospital, the data to be gathered from these sources is the ages at which patients died. The students are guided through this process because the question involves steps that serve as clear instructions on what to do and they are given clearly labelled tables where to input their data, which in this case is a tally of the different age groups.

Table 3a			Female Deaths	Category Total	Table 3b			Male Deaths	Category Total			
Ages at Death	Under 5 Years	<1			Ages at Death	Under 5 Years	<1					
		1					1					
		2					2					
		3					3					
		4					4					
	Over 5 Years	5-9				Over 5 Years	5-9					
		10-14					10-14					
		15-19					15-19					
		20-24					20-24					
		25-34					25-34					
		35-44					35-44					
		45-54					45-54					
		55-64					55-64					
		65-74					65-74					
		75-84					75-84					
		85-94					85-94					
		95 & over					95 & over					
		Total Deaths						Total Deaths				

Figure 6.12 - Tables the students need to fill in from the document

Questions 4 and 5 help students organise data to understand it better. They will be asked to turn their data into a graph, which provides a visual representation of the data, making it easier to notice patterns. Through the series of questions in Question 5, students will be guided to notice patterns and be prompted to draw conclusions.

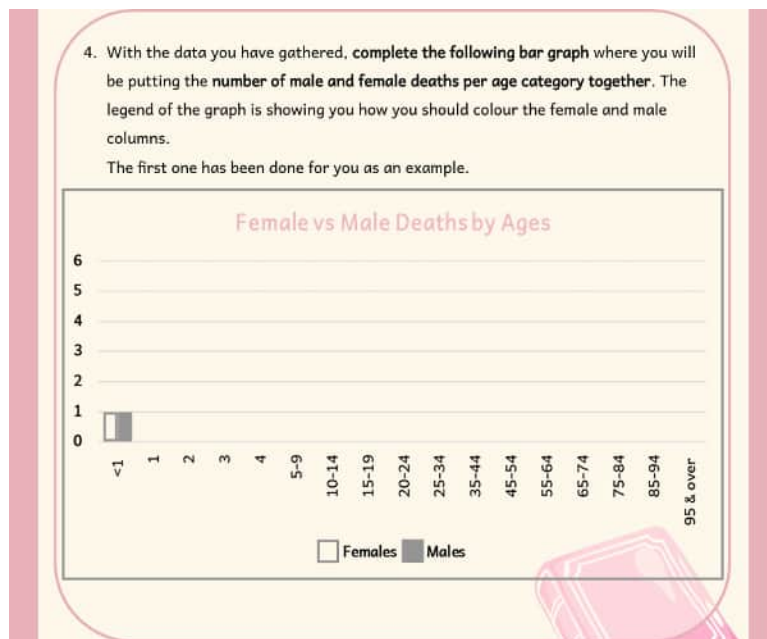


Figure 6.13 - The bar graph students will draw from the data gathered in tables

Question 6 asks students to consider other ways these documents they have worked on could be useful to them if they were researching this Hospital. The final question, Question 7, aims to foster disciplinary knowledge among students. This is so as it gets the students to think about other possible documents that would help to give them a better understanding of the documents they had dealt with and mortality in early 20th-century Malta. Such a question conveys to students that in history, one cannot rely on a single document to uncover the whole truth, but requires multiple documents showing different aspects.

6.2.5 Worksheet 5

This worksheet was mainly constructed on the two Malta Bluebooks for 1870 and 1915-1916, with the respective references of NAM/BB/1870 and NAM/BB/1915-16, focusing on the plans of the *Santo Spirito* Hospital contained in these documents. Another primary source used in this worksheet is an image of two hospital bed numbers etched into the walls, which have survived the transformation from a hospital to an archive.

Question 1 of Part 1 looks to train students in understanding a building plan, an important step toward the actual analysis of these sources. For this, on Resource Handout 1, students have a copy of one of the plans, with the scale and legend marked and numbered. This allows students to focus on these important components and think about what information they can provide. Students learn how to use the scale later in Question 7d.

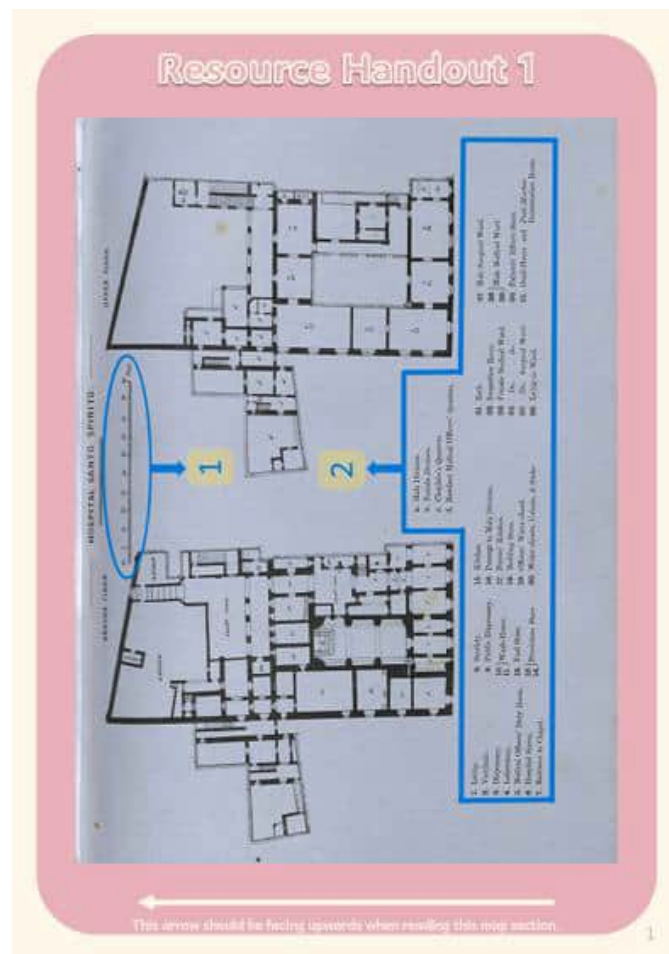


Figure 6.14 - The marked hospital plan on Resource Handout 1

Questions 2 to 7 were designed to help students elicit information about the Hospital from two plans. For these questions, students are given copies of the plans to use alongside the original document, allowing them to make markings on the plan for better analysis. Although most of them do provide substantive knowledge, such as physical changes over the years and how the hospital was divided, this remains a very important objective for this set of worksheets overall: gain background knowledge about the place that now houses the N.A.M. However, there are still some questions that prompt students to think critically about the information they gather from the plans.

Question 7 was constructed to provide students with an immersive learning experience, in which they compare the plans they are analysing with the physical space they are currently in and experience first-hand. This is achieved, for example, through questions that ask them to mark a trail on their copy of the plan or to observe differences between their current room and the plan. This enables students to experience change and continuity firsthand, something that even Question 8 does, since they are provided with an image of the old hospital bed numbers, some of the very few that have survived, found right above them among the modern archival shelves. This same question also prompts students to consider issues of preservation, or the lack of it, and their impact.



Figure 6.15 - Image of surviving old hospital bed numbers

Question 9 introduces a short excerpt from the document with reference NAM/GMR/763/1920-21, a report by an appointed committee, stating that the building is not suitable for use as a hospital and should therefore be permanently closed. By asking the students to either agree or disagree with this committee, they are encouraged to think

critically, consider patients' perspectives, empathise with them and use information gathered and their own experience to make a reasoned argument.

Part 2 focuses on helping students understand how history works. This is achieved in Question 1 by having students individually come up with a short description of the hospital based on what they learnt from their work at the archives. Then, once these descriptions are written, in Question 2, the students view each other's descriptions to realise that, despite working on the same sources, their descriptions are not identical because interpretation depends on perspective, and that is how history works.

6.3 Instruction on the use of worksheets

6.3.1 Worksheet 1

When assigning this worksheet to students, there are primarily three instructions to be followed:

- 1) It is preferable to have students working in pairs rather than individually. This is particularly helpful when deciphering the calligraphy of this handwritten document, which can be intimidating for students since it is unfamiliar to them.
- 2) Students need to be provided with blue tack so they can stick the letter cards onto the Cursive Alphabet Chart.
- 3) The teacher should check the students' cursive alphabet chart once completed and then review the students' transcripts, as accuracy is important since they have to answer questions based on it.

6.3.2 Worksheet 2

The two instructions recommended for assigning this worksheet to students are very similar to those of worksheet one:

- 1) Students should work in pairs, especially during the transcription exercise, as working alone can be disheartening when encountering difficulties.
- 2) The teacher should review the students' transcription before they proceed to the next parts of the worksheet.

6.3.3 Worksheet 3

This worksheet has two main instructions:

- 1) Like the other worksheets, the author suggests that students work in pairs to support each other and minimise possible frustration, especially if they are not accustomed to working with primary sources at this level.
- 2) The teacher should go around the students as they work, mainly to ensure that in Part 2 of the worksheet, students have identified the correct page and paragraph on the *Santo Spirito* Hospital before progressing to the following sections of the worksheet regarding this specific paragraph.

6.3.4 Worksheet 4

There are three main instructions to this worksheet:

- 1) It is recommended that students work collaboratively in small groups of four. This reduces the individual data gathering workload, which in turn minimises frustration, especially since students may not be familiar with the handwriting and processing information could take longer.
- 2) For Questions 1-3, the teacher tasks two students to work on the female death register and the other two students to work on the male death register and fill in the respective table after the review. Once they are done with these questions, the two pairs of students come back together as one group, share the data they have gathered, fill in the table for the gender that the other group worked on, and proceed to the next questions together.
- 3) The teacher should advise students to handle this document carefully, as it is not only old but also large-bound, making it more susceptible to damage.

6.3.5 Worksheet 5

There are five main instructions for using this worksheet:

- 1) For the students to get the best learning experience, before visiting the archives and assigning students this worksheet, the teacher should contact the N.A.M. and request that they give the students a tour of the building.
- 2) The teacher should prepare a magnifying glass to give to the students to observe the plans and their finer details better.
- 3) Since this worksheet asks students to make markings on their copies of the plans, it is imperative that the teacher makes it clear to students not to mark on the actual

document. It would be beneficial to check on the students to make sure this does not occur.

- 4) The teacher should divide students into small groups or pairs to complete this worksheet. This not only helps students gain a deeper understanding as they encourage one another, but it is also essential to the success of Part 2 of the worksheet. Since Part 2 requires students to develop their own interpretations and then share them to understand how history works, grouping would be ideal, especially if the teacher decides that not everyone works on the same worksheet.
- 5) In Part 2, the teacher needs to make sure that the students work independently on Question 1 and then work together again on Question

Chapter 7: Conclusion and Recommendations

This project was developed with the intention of creating a set of ready-to-use worksheets to be used on-site at the N.A.M. by secondary school students. Their main purpose was to be developed in such a way as to guide the students through the whole experience at the N.A.M. The 'Using the Archives' worksheet found in this project was created to introduce students to the archives and how to navigate them. The worksheets created as part of the Cholera Epidemics, Language Question and *Santo Spirito* Hospital worksheets sets were developed in such a way as to guide the students into analysing and interpreting primary sources. Various additional resources, the majority in the form of Resource Handouts attached to the worksheets, were created to accompany the original primary source to avoid making the whole process feel overwhelming for the students who are not accustomed to this level of archival work.

This project provides the material required for an interesting and meaningful educational visit to the N.A.M., with worksheets that contain varying activities that help the students to interact with the archives and the original documents. To make this experience more interesting and enriching for the students, planning the visit to the archives and choosing worksheets in line with the topics being covered in class is recommended, as hearing about a personality in the classroom from the teacher, to holding a document that same personality wrote himself, makes the experience much more meaningful for the students.

While these worksheets were reflected upon and improved by the author throughout the development stage, they have not been yet tested in a real-life scenario with secondary school students. Therefore, there is the possibility for these worksheets to be evaluated and improved in the future. A researcher can conduct a pilot study in which a number of students

are selected to undertake these worksheets, and following this exercise, get feedback from the students on the effectiveness of such worksheets. One idea includes trying to measure how effective these worksheets were in engaging the students to interact with the archives and the primary sources. Other ideas can be that a researcher decides to assess how practical these worksheets are in real-life scenarios and how effective they are pedagogically in supporting the students' development of history thinking skills, particularly the analysis and interpretation of primary sources.

This project provides students with an authentic opportunity to feel and act like a historian at the archives as they engage with the original documents. It is hoped that this experience is able to provide students with both a deeper understanding of historical skills and the spark of a lasting interest in history.

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**Project: A set of worksheets to be used on-site at the
National Archives by secondary school children.**

Attachment A

Using the Archives Worksheet

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Starting Research at the National Archives of Malta, Rabat.

Part 1:

Knowing the Rules and Procedures of carrying out Research at the Archives

Read this story about Amy's experience at the National Archives:

Amy wanted to learn more about her great-grandfather who had emigrated from Malta to Australia after WWII. Her history teacher told her that she could find her great-grandfather's passport application at the National Archives of Malta in Rabat. Amy, full of excitement told her teacher that she would take the bus to the archives the next day. Amy's teacher however told her that first she needed to make an appointment before going to the archives.



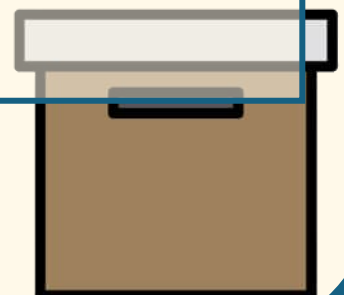
When she got home, Amy went on her laptop and accessed the National Archives website to see how she should make the appointment. Amy learnt that she could do so either by calling or sending them an email and decided to call the archives where she booked the first available slot.



The day to go to the archives had arrived. Upon arrival Amy was asked to sign the readers' register. Amy was then given a key to one of the lockers that are located just outside the reading room where she needed to put her bag, food and coat. Amy returned to the reading room with her pencil case and notebook where she was greeted by one of the reading room staff members who in a soft voice asked her what she was looking for. The staff were very helpful, quickly pointing her to where she needed to look to find her great-grandfather's passport.



Once she located the document, Amy filled in the request form and gave it to one of the staff members who swiftly brought her the document. Amy was informed by the staff that since this document was only a single sheet, she was not required to make use of the book pillow. However, for other bulky and bound documents it was very important to use the book pillow.



As soon as she got the document, Amy took out her pen and was about to start taking notes when the staff gently reminded her to only use pencils, not just because



it was the rule but also to ensure that no permanent damage is caused to the document. That is when Amy noticed that every desk has a list of the archives' rules and procedures where she learnt that she had to be very gentle when handling documents, and that she was allowed to take as many photos of the documents as she wanted as long as no flash was used.

Amy was so intrigued by the archives that she continued to look for more documents on the database, where she realised how many different forms of documents the National Archives hold. These range from typed and handwritten documents to visual sources and audio tapes. Unfortunately, she

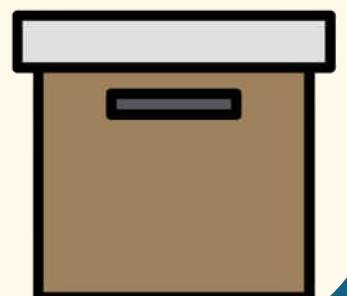


was only allowed to access a maximum of 10 documents. The reading room staff told her that to view more documents she could do so by requesting them via email before visiting. In that way she could see a maximum of 15 documents instead of 10. These could be chosen either by looking at their growing online catalogue or finding them in an earlier visit to the archives.

Exercise 1: Match the cards with the icons in front you to the correct statement by writing down the number on the cards next to the statement.

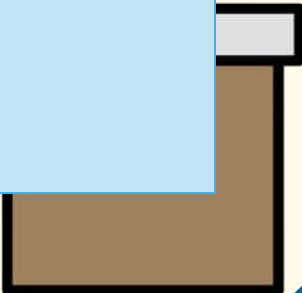
Statement:	Number:
Show up at the archives whenever you want.	
Take photos of the documents using the flash.	
Sign the register of readers.	
Take photos of the documents.	
Take your bag with you inside the reading room.	
Request 10 documents during your visit.	
Email or call the archives to set up an appointment.	
Put your bag inside the locker.	
Write on the documents.	
Eat inside the reading room.	
Request 16 documents during your visit.	
Be quiet.	

Exercise 2: Then place the icon cards under the correct column of what is allowed, 'do', and what is not allowed 'don't do' at the archives, to see what you have learned from Amy's experience at the National Archives:



DO and DON'T DO Chart

DO	DON'T DO



Starting Research at the National Archives of Malta, Rabat.

Part 2:

How to carry out Research at the Archives

Step 1:

Choose any topic that interests you from the British Period of Maltese History and write it down below.

Example of Topic: The Language Question

Topic
Chosen

Step 2:

Think about a number of keywords that relate to the topic you have chosen and write them down in the table below.

Example of Key Words: Language Question, Strickland, Keenan etc.

Key Words	
1.	
2.	
3.	
4.	
5.	

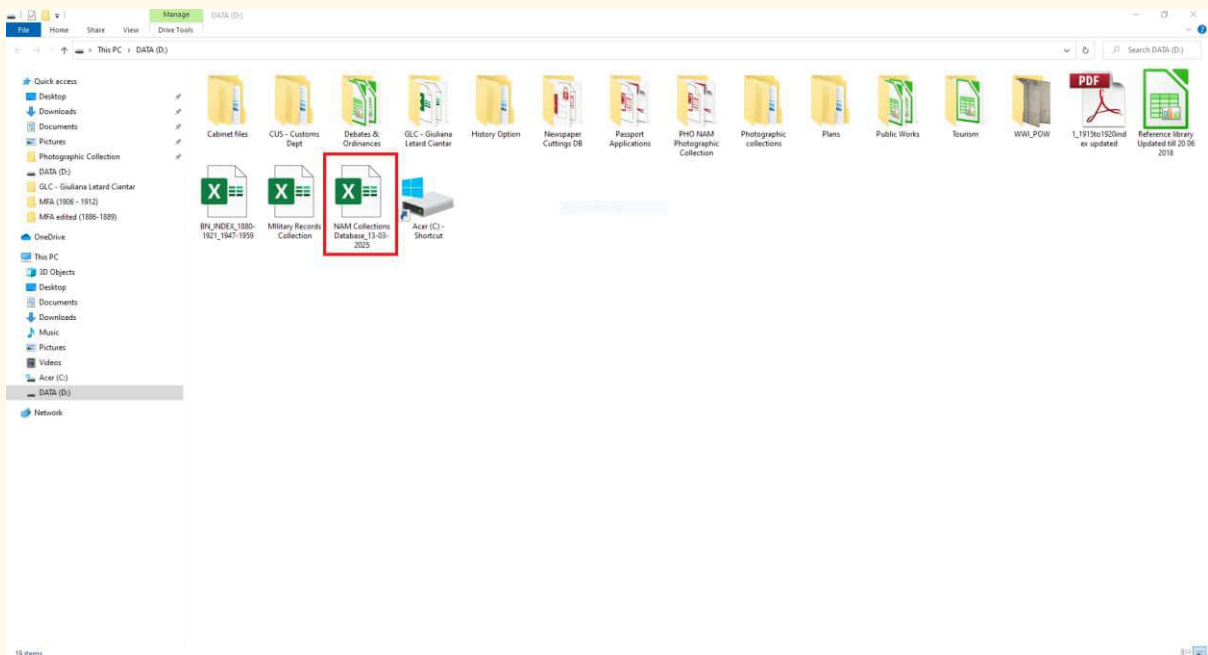
Step 3:

Go onto one of the computers which hold the NAM Collections Database. On the desktop, click on 'databases'.



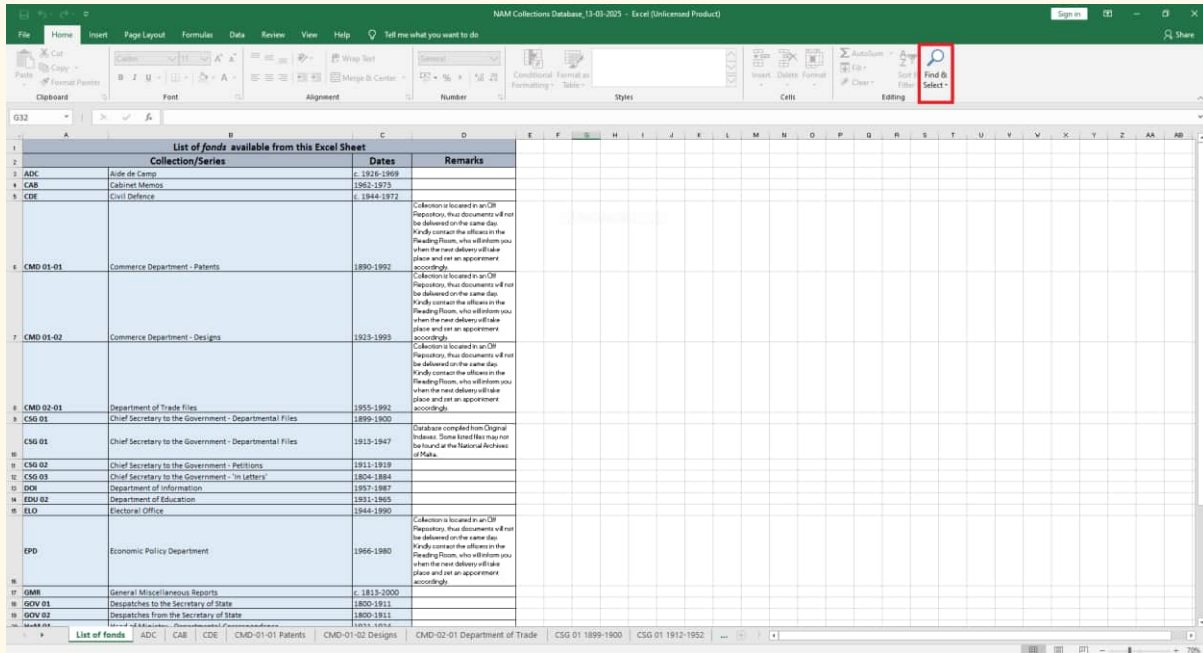
Step 4:

Open the Excel file 'NAM Collections Database' where you will find an electronic register of many of the fonds available at the archives.



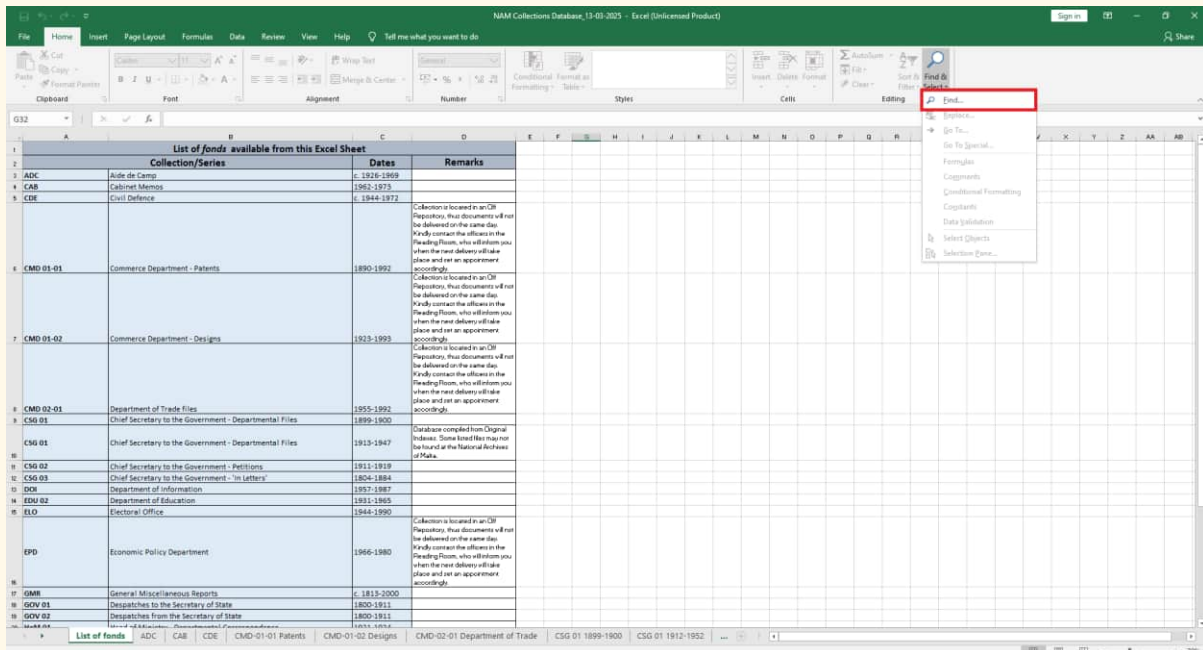
Step 5:

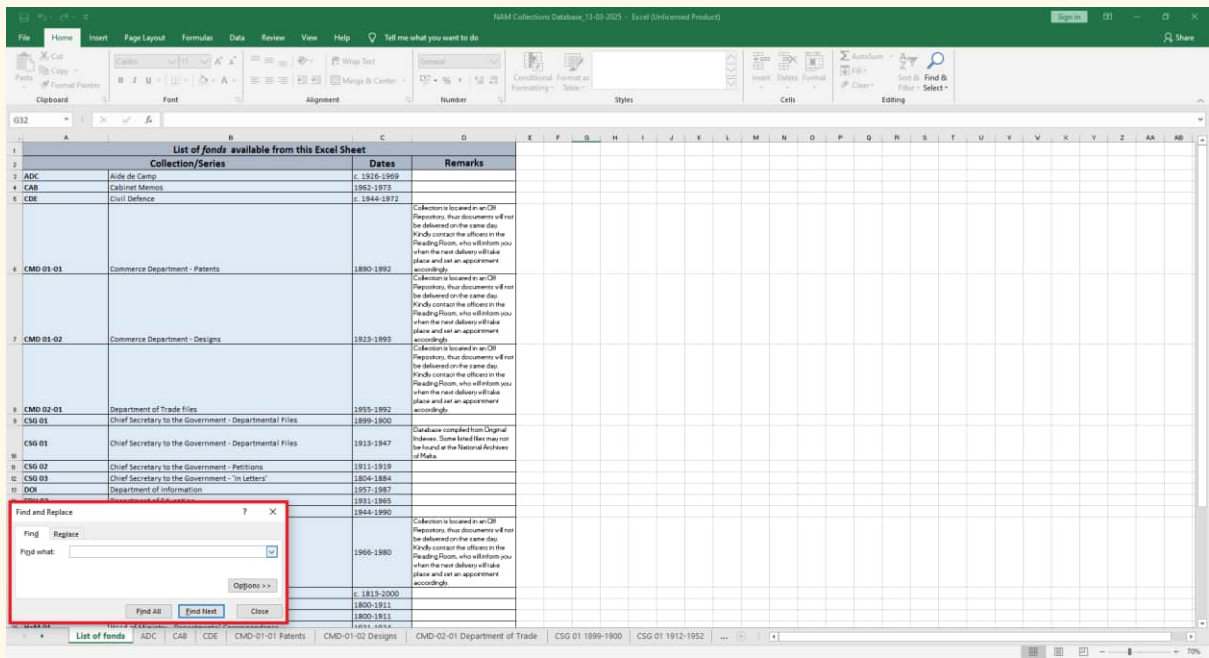
Click on 'Find & Select'.



Step 6:

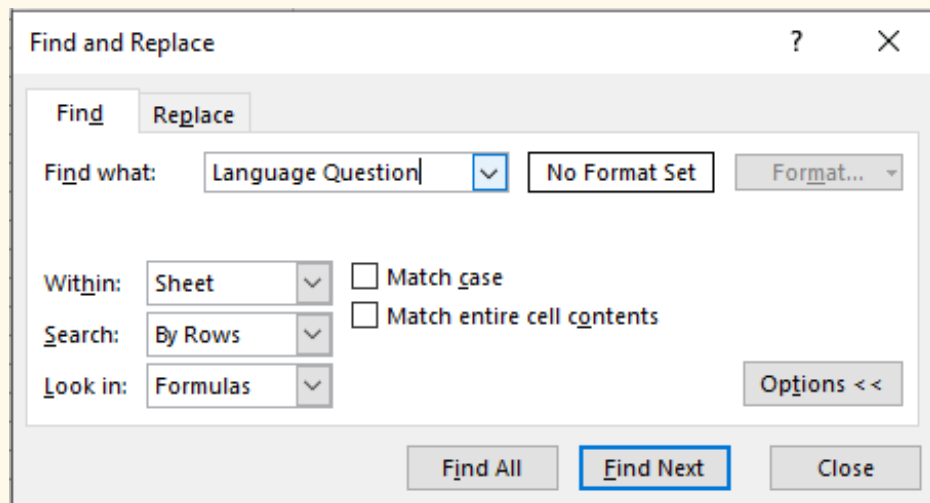
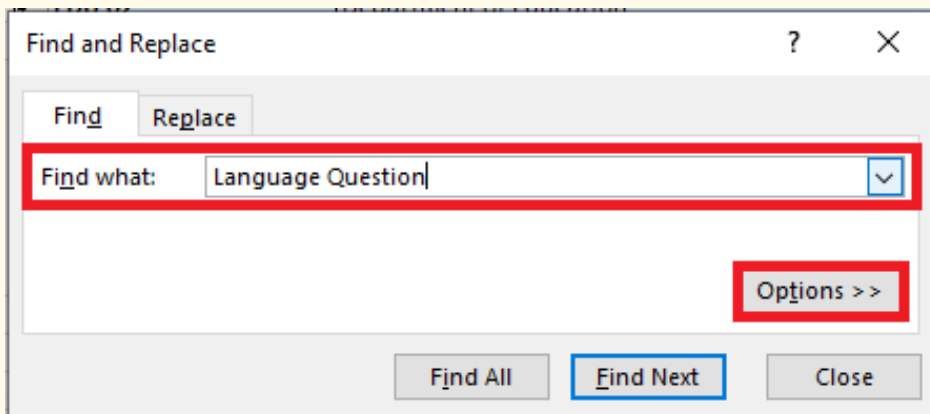
Click on 'Find...' and the 'Find and Replace' box emerges.





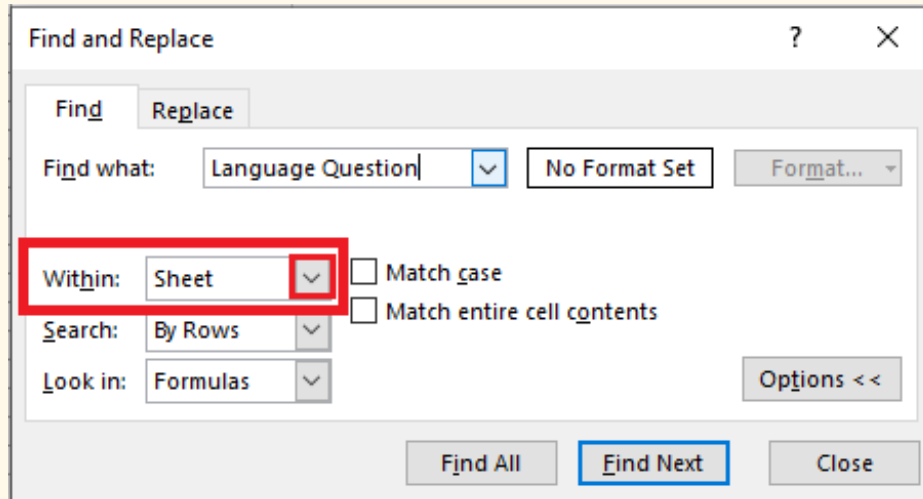
Step 7:

In the 'Find and Replace' box, write down one of your keywords in the 'Find what:' field and click on 'Options >>'.



Step 8:

In the 'Find and Replace' box, go to the 'Within:' field, press on the **arrow**, select 'Workbook' from the dropdown menu and click on 'Find All'.



Find and Replace

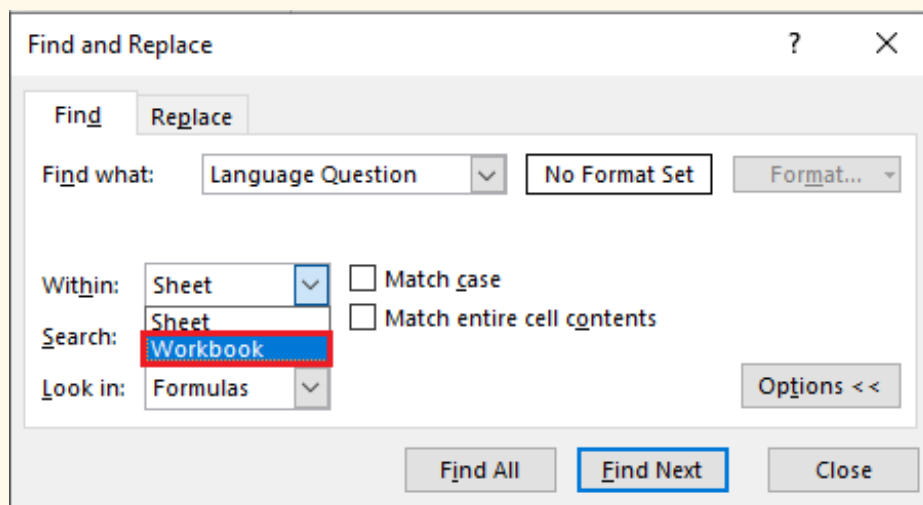
Find what: Language Question | No Format Set | Format...

Within: Sheet | Match case
 Match entire cell contents

Search: By Rows | Match entire cell contents

Look in: Formulas | Options <<

Find All | Find Next | Close



Find and Replace

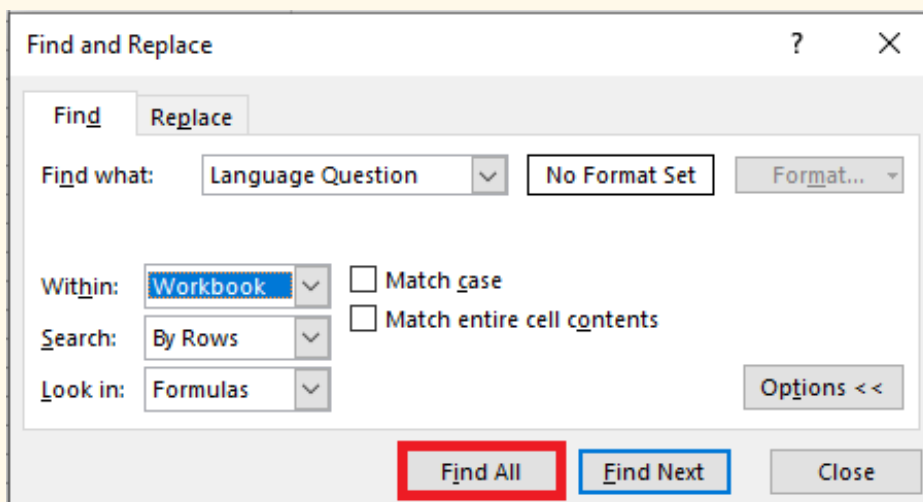
Find what: Language Question | No Format Set | Format...

Within: Sheet | Match case
 Match entire cell contents

Search: Sheet | Workbook | Match entire cell contents

Look in: Formulas | Options <<

Find All | Find Next | Close



Find and Replace

Find what: Language Question | No Format Set | Format...

Within: Workbook | Match case
 Match entire cell contents

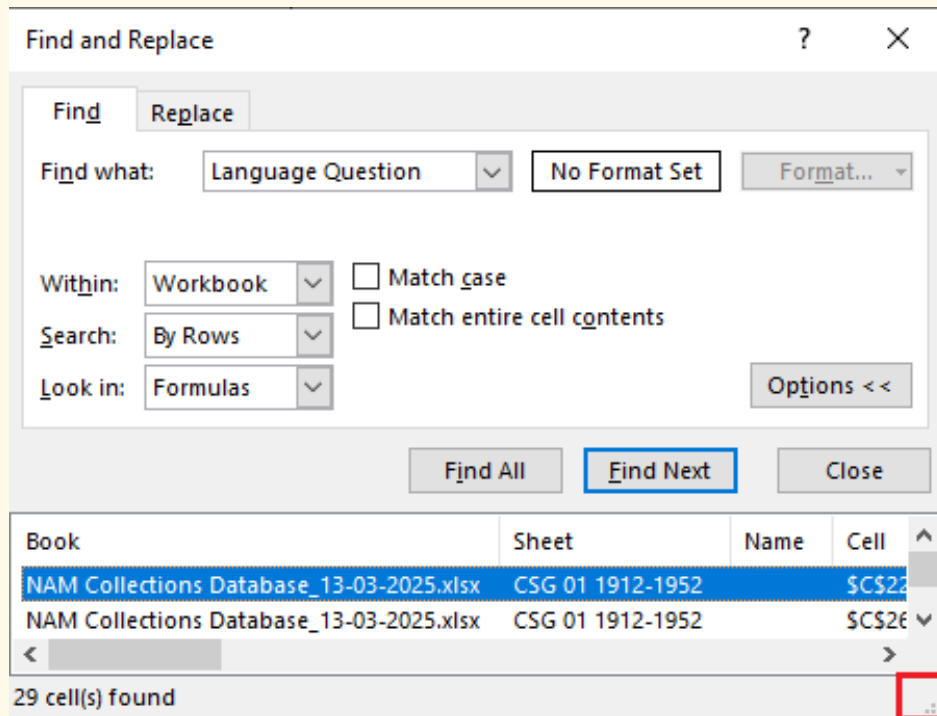
Search: By Rows | Match entire cell contents

Look in: Formulas | Options <<

Find All | Find Next | Close

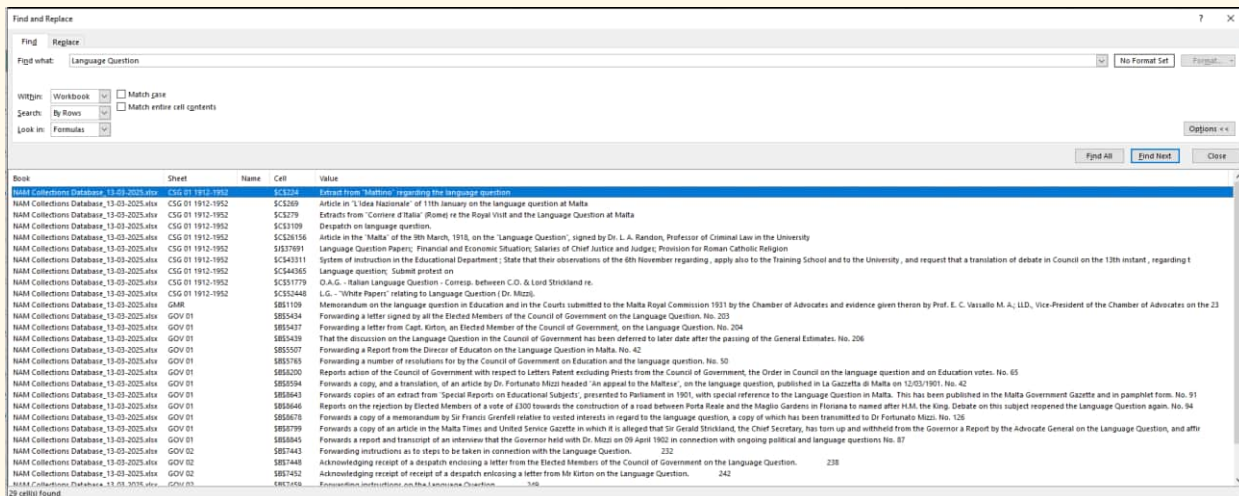
Step 9:

Enlarge the 'Find and Replace' box from the bottom right corner to see all the results from your keyword.



The below are all the results from the first keyword after enlarging. You can either:

- 1) Go through all the results by using the scroll bar on the right and click on those entries that interest you to find more information.
- 2) View every entry found by pressing 'Find Next' which will take you to every entry found.



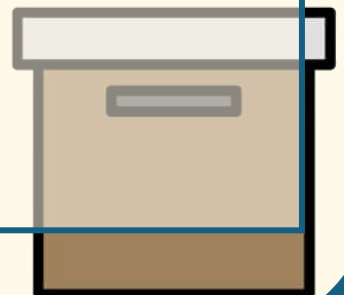
IDENTITY STATEMENT AREA		CONTEXT AREA					CONTENT AND STRUCTURE AREA		CONDITIONS OF ACCESS AND USE AREA		ALLIED MATERIALS AREA	
Ref Code	Identifier/Identity Number	Title	Date(s)	Level of Description	Extent and medium	Creator	Repository	Archival History	Scope and content (Description)	Language	Physical Characteristics and technical requirements	Related units of description
NAM-CSG-01	1036/1913	Expenditure incurred for relief and repatriation of two distressed Maltese: (Emmanuele Saliba and Carmelo Abela) - Forwards account of	15/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1039/1913	Returns of Outstanding Documents, 24th March, 1913.	24/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1040/1913	Assassination of King George of Greece; Telegrams etc. respecting	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1041/1913	Goods affected with fever.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1042/1913	Notices to Mariners; Forwards copies of. Published on 26/3/13	24/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1043/1913	Surprise Survey held at Pinto Stores.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1044/1913	New Form - Submits for approval.	20/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1045/1913	Reports that P. C. 355 P.J. Buttigieg has been declared insane.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	Sick Leave 143/1913
NAM-CSG-01	1046/1913	Unserviceable boat belonging to the Police Force; Requests authority to sell at £3 10 0.	24/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1047/1913	Application from E. Rocco Bonello, 4th Class Clerk, for permission to undertake private work after office hours; Forwards.	24/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1048/1913	Refund of balances out of Sundry Deposits; Recommendations.	20/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	G. 1251/1912, C. 1881/1912
NAM-CSG-01	1049/1913	Sailing Routes; Requisition for.	20/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1050/1913	Concentric Cable; Requisition for.	20/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1051/1913	Board to report on injury sustained by Pio Cassar, Assistant Engine Driver; Recommendations appointment of repair of armoured hoist. Requests that Crown Agents may be asked to obtain quotations for.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	P.W. 1620/1913
NAM-CSG-01	1052/1913	Retention in the Service of Mr. Paolo Garcia, 4th Class Clerk, who has completed 60 years of age, in view of his qualifications for the duties he is performing.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	P.W. 2850/1912
NAM-CSG-01	1053/1913	Retention in the Service of Mr. B. Cutajar, 1st Class Clerk; Recommendations grant of.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1054/1913	1007 International Eucharistic Congress to be held at Malta in April 1913; Report on.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1055/1913	1007 International Eucharistic Congress to be held at Malta in April 1913; Report on.	22/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1056/1913	Despatch on language question.	24/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	
NAM-CSG-01	1057/1913	Vacation Leave from P. C. 229 Gio Maria Etlui "A" Division	24/03/1913	File	1 paper file	Chief Secretary to Government	National Archives of Malta, Central Archive			English	Good	

Example: For the document 'Despatch on language question'

	Ref Code	Identifier/ Identity Number
<i>Example:</i>	NAM-CSG-01	1056/1913

Step 11:

Fill in the 'Request form for Single Document' to consult the documents and give it to a member of the reading room staff.



REQUEST FOR SINGLE DOCUMENT

Please fill your Reference here

Fond	Piece No.	Year
EX: Csg 01	128	1905
CSG 01	1056	1913

Date: 01/05/2025

Reader's Name: Tony Abela

Identification No: 123409L


Signature: T. Abela

For Office Use:

Produced by & Date: _____

Replaced by & Date: _____

"Personal information provided in this form, is protected and used in accordance with the provisions of the Data Protection Act. The information requested will be used for record and management purposes by the National Archives of Malta."


NATIONAL ARCHIVES - MALTA

Step 12:

Repeat all the steps from step 5 onwards again to search for other entries using the different keywords you have prepared in step 2.

Step 13:

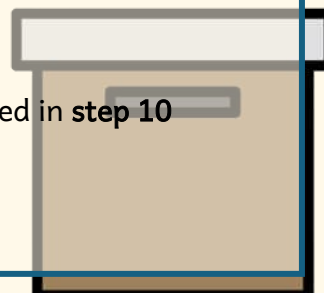
After having tried out all possible keywords and would like to search more, ask a member of the reading room staff what you are searching for. They will guide you to manual indexes and registers you can use for further research.

Step 14:

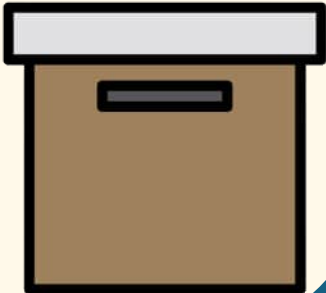
If you are going to be using the information from documents you found at the National Archives in your work you need to reference them properly.

In the space below, write down the **citation** for the **documents** you listed in **step 10** based on this **format**:

Ref Code	Identifier.
NAM, CSG01 -	1056/1913



Example: NAM, CSG01 – 1056/1913



USING THE ARCHIVES

RESOURCE HANDOUT



Resource Handout 1

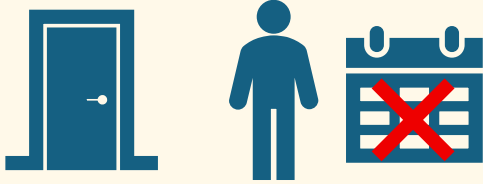
1.



2.



3.



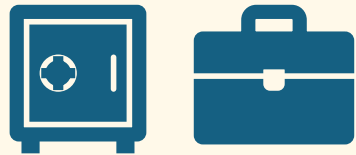
4.



5.



6.



7.



8.



9.



10.



11.



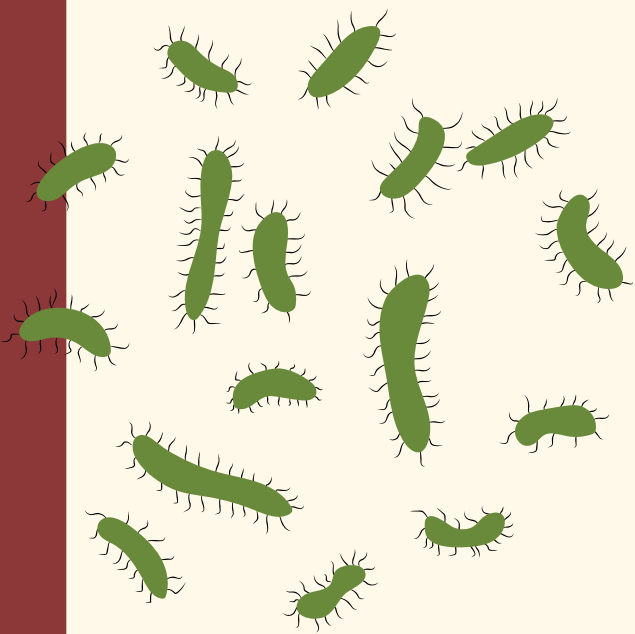
12.



Attachment B

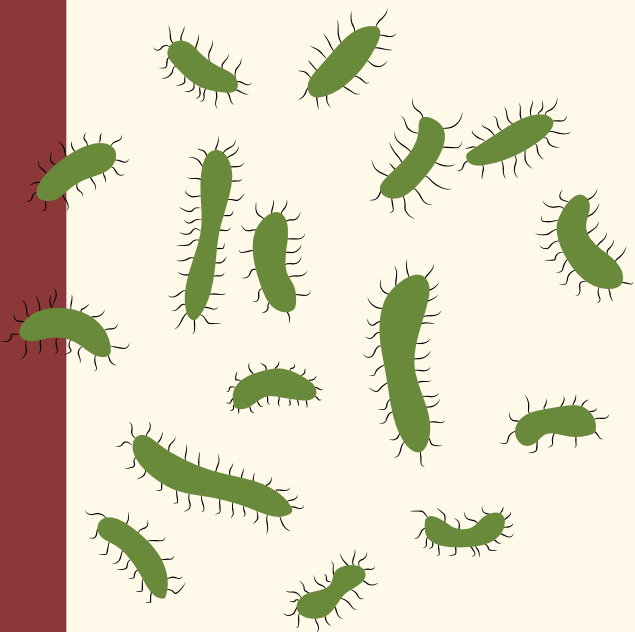
Worksheets Set A – The Cholera Epidemics

THE CHOLERA EPIDEMICS



WORKSHEETS
SET A

THE CHOLERA EPIDEMICS



WORKSHEET
SET A **NO. 1**

NAM/GMR/11/1837

Part 1:

Look at the document in front of you NAM, GMR—11/1837, for a general observation. Use resource handout 1 in this process to understand the meaning of Italian terms.

RAPPORTO GIORNALE DI COLERA, pel 23 Giugno, 1837.

Luogo	Rimasti dall'ultimo Rapporto	Nuovi Casi	Morti	Guariti	Rimasti	Rimarcbe
Ospizio.	5	3	3	—	5	
Ricasoli	99	17	25	—	91	
Valletta.	1	10	2	1	8	
Senglea.	1	—	—	—	1	
Lazzeretto	5	1	—	—	6	
Porto di Quarantina	2	—	—	—	2	
Porto di S. Paolo	2	—	—	—	2	
Floriana	5	2	1	—	6	
Casal Birchirara.	1	1	2	—	—	
Casal Lia.	1	—	—	—	1	
Ospedale Militare	5	10	2	1	12	
	127	44	35	2	134	

G. WARD, Segretario.

1. About **which** Cholera Epidemic is the document referring to? _____

2. On your document, focus on what is marked in **red** on the **image above**, and by using **resource handout 1** to help you, write down **at least three** pieces of information this document can provide you with:

3. **Who is the author** of the majority of these reports, and what do you think his **role** is from f.29?

4. What can you note about the author of the reports from **27 August onwards**?

5. In **what order** are the reports organised? _____



Part 1:

6. What can you note about the **length of the reports as they progress?**

7. What is the **factor that impacts the length** of these reports?

8. Keeping in mind the length of the reports, the factor which impacts the length and the order in which they are placed, **what does this tell you about the course of the Cholera Epidemic in Malta?** _____

9. According to these reports, **when** did Cholera appear in **Gozo?**

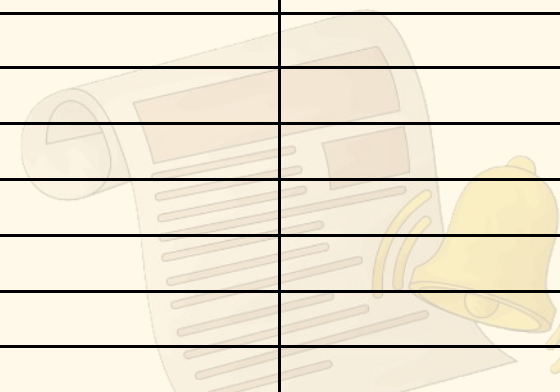
10. In most reports, next to Gozo, there is something written in the 'Remarks' section. For example, in the 18 July Report there is "Del 17 Luglio" (meaning 'of July 17th'). **Why do you think there is such discrepancy in the dates?** _____

Part 2:

1. **Fill in the table** on the right by going through the reports of the dates listed in the table.

Note that some may require some addition.

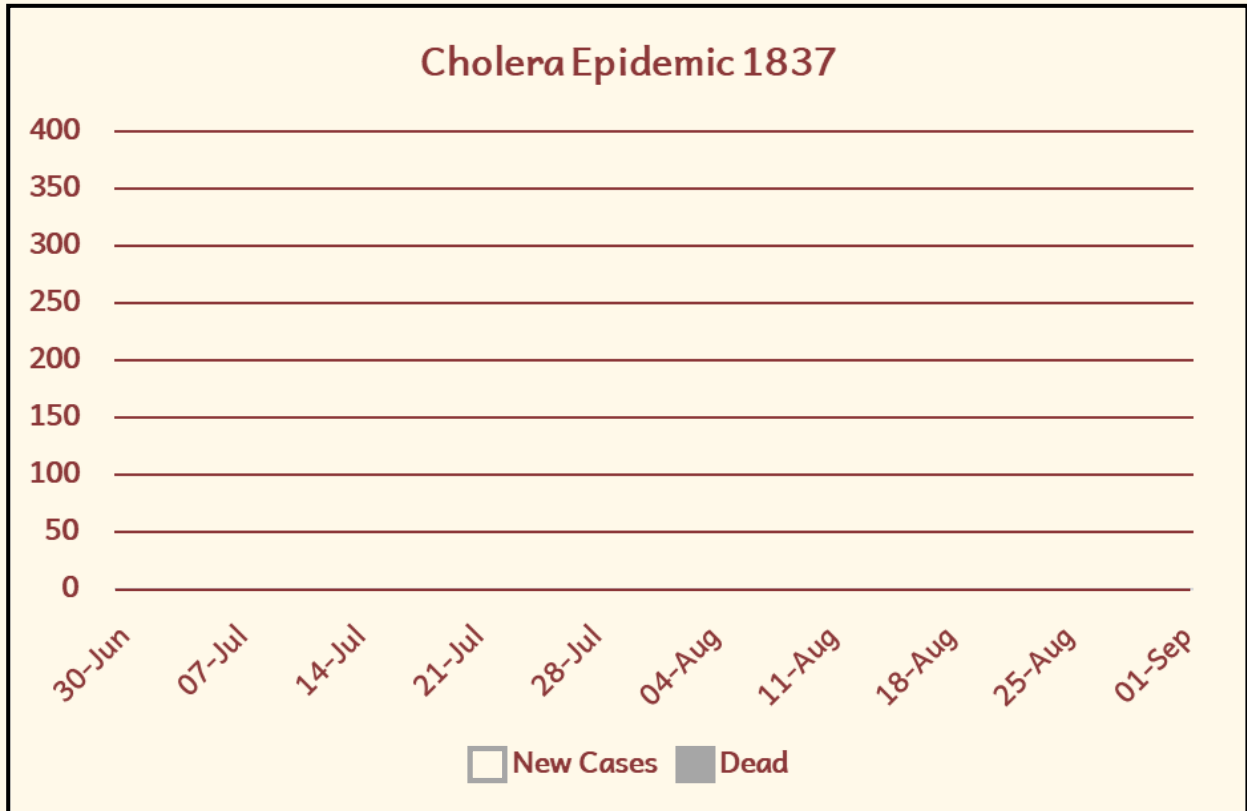
	New Cases	Dead
30 June		
7 July		
14 July		
21 July		
28 July		
4 August		
11 August		
18 August		
25 August		
1 September		



Part 2:

2. In the space provided below, **create a bar graph** using the data you have just inserted in the table in the previous question.

For **each date**, you need to have **two columns**, one showing **new cases** and one showing **deaths**. The legend is indicating how you should draw them.

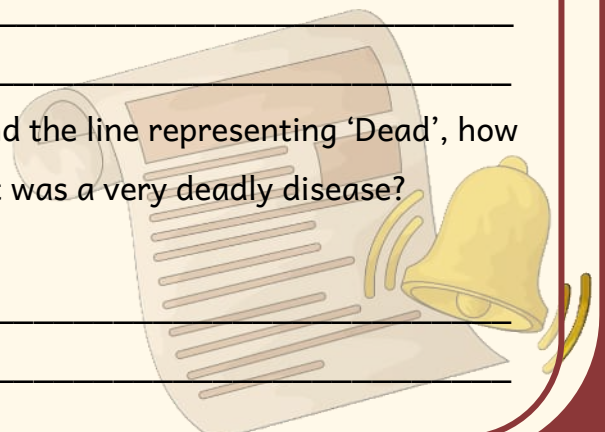


3. From the graph you created:

a) During which period was Cholera the most present on the Islands?

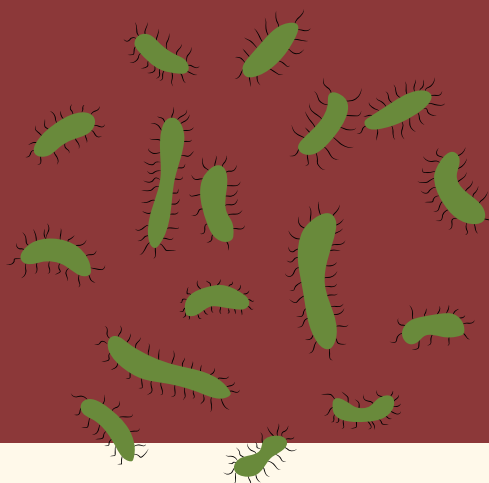
b) What would you say the trend of new Cholera cases in Malta was from end of June to beginning of January? Would you say that it was increasing, decreasing or remained stable? Explain. _____

c) If you look at the line representing 'New Cases' and the line representing 'Dead', how do they compare to one another? Would you say it was a very deadly disease? Explain.



THE CHOLERA EPIDEMICS

RESOURCE
HANDOUTS



Resource Handout 1:

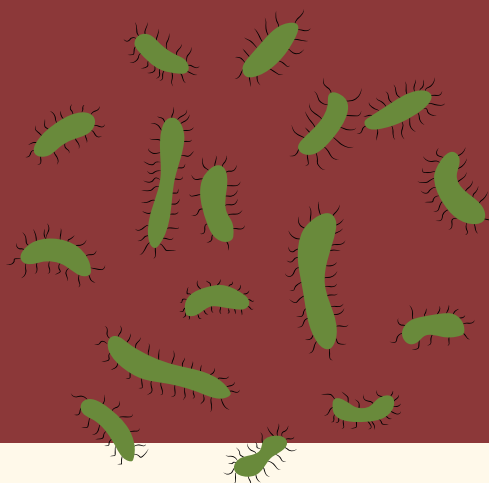
Translation of Main Terms:

Luogo	Place
Rimasti dall' ultimo Rapporto	Left over from the last Report
Nuovi Casi	New Cases
Morti	Dead
Guariti	Recovered
Rimasti	Remained
Rimarche	Remarks



THE CHOLERA EPIDEMICS

DOCUMENT
COPIES



RAPPORTO GIORNALE DI COLERA, pel 30 Giugno, 1822

Luogo	Rimasti dall'ultimo Rapporto	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
Valletta.	14	17	3	11	17	
Ospedale di Colera, Valletta.	25	6*	6	6	19	
Senglea.	2	2	—	—	4	*1 da Birchircara, 1 dal Siggieui, 1 dalla Floriana. Abbordo.
Porto di Quarantina	1	—	—	1	—	
Floriana	10	7	2	2	13	
Ospedale Militare	31	5	2	5	29	
Vittoriosa.	5	2	1	2	4	
Casal Birchircara	3	5	2	1	5	
Casal Zeitun	2	3	—	—	5	
Cospicua	2	1	—	—	3	
Ospedale Navale	3	—	—	—	3	
Ospedale di Colera, Senglea.	2	5*	3	1	3	*2 dalla Vittoriosa.
Pietà	1	—	—	—	1	
Casal Lia	1	—	—	—	1	
Casal Asciaick.	1	1	1	—	1	
Ospedale Civile.	—	1	—	—	1	
Casal Siggieui	—	1	1	—	—	
Casal Zebbug	—	2	—	—	2	
Casal Curmi	—	4	1	—	3	
	103	62	22	29	114	
Ospizio e Ricasoli	31	5*	7	4	25	*5 dall'asilo dei pazzi.
	134	67	29	33	139	

N. B.—Le Spezierie in giro aperte in questa notte sono — Per la Valletta, Dr Parnis, Strada Teatro, ed il Dr Portelli, Strada Mercanti. — Per la Floriana, Sig. Zahra sotto le Loggie. — Per la Cospicua, Sig. Muscat, Strada S. Teresa — Per la Senglea, Sig. Camilleri, Strada Vittoriosa. — Per la Vittoriosa, Sig. Azopardi Piazza S. Lorenzo.

G. WARD, Segretario.

Ospizio e Ricasoli / 26 8* — — 20

RAPPORTO GIORNALE DI COLERA, pel 7 Luglio, 1837.

Luogo	Rimasti dall'ultimo Rapporto	Nuovi Casi	Morti	Guariti	Rimasti	Rinnove
Valletta.	52	43	12	8	75	
Ospedale di Colera, Valletta.	39	21*	13	7	40	* 2 dalla Pietà, 1 d'abbordo d'un bastimento, ed 1 da Casal Zabbar.
Senglea.	27	6	2	—	31	
Floriana.	36	16	5	8	39	
Vittoriosa.	24	11	3	—	32	
Casal Birchircara.	11	10	1	—	20	
Casal Zeitun.	14	19	8	1	24	
Cospicua.	33	10	4	7	32	
Ospedale di Colera, Senglea.	16	6*	3	2	17	◦ 2 dalla Vittoriosa e 1 dalla Cospicua.
Casal Asciaek.	5	2	1	—	6	
Ospedale Civile.	5	2	1	—	6	
Casal Zebbug.	18	6	3	—	21	
Casal Curmi.	6	4	2	—	8	
Casal Lia.	1	—	1	—	—	
Sliema.	1	—	—	—	1	
Rabbato.	1	—	—	—	1	
Pietà.	6	3	—	—	9	
Casal Zabbar.	6	3	—	—	9	
Casal Siggeui.	3	3	2	—	4	
Casal Gùdia.	1	4	2	—	3	
Porto di Quarantina.	1	—	1	—	—	
Casal Luca.	1	4	1	—	4	
Casal Zurrico.	3	4	2	—	5	
Casal Nasciario.	3	4	2	—	5	
San Giuliano.	1	—	—	—	1	
Casal Attard.	—	1	1	—	—	
Ricasoli.	3	—	—	3	—	
Ospizio.	17	4*	3	1	17	* 2 dalla Casa d'Industria, e 2 dalla Floriana.
	334	186	73	37	410	
Ospedale Militare.	57	16	4	16	53	
Ospedale Navale.	3	—	1	—	2	
	394	202	78	53	465	

N. B.—Le Spezierie in giro aperte in questa notte sono—Per la Valletta, Sig. Ricardi Strada Teatro, e Dr Stilon Strada San Giovanni.—Per la Floriana, Sig. Eammut Piazza S. Anna —Per la Cospicua, Sig. G. Pullicino, Strada S. Teresa. — Per la Senglea, Sig. A. Pullicino, Strada Vittoriosa. — Per la Vittoriosa, Sig. Fenech, Strada Britannica.

G. WARD, Segretario.

RAPPORTO GIORNALE DI COLERA, pel 14 Luglio 1837.

Luogo	Rimasti dall' ult. Rapporto	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
Valletta.	122	45	8	24	135	
— Ospedale di Colera.	64	26*	17	6	67	* 5 dalla Floriana, 2 da C. Curmi, 1 C. Zabbar, ed 1 da C. Chircop.
— Ospedale Civile . .	4	2	2	—	4	
Lazzaretto	1	—	1	—	—	
Floriana	78	9	3	6	78	
Vittoriosa.	52	11	6	—	57	
Cospicua.	114	44	4	12	142	
Senglea.	85	18	6	3	94	
— Ospedale di Colera.	26	19*	12	2	31	* 10 dalla Cospicua, e 3 dalla Vittoriosa.
Pietà	9	3	—	3	9	
San Giuliano.	3	—	—	—	3	
Città Vecchia	4	—	—	—	4	
— Ospedale di Colera	3	3*	—	—	6	* Dal Rabbato.
— Rabbato.	10	6	1	—	15	
— Ospizio Saura. . .	1	2	—	—	3	
Casal Asciack.	26	6	4	—	28	
Casal Birchircara	31	15	7	1	38	
Casal Lia.	3	—	—	—	3	
— Ospedale di Colera	9	5*	4	—	10	* 5 da C. Birchircara.
Casal Zabbar	10	7	3	3	11	
Casal Zebbug	31	16	3	—	44	
— Ospedale di Colera	25	3*	6	—	22	* 2 da Casal Siggeui.
Casal Zeitun	82	18	11	4	85	
— Ospedale di Colera	25	10*	6	4	25	* 3 da C. Gudia, 1 da Casal Tarscien, ed 1 da C. Luca.
Casal Siggeui	25	8	2	—	31	
Casal Curmi	29	9	5	4	29	
Casal Tarscien.	3	1	1	—	3	
Casal Luca	6	2	1	—	7	
Casal Zurrico	11	6	1	—	16	
Casal Nasciaro	13	1	1	1	12	
Casal Micabiba	3	—	—	—	3	
Casal Chircop	1	—	—	—	1	
Casal Gargur	1	—	1	—	—	
Gozo	10	10	5	1	14	Del 13 Luglio.
	920	305	121	74	1030	
Ospedale Militare	58	16	2	10	62	
Ospedale Navale.	3	25*	2	—	26	* Dalla Nave di S. M. <i>Rodney</i> .
	981	346	125	84	1118	

N. B.—Le Spezierie aperte nella notte del 14 Luglio sono — Per la Valletta del Sig. Biancardi, Strada Teatro, e del Sig. G. Gatt, Strada S. Giovanni.
 Per la Floriana del Sig. Zahra, sotto le Loggie. — Per la Cospicua del Sig. Randon, Strada S. Teresa.
 Per la Senglea del Sig. A. Costù, Strada Vittoriosa. — Per la Vittoriosa del Sig. Azopardi, Piazza S. Lorenzo.

G. WARD, *Segretario*.

Central Cholera Committee,
Treasury, 22nd July, 1837.

The Committee having been authorized to publish for general information the annexed return of the Cholera cases and casualties, which have occurred in the Military Hospitals, take advantage of the opportunity thus afforded them of submitting some observations in connexion therewith, as well as upon the subject of Cholera generally.

The simultaneous appearance of this mysterious disease, in extensive countries and islands remote from each other, its irresistible attacks at one and the same moment upon hundreds of persons inhabiting distant quarters of the same city or district (between whom in many instances no previous communication could possibly have existed), and the general voice of the civilized world, sufficiently attest the impotence of all human efforts to oppose its introduction. The futile precautions therefore of cordons, of interdicted maritime intercourse, and of individual segregation have but multiplied the evil to a frightful extent; first by paralyzing every branch of industry, and secondly by stifling in the mass of the people the very feeling which of all others should be especially stimulated into action, namely, the disposition and determination to afford to each other prompt and unflinching assistance; for unless this paramount duty be exercised, nine lives out of ten must be sacrificed, and humanity disgraced.

The irrefragable proofs of the efficacy of such timely assistance are to be found in the annexed document. The proportion of deaths has been greatest amongst the women and children, yet in the aggregate it will be seen that little more than one case in five has proved fatal. This comparatively favorable result is to be attributed, under Divine Providence, to the absence of every impression or fear of contagion, as well as to the unshrinking, unremitting attention of the medical officers and their attendants, not one of whom, it is to be remarked, has fallen a victim to the disease.

G. WARD, Secretary.

Return of the Cases of Cholera in the Regiments in Malta from its first appearance among them on the 17th June, to the 18th July, 1837, inclusively.

Corps	Cases	Deaths	Recovered	Remaining	Remarks.
Royal Artillery	27	13 *	12	2	* 7 men, 5 women, 1 child.
47th Foot	65	16 †	47	2	† 1 officer, 9 men, 5 women, 1 child.
50th do	80	13 ‡	60	7	‡ 5 men, 4 women, 4 children.
70th do	37	9 §	23	5	§ 6 men, 1 woman, 2 children.
92nd do	60	7 ¶	49	4	¶ 5 men, 1 woman, 1 child.
Totals	269	58	191	20	1 officer, 32 men, 16 women, 9 children

General Hospital, Valletta,
20th July, 1837,

J. F. CLARKE,
Assistant Inspector of Hospitals.

Comitato Centrale di Colera.
Tesoreria a' di 22 Luglio 1837.

Il Comitato, avuta la debita autorizzazione di pubblicare per contezza di tutti l'annesso Prospetto dei casi e degli accidenti di Colera che sono occorsi negli Spedali Militari, si prevale dell'opportunità che così gli si presenta di sottoporre al pubblico alcune osservazioni relative a quel Prospetto non meno che al soggetto del Colera in generale.

La comparsa simultanea di questa misteriosa malattia, in estensivi paesi ed isole, remoti gli uni dalle altre; i suoi irresistibili attacchi in uno e lo stesso momento sopra centinaia di persone abitanti luoghi distanti del medesimo distretto o di una stessa città (fra le quali, in molti casi, non poteva esservi stata alcuna comunicazione); e la voce generale del mondo civilizzato, sufficientemente provano l'impotenza di qualunque sforzo umano onde impedire la sua introduzione. Le futili precauzioni, perciò, di cordoni, d'interdizione del commercio marittimo, e d'individuale segregazione non hanno che moltiplicato il male ad una estensione spaventevole—in primo luogo col paralizzare ogni ramo d'industria e, secondariamente, col soffocare nella massa del popolo quel sentimento che più di ogni altro dovrebbe essere specialmente stimolato, la disposizione cioè e la determinazione di prestarsi vicendevolmente assistenza pronta e scevra di spavento; poichè senza l'esercizio di questo imperioso dovere, non può che risultare il sacrificio di nove da dieci vite, ed il disonore dell'umanità.

Le prove irrefragabili dell'efficacia di tale assistenza prestata in debito tempo è rinvenibile nell'annesso documento. La proporzione della mortalità è stata maggiore fra le donne ed i ragazzi; pure nell'aggregato si osserverà che poco più di un caso fra cinque è riuscito fatale. Siffatto risultamento, comparativamente favorevole, è attribuibile, sotto la Divina Provvidenza, alla totale assenza di qualunque impressione di timore di contagio, come altresì alla non riservata ed indefessa attenzione degli Ufficiali medici e dei loro servienti, dei quali nessuno, (circostanza rimarchevole) è caduto vittima della malattia.

G. WARD Segretario.

Prospetto dei Casi di Colera nei Reggimenti in Malta dal suo primo comparire fra essi il di 17 Giugno, al 18 Luglio, 1837, inclusivamente.

Corpo	Casi	Morti	Guarigioni	Rimasti	Osservazioni
Reale Artiglieria	27	13*	12	2	* 7 uomini, 5 donne, 1 ragazzo.
47mo Fanteria..	65	16†	47	2	† 1 ufficiale, 9 uomini, 5 donne, 1 ragazzo.
50mo do.....	80	13‡	60	7	‡ 5 uomini, 4 donne, 4 ragazzi.
70mo do.....	37	9§	23	5	§ 6 uomini, 1 donna, 2 ragazzi.
92mo do.....	60	7¶	49	4	¶ 5 uomini, 1 donna, 1 ragazzo.
Totale	269	58	191	20	1 ufficiale, 32 uomini, 16 donne, 9 ragazzi.

Ospedale Generale, Valletta,
20 Luglio, 1837.

J. F. CLARKE,
Assistente Ispettore degli Spedali.

RAPPORTO GIORNALE DI COLERA, pel 21 Luglio 1837.

Luogo	Rimasti all' ult. Rapporto	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
Valletta.	168	38	16	12	178	
— Ospedale di Colera.	64	16*	11	11	58	* 1 dalla Cospicua, 1 da Città Vecchia, ed 1 d' ab- bordo d' un bastimento.
— Ospedale Civile . .	13	6	3	1	15	
Floriana	90	12	5	9	88	
Vittoriosa.	83	7	4	3	83	
Cospicua	251	27	14	8	256	
Senglea.	119	7	3	4	119	
— Ospedale di Colera.	25	8*	7	1	25	* 7 dalla Cospicua.
Pietà	5	—	—	1	4	
San Giuliano.	3	1	—	1	3	
Città Vecchia	5	—	—	—	5	
— Ospedale di Colera	7	3*	2	—	8	* Dal Rabbato.
— Rabbato.	39	6	—	1	44	
— Ospizio Saura. . .	5	—	1	—	4	
Casal Asciack.	23	1	2	—	22	
Casal Birchircara	64	12	4	—	72	
— Ospedale di Colera	2	11	1	—	12	
Casal Lia.	10	—	—	—	10	
— Ospedale di Colera	11	—	1	—	10	
Casal Zabbar	15	8	—	4	19	
Casal Zebbug	65	7	4	2	66	
— Ospedale di Colera	30	3*	4	1	28	* 1 da C. Siggieui.
Casal Zeitun.	66	12	8	10	60	
— Ospedale di Colera	23	8*	4	—	27	* 2 da Casal Tarscien, 1 da Casal Asciak, e 2 da Casal Zabbar.
Casal Siggieui	46	4	4	—	46	
Casal Curmi	50	8	4	—	54	
— Ospedale di Colera	2	11	1	—	12	
Casal Tarscien.	10	—	1	1	8	
Casal Gudia.	1	—	—	—	1	
Casal Luca	7	2	—	—	9	
Casal Zurrico	35	—	—	—	35	
— Ospedale di Colera	12	8*	7	3	10	* 1 da Casal Crendi.
Casal Nasciario	16	1	—	1	16	
Casal Micabiba	5	1	—	—	6	
Casal Gargur.	1	1	—	—	2	
Casal Balzan.	2	1	1	—	2	
Casal Musta	1	1	1	—	1	
Gozo	66	—	—	—	66	Il Rapporto non è stato ricevuto.
	1440	231	113	74	1484	
Ospedale Militare	6	4	2	2	6	
Ospedale Navale.	16	—	—	—	16	
	1462	235	115	76	1506	

N. B.—Le Spezierie aperte nella notte del 21 Luglio sono — Per la Valletta del Dr Engerer, Strada Forni, e del Dr Aquilina, Strada S. Paolo.
 Per la Floriana del Sig. Sammut, Piazza S. Anna. — Per la Cospicua del Sig. Erba, Strada S. Teresa.
 Per la Senglea del Sig. Camilleri, Strada Vittoriosa. — Per la Vittoriosa del Sig. Fenech, Strada Britannica.

G. WARD, *Segretario.*

RAPPORTO GIORNALE DI COLERA, pel 28 Luglio 1837.

Luogo	Rimasti dall'ult. Rapporto.	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
MALTA						
Valletta	168	19	10	45	132	
— Ospedale di Colera.	40	—	2	4	34	
— Ospedale Civile . . .	9	1	1	3	6	
Porto di Quarantina . . .	—	1	—	—	1	
Floriana	66	3	1	10	58	
— Ospedale di Colera.	10	8*	2	6	10	* 5 dalla Valletta, e 3 dalla Floriana.
Vittoriosa	57	5	2	15	45	
Cospicua	196	14	5	51	154	
Senglea	94	5	4	16	79	
— Ospedale di Colera.	29	5*	7	1	26	* 5 dalla Cospicua.
Pietà	1	—	—	—	1	
San Giuliano	5	—	—	—	5	
Città Vecchia	6	—	—	—	6	
— Ospedale di Colera	7	1*	3	—	5	* Dal Rabbato.
— Rabbato	55	4	1	—	58	
— Ospizio Saura . . .	1	2	—	—	3	
Casal Asciaick	4	—	1	—	3	
Casal Birchircara	77	8	5	53	27	
— Ospedale di Colera	7	—	—	1	6	
Casal Lia	8	1	—	—	9	
— Ospedale di Colera	6	6*	2	—	10	* 4 da Casal Birchircara.
Casal Zabbar	10	4	2	7	5	
Casal Zebbug	64	4	1	30	37	
— Ospedale di Colera	35	3*	4	2	32	* 1 da Casal Siggieui.
Casal Zeitun	32	2	2	12	20	
— Ospedale di Colera	28	2	3	3	24	
Casal Siggieui	11	3	—	—	14	
Casal Curmi	34	8	1	—	41	
— Ospedale di Colera	8	4	4	—	8	
Casal Tarscien	9	1	1	—	9	
Casal Gudia	1	—	1	—	—	
Casal Luca	10	1	—	—	11	
Casal Zurrico	13	3	5	—	11	
— Ospedale di Colera	10	7*	3	3	11	* 1 da Casal Chircop.
Casal Nasciaro	15	1	1	—	15	
Casal Micabiba	5	—	—	—	5	
Casal Gargur	12	2	2	—	12	
Casal Balzan	2	—	—	—	2	
Casal Musta	2	1	—	1	2	
Casal Attard	2	1	—	—	3	
Casal Crendi	2	—	—	1	1	
Casal Safi	1	—	—	—	1	
Melleha	1	—	—	—	1	
Ospedale Militare	1153	130	76	264	943	
Ospedale Navale	6	1	1	2	4	
	4	—	—	—	4	
	1163	131	77	266	951	
GOZO	199	—	—	—	199	Il rapporto non è stato ricevuto.

N. B.—Le Spezierie aperte nella notte del 28 Luglio sono — Per la Valletta del Dr Fenech, e del Dr Duclos, tutti due in Strada Reale.
 Per la Floriana del Sig. Zahra, sotto le Loggie. — Per la Cospicua del Sig. Muscat, Strada S. Teresa.
 Per la Senglea del Sig. A. Pullicino, Strada Vittoriosa. — Per la Vittoriosa del Sig. Azopardi, Piazza S. Lorenzo.

G. WARD, *Segretario.*

RAPPORTO GIORNALE DI COLERA, pell' 11 Agosto 1837.

Luogo	Rimasti dall'ult. Rapporto.	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
MALTA						
Valletta.	22	5	2	9	16	
Floriana	3	—	—	—	3	
— Ospedale di Colera.	5	1*	—	1	5	* Da Casal Tarscien.
Vittoriosa.	1	—	—	—	1	
Cospicua.	19	7	6	2	18	
Senglea.	11	—	—	—	11	
— Ospedale di Colera.	10	—	—	—	10	
Pietà.	1	—	—	1	—	
Città Vecchia	1	—	—	—	1	
— Ospedale di Colera	24	3*	—	—	27	* Dal Rabbato.
— Rabbato.	20	5	—	2	23	
Casal Birchircara	6	3	—	1	8	
— Ospedale di Colera	7	—	—	—	7	
Casal Lia.	4	—	—	—	4	
— Ospedale di Colera	3	4*	1	1	5	* 3 da Casal Birchircara, ed 1 da Casal Attard.
Casal Zabbar	5	1	1	2	3	
Casal Zebbug	9	2	—	—	11	
— Ospedale di Colera	18	1	2	2	15	
Casal Zeitun #	3	2	2	—	3	
— Ospedale di Colera	4	—	—	1	3	
Casal Siggeui	10	—	—	2	8	
C. Curmi, Osp. di Colera .	7	1	—	1	7	
Casal Tarscien	1	—	—	—	1	
C. Zurrico, Osp. di Colera.	11	1*	2	—	10	* Da Casal Crendi.
Casal Nasciaro	8	—	1	1	6	
Casal Micabiba.	—	2	—	—	2	
Casal Gargur.	4	—	—	—	4	
Casal Musta	6	1	1	—	6	
	223	39	18	26	218	
Ospedale Militare	—	1	—	—	1	
	223	40	18	26	219	
GOZO	15	3	2	3	13	Del 10 Agosto.

N. B.—Le Spezierie aperte nella notte dell'11 Agosto sono — Per la Valletta del Dr Parnis, Strada Teatro, e del Dr Portelli, Strada Mercanti.
 Per la Floriana del Sig. Zahra, sotto le Loggie. — Per la Cospicua del Sig. Randon, Strada S. Teresa.
 Per la Senglea del Sig. Camilleri, Strada Vittoriosa. — Per la Vittoriosa del Sig. Azopardi, Piazza S. Lorenzo.

G. WARD, *Segretario.*

RAPPORTO GIORNALE DI COLERA, pel 18 Agosto 1837.

Luogo	Rimasti dall'ult. Rapporto.	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
MALTA						
Valetta.	—	1	—	—	1	
Ospedale Civile	4	—	1	2	1	
Cospicua.	—	2	—	—	2	
Senglea.	—	1	—	—	1	
— Ospedale di Colera.	8	—	—	2	6	
Città Vecchia Osp. di Colera	17	4*	1	—	20	* 2 dal Rabbato, 1 da Casal Musta, ed 1 dal Boschetto.
— Rabbato	3	—	—	—	3	
Casal Asciack	1	—	—	—	1	
Casal Birchircara	2	—	1	—	1	
Casal Lia.	—	1	—	—	1	
— Ospedale di Colera	7	5*	—	2	10	* 1 da Casal Gargur, 2 da Casal Attard, e 2 da C. Nasciario.
Casal Zabbar	1	—	—	—	1	
Casal Zebbug	3	—	—	—	3	
— Ospedale di Colera	10	1	1	2	8	
Casal Zeitun	2	—	—	—	2	
Casal Siggeui	2	1	1	—	2	
Casai Ċurmi	—	1	1	—	—	
C. Zurrico, Osp. di Colera.	9	—	1	1	7	
Casal Micabiba	1	—	—	—	1	
Casal Gargur.	1	—	1	—	—	
Casal Musta	1	2	—	1	2	
Casal Balzan.	1	2	1	—	2	
	73	21	9	10	75	
GOZO	1	5	5	—	1	Del 17 Agosto.

N. B.—Le Spezierie aperte nella notte del 18 Agosto sono — Per la Valletta del Sig. Ricardi, Strada Teatro, e del Dr Stilon, Strada San Giovanni.
 Per la Floriana del Sig. Zahra, sotto le Loggie. — Per la Cospicua del Sig. Erba, Strada S. Teresa.
 Per la Senglea del Sig. A. Pullicino Strada Vittoriosa. — Per la Vittoriosa del Sig. Fenech, Strada Britannica.

G. WARD, *Segretario.*

RAPPORTO GIORNALE DI COLERA, pel 25 Agosto 1837.

Luogo	Rimasti dall'ult. Rapporto.	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
MALTA						
Valletta.	5	1	1	—	5	
Floriana	1	—	—	—	1	
— Ospedale di Colera	10	2*	1	—	11	* 1 dalla Valletta, ed 1 dalla Cospicua
Vittoriosa	1	1	1	—	1	
Cospicua.	1	—	—	1	—	
Senglea.	3	1	2	—	2	
Città Vecchia Osp. di Colera	19	3*	4	—	18	* 2 dal Rabbato, ed 1 da C. Musta.
— Rabbato	4	2	—	—	6	
Casal Birchircara	3	—	—	—	3	
Casal Lia, Osp. di Colera. . .	8	—	—	—	8	
Casal Zabbar.	2	—	—	—	2	
Casal Zebbug	1	1	—	—	2	
— Ospedale di Colera	9	2*	—	—	11	* 1 da C. Siggieui.
Casal Zeitun	3	1	2	—	2	
Casal Siggieui	—	1	—	—	1	
Casal Luca	—	1	—	—	1	
Casal Nasciaro	1	2*	—	1	2	* 1 Da Melleha.
Casal Crendi.	1	—	—	—	1	
Casal Musta	4	1	2	—	3	
Casal Balzan.	2	—	—	—	2	
Casal Safi	1	—	—	—	1	
Casal Gargur	1	—	—	—	1	
	80	19	13	2	84	
Ospedale Navale.	10	1	2	2	7	
	90	20	15	4	91	
GOZO	13	12	7	3	15	Del 24 Agosto.

N. B.—Le Spezierie aperte nella notte del 25 Agosto sono — Per la Valletta del Sig. Biancardi, Strada Teatro, e del Sig. G. Gatt, Strada S. Giovanni.
 Per la Floriana del Sig. Sammut, Piazza S. Anna. — Per la Cospicua del Sig. Muscat, Strada S. Teresa.
 Per la Senglea del Sig. Costù, Strada Vittoriosa. — Per la Vittoriosa del Sig. Azopardi, Piazza S. Lorenzo.

G. WARD, *Segretario.*

RAPPORTO GIORNALE DI COLERA, pel 1 Settembre 1837.

Luogo	Rimasti dall'ult. Rapporto.	Nuovi Casi	Morti	Guariti	Rimasti	Rimarche
MALTA						
Valletta.	3	—	2	—	1	
Floriana Ospedale di Colera	2	3*	1	—	4	* 1 dalla Senglea, 1 da Birchircara, ed 1 da un bastimento nel Gran Porto.
Vittoriosa.	1	1	—	—	2	
Cospicua	1	—	—	—	1	
Città Vecchia Osp. di Colera	18	1*	—	6	13	* 1 dal Rabbato.
— Rabbato . . .	5	—	—	1	4	
— Ospizio Saura.	1	—	—	—	1	
Casal Birchircara	1	—	—	—	1	
Casal Lia.	1	—	—	—	1	
— Osp. di Colera. .	2	—	—	—	2	
Casal Zebbug Osp. di Colera	6	1	—	1	6	
Casal Zeitun	1	—	—	—	1	
Casal Musta	—	3	—	—	3	
	42	9	3	8	40	
GOZO	4	5	2	1	6	Del 31 Agosto.

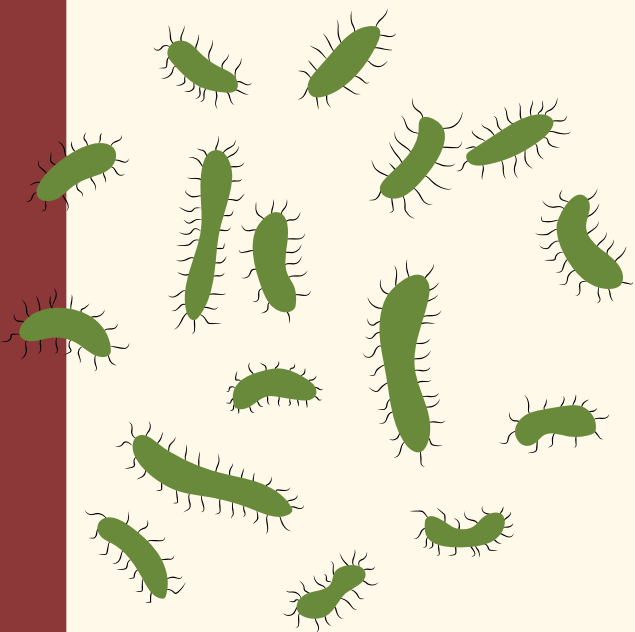
N. B.—Le Spezierie aperte nella notte del 1 Settembre sono — Per la Valletta del Dr Engerer, Strada Forni, e del Dr Aquilina, Strada San Paolo.
 Per la Floriana del Sig. Zahra sotto le Loggie. — Per la Cospicua del Sig. G. Pullicino, Strada S. Teresa.
 Per la Senglea del Sig. Camilleri, Strada Vittoriosa. — Per la Vittoriosa del Sig. Fenech, Strada Britannica,

L. GRAVAGNA.
Medico di Polizia.

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WORKSHEET
SET A NO. 2

NAM/CSG 03/718/1850

Part 1:

1. In the space provided below, create a copy of the letter provided to you. Such a copy is called a transcript. You can ask the reading room staff to help you decipher words you cannot understand.

2. Write down some difficulties you encountered when reading and copying the document.



Part 2:

Answer the following questions based on the letter you have just copied / transcribed.

1. When is the letter **dated**?

2. Who is the **author** of this document?

3. What was the **author's role** during the Cholera epidemic?

4. What was **one** of the **measures** taken in response to the Cholera epidemic?

5. What does the **measure taken say about the situation** in Malta during the Cholera epidemic?

6. a) Did the Cholera epidemic and measures taken have an impact on the way of life of a)

a) the people of Malta? _____

b) **Who** did this measure impact the most and **how**?

b) _____

b) _____

Go to the next page for the last question.



Part 2:

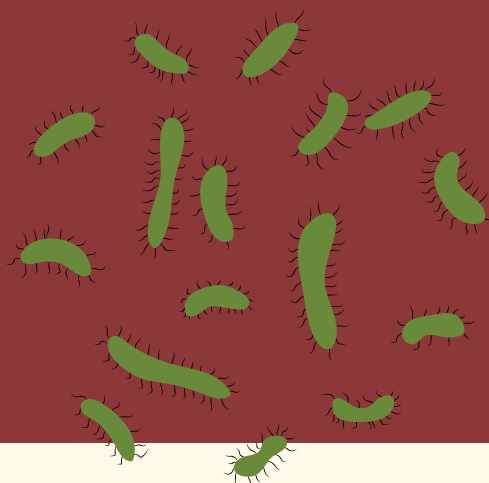
7. Do you think that the Cholera Epidemic in Malta **was just starting or was it ending** when this letter was written? **Why** do you think this is so?

As **evidence**, you may provide a direct quotation from the letter.



THE CHOLERA EPIDEMICS

DOCUMENT
COPIES



Office of Inspector of Char-
itable Institutions & Prisons

23rd July 1850.

Sir,

The building selected
for a Cholera Hospital at Cospicua
is the Primary School, I have there-
fore to solicit the Government to
cause the said building to be im-
mediately evacuated by the Children.

I beg to suggest that
authority be given to the Sanitary
Committee to request the evacuation
of the Primary Schools as they may
be required. -

I have the honor to be,

Sir,

Your most Obedient,
humble Servant.

J. W. Collins
Inspector of Charitable Insts.

Wm. Smith Esq

Acty Chief Secy to Govt

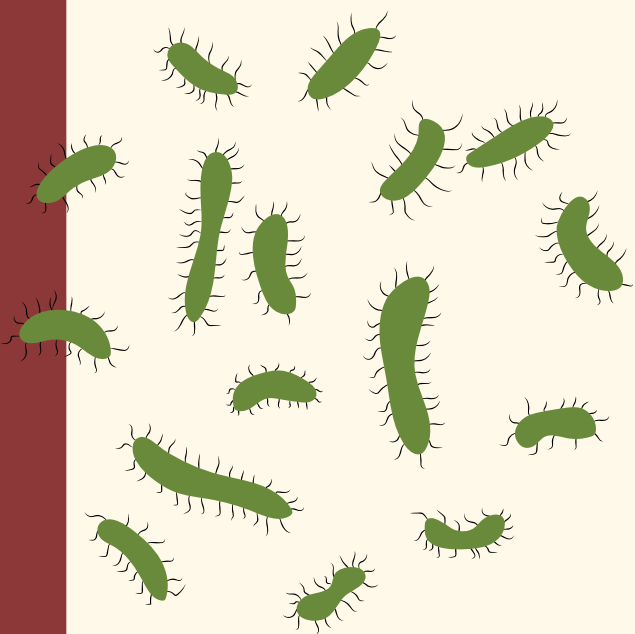
Malta 23^d July 1850
Inspector of Charities to

Communicate
with Dr Pulliano
and issue the
necessary orders
A

23 July
D

Copy sent to Dr Pulliano
23^d July 1850

THE CHOLERA EPIDEMICS



WORKSHEET
SET A **NO. 3**

NAM/CSG 03/739/1850

Part 1:

1. Read the letter in front of you. Then, on the copy of the letter found in this worksheet which starts on pg 1 and continues on pg 2, underline or circle with your pencil any words that you struggled to recognise and read.

Sir,

We have the honor to transmit to you, herewith enclosed, with the view to its being laid before His Excellency the Governor, a list containing the names of No. 26 Orphans, whose parents died latterly of Cholera, having no relatives capable of supporting them, and who in consequence had to be maintained out of the Funds placed by Government at the disposal of this Committee for Cholera

Part 1:

purposes, - and We take the liberty
to recommend that the requisite
instructions be given to the Com-
=mitter of the Charitable Institu-
=tions to the effect that some im-
=mediate provision be made for
the Orphans enumerated in the
abovementioned list, as instructions
have been given to the sub-ac-
=countants to suspend the relief
in order to a final closure of the
accounts of this Committee on
the 16.th instant. ~

2. Write down in a few sentences what this document is about.

Four horizontal lines for writing, with a magnifying glass icon on the right side.

Part 1:

3. Now, grab resource handout 1, and read the letter you have there. While reading, make use of the vocabulary box on resource handout 2 to help you understand some phrases that you may not be very familiar with.

4. Now that you have read the letter in modern type form, and with the explanation of certain words, below, write down again in a few sentences what this document is about.

Some points to reflect on:

- Were you able to recognise those words you marked on the previous pages when reading the copy?
- Was it easier to understand the document written in modern type form, coupled up with the vocabulary box?



Part 2:

1. Fill in the following two tables from the information provided on the list found after the letter. The first one has been done for you as an example.

Table 1:	
Locality	No. of Orphans
<i>Zebbug</i>	<i>1</i>

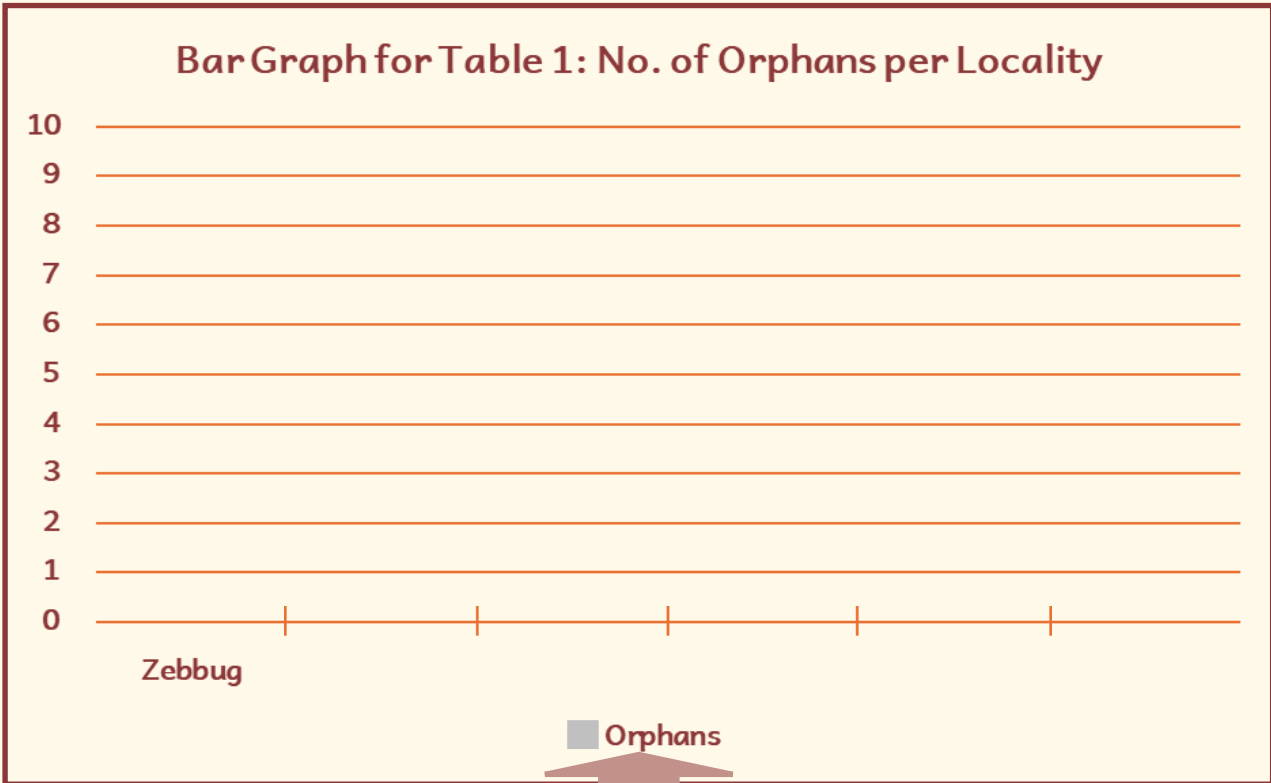
Table 2:	
Ages of Orphans	No. of Orphans
<1	2
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

Go to the next page for part 3.

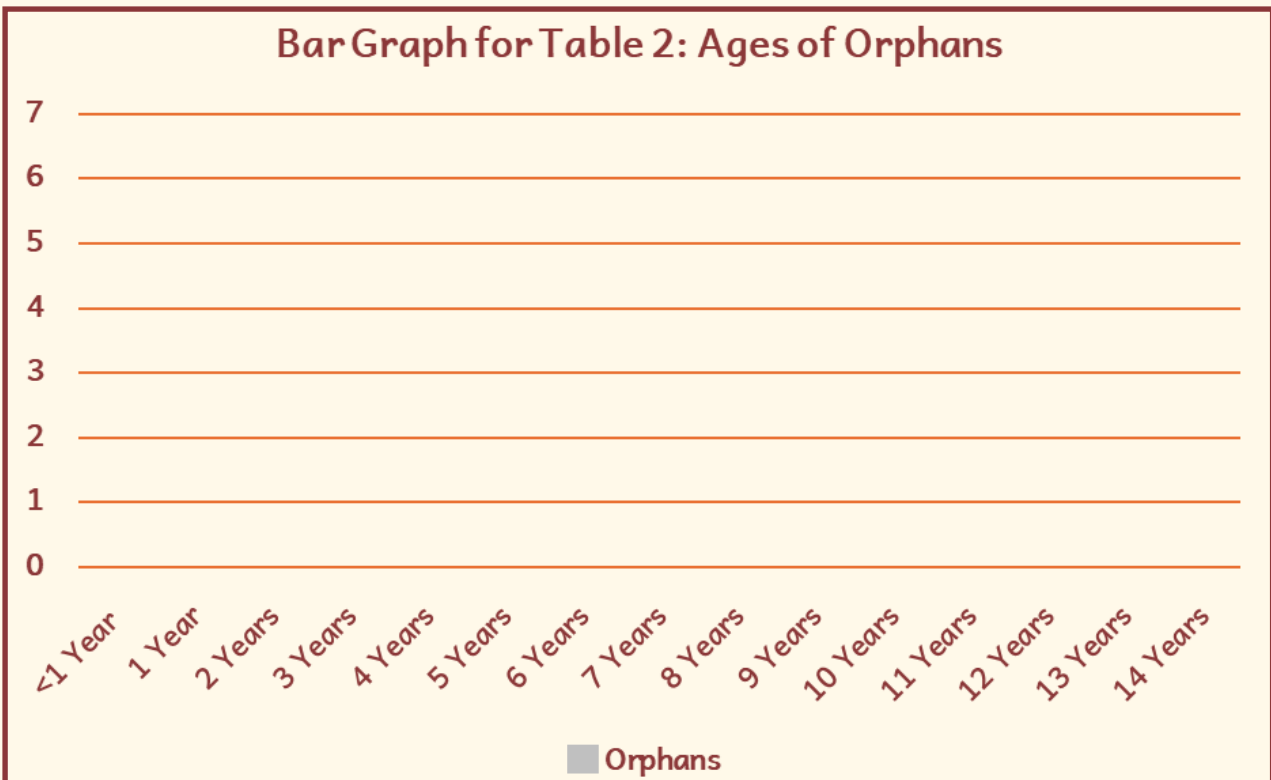


Part 2:

2. In the two spaces provided below, create a bar graph from the data you just inserted in Table 1 and Table 2.



You need to write down the names for the remaining 5 localities in the blank spaces.



Go to the next page for part 3.

Part 3:

Answer the following questions:

1. Towards which **parts of Malta** does this document hints as having been impacted **the most** by the disease?

2. By considering the **ages** of the children, what do these reveal about the **ages** of the victims of cholera?

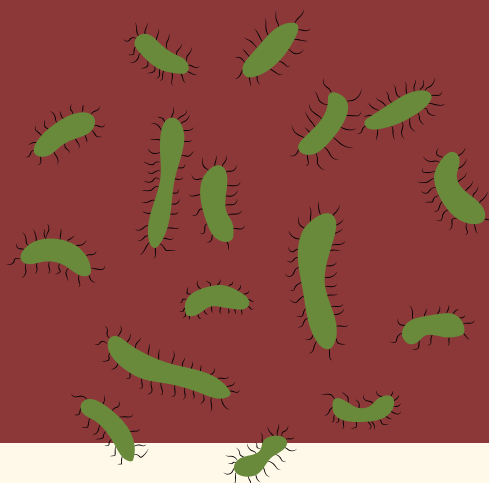
3. Look at the **surnames** of the children in the different localities. Given the context of the 19th century, what does the surname tell you about these children?

4. Using the knowledge gained from this document, mention two (2) impacts that the cholera epidemic of 1850 had on Malta.



THE CHOLERA EPIDEMICS

RESOURCE
HANDOUTS



Resource Handout 1:

Sanitary Committee, Valletta, 14th October 1850.

Sir, We have the honour to transmit to you, herewith enclosed, with the view to its being laid before His Excellency the Governor, a list containing the names of no. 26 orphans, whose parents died latterly of Cholera, having no relatives capable enough of supporting them, and who in consequence had to be maintained out of the funds placed by Government at the disposal of this Committee for Cholera purposes, - and we take the liberty to recommend that the requisite instructions be given to the Committee of the Charitable Institutions to the effect that some immediate provision be made for the orphans enumerated in the abovementioned list, and instructions have been given to the Sub-accountants to suspend the relief in order to and final closure of the accounts of this Committee on the 16th instant.”



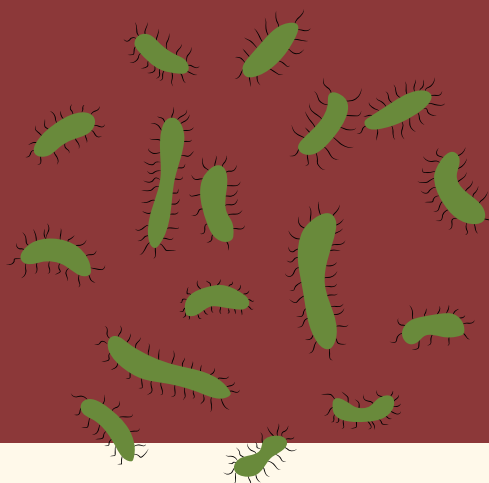
Resource Handout 2:

Vocabulary Box	
To transmit	To pass on
With the view of	With the intention of
Being laid before	Being placed in front of
Requisite	Needed
Enumerated	Mentioned
Ditto	The same



THE CHOLERA EPIDEMICS

DOCUMENT
COPIES



Sanitary Committee
 Valletta, 14th October 1850.

Sir,

We have the honor to transmit to you, herewith enclosed, with the view to its being laid before His Excellency the Governor, a list containing the names of no. 26 Orphans, whose parents died latterly of Cholera, having no relatives capable of supporting them, and who in consequence had to be maintained out of the Funds placed by Government at the disposal of this Committee for Cholera

To, The Honble
 Wm. Sim Esq. C.M.G.
 Act. Chief Secy to Govt.

purposes, - and We take the liberty
to recommend that the requisite
instructions be given to the Com-
-mitter of the Charitable Institu-
-tions to the effect that some im-
-mediate provision be made for
the Orphans enumerated in the
abovementioned list, as instructions
have been given to the sub-ac-
-countants to suspend the relief
in order to a final closure of the
accounts of this Committee on
the 16th instant. -

We have the honor to be,

Sir,

Your most Obedient
humble Servants. -

W. W. Collins

Dr. G. P. W. W. W.
1841. 1841. 1841.

List of poor Infants and Children, who have lost both their parents by Cholera and have no relatives capable of maintaining them.

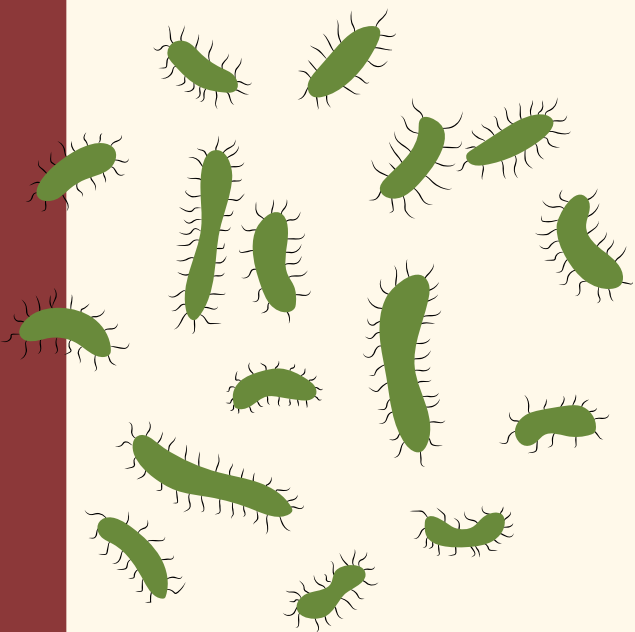
where sitting	Name	Age Year	Remarks
2 ^d District, Lebbug	Emmanuelc (Foundling)	3	
3 ^d ditto, Birchircara	Salvatore Fenech	9.	
— Ditto —	Teodora Fenech	7.	
— Ditto —	Giuseppe Fenech	2.6	
— Ditto —	Giovanna Briffa	8.	
— Ditto —	Antonina Briffa	3.	
— Ditto —	Francesco Mallia	8.	
— Ditto —	Paola Mallia	4.6	
— Ditto —	Caterina Mallia	2.	
4 th District, Musta	Paolo Borg	14.8	
— Ditto —	Pietro Borg	10.8	
— Ditto —	Teresa Borg	8.	
— Ditto —	Maria Borg	6.	
— Ditto —	Gio. M ^a Borg	4.	
5 th District, Curmi	Vittoria Farrugia	11	
Corpicina	Vittoria Falson	1.	
— Ditto —	Francesca Falson	5.	
— Ditto —	Carmela Falson	6.	
— Ditto —	Giuseppa Falson	8.	
— Ditto —	Giuseppa Caruana	8.	
— Ditto —	Maria Grech	8.	
— Ditto —	Carmela Gatt	13.	

Where existing	Name	Age years	Remarks
Cospicua	Maria Gatt	12.-	
Ditto	Giuseppa Gatt	11.-	
Vittoriosa	Maria Gaffari	13.-	
Ditto	Giuvanna Gaffari	6.-	

Sanitary Committee
 Valletta, 14th October 1850.

M. A. Collins
 Secy. H. P. P. P.
 Secy. S. S. S.

THE CHOLERA EPIDEMICS

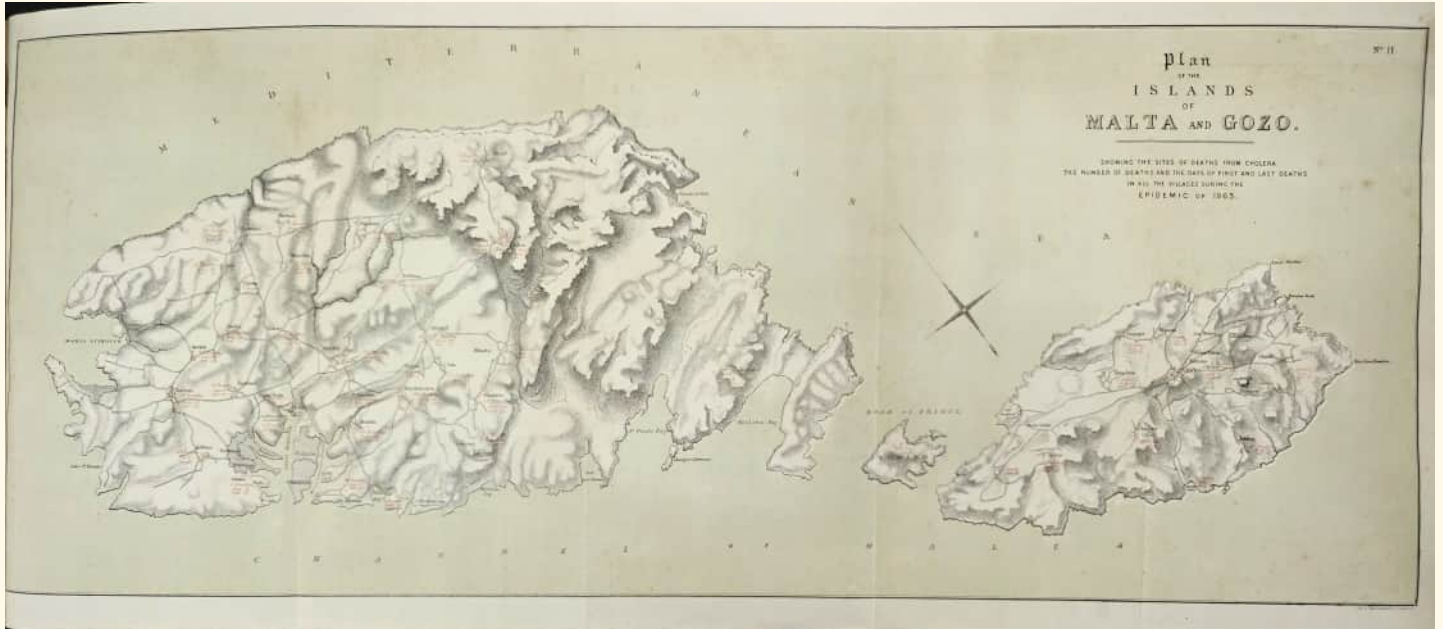


WORKSHEET
SET A **NO. 4**

NAM/GOV 2/1/1864

Part 1:

After having seen the original map, work out this part of the worksheet on your own.



1. Look at the top right corner. To what **period** in Maltese history does this map belong?

2. What is the **first thing that strikes you** when you look at this 19th century map of Malta? Is it similar to how we draw a map of the Maltese Islands today?

3. Look at the top right corner of the map again. From that description, what **information** does this map provide?

4. Can you say for certain that the map is depiction of every locality that was hit by Cholera in 1865? **State a reason for your answer.**

Part 2:

4. From the localities you listed:

- a) Which **locality** experienced the **most** deaths? _____
- b) **How many** deaths did the locality you mentioned in (a) experience? _____
- c) What were the **dates of the first and last death** experienced in the locality you mentioned in (a)? _____
- d) Which **locality** experienced the **least** deaths? _____
- e) **How many** deaths did the locality you mentioned in (d) experience? _____
- f) What were the **dates of the first and last death** experienced in the locality you mentioned in (d)? _____
- g) On the part of the Island represented in your section, **when** and **where** was the **first death** by Cholera in 1865 experienced? _____
- h) On the part of the Island represented in your section, **when** and **where** was the **last death** by Cholera in 1865 experienced? _____

5. What can you say about the duration of the Cholera Epidemic, from the period of time passed between the dates of the first and last instance of death?

Follow your teacher's instructions that will lead to a whole class discussion and share your findings with the rest.

When the discussion is finished, go to page four to answer part 3 of the worksheet.



Part 3:

In your group and taking into consideration the findings others have shared with you, answer the following questions:

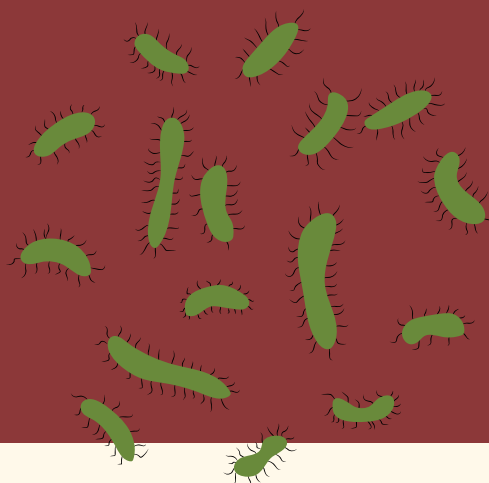
1. From this map, which locality seems to have been the worst hit by the Cholera Epidemic? Expand on your answer.

2. What is something else that you may require in order to be able to fully answer the previous question?



THE CHOLERA EPIDEMICS

RESOURCE
HANDOUTS



Map Section A:



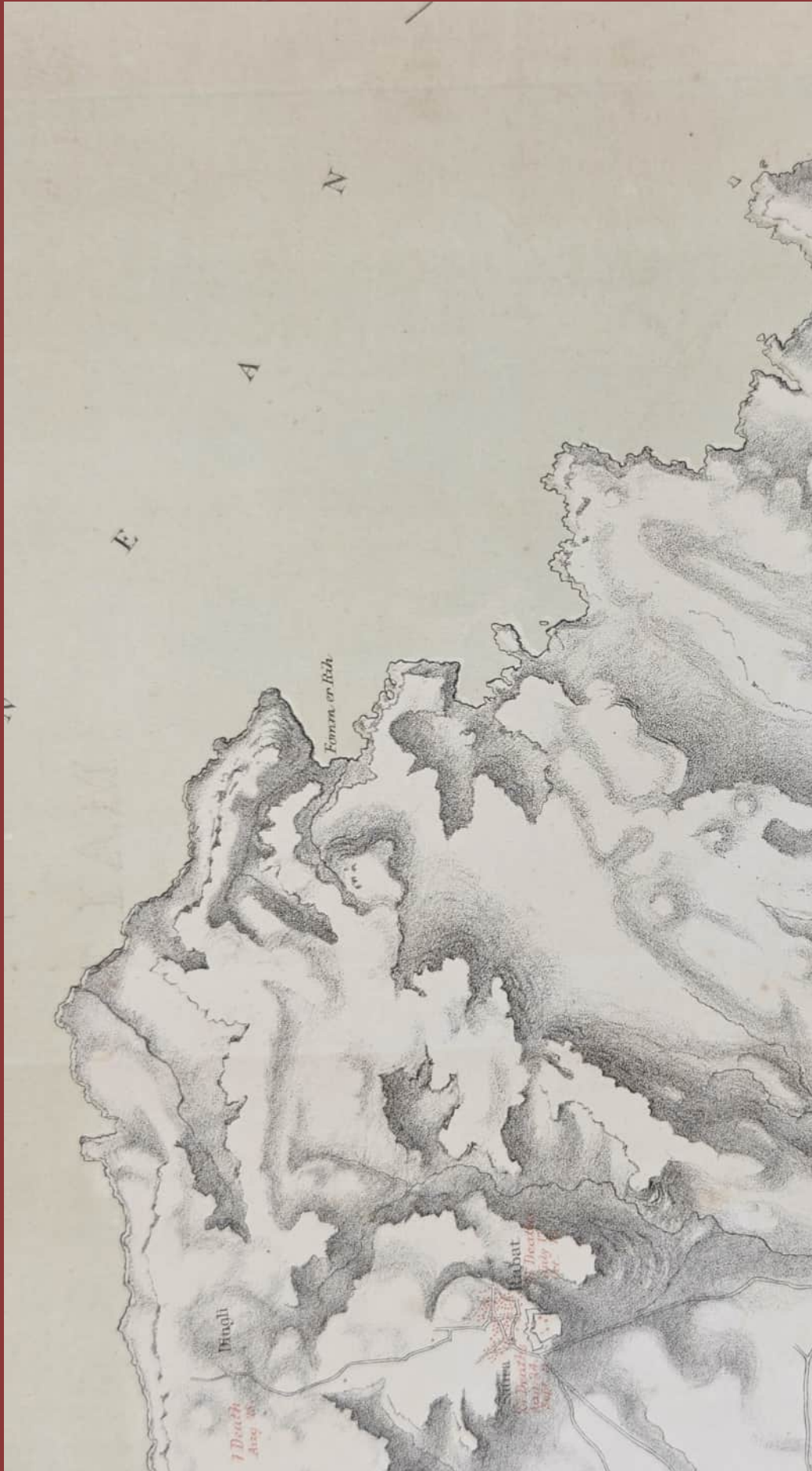
This arrow should be facing upwards when reading this map section.

Map Section B:



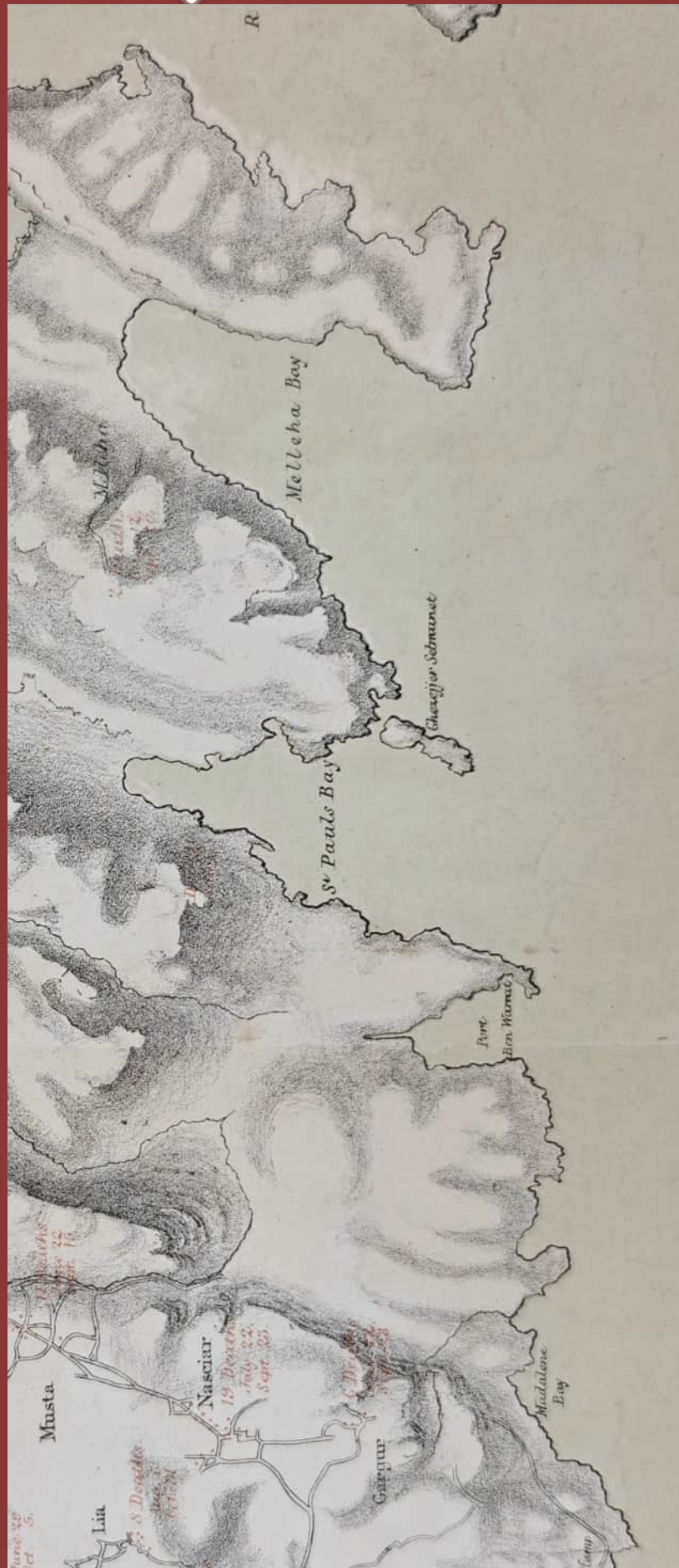
This arrow should be facing upwards when reading this map section.

Map Section C:



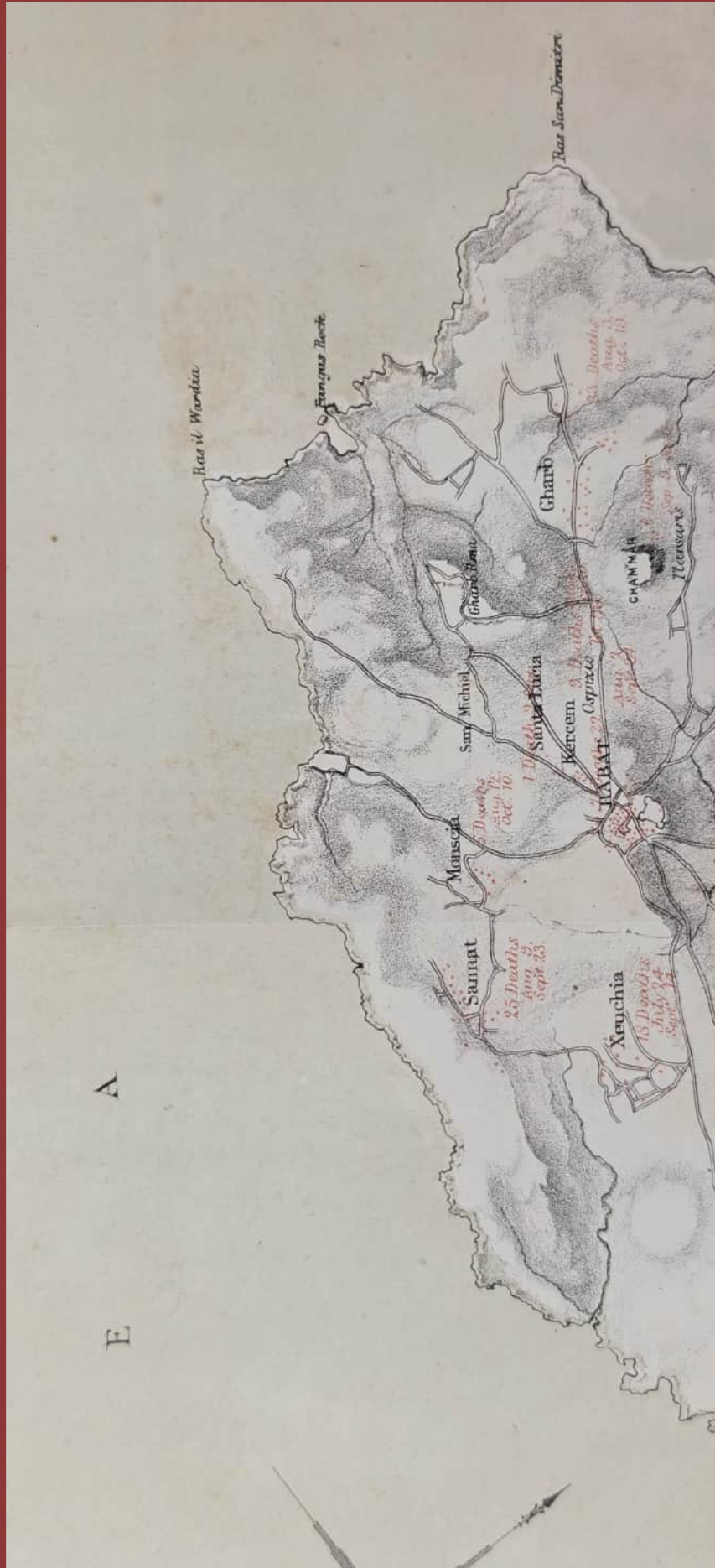
This arrow should be facing upwards when reading this map section.

Map Section D:



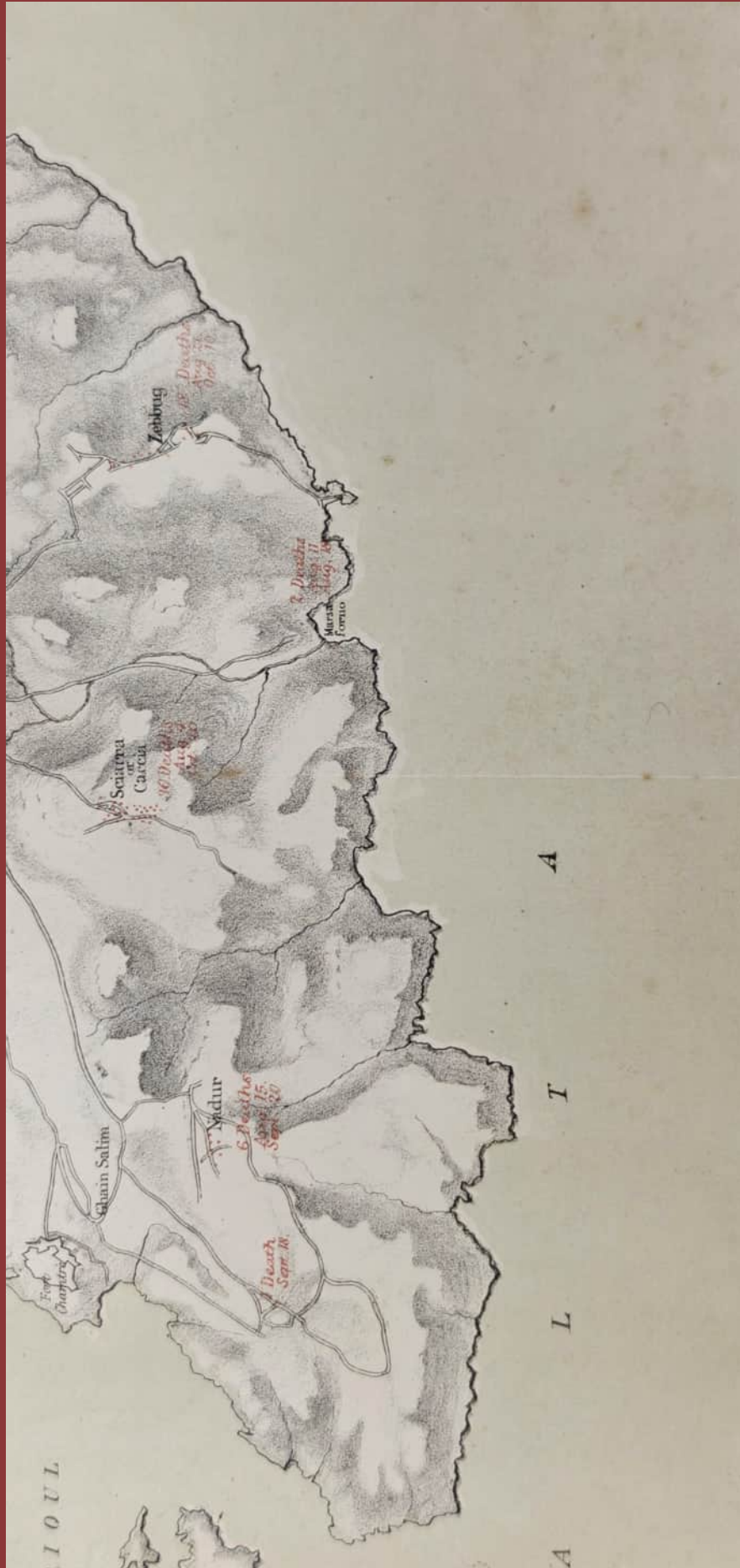
← This arrow should be facing upwards when reading this map section.

Map Section E:



← This arrow should be facing upwards when reading this map section.

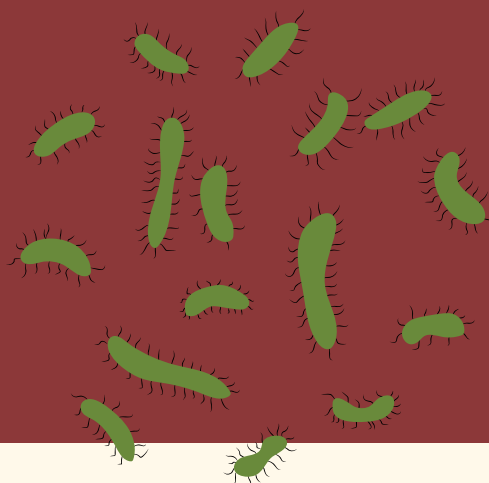
Map Section F:



This arrow should be facing upwards when reading this map section.

THE CHOLERA EPIDEMICS

DOCUMENT
COPIES



Plan OF THE ISLANDS OF MALTA AND GOZO.

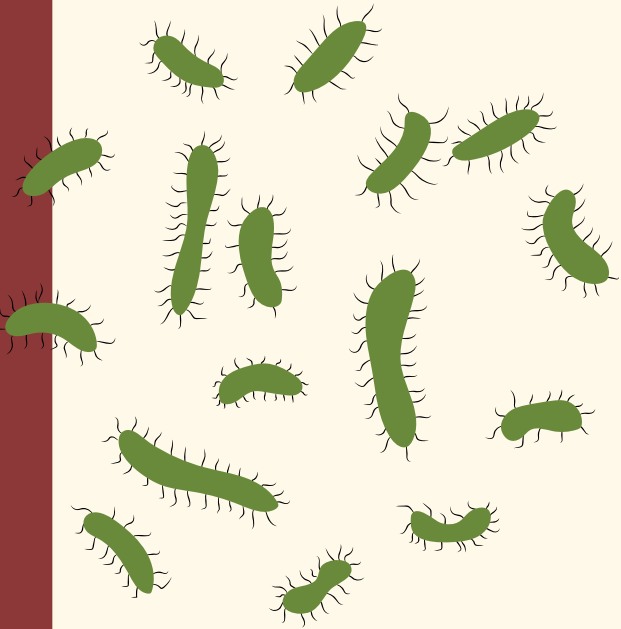
SHOWING THE SITES OF DEATHS FROM CHOLERA,
THE NUMBER OF DEATHS AND THE DATE OF FIRST AND LAST DEATHS
IN ALL THE VILLAGES DURING THE
EPIDEMIC OF 1865.



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**WORKSHEET
SET A NO. 5**

NAM/GMR/313/1887

Part 1:

From the cover page:

1. Who is the **author** of this report and what is his **role**?

2. When was the report drawn up?

Part 2:

Grab and read resource handout 1. When reading the extract on resource handout 1, use the vocabulary on resource handout 2 to help you understand some unfamiliar phrases.

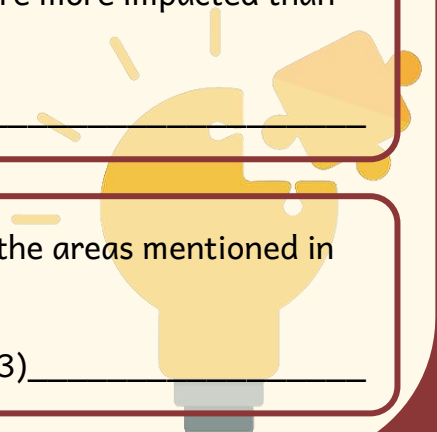
1. Which villages were the most negatively impacted during the 1887 Cholera epidemic?

2. What two elements did these localities have in common?

3. Which were the particular areas within these villages that were more impacted than the rest?

4. What were the three characteristics of the type of streets of the areas mentioned in (3)?

1) _____ 2) _____ 3) _____



Part 2:

5. Do you think that the houses in those areas were according to the standards? **Why do you think so?**

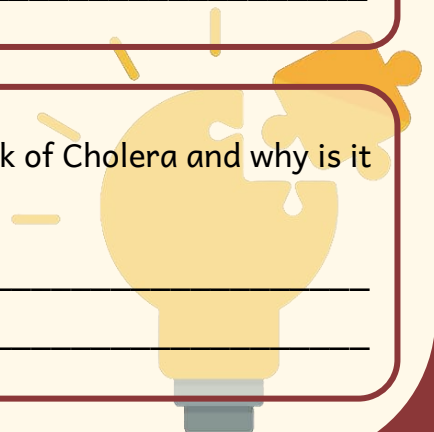
6. From the information you have derived from the report so far, what do **you conclude** to be the **factors** that might have caused, propagated and aggravated the disease?

Part 3:

Grab and read resource handout 3. When reading the extract on resource handout 3, which is found on *f. 21* on your document use the vocabulary on resource handout 2 to help you understand some unfamiliar phrases.

1. From the excerpt, **quote** on what the focus should be to avoid as much as possible an outbreak of Cholera according to the author?

2. What in the author's opinion is useless in avoiding the outbreak of Cholera and why is it useless?



Part 3:

3. What is the **one measure**, according to the author, that is impossible to enact and enforce?

4. Does the author provide **reasons** for which one is favoured over the other? **Explain.**

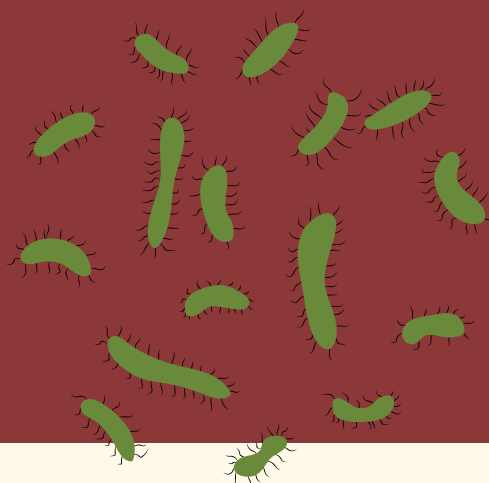
5. How could what has been proposed in (1) be achieved?

6. After having analysed an additional part of the report, does your answer to the question 'what do you conclude to be the factors that might have caused, propagated and aggravated the disease' **change or remain the same and why?**



THE CHOLERA EPIDEMICS

RESOURCE
HANDOUTS



Resource Handout 1:

f. 14 CHOLERA AT ZEITUN AND ŻABBAR.

Amongst the villages Żabbar and Żeitun suffered most. Both are not drained: and good potable water was only supplied to them late in the epidemic. Further, the disease was most severe at Zeitun in two localities, Herba and Tablin; and at Żabbar in two tortuous blind alleys, Lairi and Klauso, and in a very narrow and thickly populated Street "Il Biccieni". The construction and accommodations of the houses in these districts have not improved since the date of Dr. Sutherland's Report, and no new houses under the provisions of the Sanitary Law have since been built.

The Herba district, consisting of two streets with diverging blind alleys, on an area of 69,000 square feet contains 101 houses and a population of 436 persons, the number of persons living in each house varying from 13 to 1. Strada S. Giovanni in Tablin district is a narrow street, with eight lateral blind alleys.

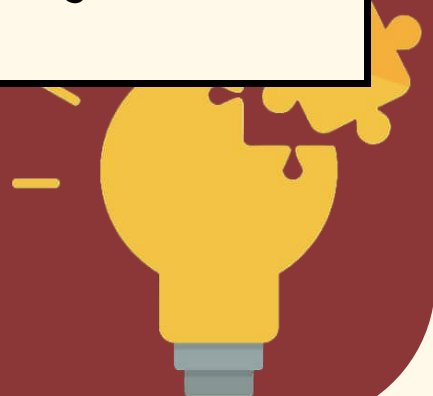
- It contains 158 houses and small rooms and a population of 1,134 people, who occupy them in numbers varying from 15 to 2.
- The street with its alleys has a length of 1840 feet, and a width of about 10 feet. At two places population it is wider. At Żabbar, Klauso Alley has an area of 61,500 square feet, and a population of 341 persons occupying 62 houses and rooms in numbers, varying from 14 to 1. Lairi Alley on an area of 39,000 square feet contains 44 houses and rooms occupied by 332 people in numbers varying from 17 to 1.

In Biccieni street, which is 1870 feet long and wide only 10 feet, there are 137 houses and rooms inhabited by 615 people. One of these dwellings was inhabited by no less than 22 people, and there were several others inhabited by so many as 11, 12, and 14.

Resource Handout 2:

Vocabulary Box

Potable	Drinkable
Tortuous	Full of twists and turns
Blind alleys	A road which is closed at one end
Prophylactic	Aimed towards avoiding disease
No sooner	As soon as
Evade	Get around
Sterling measure	A very good measure
Concur	Come together



Resource Handout 3:

f. 21: PROPHYLACTIC MEASURES FOR THE FUTURE.

I may sum them up in two words- **GOOD SANITATION**.

Experience has taught that **on good sanitation we should exclusively rely**, and that it is **not in our power to prevent the importation of the germ of Cholera**. **Restrictive measures, however strictly enforced, can never ensure its being kept out of the Island**; as no sooner a restrictive law is enacted than the means to evade it are devised, and, in our times, **complete suspension of all communications with an infected port or country is an impossibility in practice**. The Consular certificate declaring that passengers "within the 21 days preceding their embarkation had not been in Cholera infected places" is a sterling measure in theory, but it has proved to be utterly useless as a means of rendering suspension of intercourse possible.

As I have before stated several factors concur in developing an epidemic of Cholera -the seed, a suitable soil and, as in ordinary vegetation, the proper season. Do what we may in the way of preventing the seed being sown, we are sure to be baffled. But let the soil be sterilized, let the seed fall on barren rock and it will not germinate, whether the season be favourable or not. This appears to me as clear as daylight and it admits of no rejoinder.



Resource Handout 3:

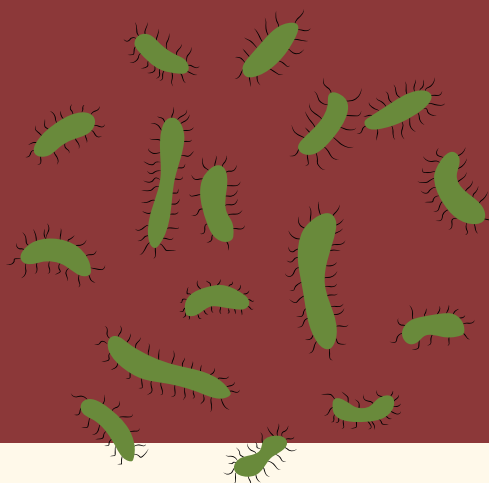
No time should be lost in carrying out all needed improvements: drainage of villages, water supply, sanitary buildings for the poor and for the labouring classes, sanitary improvement of existing houses as opportunities permit, ventilation of overcrowded areas, such as the Manderaggio inhabited by 2,544 people, in the proportion of 636,000 to the square mile; opening of all cul-de-sacs or blind allies, prevention and abatement of existing nuisances in the villages in the country, sanitary supervision and direction in building, especially in rising centres.

Then and only then is it to be expected that the Island will have been converted into unfertile soil for the development of the Cholera germ. But in the meantime and until all this has been done, and until, by international agreement, uniform measures are everywhere imposed, when-ever Cholera breaks out on the Mediterranean seaboard and in Europe, this Island will be forced, I fear, to adopt restrictive measures as the only means, however imperfect, of preventing the importation of the Cholera germ.



THE CHOLERA EPIDEMICS

DOCUMENT
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Section:

GMR

Doc. No.:

315

REPORT
ON THE
Cholera Epidemic
IN THE YEAR 1887

BY

Prof. S. L. PISANI,
M.D., MALTA; M.D., L.R.C.S., EDIN.
Chief Government Medical Officer.



MALTA,
GOVERNMENT PRINTING OFFICE.
1888.
[*Price 1s.*]

471 attacks and 352 deaths in the villages. The aggregate population of the towns being 60,629 and that of the villages attacked 76,161.

Altogether in the whole Island there were 626 cases of Cholera and 462 deaths—the death-rate being of 73.5 % on the attacks.

Amongst the civil population there were besides, 40 cases of Cholera and 96 of Choleraic diarrhoea, which raise the number of attacks to 762. There was further a very considerable number of cases of diarrhoea.

The table on the opposite page shows the number of houses in which cholera casualties and deaths therefrom occurred in the towns and villages.

Altogether in the towns, out of 124 houses infected 92 had fatal cases,
of which 83 had one death each
4 " two deaths "
3 " three " "
2 " four " "

It should be remarked that the multiple deaths occurred in Kerreyas, and seldom in the same family.

In Valletta out of the whole number of infected houses, fifteen were Kerreyas; and out of 370 houses in which cases of cholera occurred in the villages, 290 had deaths

of which 260 had single deaths
23 " two deaths each
4 " three " "
2 " four " "
1 " five " "

In this respect the difference between what obtained in the five towns and in the villages is striking; the more so, as the villages are scattered over a much wider area than the towns and the houses in the former are not many storied as they are in the latter.

Comparing also in this connection the two last epidemics, it results that there were
in 1887 — 494 houses infected and
in 1865 — 1318 " "

Further, out of those infected houses

in 1887 — 343 had single deaths against 925 in 1865
27 " 2 " 159 "
7 " 3 " 29 "
4 " 4 " 9 "
1 " 5 " 2 "
0 " 6 " 2 "

In the country districts, with the exception of two instances, all the cholera cases occurred in ground-floor rooms.

In Valletta the place of the disease was

a Mezzanine	10 times
Ground-floor-room	16 "
Kerreyas	16 "

It appears, therefore, that low-situated dwellings which are ordinarily ill-ventilated, badly lighted, and also damp, favour the development of Cholera as they do that of kindred diseases.

CHOLERA AT ZEITUN AND ŻABBAR.

Amongst the villages Żabbar and Żeitun suffered most. Both are not drained: and good potable water was only supplied to them late in the epidemic. Further, the disease was most severe at Żeitun in two localities, Herba and Tablin; and at Żabbar in two tortuous blind alleys, Lairi and Klauso, and in a very narrow and thickly populated Street "Il Biccieni." The construction and accommodations of the houses in these districts have not improved since the date of Dr. Sutherland's Report, and no new houses under the provisions of the Sanitary Law have since been built. The Herba district, consisting of two streets with diverging blind alleys, on an area of 69,000 square feet contains 101 houses and a population of 436 persons, the number of persons living in each house varying from 13 to 1. Strada S. Giovanni in Tablin district is a narrow street, with eight lateral blind alleys.—It contains 158 houses and small rooms and a population of 1,134 people, who occupy them in numbers varying from 15 to 2.—The street with its alleys has a length of 1840 feet, and a width of about 10 feet. At two places it is wider. At Żabbar, Klauso Alley has an area of 61,500 square feet, and a population of 341 persons occupying 62 houses and rooms in numbers varying from 14 to 1. Lairi Alley on an area of 39,000 square feet contains 44 houses and rooms occupied by 332 people in numbers varying from 17 to 1. In Biccieni street, which is 1870 feet long and wide only 10 feet, there are 137 houses and rooms inhabited by 615 people. One of these dwellings was inhabited by no less than 22 people, and there were several others inhabited by so many as 11, 12, and 14 persons.

The introduction therefore of the Cholera germ into this Island last year may have occurred in one of these ways, or even by healthy people, as some contend, independently of the importation of a case of Cholera. At all events when it is borne in mind that the object of the restrictive measures taken by Government was frustrated by the arrival of passengers from infected places, and that all restrictions against Sicily were for a time removed under the false supposition that that island was free from infection, this explanation is by far more plausible than the assumption that the germ was produced here. It must however be candidly avowed that how and by whom the germ was introduced remains to be found out.

PROPHYLACTIC MEASURES FOR THE FUTURE.

I may sum them up in two words—GOOD SANITATION.

Experience has taught that on good sanitation we should exclusively rely, and that it is not in our power to prevent the importation of the germ of Cholera. Restrictive measures, however strictly enforced, can never ensure its being kept out of the Island; as no sooner a restrictive law is enacted than the means to evade it are devised, and, in our times, complete suspension of all communications with an infected port or country is an impossibility in practice. The Consular certificate declaring that passengers "within the 21 days preceding their embarkation had not been in Cholera infected places" is a sterling measure in theory, but it has proved to be utterly useless as a means of rendering suspension of intercourse possible.

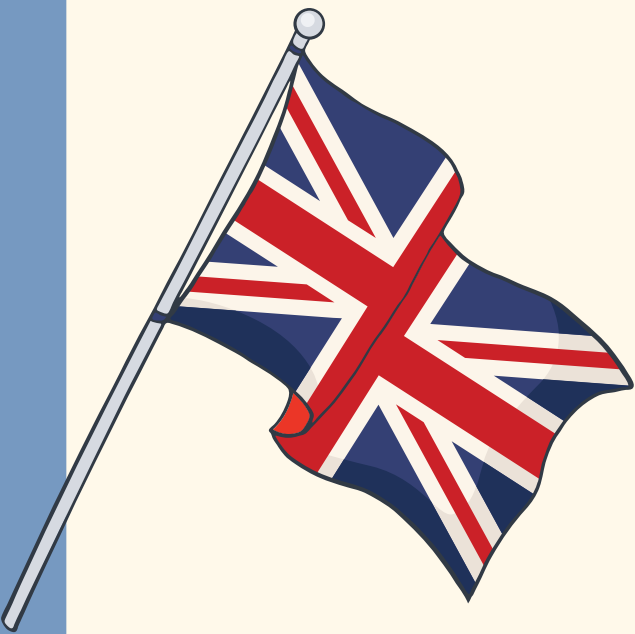
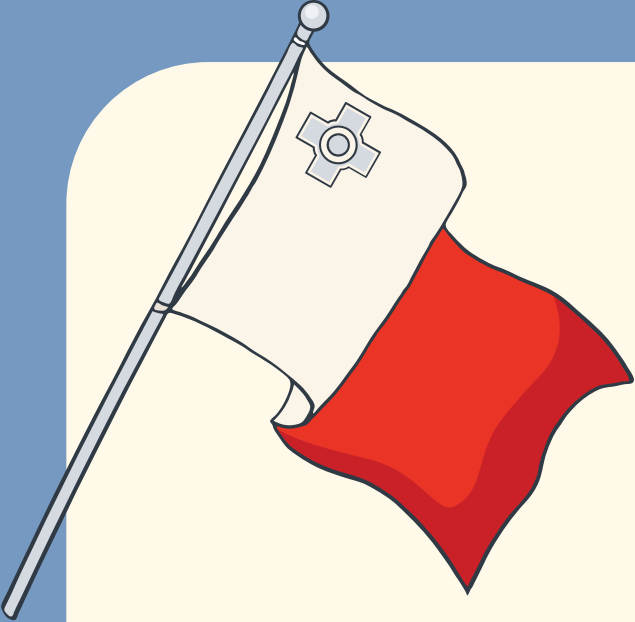
As I have before stated several factors concur in developing an epidemic of Cholera—the seed, a suitable soil and, as in ordinary vegetation, the proper season. Do what we may in the way of preventing the seed being sown, we are sure to be baffled. But let the soil be sterilized, let the seed fall on barren rock and it will not germinate, whether the season be favourable or not. This appears to me as clear as daylight and it admits of no rejoinder. No time should be lost in carrying out all needed improvements:—drainage of villages, water supply, sanitary buildings for the poor and for the labouring classes, sanitary improvement of existing houses as opportunities permit, ventilation of overcrowded areas, such as the Manderaggio inhabited by 2,544 people, in the proportion of 636,000 to the square mile; opening of all cul-de-sacs or blind allies, prevention and abatement of existing nuisances in the villages in the country, sanitary supervision and direction in building, especially in rising centres. Then and only then is it to be expected that the Island will have been converted into unfertile soil for the development of the Cholera germ. But in the meantime and until all this has been done, and until, by international agreement, uniform measures are everywhere imposed, whenever Cholera breaks out on the Mediterranean seaboard and in Europe, this Island will be forced, I fear, to adopt restrictive measures as the only means, however imperfect, of preventing the importation of the Cholera germ.

December 1888.

S. L. PISANI.

Attachment C

Worksheets Set B – The Language Question

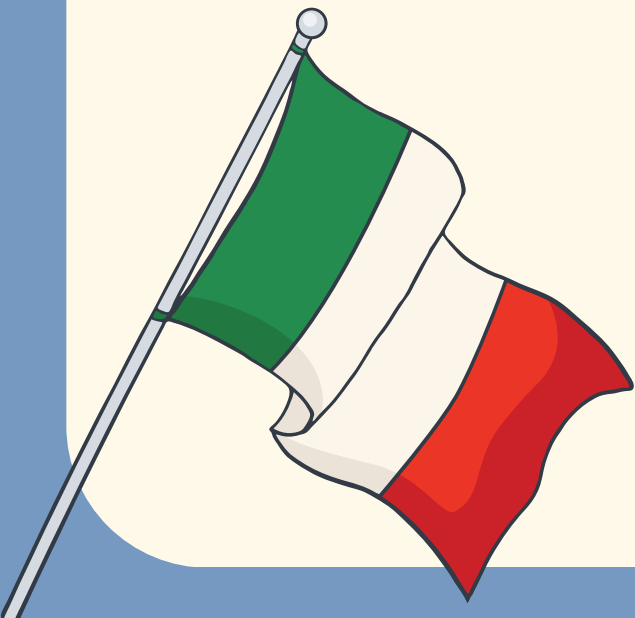
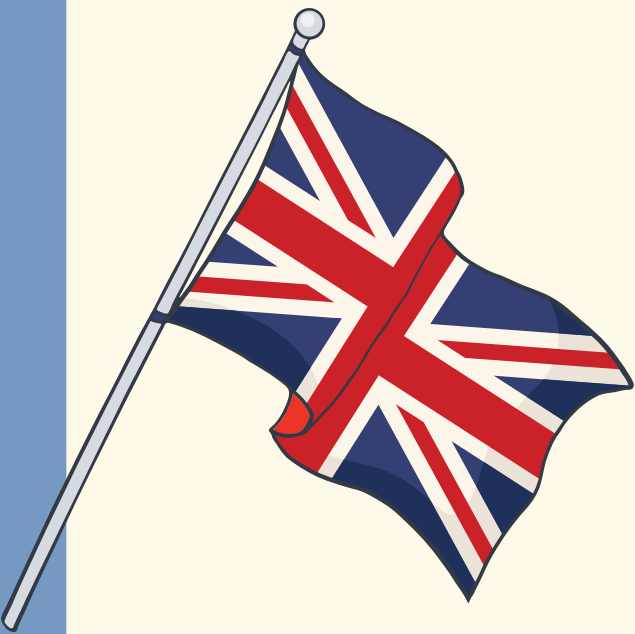
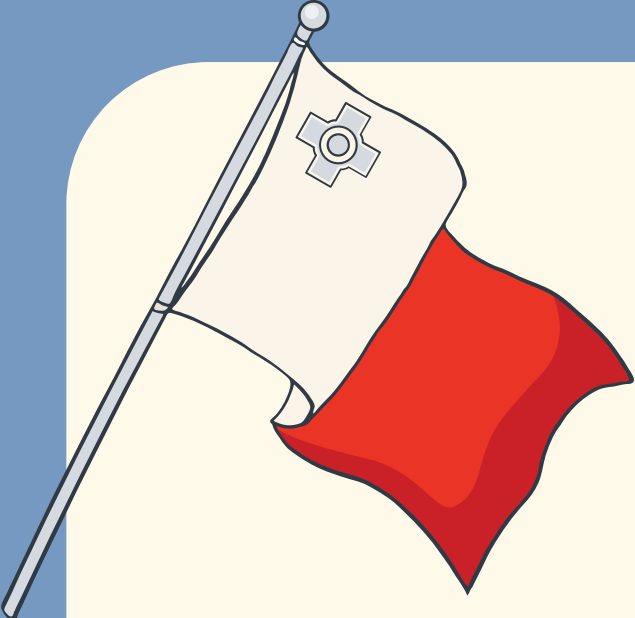


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**WORKSHEET
SET B NO. 1**

NAM/GMR/281/1879

NAM/GMR/12/1838

Part 1:

Open the document in front of you and find the page in the document labelled as 'GMR 281', get resource handout 1 and answer the following questions:

1. Look carefully at **Section A**:

a) Copy what is written down in this section.

b) From what you have just written, what type of document is this?

c) Why do you think there is the name of Patrick Joseph Keenan written?

d) Use the magnifying glass and focus on the line marked '1'. What does this tell you about Patrick Joseph Keenan and how could this influence his work in Malta

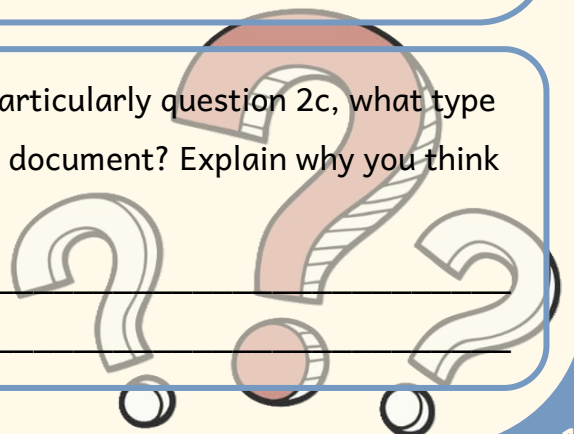
2. Look carefully at **Section B**:

a) Find a date and write it down.

b) What do you think this date means?

c) The part marked '2' shows the United Kingdom's Royal Coat of Arms. What does this tell you nature of this document? ?

3. Considering the answers to the previous questions, particularly question 2c, what type of recommendations do you expect at the end of this document? Explain why you think so.



Part 2:

Go to page 98 in this document and with your partner, read from paragraph XLVII to paragraph LL.

First-Class pupils quite free for the adoption of whatever Language may be determined upon.

XLVII. Not counting Sunday schools, Evening schools, or Secondary schools, I find that on the rolls of the ordinary Primary schools there are 7,746 pupils, of whom 5,162—or 66·6 per cent.—are in the first or lowest class (non-readers). With rare exceptions these children know nothing of either English or Italian; and in the exceptional cases their knowledge is confined to a mere jumble of the names of a few familiar objects. It is quite competent, therefore, to deal with two-thirds of the present children without any disruption of their school lessons, or violence to their school habits, as to the language—English or Italian—to be taught to them in their future school career.

1. Go back to the text and read it again. Now focus on the small statements in the margins, next to each of the paragraphs as shown in the example above. Below you have a table with the number of every paragraph from XLVII to LL. In this table, next to each paragraph write down the short statement accompanying it.

XLVII	
XLVIII	
XLIX	
L	
LL	

2. What do you think those statements in the margins are and what their purpose is?

3. From your first reading, what do you think this section of the document is about?

Get [resource handout 2](#), which is an easier to read typed copy of the paragraphs you have just read, to help you in analysing and answering the questions on the next page.

Part 2:

Go to page 98 in this document and with your partner, read from paragraph XLVII to paragraph LL.

1. Look at **Paragraph 1:**

a) How were the students divided into groups and what type of system did they have?

b) What helped you arrive to your conclusion of the previous question?

c) Were students in the first class to learn English or Italian? Answer yes or no and explain.

2. Look at **Paragraph 2:**

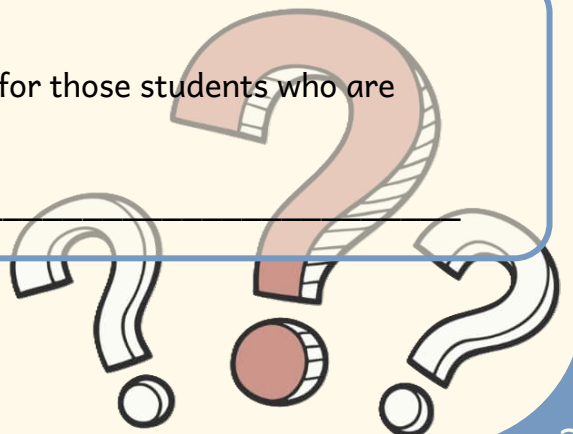
a) Quote a phrase from the source to show which language the author favoured for Primary education.

b) Through which language is the one you mention in 2a to be taught?

c) Would Italian be an official language within the system of education? Explain your answer.

3. Look at **Paragraph 3:**

What does the author propose in terms of language for those students who are currently in the second class?



Part 2:

4. Read **Paragraph 4**:

How **similar** or **different** are the **recommendations** made in **paragraph 4** to those in **paragraph 3**?

5. What other language seems to be gaining ground during this whole issue of the language question? Why do you think so?

6. Focus on **Paragraphs 2 and 5**:

a) What is there in **paragraph 5** that shows the final aim that show what the author intends to do with Italian?

b) What is there in **paragraph 2** that backs up your previous answer? Quote from the primary source.

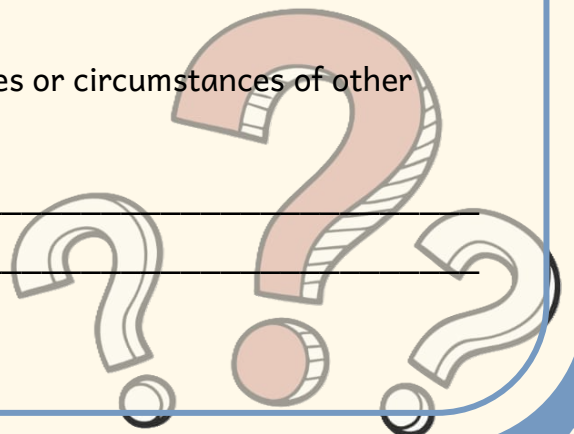
7. This document was read by both the *riformisti* (pro-British) and the *anti-riformisti* (pro-Italian).

a) If you are an *anti-riformista* which of the following adjectives would you decide to use to **negatively** portray Keenan? Choose at least 2 by ticking the box next to the adjective. Then, find **evidence** from the source to back up your choice and write them down below each adjective you chose.

Insensitive

Meaning: Not caring about the feelings, experiences or circumstances of other people.

List continues on the next page



Part 2:

Fair-minded

Meaning: A fair person, who respects and treats everyone equally when taking decisions.

Pragmatic

Meaning: A realistic person who comes up with practical solutions.

Cultural-Imperialist

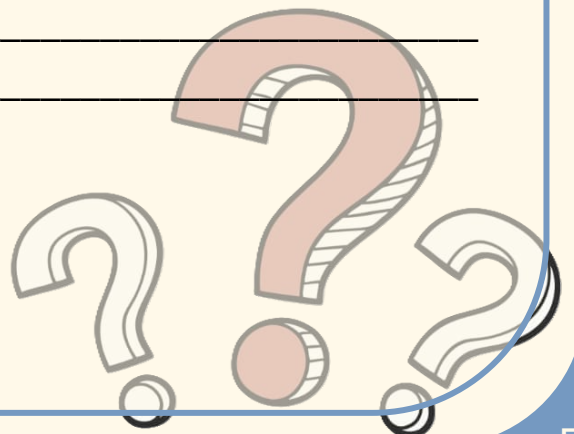
Meaning: A person who imposes aspects of their culture, such as language, on other people.

Considerate

Meaning: A person who is thoughtful and sensitive towards others.

Condescending

Meaning: A person who acts as if they are superior to others.



Part 2:

b) If you are a *riformista* which of the following adjectives would you decide to use to **positively** portray Keenan? Choose **at least 2** by ticking the box next to the adjective. Then, find **evidence** from the source to back up your choice and write them down next to each adjective you chose.

Insensitive

Meaning: Not caring about the feelings, experiences or circumstances of other people.

Fair-minded

Meaning: A fair person, who respects and treats everyone equally when taking decisions.

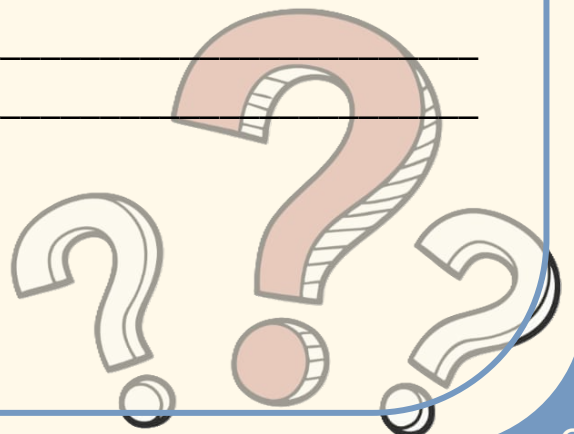
Pragmatic

Meaning: A realistic person who comes up with practical solutions.

Cultural-Imperialist

Meaning: A person who imposes aspects of their culture, such as language, on other people.

List continues on the next page.



Part 2:

Considerate

Meaning: A person who is thoughtful and sensitive towards others.

Condescending

Meaning: A person who acts as if they are superior to others.

- c) You are going to publish an article about Patrick Keenan in a newspaper of the time using the information you have just gathered in questions a and b.
- i) Using the information in **question 7a**, write down an article of no longer than 5 sentences negatively portraying Keenan, to be published in the *anti-riformisti* newspaper.

- i) Using the information in **question 7b**, write down an article of no longer than 5 sentences negatively portraying Keenan, to be published in the *riformisti* newspaper.



Part 3:

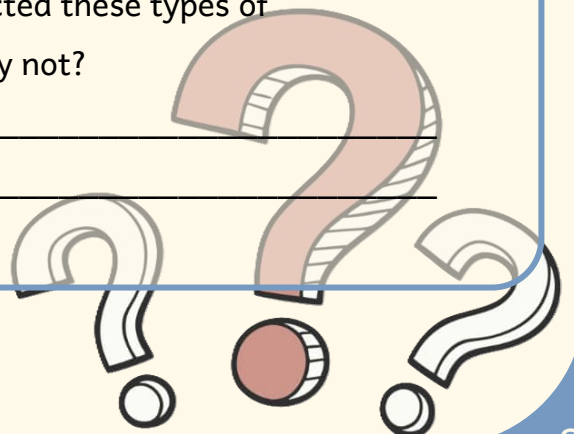
The following is an extract of recommendations made about language in education, from the 1836 Royal Commission Report. Read it and answer the following questions:

NAM, GMR 12, 1838, f. 42.

“From this general use of the Italian language in Malta, from its use as the language of trade throughout the Mediterranean, and from the near neighbourhood of Malta to Italy and Sicily, it follows that the Italian language is far more useful to a Maltese than any other language, excepting his native tongue. We recommend, therefore, that so soon as a child attending a Government school shall have learned to read the Maltese, he shall learn to read and to write the Italian through the medium of the former. We recommend further, that so soon as he can read and write the Italian, he shall learn to read and to speak the English, if the time allotted to his schooling will allow him to do so. The English language would be useful to him (although in our opinion, it would be less useful than the Italian); inasmuch as his native country is subject to the English Government, and Englishmen, in considerable numbers, are always residing or sojourning in it.”

1. Which language was given the most importance by the 1836 Royal Commission?

2. The 1836 Royal Commission was sent to inquire in Malta by the British Colonial Government. Considering this, would you have expected these types of recommendations from this Commission? Why or why not?



Part 3:

3. How are the recommendations given by the 1836 Royal Commission different to those given by Keenan in 1879?

- The 1836 Royal Commission was sent to inquire in Malta by the British Colonial Government. With this in mind, would you have expected these types of recommendations from this Commission? Why or why not?

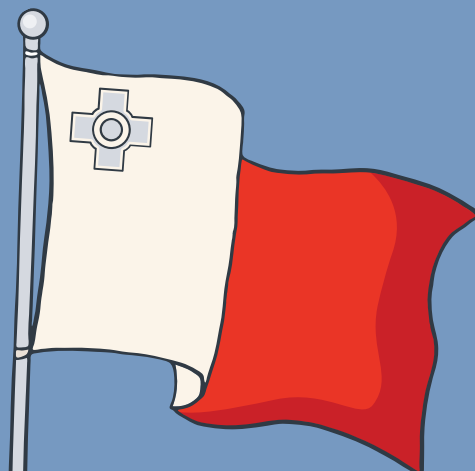
Some points to consider:

- That Keenan was sent to inquire in Malta by the British Colonial Government just as the 1836 Royal Commission were.
- The date around which this inquiry was carried out.
- Developments taking place around the
- What the impact of putting Keenan's recommendations in place could have been.



THE LANGUAGE QUESTION

**RESOURCE
HANDOUTS**



Resource Handout 1

Section A

GMR 281

REPORT
UPON THE
EDUCATIONAL SYSTEM
OF
MALTA.

BY
PATRICK JOSEPH KEENAN, ESQ., C.B.,

RESIDENT COMMISSIONER OF NATIONAL EDUCATION (IRELAND).

1

Section B



2

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY.

1879.

Resource Handout 2

Copy of Keenan's Report on Education, Pg 98

Note: you will find a simpler version to some difficult words/phrases in square brackets and underlined [___]

Paragraph 1:

Not counting Sunday schools, Evening schools, or Secondary schools, I find that on the rolls of the ordinary Primary schools there are 7,746 pupils, of whom 5,162-or 66.6 per cent are in the first or lowest class (non-readers). With rare exceptions these children know nothing of either English or Italian; and in the exceptional cases their knowledge is confined [limited] to a mere jumble of the names of a few familiar objects. It is quite competent [easy], therefore, to deal with two-thirds of the present children without any disruption of their school lessons, or violence to [mess with] their school habits, as to the language -English or Italian - to be taught to them in their future school career.

Paragraph 2:

For the reasons already given, I do not hesitate to say that English, and English only taught -through the medium of the Maltese - should be that language until the pupils reach the third or fourth class; when, if their intellects are equal to the acquisition of [minds are capable of learning] another language, which I very much doubt, they might, if it be deemed [seems] desirable, take up, AS AN EXTRA BRANCH, taught before or after the ordinary school hours, the study of the Italian language.

Resource Handout 2

Paragraph 3:

There are 1,592 pupils, or 20.6 per cent., in the second class, in which Italian is the reading exercise. In a perfunctory [half-hearted] way they read and spell, and name countries on the maps, and even distinguish some of the parts of speech, in Italian. It would not, however, take much time or effort to efface [erase] that little knowledge from their memories. But I do not propose to treat their intellects [minds] so harshly. I would allow them to pursue the Italian to the end of their course-always, however, providing for the daily reading lesson in Maltese.



Paragraph 4:

Similarly with regard to the remaining 992 pupils (799 in the 3rd, and 193 in the 4th class), or 12.8 per cent., whose principal lessons are also in the Italian language, I would recommend that their Italian should not be disturbed - again, of course, requiring the daily Maltese reading lesson.



Resource Handout 2

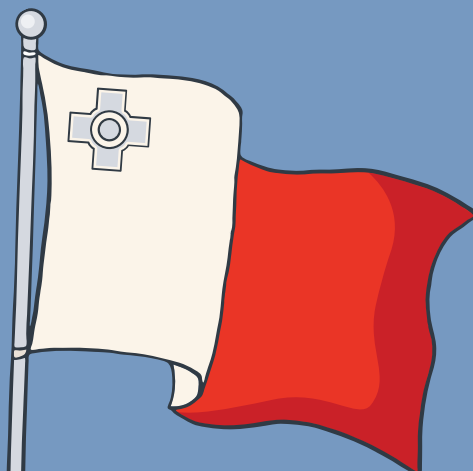
Paragraph 5:

With the disappearance from the schools at the end of the transition period, that is, in the course of a few years, of the 20.6 per cent, now in the second class, and the 12.8 per cent, now in the third and fourth classes—33.4 per cent, in all -- the Italian language would also disappear from the ordinary curriculum. But it would not be fair to this important minority of 33.4 per cent, so long as they remain in the schools, to deprive them of all chance of learning the English language. At present they have a slight chance of doing so. I would therefore deal with them, in respect to English, as I have proposed to deal with the 66.6 per cent, with regard to Italian. Should their minds, when they have attained to the third or fourth class, prove equal to the task of acquiring [learning] another language, I would permit [allow] them to study English, as an extra branch before or after the ordinary school



THE LANGUAGE QUESTION

**DOCUMENT
COPIES**



REPORT
UPON THE
EDUCATIONAL SYSTEM
OF
MALTA.

BY
PATRICK JOSEPH KEENAN, ESQ., C.B.,
RESIDENT COMMISSIONER OF NATIONAL EDUCATION (IRELAND).



DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY.

1879.

LANGUAGE

may, with all right, be called a world language; and, like the English people, appears destined hereafter to prevail with a sway more extensive even than its present, over all the portions of the globe. For in wealth, good sense, and closeness of structure, no other of the languages at this day spoken deserves to be compared with it, not even our German, which is torn, even as we are torn, and must first rid itself of many defects, before it can enter boldly into the lists as a competitor with the English."

First-Class pupils quite free for the adoption of whatever Language may be determined upon.

XLVII. Not counting Sunday schools, Evening schools, or Secondary schools, I find that on the rolls of the ordinary Primary schools there are 7,746 pupils, of whom 5,162—or 66·6 per cent.—are in the first or lowest class (non-readers). With rare exceptions these children know nothing of either English or Italian; and in the exceptional cases their knowledge is confined to a mere jumble of the names of a few familiar objects. It is quite competent, therefore, to deal with two-thirds of the present children without any disruption of their school lessons, or violence to their school habits, as to the language—English or Italian—to be taught to them in their future school career.

Adoption of the English language. Italian may be taught as an extra branch.

XLVIII. For the reasons already given, I do not hesitate to say that English, and English only—taught through the medium of the Maltese—should be that language until the pupils reach the third or fourth class; when, if their intellects are equal to the acquisition of another language, which I very much doubt, they might, if it be deemed desirable, take up, AS AN EXTRA BRANCH, taught before or after the ordinary school hours, the study of the Italian language.

Proposal in respect to second-class pupils.

XLIX. There are 1,592 pupils, or 20·6 per cent., in the second class, in which Italian is the reading exercise. In a perfunctory way they read and spell, and name countries on the maps, and even distinguish some of the parts of speech, in Italian. It would not, however, take much time or effort to efface that little knowledge from their memories. But I do not propose to treat their intellects so harshly. I would allow them to pursue the Italian to the end of their course—always, however, providing for the daily reading lesson in Maltese.

Proposal as to third and fourth-class pupils.

L. Similarly with regard to the remaining 992 pupils (799 in the 3rd, and 193 in the 4th class), or 12·8 per cent., whose principal lessons are also in the Italian language, I would recommend that their Italian should not be disturbed—again, of course, requiring the daily Maltese reading lesson.

The transition period.

LI. With the disappearance from the schools at the end of the transition period, that is, in the course of a few years, of the 20·6 per cent. now in the second class, and the 12·8 per cent. now in the third and fourth classes—33·4 per cent. in all—the Italian language would also disappear from the *ordinary* curriculum. But it would not be fair to this important minority of 33·4 per cent., so long as they remain in the schools, to deprive them of all chance of learning the English language. At present they have a slight chance of doing so. I would therefore deal with them, in respect to English, as I have proposed to deal with the 66·6 per cent. with regard to Italian. Should their minds, when they have attained to the third or fourth class, prove equal to the task of acquiring another language, I would permit them to study English, as an extra branch, before or after the ordinary school hours.

Results fee for Italian or English.

LII. I would propose a results fee of five shillings a pass for English or Italian, whenever either is taught as an extra branch.

Results fee for Italian to continue.

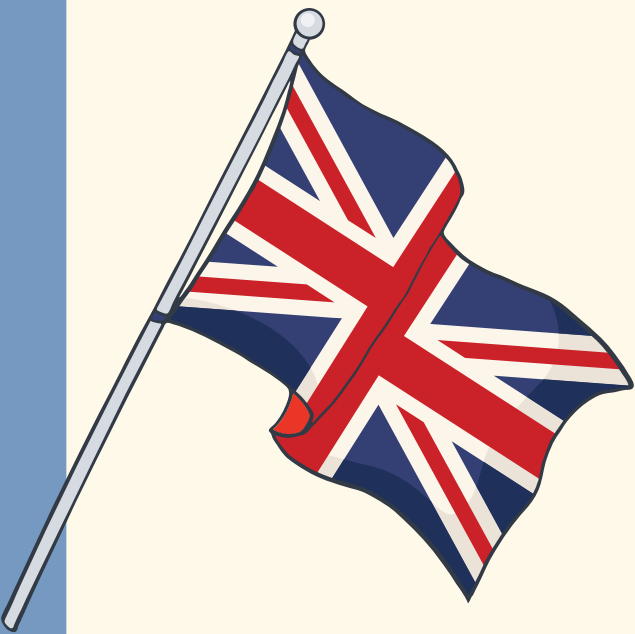
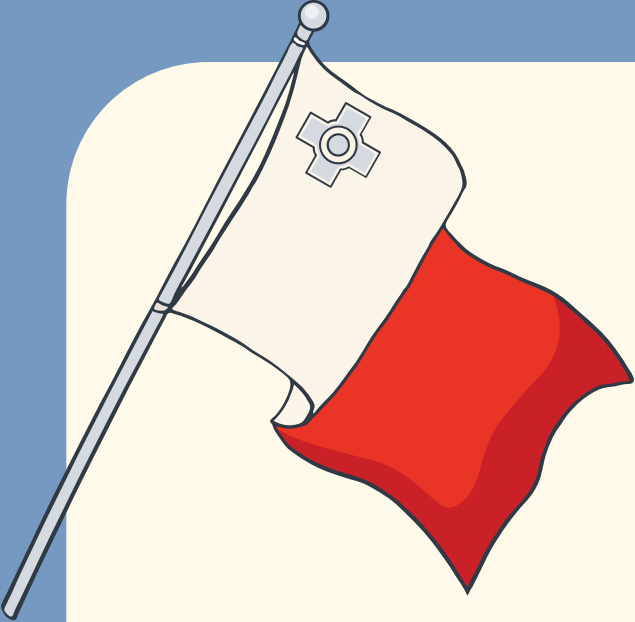
LIII. When *all* the pupils shall have come under the regulation to learn, within the ordinary school hours, only one foreign language—the English—that is, when the 33·4 per cent. shall have finished their school courses, I would continue to pay the results fee for Italian, as an extra branch, upon the conditions which I have already specified.

Some difficulty in carrying out plan.

LIV. I do not conceal from myself that the carrying out of the proposal involves—
(a.) A knowledge of English by the teachers; and
(b.) An organization of some slight complexity in the routine of the schools.

The first difficulty.

The first is the greater difficulty. Very few of the teachers are thorough masters of the English, whilst some are entirely ignorant of it. I would suggest that notice should be given that the new regulation might commence at once in any case where the teacher is qualified; and I would recommend that from some appointed day—say the 1st of January, 1881—the regulation should be made obligatory, and that teachers found incompetent to carry it out should be superseded on pension. In the meantime, every effort should be made by the Education Department to have a corps of young persons fully qualified to take the places of the



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WORKSHEET
SET B **NO. 2**

NAM/SSM/28/1889-1914

Part 1:

Open the document in front of you, go to the first page and answer the following questions:

1. Look at the **top of the page**:

a) Copy the heading.

b) Find out which school this document is about and write it down.

c) From the heading, what type of document is this?

2. The document is split up into three (3) different sections. Write down what each of the following section is showing:

a) **Top Section:** _____

b) **Middle Section:** _____

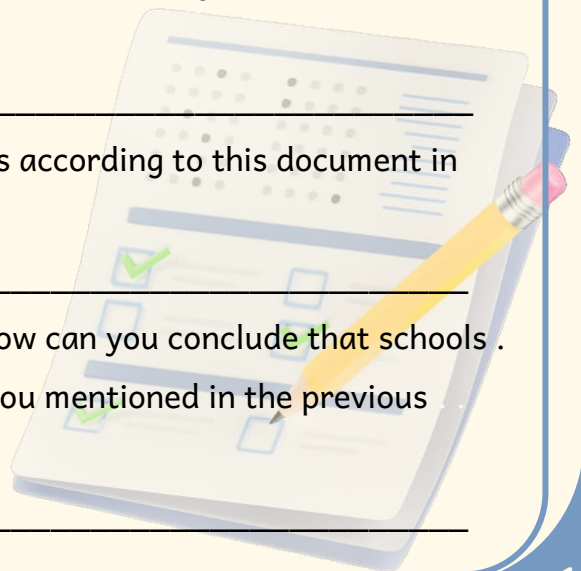
c) **Bottom Section:** _____

3. By looking at the bottom of this page, would you say that this school was a primary or secondary school? Explain why you think so.

4. a) Which section or sections is able to tell you how the different grades were structured? .

b) Write down the different grades found in schools according to this document in 1889.

c) Since this document is about a specific school, how can you conclude that schools in Malta were split up into the different grades you mentioned in the previous question?



Part 2:

Go to the pages that belong to the years 1899, 1900 and 1906-07.

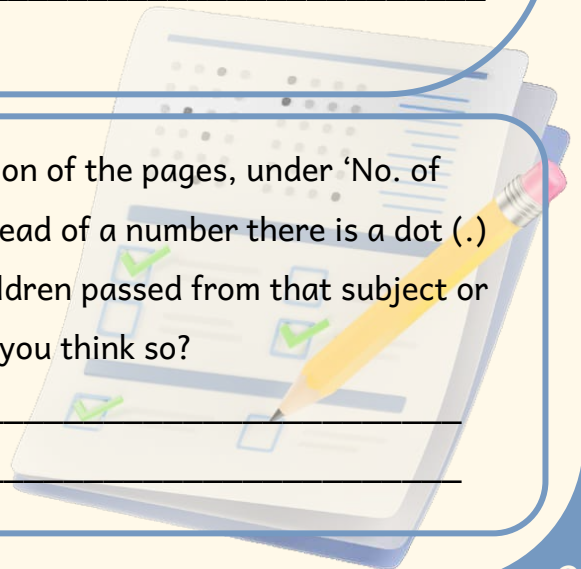
1. a) In the table below write down the grade levels for which classes were available in this school.

Note: You might **not** need to fill in all the rows for every year. The first one of a the first column has been done for you.

1889	1899-1900	1906-07
1 st Class		

- b) What **changes** can you notice between the years of 1889 and 1906-7, and what could this show about the system of education during the late 19th and early 20th centuries?

2. As you go through the document, in the second section of the pages, under 'No. of children passed' you will find that in some cases instead of a number there is a dot (.) or dash (-). Do you think that this means that no children passed from that subject or that no child was examined in that subject? Why do you think so?



Part 2:

3. What languages were examined and therefore taught at this level of school?

Go to the pages showing result for the examinations held on 8th June 1989, 9th June 1902 and 19th December 1906.

4. From the pages indicated, fill in the following three tables:

Table 1: 8 th June 1898				
Grade Level (i.e. class)	No. of Students Examined	No. of Highest Passes in Maltese	No. of Highest Passes in Italian	No. of Highest Passes in English
1 st Class: 1 st Sec.				
1 st Class: 2 nd Sec.	n/a	n/a	n/a	n/a
2 nd Class: 1 st Sec.				
2 nd Class: 2 nd Sec.				
3 rd Class: 1 st Sec.				
3 rd Class: 2 nd Sec.				
4 th Class				

Note: Go to next page for tables 2 and 3.



Part 2:

Table 2: 9th June 1902

Grade Level (i.e. standard)	No. of Students Examined	No. of Highest Passes in Maltese	No. of Highest Passes in Italian	No. of Highest Passes in English
1 st Standard				
2 nd Standard				
3 rd Standard				
4 th Standard				
5 th Standard				
6 th Standard				

Table 3: 19th June 1898

Grade Level (i.e. class)	No. of Students Examined	No. of Highest Passes in Maltese	No. of Highest Passes in Italian	No. of Highest Passes in English
1 st Standard				
2 nd Standard				
3 rd Standard				
4 th Standard				
5 th Standard				
3 rd Class: 2 nd Sec.				
6 th Standard				



Part 2:

5. Using the **tables** you just filled in in **question 4** answer the following questions:

Note: The chart below classifies the different grade levels found in the school throughout the years into lower and higher levels, to help you make a comparison between the years.

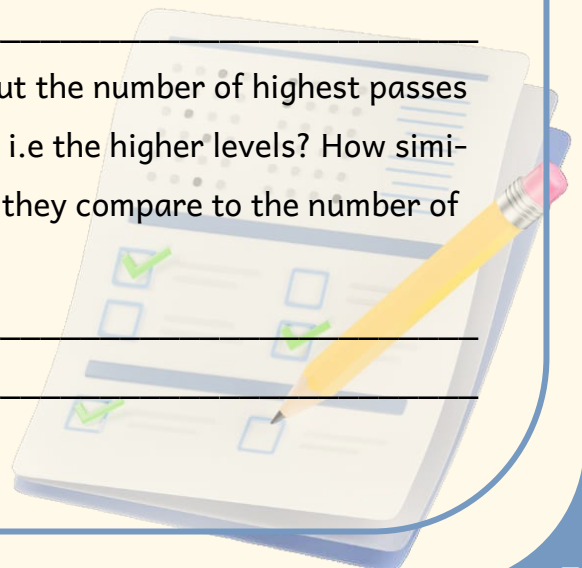
	1898	1902	1906
Lower Levels	1 st Class	1 st Standard 2 nd Standard	1 st Standard 2 nd Standard
Higher Levels	2 nd Class 3 rd Class 4 th Class	3 rd Standard 4 th Standard 5 th Standard 6 th Standard	3 rd Standard 4 th Standard 5 th Standard 6 th Standard

a) Up until 1898, was Maltese examined and taught throughout all the levels? Yes or no? If no specify.

b) Up until 1898, was Maltese the only language taught and examined in the lower levels? Yes or no? If yes, what was/were the other language/s?

c) How are the answers to questions a and b similar and/or different to the other years i.e 1902 and 1906?

d) Look at the table of 1898. What can you note about the number of highest passes in Italian and English from the 2nd Class onwards i.e the higher levels? How similar or different are they from each other? How do they compare to the number of students who were examined that year?



Part 2:

e. Up until 1898, was Maltese examined and taught throughout all the levels? Yes or no? If no specify.

f. **Look at the table of 1902:**

From the **higher levels**, focus on the **3rd and 4th Standards** for question i-ii:

i) Add the highest no. of passes in Italian to those of English: _____

ii) How does your answer compare to the number of students examined, and what does this imply about the two languages at school in the 3rd and 4th standards?

From the **higher levels**, focus on the **5th and 6th Standards** for questions iii-iv:

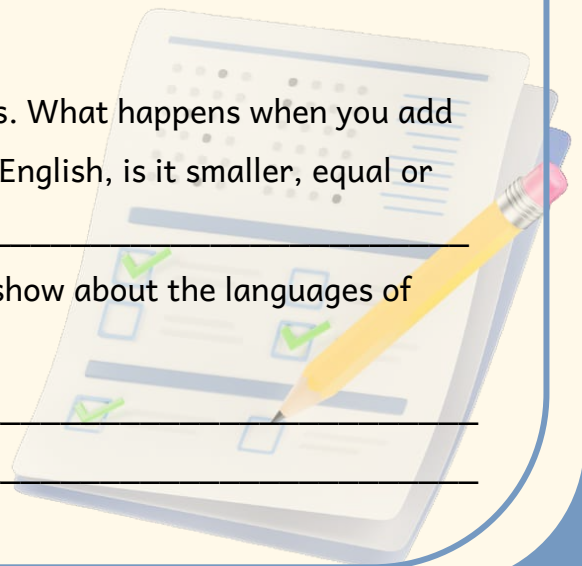
iii) Is the situation regarding the Italian and English languages similar or different to the 3rd and 4th standards?

iv) What does your previous answer show about Italian and English in the 5th and 6th standards?

g. **Look at the table of 1906:**

i) From the higher levels, focus on the 6th standards. What happens when you add the highest number of passes in Italian to that of English, is it smaller, equal or greater than the number of children examined? _____

ii) What does your answer to the previous question show about the languages of Italian and English in the 6th Standard?



Part 2:

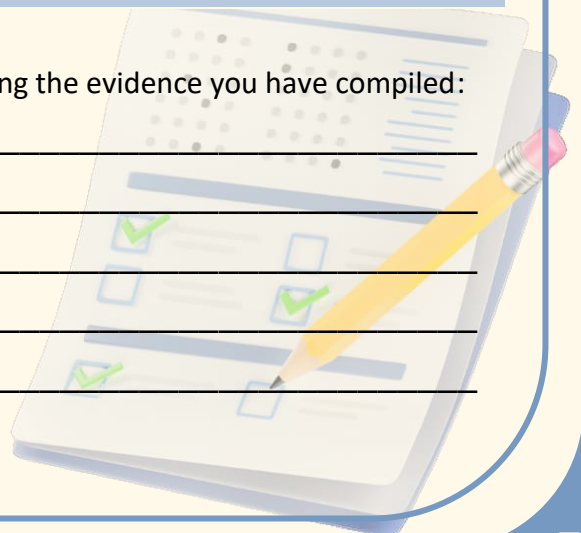
iii. What do you think the fact that there is only 1 pass under Italian, whereas in previous years almost everyone would pass from Italian show? Does it show that they had to sit for both or that they had the option to choose whether to sit for the exam of one or both languages?

6. Keeping in mind what you have learnt from the previous questions, what seems to be happening to Italian and English in Maltese education from the start date of this document in 1889 to its end date in 1913/14? **Explain using evidence.**

a) To help you answer this question, fill in the following table by selecting evidence from the document. **Note:** 1) The same piece of information can act as evidence to different interpretations. 2) By answering previous questions you already gathered some information that can be used as evidence here.

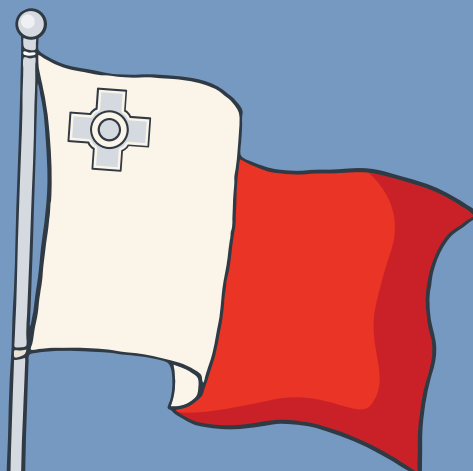
Interpretation	Evidence
Italian started losing its prestigious position in schools.	
When students were given a choice, many chose English.	
English started taking over the position of Italian.	

a) Answer the question asked at the start of question 6, using the evidence you have compiled:



THE LANGUAGE QUESTION

**DOCUMENT
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INSPECTION REGISTER.

Boys' School of Zeitun.

RESULT OF OCCASIONAL INSPECTIONS DURING THE YEAR 1889.

Date of Inspection	Number of children in the Classes on the day of Inspection								Remarks
	Number present	Number absent	Infant Class	Preparat. Class	1st Class	2nd Class	3rd Class	4th Class	
19. 11. 88.	—	—	—	—	66 <i>in 2 Sect.</i>	31	33	21	School organized according to the instructions contained in the Circular of the 22 nd September, 1888. <i>N.Y.</i>
31 st Jan ^y 1889	128	16			50 <i>not present</i>	29	29	15	Inspected this boys' school for regularity of attendance for propriety, and order as one of the best schools. All children in uniform. Inspected. Derives great praise for the able management of this school and the only Sunday school in the country which is very well attended. <i>C. C. Cameron</i>
26. 4. 89									School visited on the 26 th April. All right. <i>C. C. C.</i>

RESULT OF THE ANNUAL EXAMINATION HELD ON THE 11th September 1889.

Class	No. of children in School			No. of children passed														Remarks on the number of passes, adherence to programme etc.					
	No. on the Roll	No. present	No. Examined	Maltese		Italian		English						Arithmetic		Writing	Geography		Christian Doctrine	Needle Work			
				Reading	Translation	Reading	Translation	Grammar	Dictation	Reading	Spelling	Translation	Grammar	Dictation	Exercises						Cyphering	Mental	
Infant																							
Preparatory ..																							
First: 1st Section	27	27	27	25	19	25	26								26	25	27		27				
Do.: 2nd ..	30	28	27	26	25	26	—								23	25	24		25				
Second: 1st ..	26	24	24		24	24				23	21	22			24	21	24	24		22			
Do.: 2nd ..																							
Third: 1st ..	25	24	23		22	16	4	10	19	19	10	4	9	—	20	22	12		10				
Do.: 2nd ..																							
Fourth	17	17	17		17	17	17	17	17	16	17	17	14		16		17	16	17				

French excellent
C. C. C.
26. 9. 89

REMARKS BEARING ON

Condition of School	<i>Premises not very commodious</i>
Residence of Teacher	<i>At Zeitun</i>
Efficiency of Assistants and Pupil Teachers	<i>Very satisfactory</i>
Attendance, cleanliness and discipline of children	<i>Do.</i>
State of maps, benches, and other School furniture; or want of such	<i>Satisfactory</i>
State of Registers	<i>Do.</i>

H. Ferris,
Inspector of the Primary Schools.

INSPECTION REGISTER.

Boys' School, Leitum

RESULT OF OCCASIONAL INSPECTIONS DURING THE YEAR 1898.

Date of Inspection	Number of children in the Classes on the day of Inspection								Remarks
	Number present	Number absent	Infant Class	Preparat. Class	1st Class	2nd Class	3rd Class	4th Class	
8.6.98	120 <hr/> 123	3	-	-	29 <hr/> 30	45 <hr/> 46	31 <hr/> 32	15 <hr/> 15	<i>The school found in a satisfactory condition</i> <i><u>E. Mayo</u></i>
/									

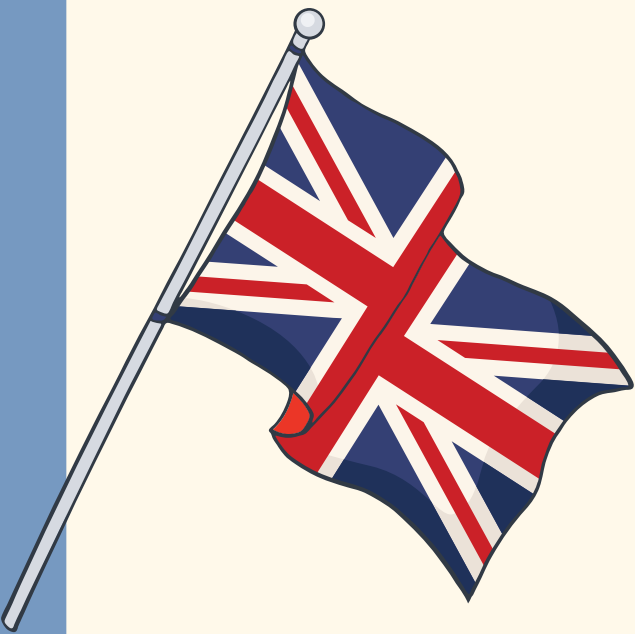
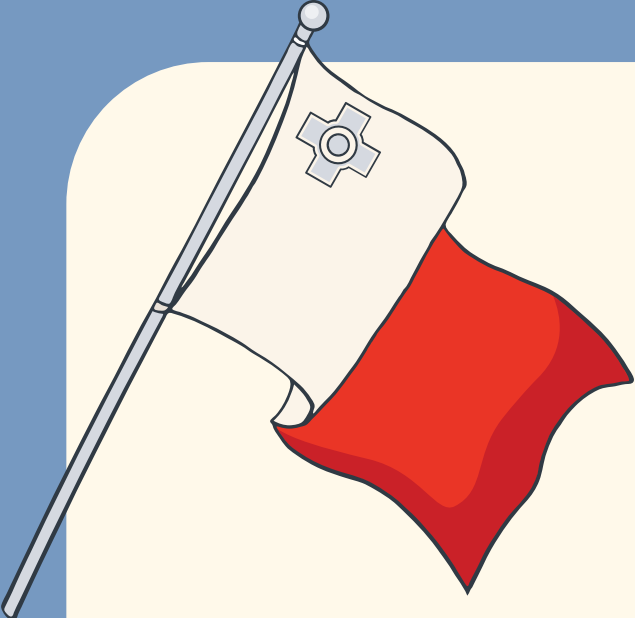
RESULT OF THE ANNUAL EXAMINATION HELD ON THE 8th June 1898.

Class	No. of children in School			No. of children passed														Remarks on the number of passes, adherence to programmes etc.					
	No. on the Roll	No. present	No. Examined	Maltese				Italian				English				Arithmetic			Writing	Geography	Christian Doctrine	Needle Work	
				Reading	Translation	Reading	Translation	Grammar	Dictation	Reading	Spelling	Translation	Grammar	Dictation	Exercises	Cyphering	Mental						
Infant																							
Preparatory ..																							
First: 1st Section	30	29	27	27	Good	27	Good										27	Good	27		Good		
Do.: 2nd ..																							
Second: 1st ..	22	22	22			22	20			22	20	21				20	22	22	14		20		
Do.: 2nd ..	24	23	21			20	20		8	20	13	19		11	15	20	16	14		19			
Third: 1st ..	18	17	16			16	16	12	2	16	15	15	13	2	4	15	15	16		14			
Do.: 2nd ..	14	14	12			12	12	12	8	9	11	9	8	3	6	12	6	12	10	12			
Fourth	15	15	14			14	14	12	12	14	14	14	8	10	9	12	7	13	9	13			

REMARKS BEARING ON

Condition of School	<i>Inconvenient and small premises</i>
Residence of Teacher	<i>Leitum</i>
Efficiency of Assistants and Pupil Teachers	<i>Satisfactory</i>
Attendance, cleanliness and discipline of children	<i>do</i>
State of maps, benches, and other School furniture; or want of such	<i>do</i>
State of Registers	<i>do</i>

E. Mayo
Inspector.



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WORKSHEET
SET B **NO. 3**

NAM/CSG 01/6141/1920

Part 1:

Open the file in front of you, go to the documents numbered 10 and 11 in red, read them and answer the following questions:

1. Look carefully at **Section A**:

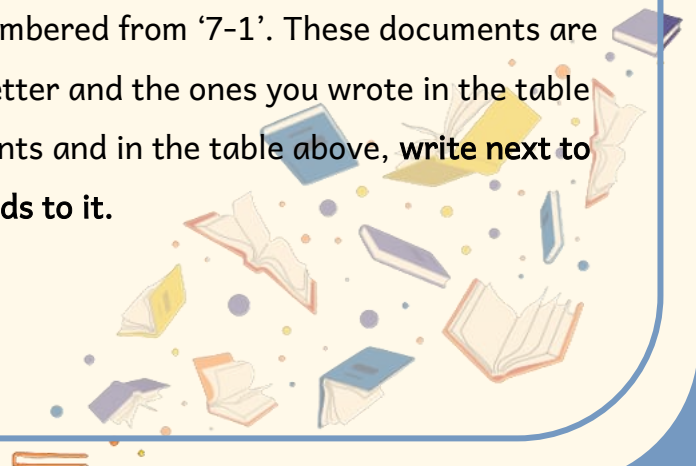
Who is writing the letter in **document no. 10** and **to whom**?

2. From the letter in **document no. 11**, find out what the **job title of Viscount Milner** is:

3. In this letter, what 3 things is the author sending to the receiver? Fill in the following blank spaces on the **left**:

1)		
2)		
3)		

4. The file in front of you includes three more documents. One document is numbered '9', one is numbered '8' and the other is numbered from '7-1'. These documents are the ones mentioned by the author in this letter and the ones you wrote in the table above. Quickly skim through these documents and in the table above, **write next to each document the number that corresponds to it.**



Part 2:

Grab resource handout 1 which is a copy of the letter in document no. 8 in front of you. On the left side you have an exact typed copy of the original letter, while on the right side you have a simplified version of the letter to help you understand it better.

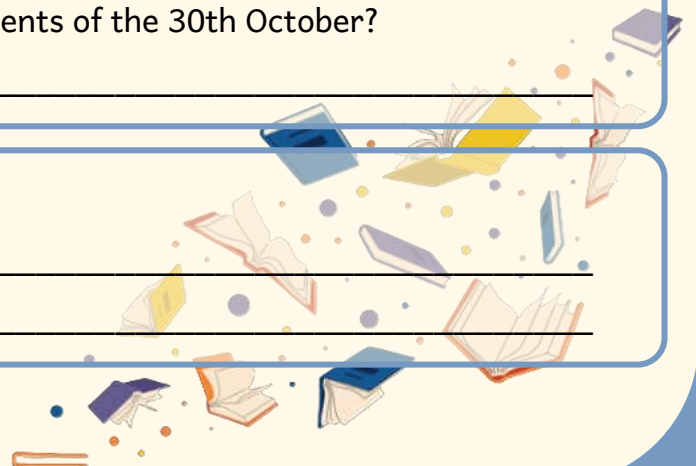
1. Write down the **name of the authors** and from what you learned from the document numbered '10' say **what their position is** in the Council of Government?

2. Put the following events from this letter in **chronological order** by writing the number next to the event:

Protest about 30 th October documents written on the 6 th of November.	
Protest presented to the Council on the 6th of November.	
Documents presented to the Council of Government about the Training School and University.	
Last Council meeting where a discussion on the Language Question took place.	

3. The authors mention a '**protest**' in the first line, does this mean that they are **in favour** or **against** what was mentioned in the documents of the 30th October?

4. What was the protest about?



Part 2:

5. What is the **purpose** of this letter?

6. What seems to be the **author's position** in this issue?

7. This document no. '8' is a translation of the letter found in document no. '9'

a) In what **language** is the letter **originally written** in? _____

b) What does the **use of the Italian Language** show you about the **political affiliations** of these elected members? _____

8. Does the position they took in their protest surprise you? Yes or No? **Explain your answer.**

Part 3:

This part of the worksheet deals with document no. 7 - 1 in the file in front of you,

To do this part of the worksheet, grab resource handout 2, which contains a vocabulary box to help you understand the text better.

You also need resource handout 3 which is an easier to read version of the abovementioned pages.

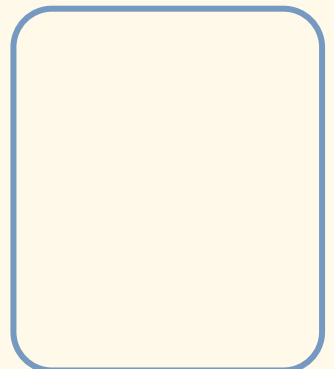
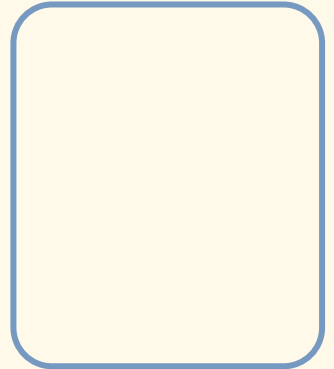
Part 3:

1. Below are six summarised statements of what each member said. Carefully **read the document**. Then, **match each summery to the correct person** by writing their name or title in the space next to it.

The great unfairness of replacing Italian with English and that the language of Malta only includes some Arabic words because of how close to Africa Malta is unlike what the British say. It is useless to try and remove Italian from Malta, even Chamberlain had to go back on his word in relation to replacing Italian with English in the law courts. A British person himself said that Italian is equally important as English in Malta. Attempting to remove Italian from Malta is a crime.

The British government has been systematically attacking Italian. The most recent attack is the change from Italian to English as the language of teaching in University hygiene classes. The Government's claim of keeping the system of *pari passu* is false. It does not make sense to lecture in English so that they can emigrate and that lecturing in English prevents them from writing reports in Italian for the courts.

The attack against the Italian language has been going on for a long time and they promised to get rid of it as can be seen by referring to the use of Italian in Courts as abnormal. The British have no reason to doubt the loyalty of the Maltese but it is natural for the Maltese to defend Italian. The use of Italian in the University is supposed to be a privilege. Attacks on Italian have been present for a long time but it is increasing. They are ready to reject the constitution because of the language question.



Summaries continue on page 5

Part 3:

It is not true that the Government sees Italian and English as inseparable. The government is doing everything to remove Italian which can be seen through the proposals of schools and many other which have previously been mentioned. They will not back down and will continue to defend Italian.

Surprised by the reported poor habits of the Government while speaking highly of Italian. The issue that had been brought up about hygiene lectures were about the *pari passu* of which he did not know the meaning. The members gave their own version of it including that one language was to be used at University, and Italian was required for emigration among others. This interpretation was rejected, with the argument that the end of *pari passu* would occur if just one language was utilised, even when it made no sense to do so, in an institution where both languages are taught. For him, everything had remained in the same way as it was agreed by all members in previous years about the language question.

Italian is still more important than Maltese and the system of the *pari passu* is not really in place as he is sure that the majority of exams being in English. The use of English in hygiene lectures is simply a means by which to replace English with Italian. Any such changes will be deemed as a continuation of the attack on Italian.

Summaries continue on page 6

Part 3:

It is not true that the Government wants to suppress Italian. The government actually entrusted the people of Malta with the matter of education. The only reason the British government wants to protect English is not for evil reasons but for imperial reasons and that attacking Italian was a thing of the past.



2. For each of the listed personalities, answer the following questions, and write the answer next to the corresponding letter:

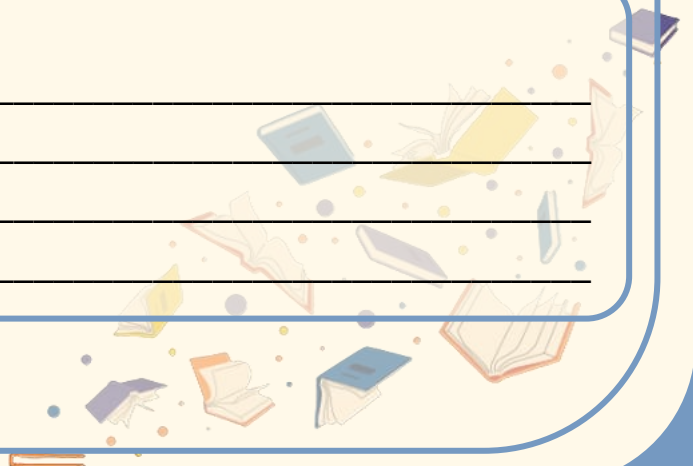
- a) Is this person one of the authors of the previous letter or is he a British Official?
- b) Based on your previous answer, do you expect him to back up Italian or English?
- c) From the source, quote a sentence, sentences or phrase, showing this person's bias to back up your previous answer.

Mr Vassallo:

- a) _____
- b) _____
- c) _____

Dr Mizzi:

- a) _____
- b) _____
- c) _____



Part 3:

Dr Pullicino:

- a) _____
- b) _____
- c) _____

Mr Muscat Azzopardi:

- a) _____
- b) _____
- c) _____

Mr Dalli:

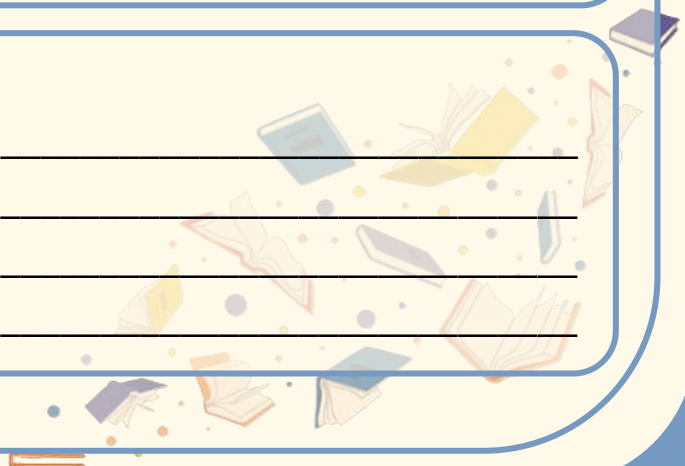
- a) _____
- b) _____
- c) _____

The Lieutenant Governor:

- a) _____
- b) _____
- c) _____

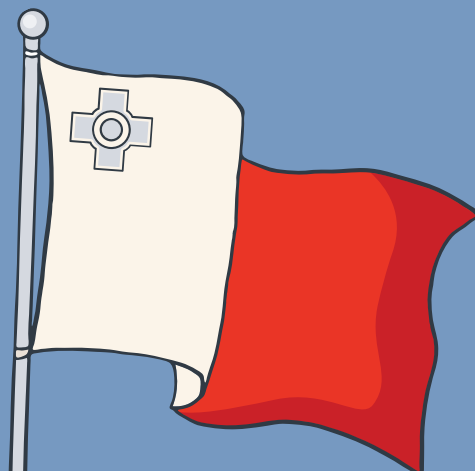
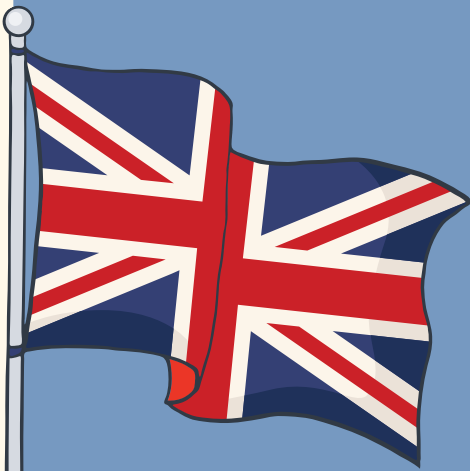
The Crown Advocate:

- a) _____
- b) _____
- c) _____



THE LANGUAGE QUESTION

**RESOURCE
HANDOUTS**



Resource Handout 1

8

TRANSLATION:

COUNCIL OFFICE,

Malta, 20th November, 1920

Original Letter

Simplified Letter

To His Excellency
the President of the Council of
Government,
etc., etc., etc.
Excellency,

With reference to our protest relative to the pari passu question with reference to the documents laid on the Council Table on the 30th October last

- a protest dated the 6th instant and communicated to the Council of Government on that day -

we deem it our duty to observe, in order to avoid any possible misunderstanding, that what we have therein stated with regard to the Infant, Elementary and Secondary Schools and the Lyceum holds good as well as regards the further documents tabled on the 6th instant, concerning the "Training School" where English is in absolute predominance to the detriment of the so-called pari passu system, and the University where the system of gradually substituting the English for the Italian language as the medium of instruction has now obtained for some years.

To His Excellency
the President of the Council of
Government,
etc., etc., etc.
Excellency,

We are writing about our protest on the pari passu question which had to do with the documents presented to the Council on the 30th October last

- this protest was written and presented to the Council of government on the 6th November -

for the sake of clarity, we believe it is our duty to make it clear that what we said about the Infant, Elementary, Secondary Schools, and the Lyceum in our previous complaint also applies to the other documents presented on the 6th November, which are about the "Training School" where English is the only language used, hurting the so-called pari passu system, and to the University, where English has been gradually replacing Italian as the language of instruction for several years now.

Resource Handout 1

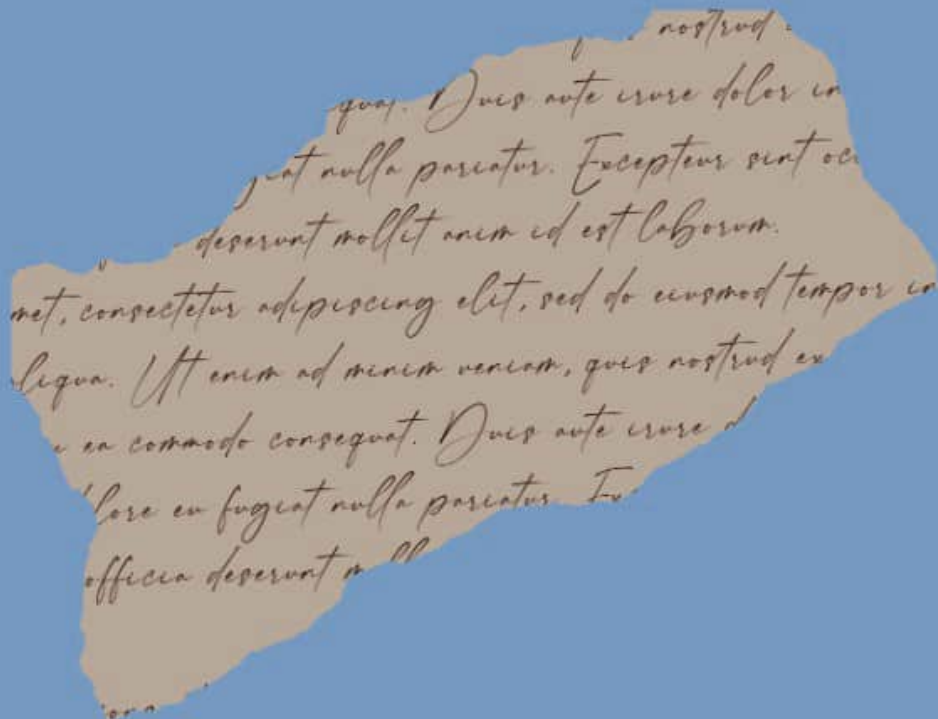
In this connexion we would request that translation of the important discussion on the language question which took place during the last sitting of the Council, might be communicated to the Secretary of State for the Colonies.

Praying that a copy of the present communication (which is presented in quadruplicate and a copy is laid on the Council Table) be transmitted to the Secretary of State for the Colonies, we have, etc.

Relating to this, we would like to ask that the Secretary of State for the Colonies be given a translation of the important discussion that took place at the last meeting of the Council about the language question.

We would like that a copy of this communication (of which four copies have been made and a copy is presented to the Council) be given to the Secretary of State for the Colonies, we have, etc.

(sd) Dr. And. Pullicino,
“ G.Gabarretta,
“ Dalli Antonio,
“ G.Muscat Azzopardi,
“ Giov.Bencini,
“ G. Vassallo,
“ Jos..Zammit, L.P.,
“ Avv. Enrico Mizzi.



Resource Handout 2

Vocabulary Box

Diabolical	Something very evil
Siamese twins	Conjoined twins
Oust	To force out something
Stedfast	Being determined no matter what happens
Resented	Will not be accepted
Underhanded attacks	Attacking quietly and secretly
Paradox	Contradiction
Letters Patent	An official document drawn up by the King or Queen giving a title or rights to a person (Brittanica, 2017)
Irredentism	One's wish to join their state with another
Apprehension	The fear that something negative will happen
Supplanted by	Replaced by
Absurd	Something unreasonable
With approbation	Approval



Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

MR VASSALLO called the attention of the Council to the fact that lectures in Hygiene at the University are being delivered in English and not in Italian as hitherto. This is the latest of a series of attacks by the Government on the Italian language against which a systematic war is being waged. We will resist these diabolical attacks with all our might. The Government is not sincere in saying that it wishes to uphold the *pari passu* system. The excuse that the lectures are given in English in order to enable our young doctors eventually to emigrate is not a good one. We do not want our young doctors to emigrate after we have paid for their instruction. If the lectures are given in English our doctors would later on be handicapped in drawing up reports in Court Cases by their ignorance of Italian technical terms.



Photograph of Mr Giuseppe Vassallo.

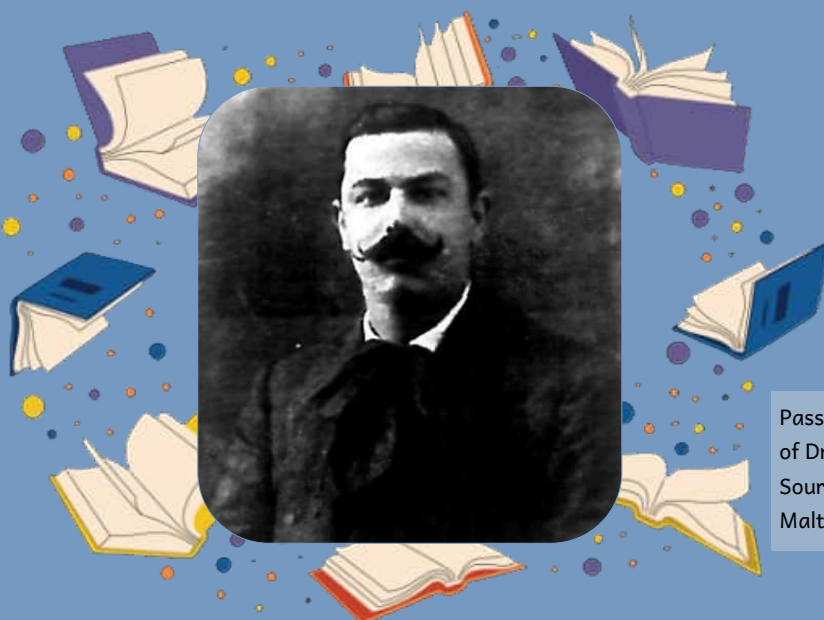
Source: *Malta's Quest for Independence: Reflections on the Course of Maltese History* (Henry Frendo, 1989).

Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

Dr Mizzi referred the Council to the Address "drawn up in the clearest and most energetic "language" presented at the last sitting. While the Government states that Italian and English are like the "Siamese Twins" it is using every means to oust our national language. The best proof of this statement is to be found in the Programme of work of the Elementary and Secondary Schools laid on the Table by the Lieutenant Governor. Very many instances could be quoted in which he and his colleagues had called the attention of the Government to the way the position of the Italian language was being undermined. The more the existence of the Italian language is attacked the more steadfast would we be in defending it.



Passport application photograph of Dr Enrico Mizzi.
Source: National Archives of Malta, MFA 01, 542, 1915.

Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

Dr Pullicino The suppression of the Italian language in favour of English is iniquitous. It is said that Italian is not our language but that we speak a dialect of Arabic. Our dialect, two thirds of which is Italian, contains Arabic words only because of our proximity to Africa. The efforts which the Government is making to oust Italian from these Islands are in vain. Mr. Chamberlain, who despotically ordered the substitution of English for Italian in our Law Courts, had to withdraw his order on the pretext of paying a compliment to Italy. Sir John Clauson stated that Italian is as necessary as English in Malta. This attempt of the Government to denationalize us is therefore a crime and it will never be successful.




Photograph of Dr Andrea Pullicino.
Source: Malta's Quest for Independence: Reflections on the Course of Maltese History (Henry Frenndo, 1989).

Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

Mr Muscat Azzopardi fully endorsed what Dr. Mizzi had stated. He disagreed with Dr. Pullicino that Maltese was made up of two-thirds of Italian. He considered Maltese to be a language which should be encouraged, not however at the expense of Italian. The Government says it has adopted the *pari passu* system while in fact it had not done so. He had lately asked how many examinations in the Elementary Schools had been held in English and how many in Italian, by the late Director, during the last three years, and he had been told that it was not possible to give this information. He was sure that the number held in Italian could be counted on the fingers of one's hand. All the examinations in the Elementary Schools are held in English. The excuse given for the holding of lectures of Hygiene in English is merely a screen for the policy referred to by the previous speakers. In these moments of political transition any change in the languages in which the various subjects are being taught at the University is bound to be resented by the educated classes, who will see that up to the last moment there is no intention to discontinue the usual "underhand attacks on the Italian language".



Photograph of Mr Ġuże Muscat Azzopardi.
Source: *Malta's Quest for Independence: Reflections on the Course of Maltese History* (Henry Frenco, 1989).



Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

Mr Dalli It seems a paradox that on the eve of the grant of self-Government the language question should, be revived in a sense hostile to the people. A continuous war has been and is being waged by the Authorities against the language of our civilization, and they have sworn to destroy it. This is proved by the fact that in the Secretary of State's despatch on the new Letters Patent it is stated that the Italian language in our Law Courts is an anomaly. Formerly the bugbear of "Irredentism" was presented as a reason for fighting the Italian language. There is no irredentism in Malta. There can be no doubt of the loyalty of this population. They proved it during the war by laying down their lives for England. What would the British have done if Germany had won the war and imposed the German language in England? They would have resisted it with all the means at their disposal. How then can we not resist these attacks on our language seeing we gave ourselves voluntarily to England?

Continues on page 6



Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

The Lieutenant Governor told the students, on the occasion of the University strike, that every University had a right to retain its special characteristics and prerogatives. Is not the Italian language a prerogative of the University? Why then are the lectures in Hygiene given in Italian? Does the Secretary of State consider that he can alter the Italian nature of our people? Any attempt to do so will entail a revolution, not an armed one, but a moral one. Much had been said against the "Dante Alighieri", to which he belonged, merely because it upholds the Italian language.

The day when English only is spoken in Malta will be the day of our downfall, as all Maltese will be deprived of their livelihood and replaced by Englishmen. Even the Police Corps is at present being gradually filled with ex-Service Englishmen. Policemen who cannot speak Maltese cannot carry out their duties properly.

Continues on page 7



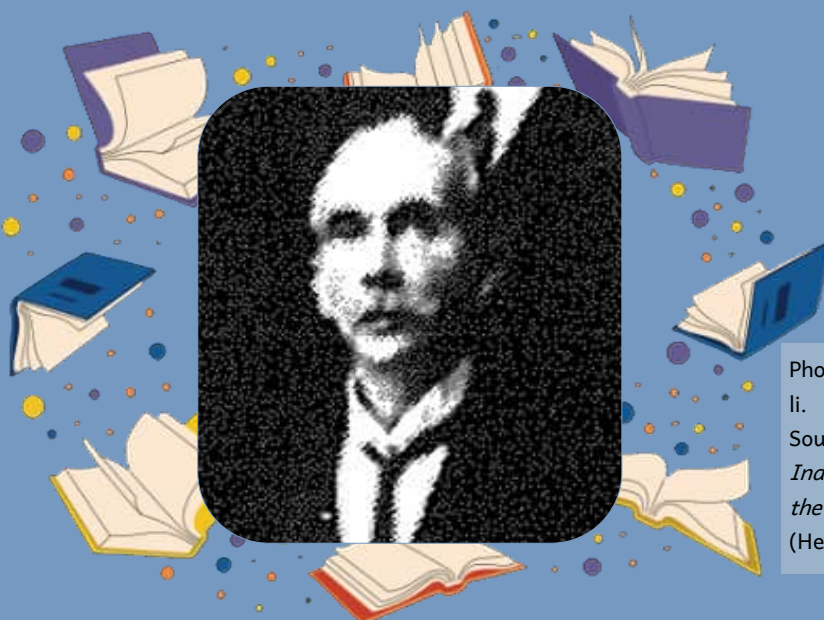
Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

The attacks on the Italian language are of ancient date but they are being intensified at present.

He hoped that in the New Constitution Public Instruction will be left in the hands of the people. If the language question is made a reserved matter we would be capable of refusing the Constitution altogether. The Italian language need cause no apprehension to England. It is the monument of our ancient civilization and a national heritage for which we have been fighting for centuries.



Photograph of Mr Antonio Dalli.

Source: *Malta's Quest for Independence: Reflections on the Course of Maltese History* (Henry Frenco, 1989).

Resource Handout 3

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

The Lieutenant Governor stated that he was not aware that the Government possessed the vices attributed to it by Honourable members. As regards his personal sentiments he could not imagine any person in Malta who has been brought up in and is familiar with Italian being so poor spirited as to wish to have it supplanted by some other language. The Italian language in Malta, a language of culture, of records, and of history, is a language of which every Maltese should be proud and should be loth to part with. The mover of the motion had drawn attention to the fact that lectures in the course of Hygiene are being delivered in English, and this had been held to be to the detriment of the *pari passu* and to be an attack on the Italian language. He was afraid he could not understand the meaning of the words *pari passu*.



As interpreted by the speeches of Hon. Members, it meant apparently that only one language can be spoken in the University; apparently it meant also that in the case of persons leaving this Island to proceed either to America or to England, Italian must be part of their equipment; it meant that Italian must be included among the subjects of the examination for the selection of Elementary School Teachers to proceed to England for training in a College, although they are not required to know Italian to get into that Training College.

Resource Handout 3

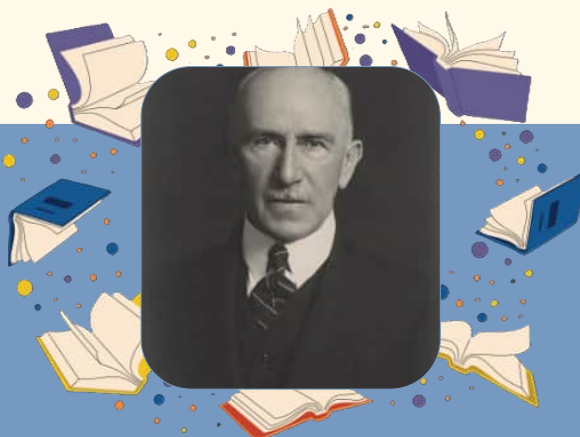
SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

The course of Hygiene, as prescribed by the General Council of the University, included a text-book in English; and he thought that the Council took into consideration the fact that, the text-book being English the lectures would naturally be delivered in English. He could not understand on what principles of education or *pari passu* it is to be said that in the University of Malta where both English and Italian are taught, the Professor must lecture in one language only, and in a language different from that of the text-book on which he is lecturing.

Such a proposition would, to his mind, be as absurd as for the University Council to say that very eminent scholar the Professor of Italian Literature "You must deliver your lectures in English". That must be carrying out the *pari passu* to its natural conclusion, but would of course be impracticable. The action of the Government, as far as he was personally concerned, has not changed since six years ago, when his late predecessor delivered a speech in the Council on the language question to which the Hon. Members have referred with approbation.

Bromide print of Sir William Charles Fleming Robertson
Source: *National Portrait Gallery* (Walter Stoneman, 1927).



Resource Handout 3

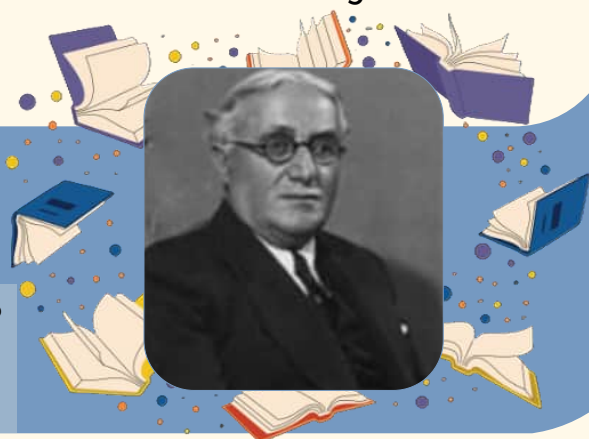
SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD

AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20

The Crown Advocate stated that it was absolutely untrue that there was any intention on the part of the Government to undermine the position of the Italian language in Malta or to diminish its importance. His Excellency the Governor is a great friend of Italy. The Lieutenant Governor's wish on landing in Malta was to learn Italian. In a public ceremony he once addressed the audience in that language.



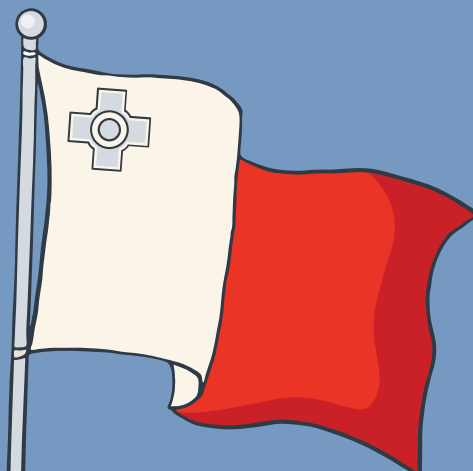
As regards the Imperial Government he referred the Hon. Members to the Letters Patent which specifically left education in the hands of the People and its Representatives and appointed a responsible Minister of Public Instruction. The Imperial Government wishes, for Imperial reasons, to safeguard the present position of the English language but not for the "diabolic" purposes referred to by some members. Colonel Amery, perhaps the greatest friend of the Maltese in the British Cabinet, had also made a public speech in Malta in Italian. It is true that a Chief Secretary had in the past, attempted to do what the Government is accused of doing now. But that time has passed never to return.



Passport application photograph of Sir Arturo Mercieca.
Source: National Archives of Malta, MFA 01, 20863, 1937.

THE LANGUAGE QUESTION

**DOCUMENT
COPIES**



Co. 6141
20.

From whom Elected Members (2)

Place Presented in Council

Date 20. 11. 1920.

Subject

System of instruction in the Educational Department;

State that their observations of the 6th November regarding, apply also to the Training School and to the University, and request that a translation of debate in Council on the 13th instant, regarding the language question, be transmitted to the S. of S.

Former papers *Spoke H.E.*

MINUTES.

Co. 5001/20.

For separate in contⁿ of H.E.'s disp. of today. As regards A, a brief summary of the debate will be sufficient.

*E.P.
26.11.20.*

*Disp. to S of S. No. 392
1.12.20 J.P.*

Not there

Inform them that letters has been sent to S of S

*Letter to Elected Members Red 10
6.12.20 H.*

*J.P.
10/12*

*S. of S. 327
20*

LIEUTENANT-GOVERNOR'S OFFICE

No. 6141/20

MALTA, 6 December, 1920.

Gentlemen,

I am directed by His Excellency the Governor to inform you that copies of your communications of the 6th and 20th November 1920, on the subject of the system of instruction in the Educational Departments, have been forwarded to the Secretary of State for the Colonies as desired by you.

I have the honour to be,

Gentlemen,

Your obedient servant,

(sd) D. G. J. R.

Lieutenant-Governor
and Chief Secretary to Government.

The Honourable

A. Fullicino, Esq., M.D.
G. Gabarretta, Esq.,
A. Dalli, Esq.,
G. Muscat Azzopardi, Esq., L.P.
G. Bencini, Esq.,
G. Vassallo, Esq.,
J. Zammit, Esq., L.P.
E. Mizzi, Esq., LL.D.

R. 4/12

Ans. by S. G. L. No. 327
20

10

No. 392

December, 1920.

A Sua Eccellenza il Presidente
del Consiglio di Governo di Malta

My Lord, ecc. ecc.

Respectfully,

In continuation of my despatch, No. 386, of the 26th November last, I have the honour to transmit herewith a copy of a further letter, with a translation, addressed to me by the Elected Members of the Council of Government on the subject of their protest against the system of instruction in the Educational Departments.

2. A brief summary of the debate in the Council of Government referred to by the writers is enclosed.

I have the honour to be,

My Lord,

Your Lordship's most obedient,
humble servant,

Loy Plummer Jm.

GOVERNOR.

The Right Honourable *Stofforangi di V.B.*

VISCOUNT MILNER, G.C.B.,

etc., etc., etc.

Devisi ed Ufficiali Serviziari

- 1. Substitutio*
- 2. Prof. Fabreth*
- 3. Prof. ...*
- 4. Prof. ...*
- 5. Prof. ...*
- 6. Prof. ...*
- 7. Prof. ...*
- 8. Prof. ...*
- 9. Prof. ...*
- 10. Prof. ...*

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6/14/20

A Sua Eccellenza il Presidente
del Consiglio di Governo di Malta
ecc. ecc. ecc.

Eccellenza,

Riferendoci alla nostra protesta relativa alla questione del "pari passu" e riguardante i documenti messi sulla Tavola del Consiglio il 30 Ottobre u.s. - protesta portata la data del 6 corr. mese e comunicata in quel giorno al Consiglio di Governo - ci sembra doveroso di osservare, a scanso di ogni equivoco possibile e malinteso, che quel che abbiamo detto delle Scuole Infantili, Elementari, Secondarie e Liceali vale anche per gli ulteriori documenti messi sulla Tavola del Consiglio il 6 del corr. mese, cioè, per la "Training School" dove predomina assolutamente l'inglese a danno del così detto sistema del "pari passu" e per l'Università ove si va da anni applicando il sistema di sostituire gradatamente l'inglese all'italiano come mezzo d'insegnamento. Anzi a questo proposito preghiamo V.E. di comunicare al Segretario di Stato per le Colonie una traduzione dell'importante discussione sulla questione della lingua che ebbe luogo in Consiglio nell'ultima seduta tenuta il 13 corrente.

Pregando V.E. di trasmettere al Segretario di Stato per le Colonie una copia della presente (della quale presentiamo quattro copie mettendone una sulla Tavola del Consiglio) abbiamo l'onore di professarci di V.E.

Devoti ed Ubbini Servitori

1 *S. Brindarillicino*
2 *M. J. J. J. J.*
3 *S. S. S. S.*
4 *M. M. M. M.*
5 *G. G. G. G.*
C. C. C. C.
M. M. M. M.
S. S. S. S.

TRANSLATION.



COUNCIL OFFICE,

Malta, 20th November, 1920

To His Excellency
the President of the Council of Government,
etc., etc., etc.

Excellency,

With reference to our protest relative to the pari passu question ^{with} reference to the documents laid on the Council Table on the 30th October last - a protest dated the 6th instant and communicated to the Council of Government on that day - we deem it our duty to observe, in order to avoid any possible misunderstanding, that what we have therein stated with regard to the Infant, Elementary and Secondary Schools and the Lyceum holds good as well as regards the further documents tabled on the 6th instant, concerning the "Training School" where English is in absolute predominance to the detriment of the so-called pari passu system, and the University where the system of gradually substituting the English for the Italian language as the medium of instruction has now obtained for some years. In this connexion we would request that a translation of the important discussion on the language question which took place during the last sitting of the Council, might be communicated to the Secretary of State for the Colonies.

Praying that a copy of the present communication (which is presented in quadruplicate and a copy is laid on the Council Table) be transmitted to the Secretary of State for the Colonies, we have, etc.


(sd) Dr. And. Pullicino,
" G. Gabarretta,
" Dalli Antonio,
" G. Muscat Azzopardi,
" Giov. Bencini,
" G. Vassallo,
" Jos. Zammit, L.P.,
" Avv. Enrico Mizzi.

7

SUMMARY OF THE DEBATE ON THE LANGUAGE QUESTION HELD
AT THE COUNCIL OF GOVERNMENT ON THE 13/11/20.

MR VASSALLO called the attention of the Council to the fact that lectures in Hygiene at the University are being delivered in English and not in Italian as hitherto. This is the latest of a series of attacks by the Government on the Italian language against which a systematic war is being waged. We will resist these diabolical attacks with all our might. The Government is not sincere in saying that it wishes to uphold the pari passu system. The excuse that the lectures are given in English in order to enable our young doctors to emigrate ^{eventually} ~~eventually~~ is not a good one. We do not want our young doctors to emigrate after we have paid for their instruction. If the lectures are given in English our doctors would later on be handicapped in drawing up reports in Court Cases by their ignorance of Italian technical terms.

DR. MIZZI referred the Council to the Address "drawn up in the clearest and most energetic language" presented at the last sitting. While the Government states that Italian and English are like the "Siamese Twins", it is using every means to oust our national language. The best proof of this statement is to be found in the Programme of work of the Elementary and Secondary Schools laid on the Table by the Lieutenant Governor. Very many instances could be quoted in which he and his colleagues had called the attention



6

attention of the Government to the way the position of the Italian language was being undermined. The more the existence of the Italian language is attacked the more steadfast would we be in defending it.

DR. PULLICINO The suppression of the Italian language in favour of English is iniquitous. It is said that Italian is not our language but that we speak a dialect of Arabic. Our dialect, two-thirds of which is Italian, contains Arabic words only because of our proximity to Africa. The efforts which the Government is making to oust Italian from these Islands are in vain. Mr. Chamberlain, who despotically ordered the substitution of English for Italian in our Law Courts, had to withdraw his order on the pretext of paying a compliment to Italy. Sir John Clauson stated that Italian is as necessary as English in Malta. This attempt of the Government to denationalize us is therefore a crime and it will never be successful.

MR MUSCAT AZZOPARDI fully endorsed what Dr. Mizzi had stated. He disagreed with Dr. Pullicino that Maltese was made up of two-thirds of Italian. He considered Maltese to be a language which should be encouraged, not however at the expense of Italian. The Government says it has adopted the pari passu system while in fact it had not done so. He had lately asked how many examinations in the Elementary Schools had been held in English and how many in Italian, by the late Director, during the last three years, and he had




5

had been told that it was not possible to give this information. He was sure that the number held in Italian could be counted on the ~~7~~ fingers of one's hand. All the examinations in the Elementary Schools are held in English. The excuse given for the holding of lectures of Hygiene in English is merely a screen for the policy referred to by the previous speakers. In these moments of political transition any change in the languages in which the various subjects are being taught at the University is bound to be resented by the educated classes, who will see that up to the last moment there is no intention to discontinue the usual "underhand attacks on the Italian language"

MR. DALLI It seems a paradox that on the eve of the grant of self-Government the language question should be revived in a sense hostile to the people. A continuous war has been and is being waged by the Authorities against the language of our civilization, and they have sworn to destroy it. This is proved by the fact that in the Secretary of State's despatch on the new Letters Patent it is stated that the Italian language in our Law Courts is an anomaly. Formerly the bugbear of "Irredentism" was presented as a reason for fighting the Italian language. There is no irredentism in Malta. There can be no doubt of the loyalty of this population. They proved it during the war by laying down their lives for England. What would the British have done if Germany had won the war and imposed the German language in England? They would have resisted it with all the

means



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means at their disposal. How then can we not resist these attacks on our language seeing we gave ourselves voluntarily to England?

The Lieutenant Governor told the students, on the occasion of the University strike, that every University had a right to retain its special characteristics and prerogatives. Is not the Italian language a prerogative of the University? Why then are the lectures in Hygiene given in Italian? Does the Secretary of State consider that he can alter the Italian nature of our people? Any attempt to do so will entail a revolution, not an armed one, but a moral one. Much had been said against the "Dante Alighieri", to which he belonged, merely because it upholds the Italian language.

The day when English only is spoken in Malta will be the day of our downfall, as all Maltese will be deprived of their livelihood and replaced by Englishmen. Even the Police Corps is at present being gradually filled with ex-Service Englishmen. Policemen who cannot speak Maltese cannot carry out their duties properly.

The attacks on the Italian language are of ancient date but they are being intensified at present.

He hoped that in the New Constitution Public Instruction will be left in the hands of the people. If the language question is made a reserved matter we would be capable of refusing the Constitution altogether. The

Italian

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Italian language need cause no apprehension to England. It is the monument of our ancient civilization and a national heritage for which we have been fighting for centuries.

THE LIEUTENANT GOVERNOR stated that he was not aware that the Government possessed the vices attributed to it by ~~the~~ Honourable members. As regards his personal sentiments he could not imagine any person in Malta who has been brought up in and is familiar with ^{Italian} ~~it~~ being so poor spirited as to wish to have it supplanted by some other language. The Italian language in Malta, a language of culture, of records, and of history, is a language of which every Maltese should be proud and should be loth to part with. The mover of the motion had drawn attention to the fact that lectures in the course of Hygiene are being delivered in English, and this had been held to be to the detriment of the pari passu and to be an attack on the Italian language. He was afraid he could not understand the meaning of the words pari passu. As interpreted by the speeches of Hon. Members, it meant apparently that only one language can be spoken in the University; apparently it meant also that in the case of persons leaving this Island to proceed either to America or to England, Italian must be part of their equipment; it meant that Italian must be included among the subjects of the examination for the selection of Elementary School Teachers to proceed to England for training in a College, although they are not required to know Italian

to



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to get into that Training College. This marvellous suggestion, did not satisfy his idea of what is meant by pari passu . The course of Hygiene, as prescribed by the General Council of the University, included a text-book in English; and he thought that the Council took into consideration the fact that, the text-book being English, the lectures would naturally be delivered in English. He could not understand on what principles of education or pari passu it is to be said that in the University of Malta where both English and Italian are taught, the Professor must lecture in one language only, and in a language different from that of the text-book on which he is lecturing. Such a proposition would, to his mind, be as absurd as for the University Council to say, ^{to} that very ~~imminent~~ ^{eminent} scholar the Professor of Italian Literature "you must deliver your lectures in English". That must be carrying out the pari passu to its natural conclusion, but would of course be impracticable. The action of the Government, as far as he was personally concerned, has not changed since six years ago, when his late predecessor delivered a speech in the Council on the language question to which the Hon.Members have referred with approbation.

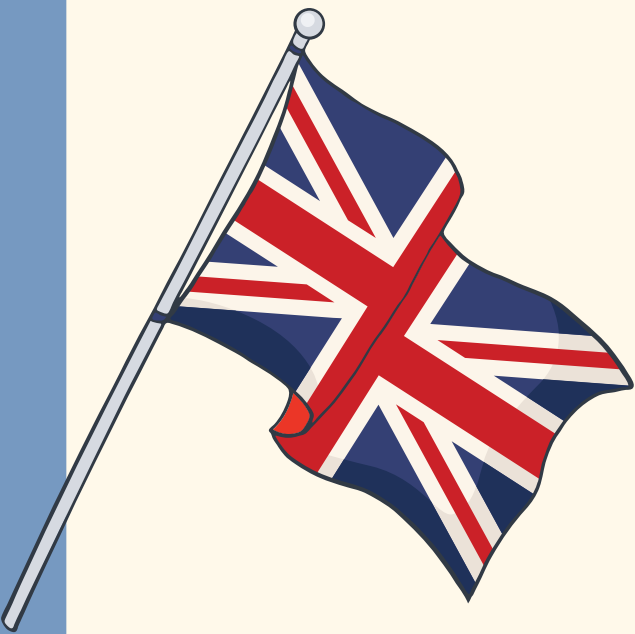
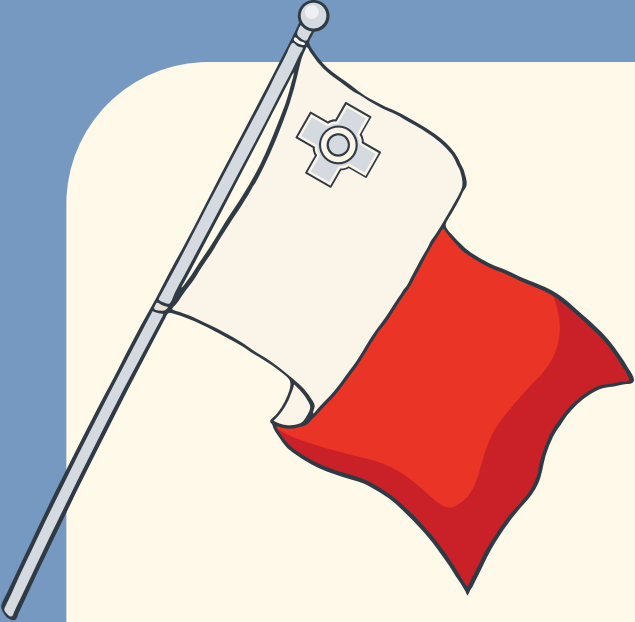
THE CROWN ADVOCATE stated that it was absolutely untrue that there was any intention on the part of the Government to undermine the position of the Italian language in Malta or to diminish its importance. His Excellency the Governor is a great friend of Italy. The Lieutenant Governor's

first



~~Governor's first~~ wish on landing in Malta was to learn Italian. In a public ceremony he once addressed the audience in that language. As regards the Imperial Government he referred the Hon. Members to the Letters Patent which specifically left Education in the hands of the People and its Representatives and appointed a responsible Minister of Public Instruction. The Imperial Government wishes, for Imperial reasons, to safeguard the present position of the English language but not for the "diabolic" purposes referred to by some members. Colonel Amery, perhaps the greatest friend of the Maltese in the British Cabinet, had also made a public speech in Malta in Italian. It is true that a Chief Secretary had in the past, attempted to do what the Government is accused of doing now. But that time has passed never to return.

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WORKSHEET
SET B **NO. 4**

NAM/CSG 01/405/1931

Open the file in front of you and read through the letter. As you go along, on your copy of the letter, mark any words or phrases that strike you.

1. Fill in the following table to gather some general information about the letter:

Author's Name	
Author's Title	
Receiver	
Author's Address	
Date	

2. Look at the **first paragraph**:

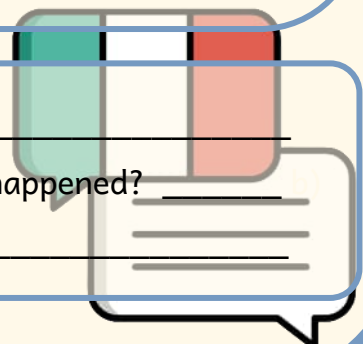
a) Why did 'Dr. E. Mizzi and other leaders of the "Nationalists"' go to Rome?

b) Do you think that the Royal Commission had already presented its recommendations?
Why do you think so?

c) What does your answer to (b) imply about **the attitude the British held towards Italian?**

3. a) Was the author who is informing about this report in Malta? _____

b) How much **can we trust** what the author says regarding what happened? _____



4. a) Go through the whole letter and search for the term 'Nationalists' or 'Nationalist'.
What can you note about the way in which the author writes down this term?

b) What is the author implying about the Nationalists in the way he writes it and what does it say about the tone of the author?

c) What does this show you about the author's political affiliations? Is he pro-British or pro-Italian?

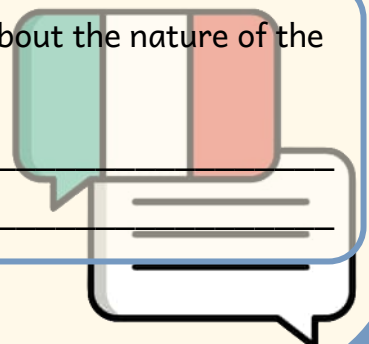
5. What information can you gather from **paragraph 2, sentences 1-2**?

6. Look at **paragraph 5**:

a) Who is leading the Italian Government at the time of this letter? _____

b) Was there already Italian influence present on the Island? Back up your answer from the source.

7. The letter is marked as 'CONFIDENTIAL'. What does this show about the nature of the contents in this letter?



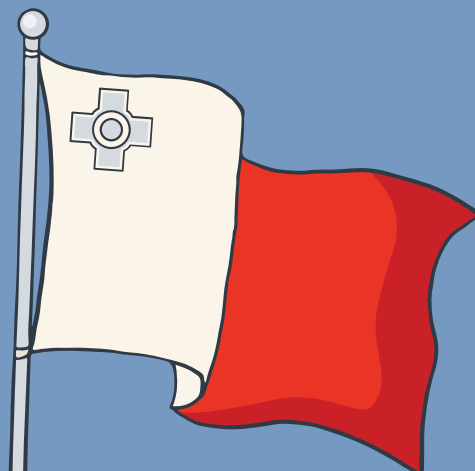
8. Considering what you have analysed, and the date of the letter, what would you say that the overall feeling of the letter and the author is?

9. From what you have gathered, would you say that the British, at this point of 1931 had good enough reasons to try to suppress Italian? Explain.



THE LANGUAGE QUESTION

**RESOURCE
HANDOUTS**

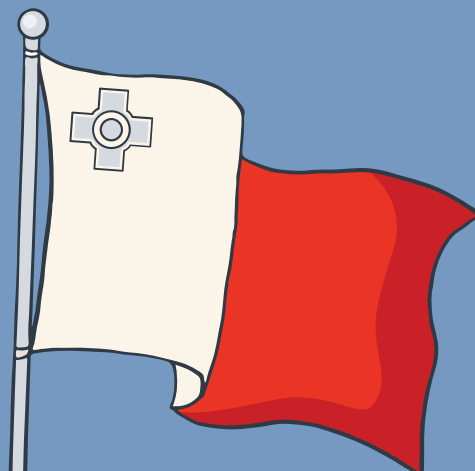


Resource Handout

This worksheet does not require a resource handout, but instead it only requires a copy of the document which the teacher needs to make sure to give to the students. This is supplied in the 'Document Copies' section.

THE LANGUAGE QUESTION

**DOCUMENT
COPIES**



Gov. 405/31

From whom H.E. the O.A.G.

Place

CONFIDENTIAL

Date 22.9.31

Subject

Italian Language Question;

Correspondence between the Colonial
Office and Lord Strickland re

Former papers

MINUTES.

①
Letter from Mr. Bessi - 22.9.31

②
Letter to Mr. Bessi - 22.9.31

*Given to HH by Miss
Mabel Blackland*

CONFIDENTIAL.

St. Stephen's Club,

S.W.1.

10th September, 1931.

The undersigned presented a memorandum (which may be obtained from the Secretary of the Royal Commission) in which was recorded his recollection of the circumstances in which Mr. Joseph Chamberlain was alleged to have acted

It is reported from Malta that Dr. E. Mizzi and other leaders of the "Nationalists" (in the pro-Italian sense) Party have gone to Rome with the object of inducing the Italian Government to intervene politically and diplomatically against anticipated recommendations of the Royal Commission curtailing the ascendancy of the Italian language in the Law Courts of Malta.

The above Report is also to the effect that this action has been taken in view of the success of a similar course adopted when Mr. Joseph Chamberlain was Secretary of State for the Colonies. It is alleged by the "Nationalists" that Mr. Joseph Chamberlain altered his policy with regard to Malta to please friends in the Italian Government influenced from Malta, and appeal has been made on that precedent to the "Nationalist" leaders of to-day for concerted action in the present circumstances.

The intervention on the former occasion of a foreign power in the domestic affairs of Malta was recently denounced in very strong terms in evidence before the Royal Commission at Malta by Sir Augustus Bartolo; and

The Secretary of State for the Colonies,
Downing Street, S.W.1.

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the undersigned presented a memorandum (of which a copy might be obtained from the Secretary of the Royal Commission) in which was recorded his recollection of the circumstances in which Mr. Joseph Chamberlain was alleged to have acted under undue pressure of Italian statesmen.

The above precedent arose under Crown Colony government, and any repetition would be irreconcilable with the rights and aspirations of the Maltese Nation after a grant of self-government.

It is suggested that His Majesty's diplomatic Representatives in Rome may be informed of the above Report.

On the other hand, I have reliable information from Rome that my friends there are confidently asking Signor Mussolini to abate Fascist activities as exercised in Malta, and to close the Fascist Club in Valletta, and I have reason to believe that the influence of my friends, if supported unofficially, is likely to have more weight than that of the friends of Dr. E. Mizzi and of Sir Hugo Mifsud, unless it be that there are secret and other influences working at the Vatican to an extent beyond the ambit of the information at my disposal.

It is suggested that a copy of this letter may be sent to the Foreign Office, and to the Governor of Malta, and that I may be permitted to call on Mr. Orme Sargent at the Foreign Office in reference thereto to-morrow morning

before my return to Sizergh Castle, Westmoreland, in
the afternoon.

22nd September, 1931.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) STRICKLAND.

I have to acknowledge with thanks
the receipt of your letter of the
17th September, 1931, enclosing correspondence
with Strickland on the Italian language question.

Yours sincerely,

(Sgd.) H. C. LUKÉ

ANTHONY DE VIER, Esq.

CONFIDENTIAL.

22nd September, 1931.

Dear Bevir,

I have to acknowledge with thanks
the receipt of your Confidential letter of the
17th September, 1931, enclosing correspondence
with Strickland on the Italian language question.

Yours sincerely,

(Sd.) H. C. LUKE

ANTHONY BEVIR, ESQ.

CONFIDENTIAL.

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41035/31.

Downing Street,

17th September, 1931.

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Dear Luke,

I enclose, for your information, the accompanying correspondence with Strickland on the Italian language question.

Yours sincerely,

Anthony Birn

Lord Strickland
to S. of S.
10th Sept.

Mr. Boyd to
Lord Strickland
10th September.

H. C. LUKE, ESQ., C. M. G.

CONFIDENTIAL.

St. Stephen's Club,

S. W. 1.

10th September, 1931.

Sir,

It is reported from Malta that Dr. E. Mizzi and other leaders of the "Nationalists" (in the pro-Italian sense) Party have gone to Rome with the object of inducing the Italian Government to intervene politically and diplomatically against anticipated recommendations of the Royal Commission curtailing the ascendancy of the Italian language in the Law Courts of Malta.

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The intervention on the former occasion of a foreign power in the domestic affairs of Malta was recently denounced in very strong terms in evidence before the Royal Commission at Malta by Sir Augustus Bartolo; and the undersigned presented a memorandum (of which a copy might be obtained from the Secretary of the Royal Commission) in which was

recorded

The Secretary of State for the Colonies,
Downing Street, S. W. 1.

recorded his recollection of the circumstances in which Mr. Joseph Chamberlain was alleged to have acted under undue pressure of Italian statesmen.

The above precedent arose under Crown Colony government, and any repetition would be irreconcilable with the rights and aspirations of the Maltese Nation after a grant of self-government.

It is suggested that His Majesty's diplomatic Representatives in Rome may be informed of the above Report.

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It is suggested that a copy of this letter may be sent to the Foreign Office, and to the Governor of Malta, and that I may be permitted to call on Mr. Orme Sargent at the Foreign Office in reference thereto to-morrow morning before my return to Sizergh Castle, Westmoreland, in the afternoon.

I have etc.,

(Sd) Strickland.

Head of the Ministry and
Minister for Justice.

CONFIDENTIAL.

10th September, 1931.

Dear Lord Strickland,

With reference to my conversation with you this morning, I now write to say that a copy of your confidential letter of today's date addressed to the Secretary of State has been sent, as you requested, to Mr. Orme Sargent of the Foreign Office.

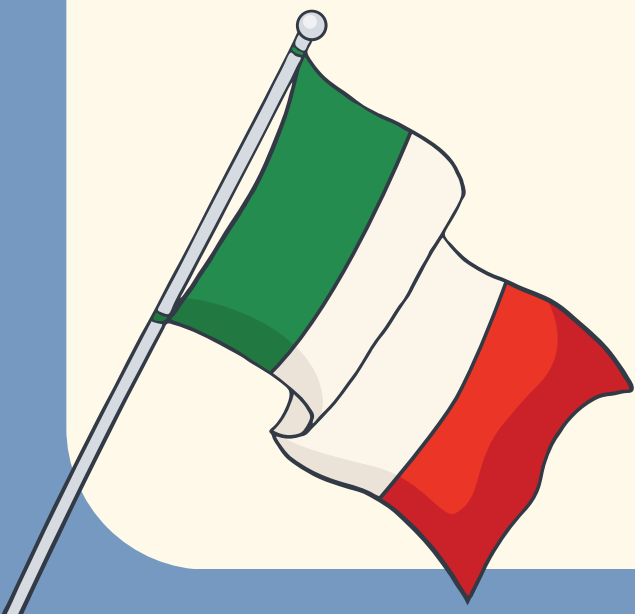
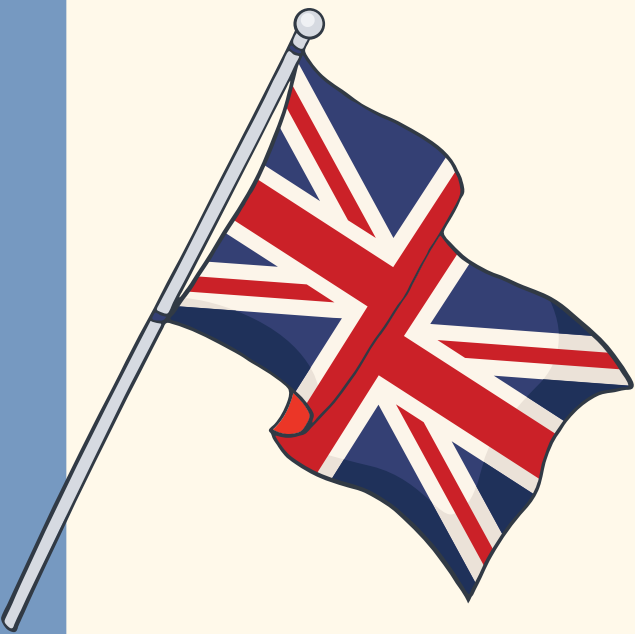
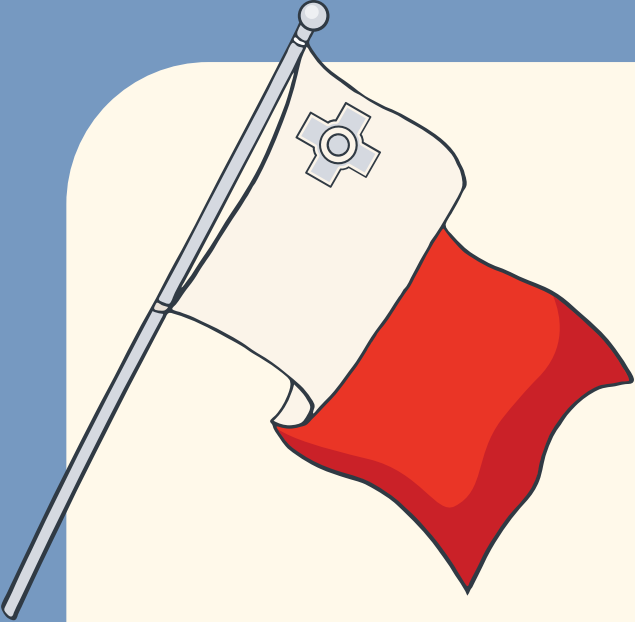
You will no doubt hear from Mr. Sargent this evening or tomorrow morning whether he is able to see you on the matter raised in your letter.

I remain,

Yours sincerely,

(sd) E. B. BOYD.

THE LORD STRICKLAND, G. C. M. G.



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WORKSHEET
SET B **NO. 5**

NAM/CSG 01/2210/1940

Part 2:

Answer the following questions by using the document labelled '1' in red which you have just copied. To help you understand the document better, use the vocabulary box on resource handout 2.

1. From the format of this document, what type of document would you say it is? Mark one of the following:

Photograph	Report	Letter	Leaflet	Gazette Extract
------------	--------	--------	---------	-----------------

2. a) Who is the author of this document? State the name and job title.

b) From your answer, do you think the author is a public official? _____

3. How were you able to distinguish between the author and the receiver of this document?

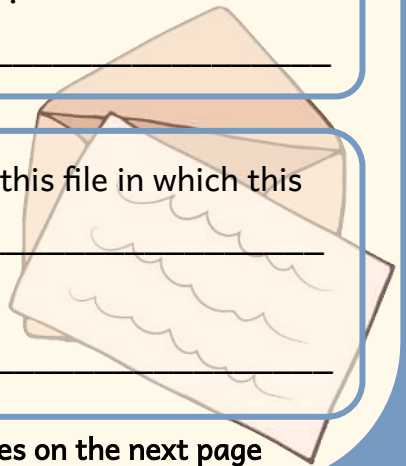
4. a) When is this document dated? _____

b) What major event was happening during this time? Write-down a short quote from the document which hints towards this event. _____

5. What is the political alignment of the author of this document? And what piece of evidence can you provide from the source to support your answer?

6. a) What is the author doing in this document? The cover page of this file in which this document is located can help you. _____

b) What were the two reasons behind the author's actions? _____



Question no. 6 continues on the next page

Part 2:

6. c) Do you think that the author's actions were done willingly?

d) How does the tone of the author support your answer to the previous question?

7. From what you have analysed:

a) What is your conclusion about how the British authorities perceived Italian and people with the same political leanings as the author of this document?

b) Why do you think this was so and would you have held the same opinion in those circumstances?

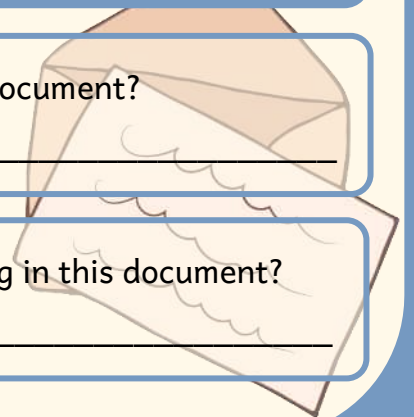
Answer in some length in this space:

Part 3:

Go to the document in this archival file labelled '2' in red, and answer the following questions.

1. By looking at the bottom **right** corner, who is the author of this document?

2. By looking at the bottom **left** corner, who is the author addressing in this document?



Part 3:

3. What is the author doing in this document?

4. When is this document dated? Is it the same or different to that of document '1'?

5. How does this document influence your answer to **Part 2 Question 7**? Does it strengthen your argument or does it change your opinion? Explain.

Part 4:

Go to document labelled '4' in red in this archival file, and carry out the following steps.

Step 1: Ask someone from the reading room staff to bring you the Government Gazette from the date 5th January 1920.

Step 2: Fill in the following table as required.

Document:	Document labelled '4' in file CSG01 2210/1940	The Malta Government Gazette, 5th January 1920
Document type:		
Languages in document:		

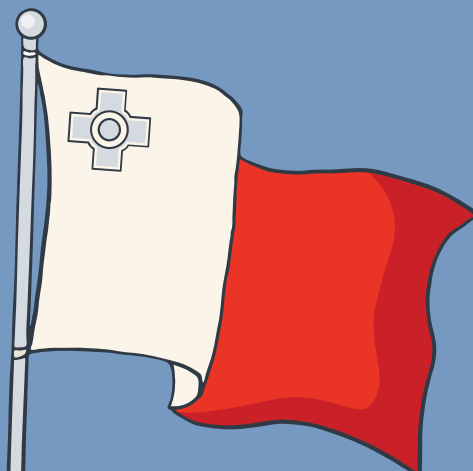
Part 4:

Step 3: The Gazette was an official governmental newspaper where notices and important information would be published. With this in mind, and by comparing the information found in the table in step 2, what can you say about how the official languages of Malta were impacted during the Language Question and what impact this Language had on the Maltese language?



THE LANGUAGE QUESTION

**RESOURCE
HANDOUTS**



Resource Handout 1

Cursive Handwritten Alphabet Chart

A		b		C		d		E	
a				c				e	
f		G		H		I		J	
		g		h		i			
l		M		n		o		P	
		m						p	
q		r		S		T		u	
				s		t			
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						y			

Resource Handout 2

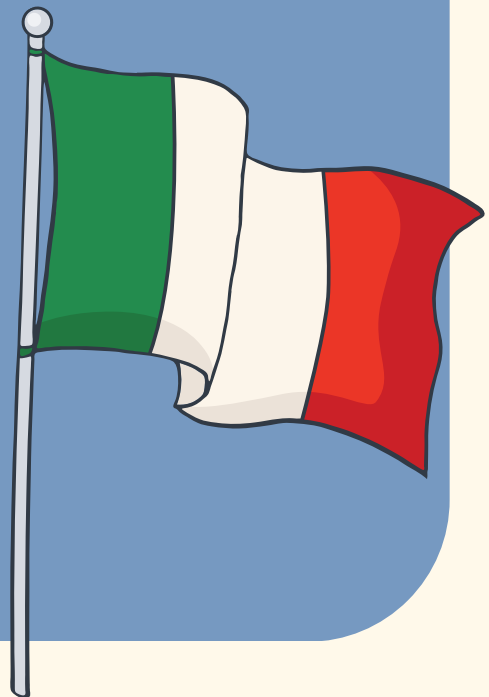
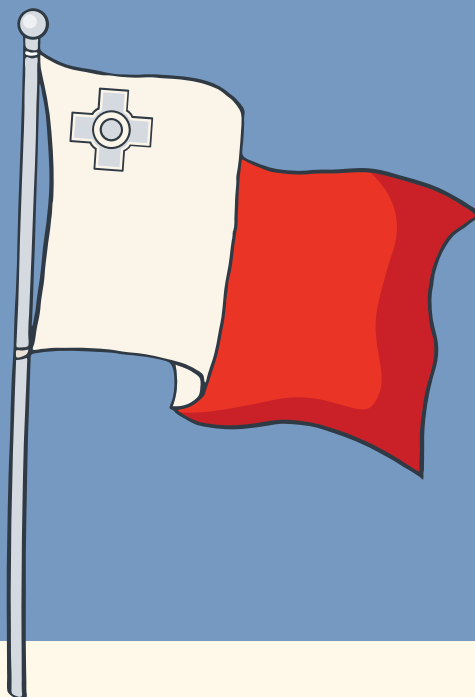
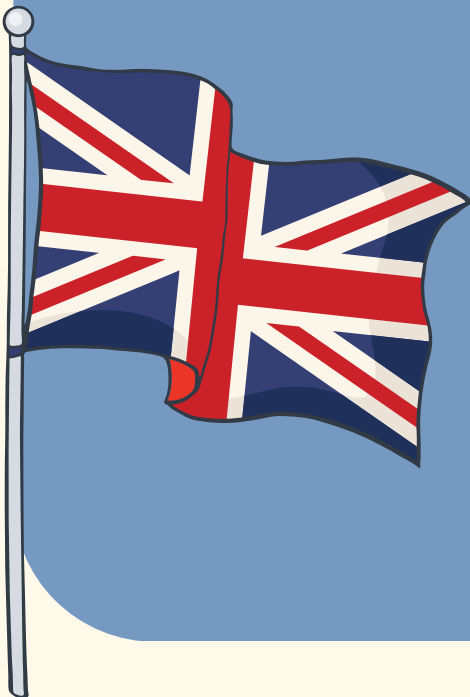
Vocabulary Box

Summoned	Notified
On account of	As a result of which
Alternative	Case / Option
Letter Patent	An official document drawn up by the King or Queen giving a title or rights to a person (Brittanica, 2017)
<i>Quamdiu me bene gesserim</i>	As long as I behave properly (LSData, 2025)
My protests	My objection / dissatisfaction.
Proclivities	Inclinations



THE LANGUAGE QUESTION

DOCUMENT
COPIES



GOVERNMENT OF MALTA
LIEUTENANT-GOVERNOR'S OFFICE

2210

1949

SUBJECT:

- (i) Resignation of Sir Arturo Mercieca, Kt., M.A., M.D.
- (ii) Pension papers

Departmental Reference Number	Former Papers	Subsequent Papers
R.S.C. $\frac{176}{40}$ Und. 20/1036 Treas. 1789/40		P. 1614/90.

3

Press Notice No. 57/40.

His resignation then

Sir Arturo Mercieca, Kt., M.A., LL.D., has
tendered his resignation of the offices of Chief
Justice and President of the Court of Appeal and
his resignation has been accepted by His Excellency
the Officer Administering the Government. with effect
from the 11th June, 1940.

Lieutenant-Governor's Office,
Valletta, 11th June, 1940.

Press Notice No.57/40.

ipprezenta
Ngharrfu illi Sir Arturo Mercieca, Kt., M.A., LL.D.,
~~ba' sekk~~ id-dimissjoni tiegħu mill-keigekarigi ta' Prim
Imhalled u ta' President t l-Qorti ta' l-Appell u li
d-dimissjoni tiegħu *piet* milqugħa mill-Eccellenza Tiegħu
l-Uffiċjal li oieghed jamministra l-Gvern, b'sekk mill-11
ta' Gunju, 1940.

2

File. *espp* 11/6

11th June, 1940.

Sir,

I have the honour to acknowledge the receipt of your letter of to-day's date tendering your resignation of the offices of Chief Justice and President of the Court of Appeal, and to inform you that your resignation has been accepted with effect from to-day.

I have the honour to be,

Sir,

Your obedient servant,

(sd) *W.G.S. Dobbie*

OFFICER ADMINISTERING THE GOVERNMENT.

Sir Arturo Mercieca, Kt., M.A., LL.D.,
Valletta.

ac.

11th June, 1940.

Sir,

I have the honour to acknowledge the receipt of your letter of to-day's date tendering your resignation of the offices of Chief Justice and President of the Court of Appeal, and to inform you that your resignation has been accepted with effect from to-day.

I have the honour to be,

Sir,

Your obedient servant,

(sd.) W. G. S. D'Almeida.

OFFICER ADMINISTERING THE GOVERNMENT.

Sir Arturo Mercieca, Kt., M.A., LL.D.,
Valletta.

ac.

Valletta, 11th June 1940

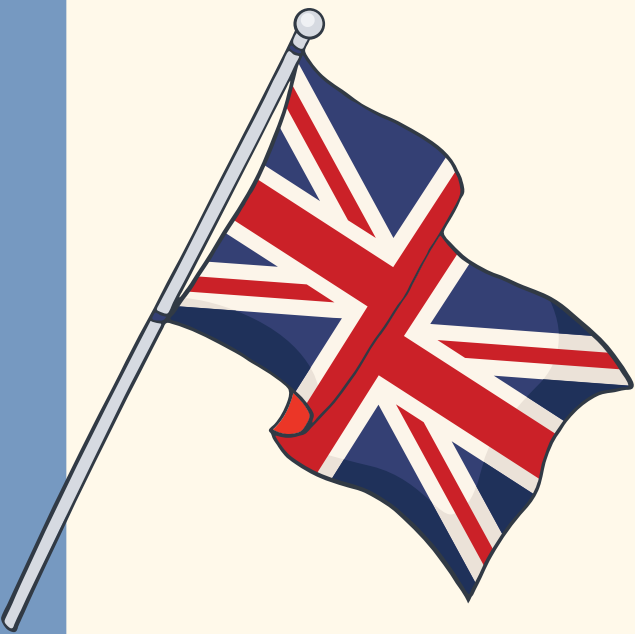
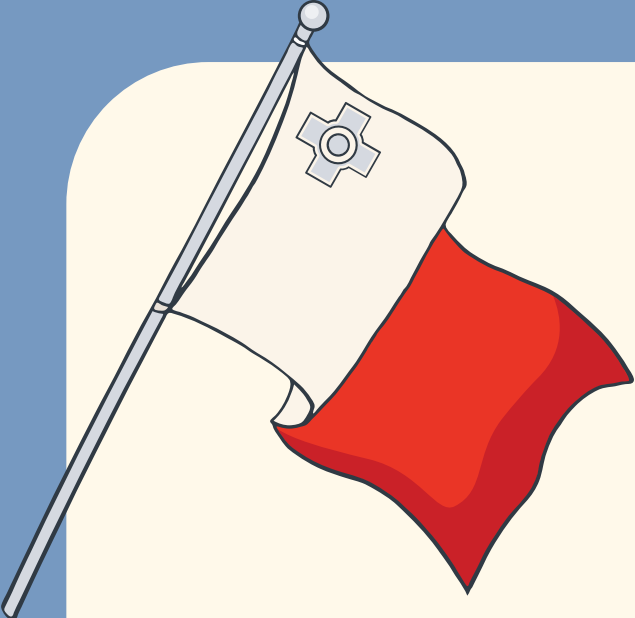
Sir,

I have been summoned this morning by Your Excellency and informed that, according to instructions received from the Secretary of State for the Colonies, I am invited, on account of my pro-Italian proclivities ^{to} ~~to~~ ^{to} ~~resign my office~~ and of the existence of a state of war with Italy, to resign my office of Chief Justice and President of the Court of Appeal; in default of which letters Patent have already been issued on the 5th inst - to come into operation by a subsequent order of the Secretary of State - in virtue of which I would be removed from my post. In each alternative my full pension has been assured to me.

In view of those letters Patent which override all others guaranteeing my non-removal quomodolibet me bene gesserim, I have no other choice but that of handing in my resignation from the office of Chief Justice and President of the Court of Appeal. I have verbally placed before Your Excellency my protest as regards the measure imposed upon me, and the grounds stated in support thereof.

To His Excellency
The Officer Administering the
Govt. in
the Palace

I have the honor to be
Sir
Your Excellency's obedient
servant
Antoine



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WORKSHEET
SET B NO. 6

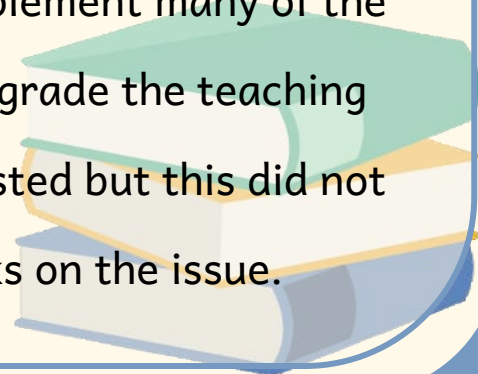
The following are the works of two historians who like you came to the archives, read and analysed the same documents and gave their own interpretation on a specific aspect of the Language Question.

Step 1: Read the two extracts on pages 1-2

Extract 1:

Brian Blouet, 'The Story of Malta', 1981, p. 178-179.

However, the debate was not conducted in purely educational terms and was soon an issue in the Council of government where the reform group favoured Keenan's proposals with its emphasis upon Maltese as the first language and English as the second. The anti-reform group wanted to perpetuate the dominance of Italian. Sigismondo Savona was Director of Education from 1880 to 1887 and he attempted to implement many of the Keenan recommendations. He did not downgrade the teaching of Italian as radically as Keenan had suggested but this did not save Savona from numerous political attacks on the issue.



Extract 2:

Henry Frenco, 'Storja ta' Malta', 2004, p. 271, 273, translation.

The language question was not just between English and Italian. In the middle of this question, there was also Maltese [...] It was a long, difficult and tumultuous journey before the dream [that Maltese gains ground] somehow became a reality [...] Savona started this journey, when he took over the Directorship of Education in 1880. It was him who began to implement Keenan's recommendations in the eighties, although he somewhat moderated what the commissioner had projected. In the first two years of primary school, Maltese had to predominately prevail, followed by English and Italian.

Step 2: Go to the next page and answer the questions on the extracts you have just read.



1. Take your pencil and on the two extracts mark those elements which are **similar** in the two interpretations.

2. Do the facts between the two extract match each other? Yes or no? _____

3. What **adjectives** would you use to describe:

a) **Blouet's** interpretation: _____

b) **Frendo's** interpretation: _____

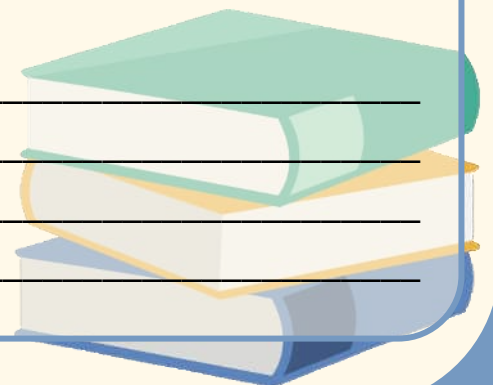
4. Look at the names of the authors, what do their names reveal about their **nationality**?

5. Take note of the date when both works were published .

6. What seems to be the **difference** between Blouet's and Frendo's interpretations?

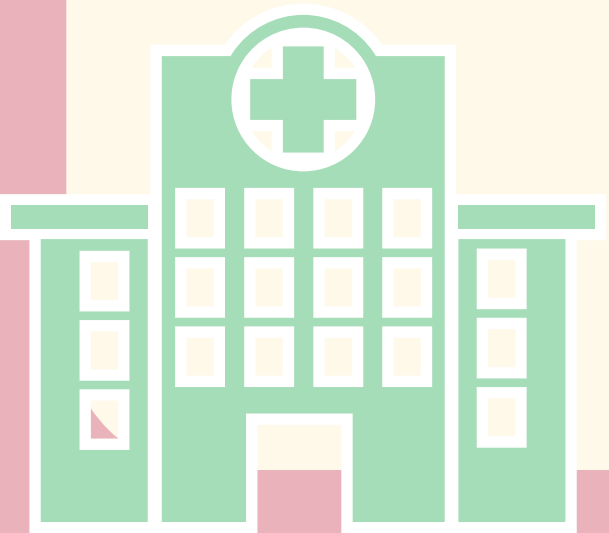
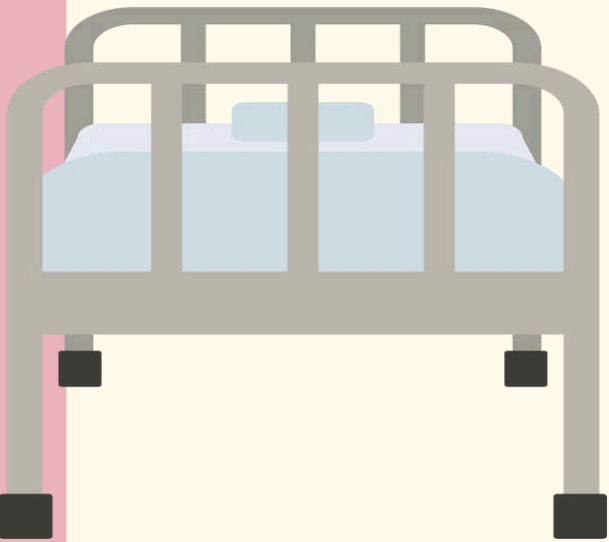
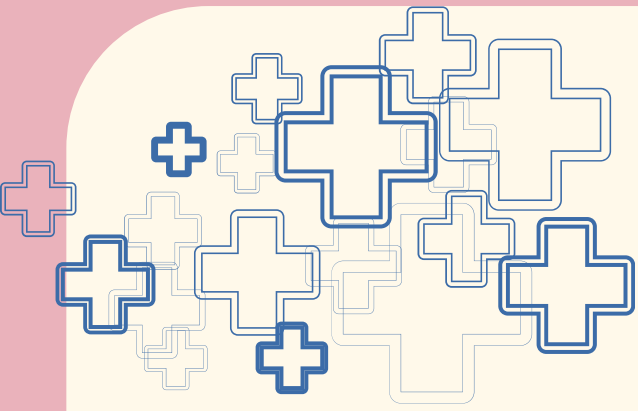
Help: Think about which aspect each author focuses on.

6. How do you think is it possible for the two extracts to agree on the facts but do not come up with the same interpretation? What does this show about how history is written and how it works?



Attachment D

Worksheets Set C – The Santo Spirito Hospital



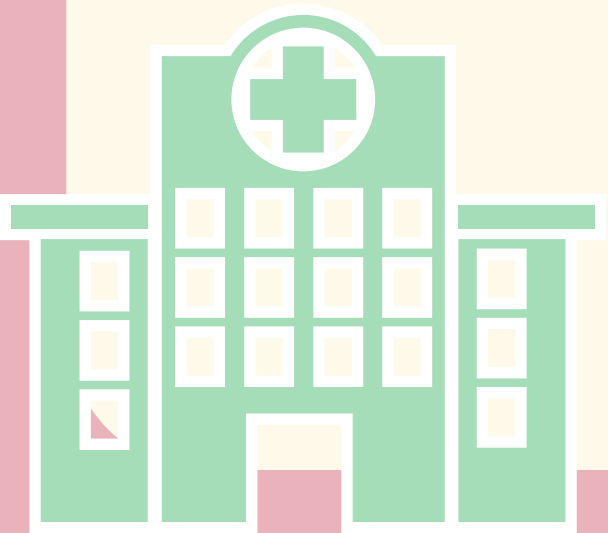
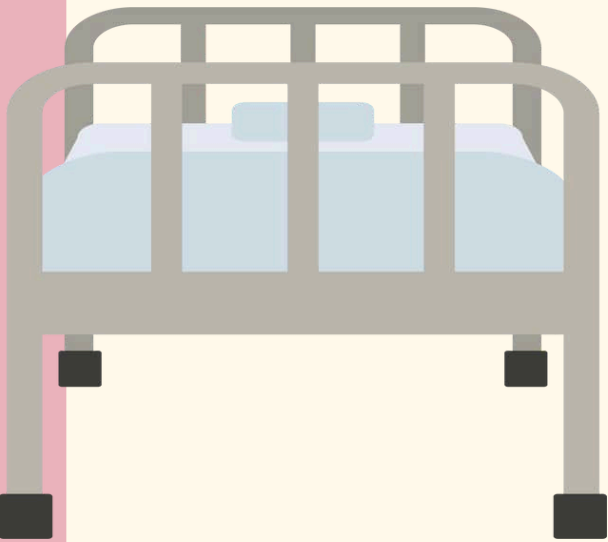
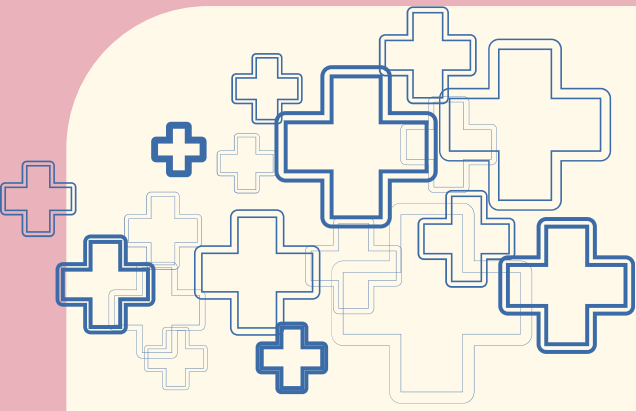
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WORKSHEET
SET C NO. 1

NAM/CIN/166/1867-1871

Part 1:

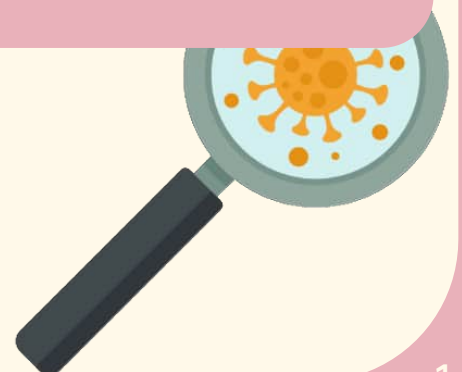
Step 1: Open the Orders Book no. 166 and go to *foglio* 538.

Step 2: Fill in the chart called 'Cursive Alphabet Chart' on pg. 2, by placing the cards with the cursive letters next to their modern type equivalent.


Note: To figure out what letter each card is showing, get resource handout 1 and look at the nine (9) words on it. These words were taken directly from your source and have their modern typed version below them.

Tip: There is one letter that is found on two cards because they are written in two ways.

Step 3: Complete the copy of the document on pg. 3 by copying and writing down paragraphs one (1) and two (2) of the document in the space provided. Use the chart you created in Step 1 to help you read and copy the document.



Cursive Alphabet Chart

a		p	
b		r	
c		R	
d		s	
e		t	
f		u	
g		v	
h		w	
H		x	
i		y	
j		z	
l			
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o			

Part 2:

1. By looking at **paragraph 1**, can you make out the outbreak of which epidemic diseases Malwa was facing in 1871? _____

2. From the following, who is the **author** and who is the **receiver**?

The Superintendent & Asst. Superintendent: _____

Comptroller: _____

3. What do you think the roles of the Comptroller, the Superintendent and the Ass. Superintendent found in the document were?

4. From what you have understood from this document, and the book in which this document is found, why was this source created?

5. What can this source tell you about the measures taken by the authorities of the time to limit the spread of the disease you mentioned? Write down two and include evidence for your answer by quoting directly from the source.

Measure 1:	
Evidence 1:	
Measure 2:	
Evidence 2:	



Part 2:

6. How did the measures proposed impact the function of the Santo Spirito Hospital?

7. How might the measures proposed have impacted the following:

a) The patients already in the Hospital:

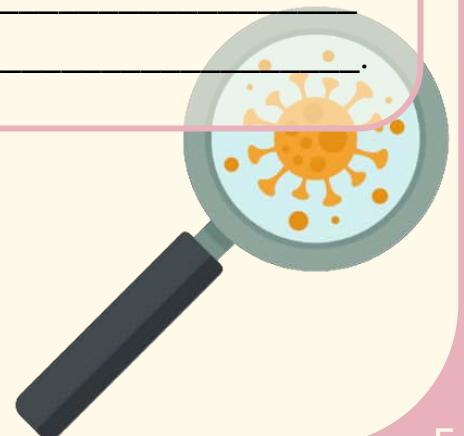
b) The staff:

8. Keeping in mind the reason for why this document was created, what is something that this document does not address? And what other source/s would help you fill in that gap?

9. If you were a historian researching the Santo Spirito Hospital, how would you have found this document to be important? To help you answer, fill in the template below:

This document is important because _____

The evidence to this is _____



Part 3:

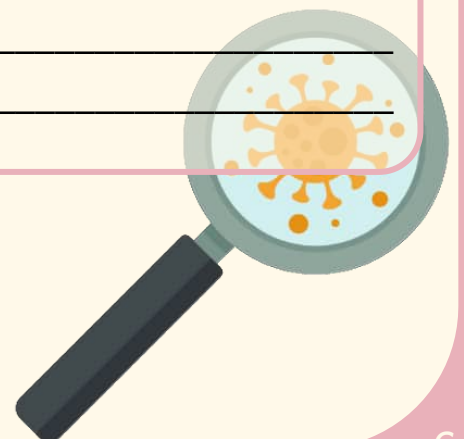
Some difficulties encountered in interpreting primary sources.

1. Were there any titles in the source which you did not know what they mean? If yes, what were they?

2. Do you think not knowing what certain titles meant made it harder for you to analyse the source and answer some of the previous questions? Explain .

3. Does it help you understand the source better knowing that the Comptroller is the head of all Charitable Institutions which include also the hospitals and that the Superintendent is the person in charge of a particular hospital? If yes, how?

4. How would the handwriting of these sources have limited you from analysing these sources have you not transcribed the document first?



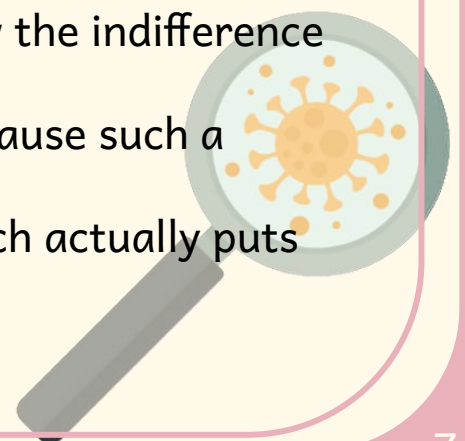
Part 4:

Read the two following extracts taken from the books of two historians about healthcare in 19th century Malta.

An extract from a book about healthcare in 19th century Malta by Historian 1, using the primary source you have in front of you.

It has long been known that the British were mostly concerned with their own interests. This can be seen from their authoritarian decision to remove all infectious diseases to the countryside by “reserv[ing] temporarily the Hospital of Santo Spirito exclusively for the treatment of small-pox patients.”

This decision did not only benefit British interest by making the harbour area and its garrison safer, but as a result it also put the Maltese of the countryside at risk. By moving all the patients that were present in the Santo Spirito Hospital to the Central Hospital in Floriana continues to show the indifference of the British towards the Maltese. This is because such a neglectful decision leads to overcrowding which actually puts the patients in more danger.



Part 4:

An extract from another book about healthcare in 19th century Malta by Historian 2, using the primary source you have in front of you.

It has become a cliché to say that the British were not taking care of the Maltese. Their actions in the face of the small-pox epidemic in 1871 can back up this claim. By decisively turning the Santo Spirito Hospital into a hospital “exclusively for the treatment of small-pox patients” the British displayed their caring leadership. This, along with the fact that they made sure that every single patient already present at this Hospital was to be moved to the Central Hospital in a way that “prevent[s] injury”, showed how considerate the British administration was of the people of Malta, especially those who were ill and suffering.

Go to the next page to answer questions based on these two extracts you have just read.



Part 4:

1. Historian 1's extract is biased against the British administration. What is there in this extract that shows this? **Hint:** looking at the adjectives used can help you .

2. Historian 2's extract is biased in favour of the British administration. What is there in this extract that shows this? **Hint:** looking at the adjectives used can help you.

3. Write down what information from the source in front of you was used as evidence by:

a) **Historian 1:**

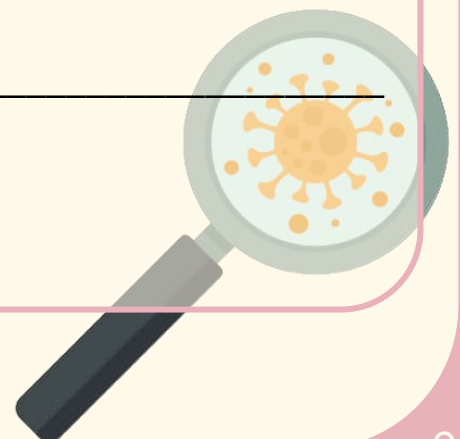
b) **Historian 2:**

4. Are the answers to 1.a and 1.b **similar** or **different** to one another? _____

3. Keeping in mind the answers to your previous question?

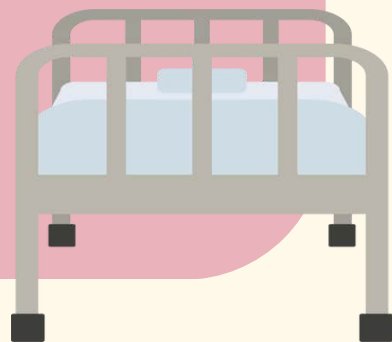
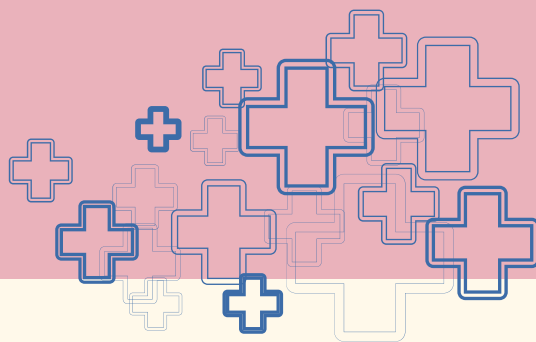
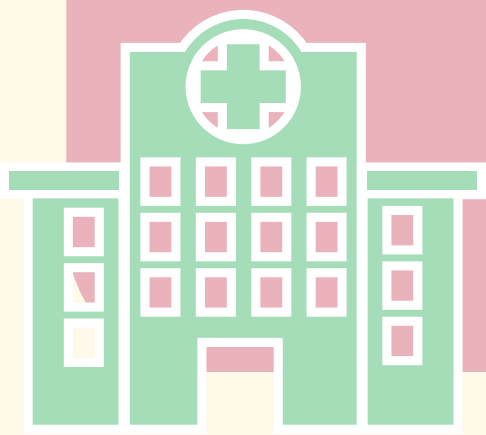
a) Would you expect the interpretations of the two historians to be so different from one another? Yes or no? And why?

b) What does this show you about the work of the historian?

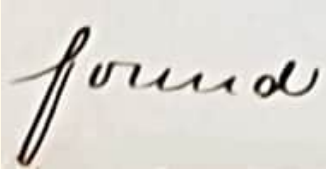
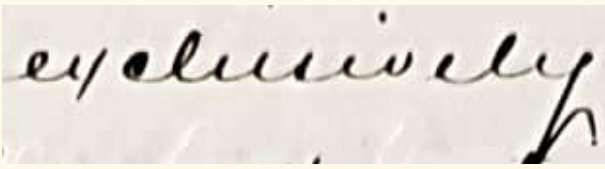


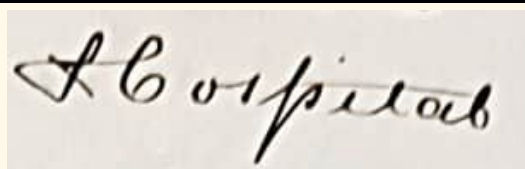
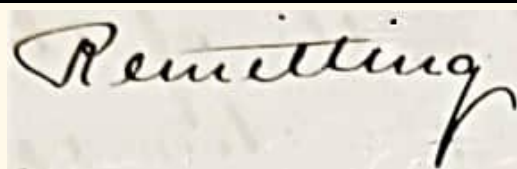
THE SANTO SPIRITO HOSPITAL

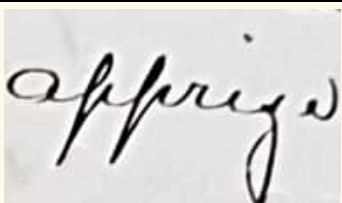
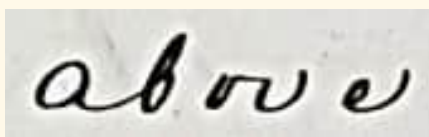
RESOURCE HANDOUTS






Resource Handout 1

	
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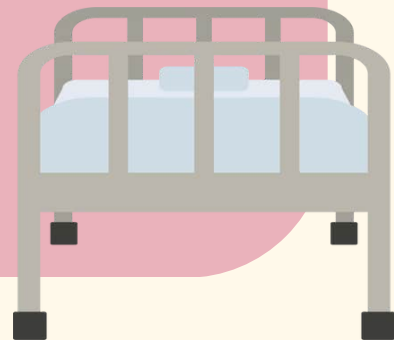
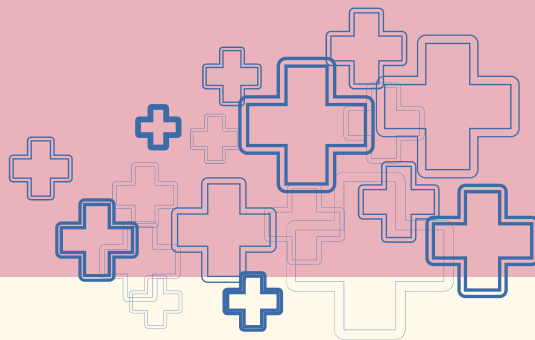
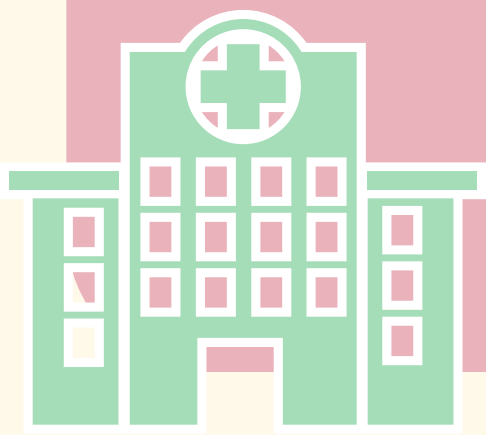
Resource Handout 2

These cards are to be cut up in advance before the visit to the archives, and provided to the students jumbled up, along with some blu tack for them to stick them onto their cursive alphabet chart on pg. 2.



THE SANTO SPIRITO HOSPITAL

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ORDER BOOK

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20. MAY 1867

23. JUNE 1871.

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No. 166

F 24

Office 40, 12 February 1871.

See Ref. Book Memo:
 No 12 of 19 9905
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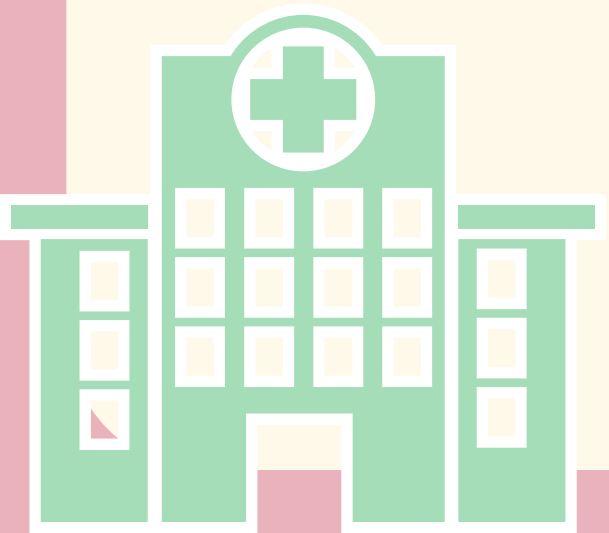
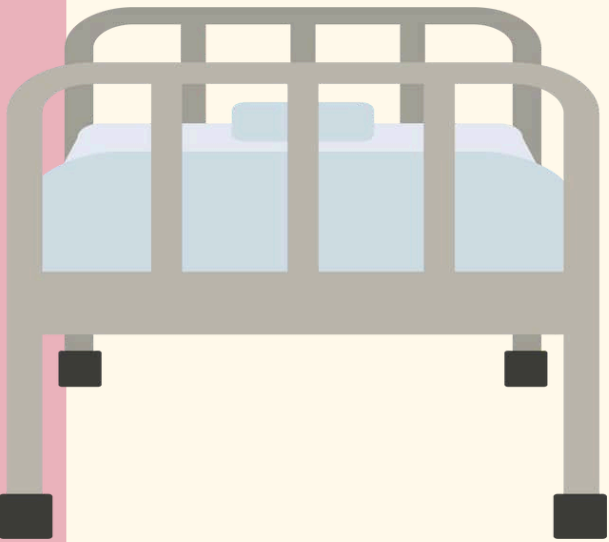
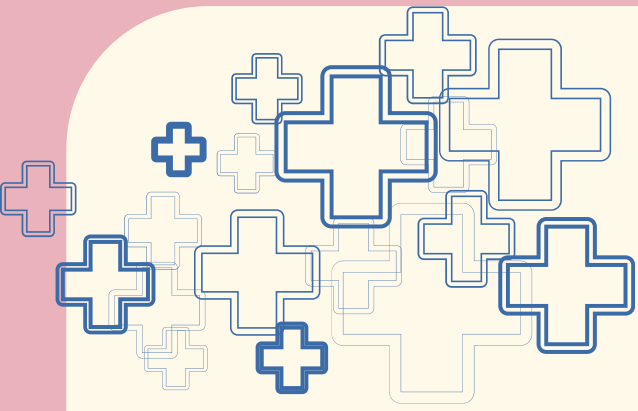
It having been found expedient, under existing circumstances, to reserve temporarily the Hospital of Santo Spirito exclusively for the treatment of small-pox patients from all parts of the Island, and directions to that effect having been given to all Remitting Officers, I have to apprise you thereof, that you may be ready to receive, and distribute in the best manner possible, all patients affected with the epidemic, who may be remitted to you as above stated.

The patients suffering from ordinary diseases, existing at present in the Institution in your charge, are to be transferred to the Central Hospital as soon as practicable.

You will employ such means for their conveyance thither, as will appear to you best adapted to prevent injury to the patients, having due consideration to the different ailments from which they are suffering, and the condition of each patient.

sig^d A. Peiris
 Comptroller

The Sup^r.
 The Asst. Sup^r.
 S. Spirito Hospital



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WORKSHEET
SET C NO. 2

NAM/CIN/167/1871-1882

Part 1:

The following is a partially complete copy of the document in front of you. Read the primary document and complete the copy.

Tip: The words already typed include all the letters found in your document. If you are stuck on a word, find a word with similar looking letters that is already typed to help you.

Office de, 24 October 1874.	Fill in this column in question 2:
Memo:	
<p>It was with a real sense of regret that I have some days _____ ascertained the truthfulness _____ complaints _____ to me by a _____ person of Cittavecchia, with _____ to the inhuman _____ which the _____ Lorenzo Camilleri experienced on his admission and _____ his short _____ in the Hospital of Santo _____.</p>	Paragraph 1:
<p>The Chaplain, whose principal duty is to _____ possible consolation and spiritual comfort to the _____, especially during their _____ of life, passed several times the bed of _____, showing an astonishing _____ to the dying state of that _____: not a word to _____ his agony; not a prayer to accompany _____ from life. He did not even take the _____ of calling a nurse _____ to the wants of the dying patient, by even _____ his parched lips, and keeping away _____ which swarmed over his face.</p>	Paragraph 2:



	Fill in this column in
<p>The Resident _____ asked by me whether he _____ distribution of Diets, said that “he did so _____”, and not even Dr Naudi seemed to _____ of _____ of Regulations.</p>	Paragraph 3:
<p>Such disregard _____ shows evidently that _____ are wholly <i>unqualified</i> _____, and I _____ but take the first opportunity of _____ to Government, _____ such arrangements as the _____ and the welfare of _____ demand.</p>	Paragraph 4:
	<p>“Sig” A. Pulis Comptroller</p>

Read over the whole text again and match the following four (4) statements to the paragraphs by writing down the statement in the column next to the paragraphs in the text you have just worked on above:

Chaplain and staff failed to care for Lorenzo.

Reporting unfit officers and calling for reform.

It's true, Lorenzo was not treated well at Santo Spirito.

More staff disregard the rules.

Part 2:

1. Who is A. Pulis, the author of this document?

2. Look at the **left bottom corner of f. 149**. Those are the recipients of this source. Write down to whom this source is addressed?

3. When was this source drawn up? Write down the **date** and include also the **century**.

4. What is Pulis' purpose of drawing up this source? The use of the word 'Memo' at the top should help you.

5. For the following two interpretations find **evidence** from the source to back them up:

Interpretation 1:

In the late 19th century, patients were neglected at the Santo Spirito Hospital.

Evidence:

Interpretation 2:

The Santo Spirito Hospital staff ignored regulations.

Evidence:



Part 2:

6. Focus on **paragraphs 1 and 2**:

- a) What made Pulis investigate this situation at the Santo Spirito Hospital? _____

- b) Pulis notes how he had “ascertained the truthfulness of complaints made”. Given that Lorenzo had died during his stay at this hospital, and Pulis was not present at that moment, how could Pulis have verified whether the complaints were true or not? Who could he have asked? Choose and underline one of the following:
The Chaplain; the Nurses; other patients in the same wards as Lorenzo.
- c) Explain why you chose one party over another in the previous question.

- d) Did Pulis portray the Santo Spirito Hospital in a positive or a negative light? Why do you think so? _____

- e) With Pulis being a government official do you think he had any reason to portray this Hospital in one way rather than the other? Yes or no? Explain.

- f) Keeping in mind your previous answers to question 6, give one reason for why we should trust this source, and one reason for why we should be a bit cautious of it.
Trust: _____
Caution: _____

Go to the next page for questions 7.



Part 2:

7. Using the document in front of you, in 4 sentences write:

a) Lorenzo's reaction to this document if he were still alive.

b) The Chaplain's reaction to this document.

Part 3:

1. Using the **information gathered from the source in Part 2 as your evidence**, how do you think the **overall treatment** of patients at the Santo Spirito Hospital was under British administration? **Was it good, bad or a mix of both? Explain your answer.**



Part 3:

7. Read the following extracts from the Reports on Santo Spirito Hospital by the Ladies Hospital Visiting Committee (CSG01, 1008, 1937) and answer the questions that follow:

Extract 1: March 22, 1937, Unexpected Visit

“Patients: comfortable and not complaining, but knives and forks very old and dirty – they cost 1/4s each when new!”

Extract 2: April 24, 1937

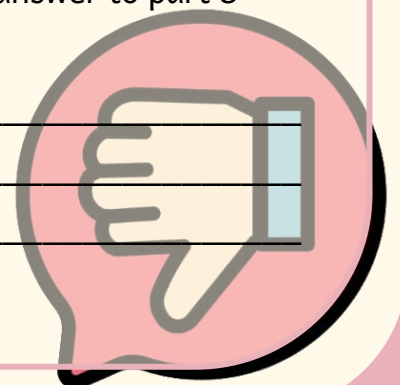
“Patients, all patients and staff received easter eggs and fruit and illustrated papers etc are given at each visit.”

Extract 3: May 19, 1937

“all wards visited and everything in good order – paper, sweets and cigarettes given to all patients.”

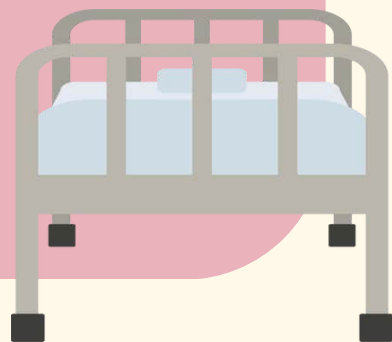
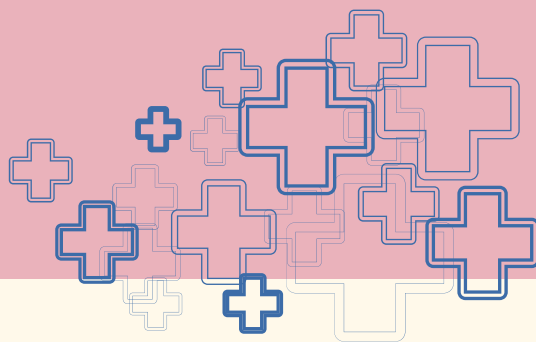
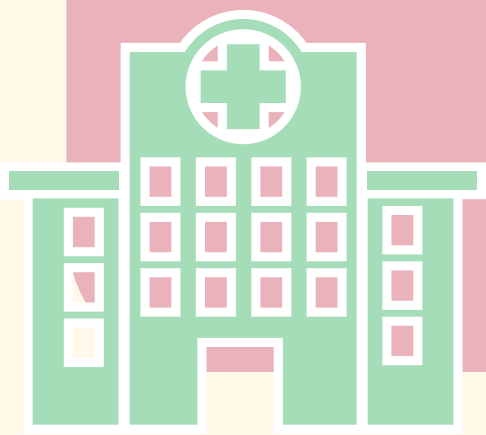
a) How does the primary source in front you compare to these two extracts in terms of how patients were treated at the hospital? Are they similar or different? Explain.

b) Now that you have consulted with another source, does your answer to part 3 question 1 change? Yes or no? And why?



THE SANTO SPIRITO HOSPITAL

RESOURCE HANDOUTS



Resource Handout 1

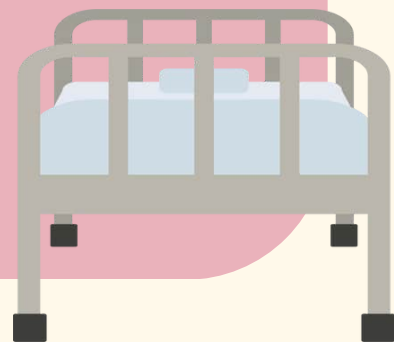
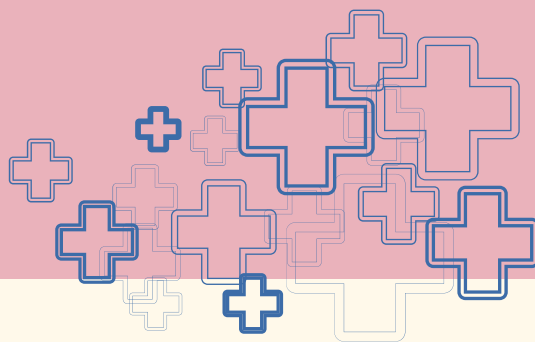
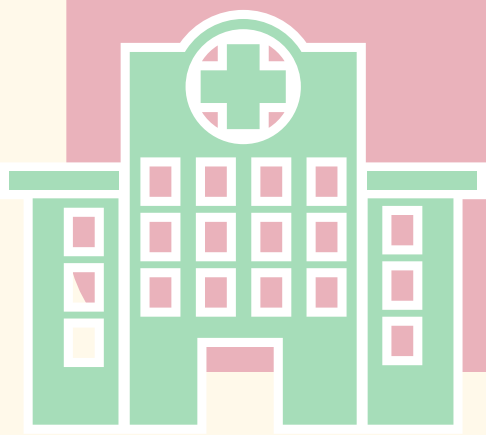
Vocabulary Box

Comptroller	The head of the Charitable Institutions and hospitals fall under Charitable Institutions.
The Superintendent	The person in charge of the Santo Spirito Hospital.
The Asst. Superintendent	The person in charge of the Santo Spirito Hospital after the Superintendent.
Render	To provide something.
Consolation	Try to make someone feel better.
Indifference	Not caring about something or someone.
Departure	To leave.
Parched	Very dry.



THE SANTO SPIRITO HOSPITAL

**DOCUMENT
COPIES**



ORDER BOOK

26 JUNE 1871

NOVEMBER 1882.

CHARIT.
INST.
No. 167



casious, compel me to put in force the Resolu-
tion passed by the Commissioners of Charity on
the 3^d. July 1873, by submitting to Government
his removal from the service -

"sig" A. Peiris
Comptroller

Office No. 12^a. October 1874

Memo:

Conetta Salinas, at present nurse
no 3 in the Hospital of Lunatics, is to be
transferred, as nurse no 2 in the Central Hos-
pital, via Vincenzo Buschieri -

The Appointment to date from 10th.
Instant.

"sig" A. Peiris
Comptroller

- The Medical Officers
- The Residents, Clerk & Storekeeper
of Hospital
- The Superintendents
Hospital of Lunatics

Office No. 14 October 1874

Memo:

I was ^{with} a real sense of regret
that I have some days ago ascertained the
truthfulness of complaints made to me by a
respectable person of Cittavecchia, with regard
to

- The Superintendents
- The Assistant Super.
- The Chaplain
Santo Spirito Hosp. l.

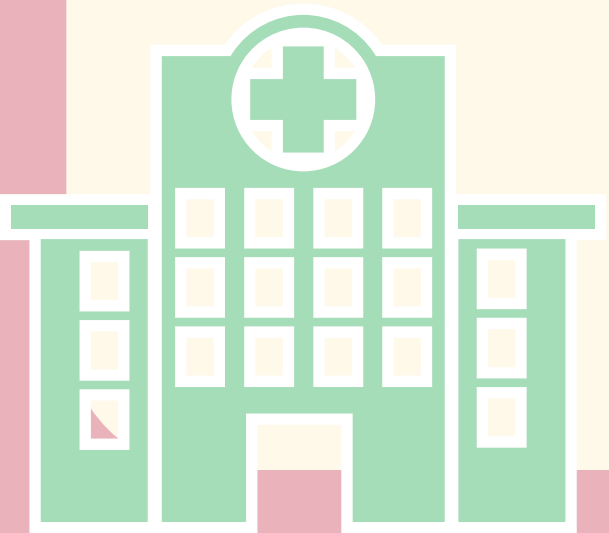
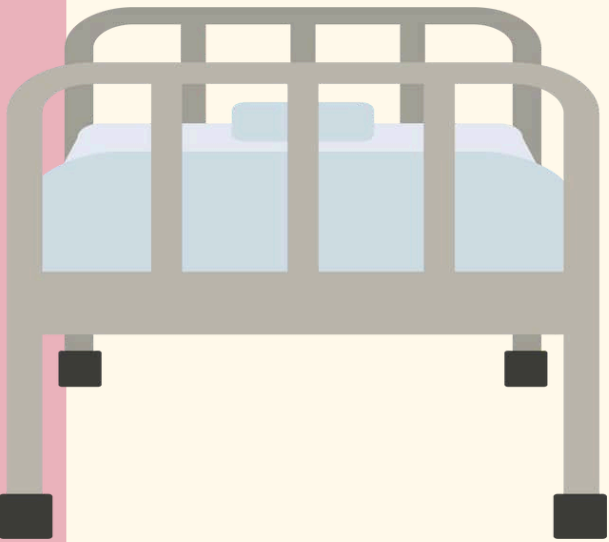
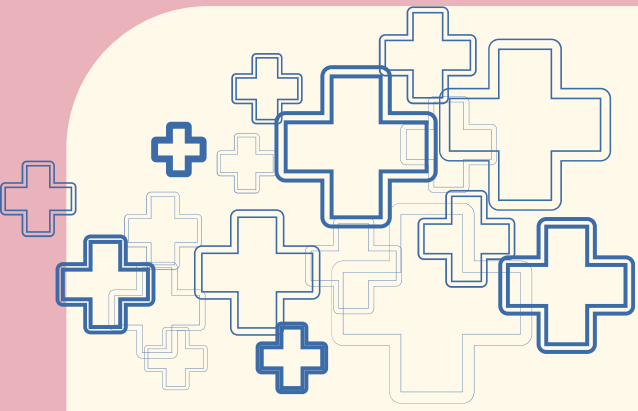
to the inhuman treatment which the patient Lorenzo Camilleri experienced on his admission and during his short stay in the Hospital of Santa Spirito.

The Chaplain, whose principal ^{is to render} duty every possible consolation and spiritual comfort to the patients, especially during their last moments of life, passed several times the bed of that individual, showing an astonishing indifference to the dying state of that unfortunate being: not a word to soothe his agony; not a prayer to accompany his departure from life. He did not even take the trouble of calling a nurse to attend to the wants of the dying patient, by even wetting his parched lips, and keeping away the flies which swarmed over his face.

The Resident Assistant being asked by me whether he inspects the distribution of Diets, said that he did so only occasionally, and not even D^r Naudi seemed to be aware of this breach of Regulations.

Such disregard to the Regulations shows evidently that those Officers are wholly unqualified for their posts, and I cannot consequently but take the first opportunity of representing the circumstances to Government, and submit such arrangements as the interests of the service and the welfare of the patients demand.

Wm. Peelis
Comptroller



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WORKSHEET
SET C NO. 3

NAM/GMR/280/1879

You are a researcher, carrying out research about the Santo Spirito Hospital in Rabat during the British administration. You came across this document GMR 280 which you have to analyse to see what it can provide you with for your research.

Tip: Grab **resource handout 1**, and keep it next to you during this whole worksheet to help you understand some unfamiliar phrases.

Part 1:

To start your analysis, grab resource handout 2, open the document in front of you and find the front page of this document, which looks like the one you have on resource handout 2 ... just with no edits.

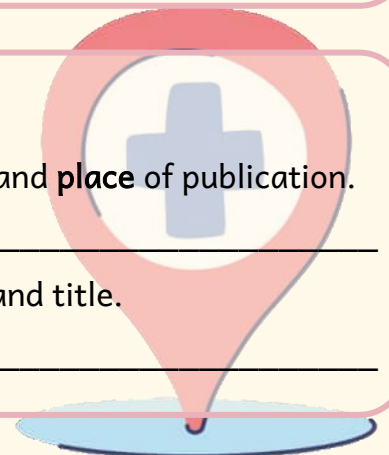
1. Look at **Section A**:

- a) What type of primary document do you have in front of you? Choose and underline from the following: **Article**; **Report**; **Memorandum**; **Letter**.
- b) From the title of this document, what do you think this document is about?

2. Look at **Section B**:

- a) Look at the bottom of the document and write down the **date** and **place** of publication.
- b) Who is the author of this document? Include name, surname and title.

Question 2 continues on pg. 2



Part 1:

c) What does the author's **title** reveal about his **nationality** and **status** in society?

d) Considering both the Author's **nationality**, and the **location** where this report was published, **who** do you think ordered this investigation?

3. Keeping in mind your answers to **question 2**, how might the **author's position** influence **the report** such as some things he might focus more on than others?

Part 2:

You have gathered much information from just the front page. Now follow these steps:

Step 1: Turn the page to the 'contents' page to spot in which part of the document the Santo Spirito Hospital is probably dealt with.

Tip: Hospitals at this time fell under the body of 'Charitable Institutions.'

Step 2: Go to the first page of the section you have identified. In the margins, there are small captions which indicate what the paragraphs are about. To find what you require for your research go through these captions until you find 'The Hospital of Santo Spirito.'

Before moving to the next question, wait for the teacher to come and check that you have identified the correct section.

Part 3:

Grab resource handout 3, which is a copy of the part of the document you have just located about the Santo Spirito Hospital, split up into further small paragraphs. Read it through and answer the following questions.

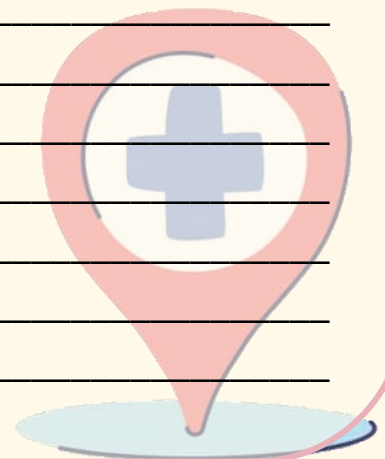
1. By reading **paragraph 1**, what immediate first impression does Julyan give you of this Hospital?

2. Focus on **paragraph 2**:

a) Julyan notes how this Hospital is not popular among the people of Malta. Does he attribute this unpopularity to flaws in its structure or to its gloomy appearance?

b) Julyan remarks how what you have answered in (a) is because the hospital needs some effort in order for it to function well as medical facility. What is the implication of this on the person in charge of the hospital?

c) Keeping in mind what you have just learnt, write down how the person in charge of this hospital would have written paragraph 2.



Part 3:

3. Focus on **paragraph 3**:

a) What is Julyan saying about the doctors of this hospital?

b) What could be the implication of your previous answer on this Hospital?

4. Focus on **paragraph 4**:

a) In your own words, what were Julyan's 3 recommendations for this hospital?

1) _____

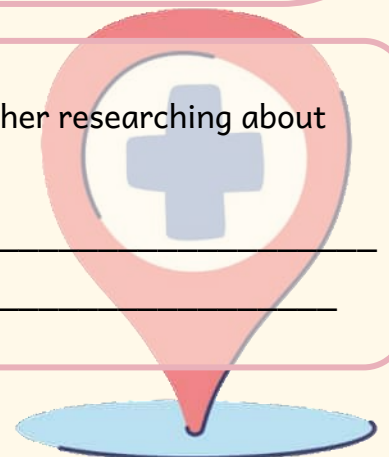
2) _____

3) _____

b) One of the recommendations you mentioned in question 4a is from the last sentence of this paragraph. For this he gave two justifications, that of benefiting the patients and that it would be less costly. Would you agree with both of his justifications and why?

c) Thinking back to what you worked on in part one, do you think that his recommendations could have been influenced by his position and why?

5. What limitation could this document have to you, as a researcher researching about the Santo Spirito Hospital?



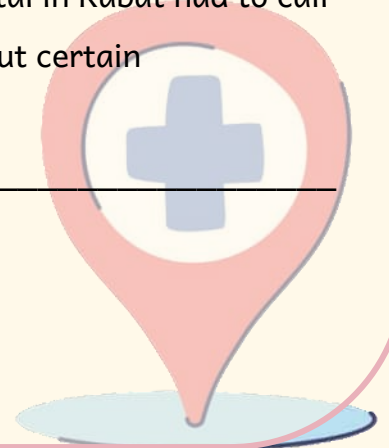
Part 3:

6. Read the following, a communication between the Comptroller, the head of the Charitable institutions, and the Chief Secretary to the Government dated 1897. (NAM, CSG 01, 15137, 1897)

“Sir, I have to report that Giovanni Mifsud of Mellieha, who happened to be at work in the Rabato district, was admitted to S. Spirito Hospital, on the 23rd Inst[ant], at about 6.45 p.m, suffering from an extensive wound on the chest penetrating into the thoracic cavity, caused by a pointed and cutting instrument. The case being crucial and of serious nature, Dr. Camilleri the Superintendent, considered it necessary to call the assistance of Prof. Bonnici who repaired there at 8.30, attended the patient, together with Dr Camilleri and was back at Floriana at 11.30 p.m.”

- a) What was the nature of Giovanni Mifsud’s case? _____
- b) Do you think this document can help you answer a question which the document by Julyan could not? If yes, how? _____
- _____
- c) What does the fact that Dr Camilleri of Santo Spirito Hospital in Rabat had to call Dr Bonnici of the Central Hospital in Floriana show you about certain recommendations that Julyan had proposed?
- _____

Question 6 continues on the next page.



Part 3:

- d) The comptroller noted how this case was “crucial and of serious nature’.
- i) Look at the time between admission of Giovanni and the time that further help arrived, and write them down:

Time of admission: _____

Time when further help arrived: _____

- ii) What possible **consequences** could the recommendation that leads to ‘a reduction of expense’ have had?

Part 4:

This document was read by various people including the Governor and the Santo Spirito Hospital doctor.

1. If you are the **Governor** which of the following adjective would you decide to use to **positively** portray Julyan? Choose as least 2 by ticking the box next to the adjective. Then, find evidence from the source to back up your choice and write them down below each adjective you chose.

Perceptive

Meaning: A person who is really good at noticing things.

Parsimonious

Meaning: A person who is not willing to spend money which can influence quality.

The list continues on the next page.



Part 4:

Parsimonious

Meaning: A person who is not willing to spend money which can influence quality.

Inconsiderate

Meaning: A person who does not think about the feelings of others.

Condescending

Meaning: A person who acts as if they know better than others.

Economical

Meaning: A person who is careful about not spending more money or use more resources that needed.

Pragmatic

Meaning: A realistic person who comes up with practical solutions.

Go to the next page for questions 3 and 4.



Part 4:

Inconsiderate

Meaning: A person who does not think about the feelings of others.

Condescending

Meaning: A person who acts as if they know better than others.

Economical

Meaning: A person who is careful about not spending more money or use more resources that needed.

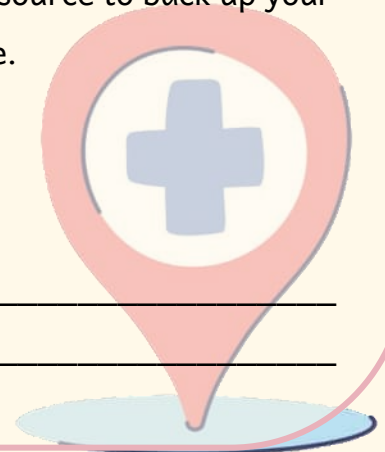
Pragmatic

Meaning: A realistic person who comes up with practical solutions.

2. If you are a **doctor** at the Santo Spirito Hospital, which of the following adjective would you decide to use to **negatively** portray Julyan? Choose as least 2 by ticking the box next to the adjective. Then, find **evidence** from the source to back up your choice and write them down below each adjective you chose.

Perceptive

Meaning: A person who is really good at noticing things.



Part 4:

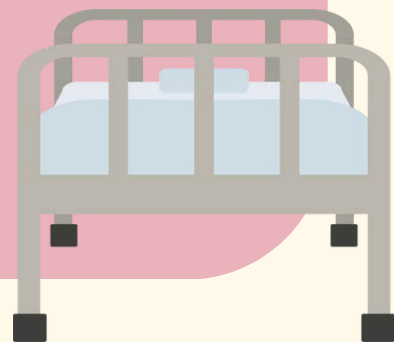
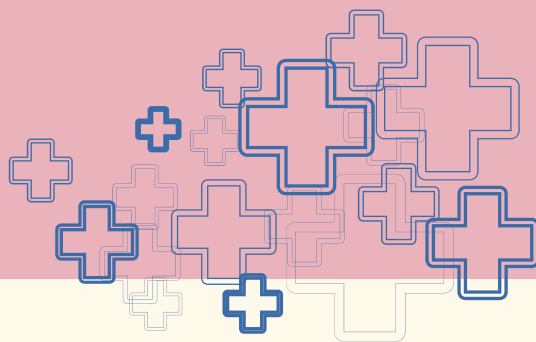
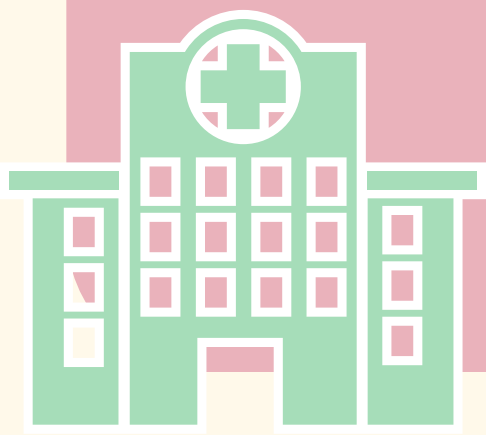
3. Using the information in **question 1**, as the **Governor**, write down a short letter of no longer than 5 sentences **positively** portraying Julyan.

4. Using the information in **question 3**, as a **doctor** at Santo Spirito Hospital, write down a short article of no longer than 5 sentences **negatively** portraying Julyan.



THE SANTO SPIRITO HOSPITAL

RESOURCE HANDOUTS



Resource Handout 1

Vocabulary Box

Civil Establishment	Departments that are run by the government for the needs of the public.
Scarcely	Barely
Converted	Changed into
Convalescent Hospital	A hospital focused on helping patients during recovery.
Inmates	Patients in the hospital.



Resource Handout 2

GMR 280

REPORT

Section A

ON

THE CIVIL ESTABLISHMENTS

OF

MALTA.

BY

Section B

SIR PENROSE G. JULYAN, K.C.M.G., C.B.

LONDON:

PRINTED BY WILLIAM CLOWES AND SONS, STAMFORD STREET
AND CHARING CROSS.

1879.

Resource Handout 3

Paragraph 1

Whatever reforms may be required in the Central Civil Hospital, there appears to be much greater need of change in the management of the Hospital of Santo Spirito, in the outskirts of Città Vecchia.

Paragraph 2

Though an old building, erected more than four hundred years ago, and **faulty** in some respects, its **extreme unpopularity with the natives can scarcely be due to any structural defects**. No one who enters it, however, can fail to be impressed by the **gloominess** of its appearance, which must be attributed to the **evident want of energy** in turning it to good account as a curative establishment.

Paragraph 3

Its **resident doctor is charged with duties as a Police Physician elsewhere**, and its Superintendent who is also its **Visiting Physician** is in the same position, while both are at liberty to eke out their scanty incomes (free to stretch their small earnings), if possible, by private practice.

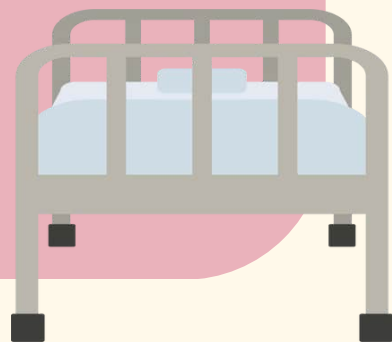
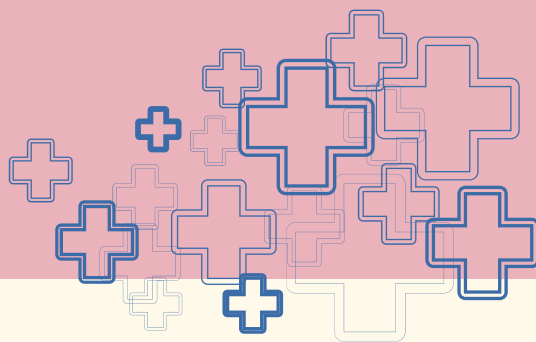
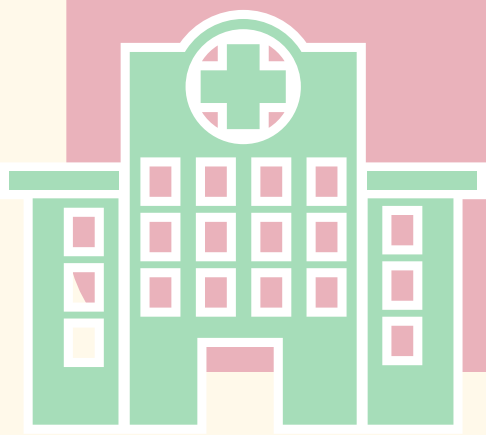
Resource Handout 3

Paragraph 4

It now receives an average of forty-five patients of all sorts. I am of opinion that it could be put to much better use than at present by being converted into a Convalescent Hospital in connection with the Central Hospital, which in that case would have more room for patients suffering from serious illnesses. If a small ward were retained for the reception of urgent cases brought from the neighbourhood, or from the parts of the Island more remote from Floriana, the rest might be available for patients in greater need of the healthy air in which it is situated than of much medical attendance. A single professional officer might then suffice for it, with benefit to the inmates and with a reduction of expense.

THE SANTO SPIRITO HOSPITAL

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Section:

GMR

Doc. No.:

279 ~ 281

REPORTS
ON
TAXATION
CIVIL ESTABLISHMENTS
EDUCATIONAL SYSTEM

REPORT

ON

THE CIVIL ESTABLISHMENTS

OF

MALTA.

BY

SIR PENROSE G. JULYAN, K.C.M.G., C.B.

LONDON:

PRINTED BY WILLIAM CLOWES AND SONS, STAMFORD STREET
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1879.

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The Port Department (Pars. 110-127)	19
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Plan of Malta and Gozo	Facing 8

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THE CHARIT-
ABLE INSTITU-
TIONS.

Sisters of
Charity and
Nurses.

charged with the duty of administering them at the prescribed times, under the doctor's orders.

157. The recent employment of Sisters of Charity as matrons and superintendents of nurses and female servants, both here and elsewhere, appears to be an admirable innovation. These ladies, however, by their religious vows and the conditions on which they enter the public service, are precluded from certain occupations in the hospital for which intelligence and good discipline are essential, and which are very unsatisfactorily performed by their native assistants. The structural defects of the kitchen and wash-house are not solely to blame for the unsatisfactory condition in which I found them on the occasion of my visit, and there is room for yet more improvement as regards the nurses employed in the wards. Married women, admitted without proper training, too much occupied to acquire useful experience while in the service, and nearly always with infants of their own to look after and nourish, cannot be expected to attend satisfactorily to the patients entrusted to their care. If it is not possible to obtain really competent persons for this duty, the nurses ought at any rate to be selected from those who are not constantly subjected to the pressing claims of maternity. They ought also to receive their meals on the premises instead of going out for them, and to have a change of raiment, so as to be able to maintain a greater show of cleanliness and decency.

English
Patients.

158. The depressing influences of the hospital appear to weigh most heavily on the English and English-speaking patients, generally sailors, who have a special claim to consideration, seeing that, unlike most of the others, their maintenance is paid for at the rate of 1s. 6d. a day. A separate ward, for which space would be available if the number of Resident Medical Officers were reduced from three to two, should be provided for them, attended by two English nurses, who could reply intelligently to their inquiries and meet their reasonable wants. Their food, too, though slightly different from that of the natives, is not what it ought to be.

Religious
Attendance.

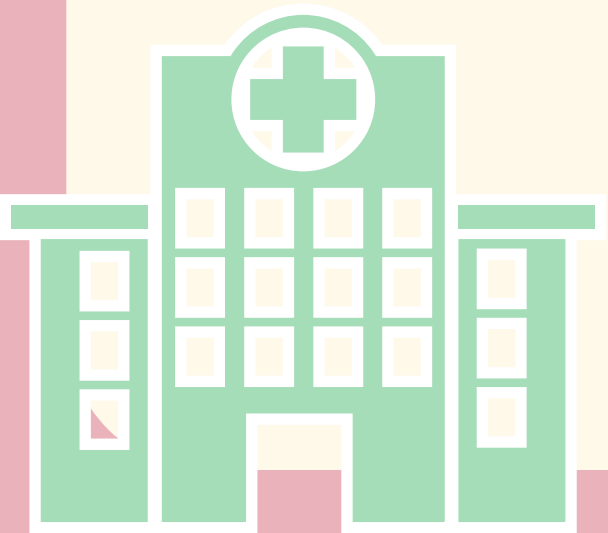
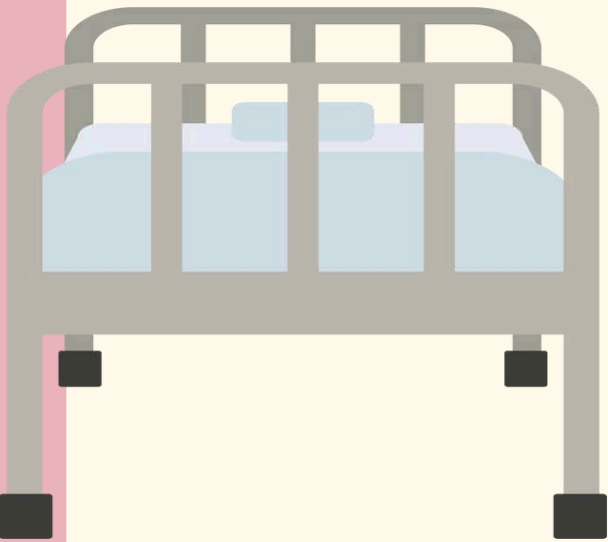
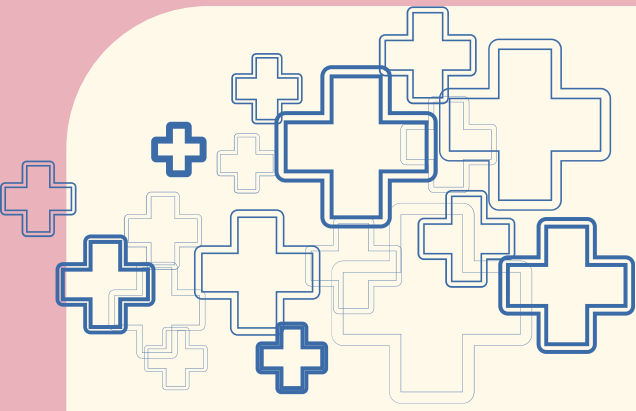
159. Considering the facility with which temporary assistance can be obtained from the immediate neighbourhood of the establishment, the employment of two resident Roman Catholic Chaplains in it hardly seems to be necessary. On the other hand, it would be only reasonable that some provision should be made for the expenses incurred by the English Chaplain to the Government in his ministrations to the Protestant patients.

The Hospital
of Santo
Spirito.

160. Whatever reforms may be required in the Central Civil Hospital, there appears to be much greater need of change in the management of the Hospital of Santo Spirito, in the outskirts of Città Vecchia. Though an old building, erected more than four hundred years ago, and faulty in some respects, its extreme unpopularity with the natives can scarcely be due to any structural defects. No one who enters it, however, can fail to be impressed by the gloominess of its appearance, which must be attributed to the evident want of energy in turning it to good account as a curative establishment. Its resident doctor is charged with duties as a Police Physician elsewhere, and its Superintendent who is also its Visiting Physician is in the same position, while both are at liberty to eke out their scanty incomes, if possible, by private practice. It now receives an average of forty-five patients of all sorts. I am of opinion that it could be put to much better use than at present by being converted into a Convalescent Hospital in connection with the Central Hospital, which in that case would have more room for patients suffering from serious illnesses. If a small ward were retained for the reception of urgent cases brought from the neighbourhood, or from the parts of the Island more remote from Floriana, the rest might be available for patients in greater need of the healthy air in which it is situated than of much medical attendance. A single professional officer might then suffice for it, with benefit to the inmates and with a reduction of expense.

The Hospital
for Incur-
ables.

161. There would be great advantage, moreover, in removing the Hospital for Incurables, if possible, from its present locality. Lodged in the lower part of Valletta, near to Fort St. Elmo, in an incommodious building formed of two old houses, its situation is unsuitable alike to its unfortunate inmates and to the inhabitants round about. It has no day-rooms or airing-grounds, and the female patients are only allowed to take exercise on the roof, while the men furnish a painful spectacle when promenading on the neighbouring granaries. Very few improvements appear to be practicable so long as the institution remains where it now is; and, as soon as the Government can see its way to do so, it would be well to transfer it to Città Vecchia or some other place where it would be near enough to another establishment for a safe economy in medical supervision to be effected. When the long-promised new Ospizio is built, the most convenient arrangement might be to make the structure large enough to include an asylum for the two hundred and twenty or more victims of incurable disease whom the Government undertakes to provide for, and whose chief requirements are wholesome food, provisions for cleanliness, and fresh air. It may be observed that the building



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**WORKSHEET
SET C NO. 4**

NAM/SVDP/168/1901-1963
NAM/SVDP/270/1901-1963

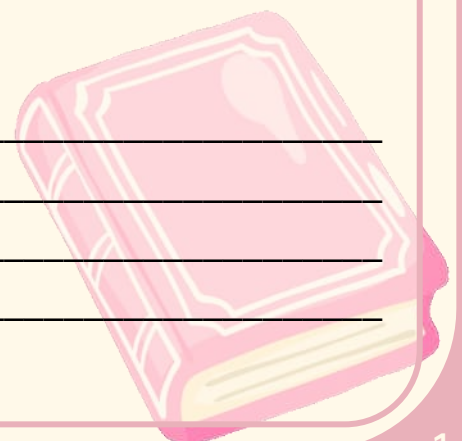
The document in front of you is a register that contains a record of every patient that was admitted into the Hospital of Santo Spirito and passed away. Today, you will be focusing on the deaths that took place between 2nd April 1908 and the 1st of April 1909.

The teacher has split you up into groups and tasked two of you to work on the male register, and the other two on the female register. For questions 1-3 work together in your pair.

Number	Name	Age	Sex	Place of Birth	Age	Profession	Marital Status	Religion	Place of Burial
16	Teodora Savugna	7	Female	Giuseppe Cantar dead at 1 am	80	Rabate	Widowed	Rabate	S. Paolo
17	Maria Assunta Cutajar	11	Female	Paolo Assunta living at 2 pm	16	Valetta	Single	St. Maria	Cemetery
18	Maria Camilleri	28	Female	Antonio living at 2.30 pm	17	Hamrun	Single	St. Maria	Cemetery
19	Conatta Savugna	13	Female	Elia Maria dead at 1.15 am	50	Rabate	Single	Rabate	S. Paolo
1	Teresa Attard	7	Female	Nicola Mijand dead at 1.5 am	90	Rabate	Widowed	Rabate	S. Paolo
2	Maria Antonia Camilleri	1	Female	Emmanuel dead at 6.15 am	13	San Vittoria	Single	St. Maria	Cemetery
3	Teresa Carrara	5	Female	Giuseppe Gano dead at 1.15 pm	75	Rabate	Widowed	Rabate	S. Paolo
4	M ^{re} Dolores Attard	6	Female	Giuseppe living at 4 am	10	C. Dingle	Single	C. Dingle	Cemetery
5	Teresa Bonnici	7	Female	Salvatore Dejana dead at 7.45 am	80	Rabate	Widowed	Rabate	S. Paolo
6	Maria Teresa Bagaja	16	Female	Antonio Maria dead at 7.50 pm	65	Rabate	Single	Rabate	S. Paolo
7	Vincenza Nicollif	11	Female	Luigi Sant dead at 11.50 pm	45	Rabate	Widowed	Rabate	Cemetery
8	Teresa Bridgit	25	Female	Elizabeth Bridgit living at 6.15 pm	20	St. Michael	Single	St. Michael	Cemetery
9	Teresa Strato	4	Female	Antonio dead at 4 pm	60	Valetta	Single	Rabate	S. Paolo
10	Dora Formosa	14	Female	Giuseppe Formosa Maria Bagaja dead at 2.45 am	78	Rabate	Widowed	Rabate	S. Paolo

1. On your document, focus on the part which is marked in blue on the image above. From these headings, write down the **9 pieces of information** that the source can give you directly about the patients and their deaths.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____



2. If you look a bit deeper into the **third column** on your document, marked with a blue arrow, what is something else it provides you with that the heading did not indicate?

3. You need to gather data about the patients from the two registers you have in front of you, to fill in the following tables:

Table 3a

			Female Deaths	Category Total		
Ages at Death	Under 5 Years	<1				
		1				
		2				
		3				
		4				
	Over 5 Years	5-9				
		10-14				
		15-19				
		20-24				
		25-34				
		35-44				
		45-54				
		55-64				
		65-74				
		75-84				
		85-94				
		95 & over				
		Total Deaths				

Table 3b

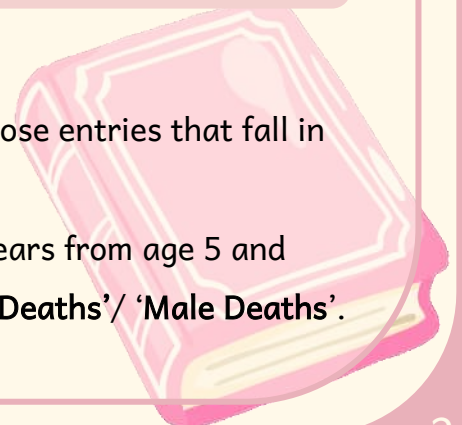
			Male Deaths	Category Total		
Ages at Death	Under 5 Years	<1				
		1				
		2				
		3				
		4				
	Over 5 Years	5-9				
		10-14				
		15-19				
		20-24				
		25-34				
		35-44				
		45-54				
		55-64				
		65-74				
		75-84				
		85-94				
		95 & over				
		Total Deaths				

If you have been assigned the **female** register, fill in table 3a.

If you have been assigned the **male** register, fill in table 3b.

Follow these steps to gather the data:

- Step 1:** From the register assigned to you, identify those entries that fall in this date range, **2nd April 1908 – 1st April 1909**.
- Step 2:** For each age category, in the intervals of 5 years from age 5 and older, create a **tally** in the first blank column 'Female Deaths' / 'Male Deaths'.

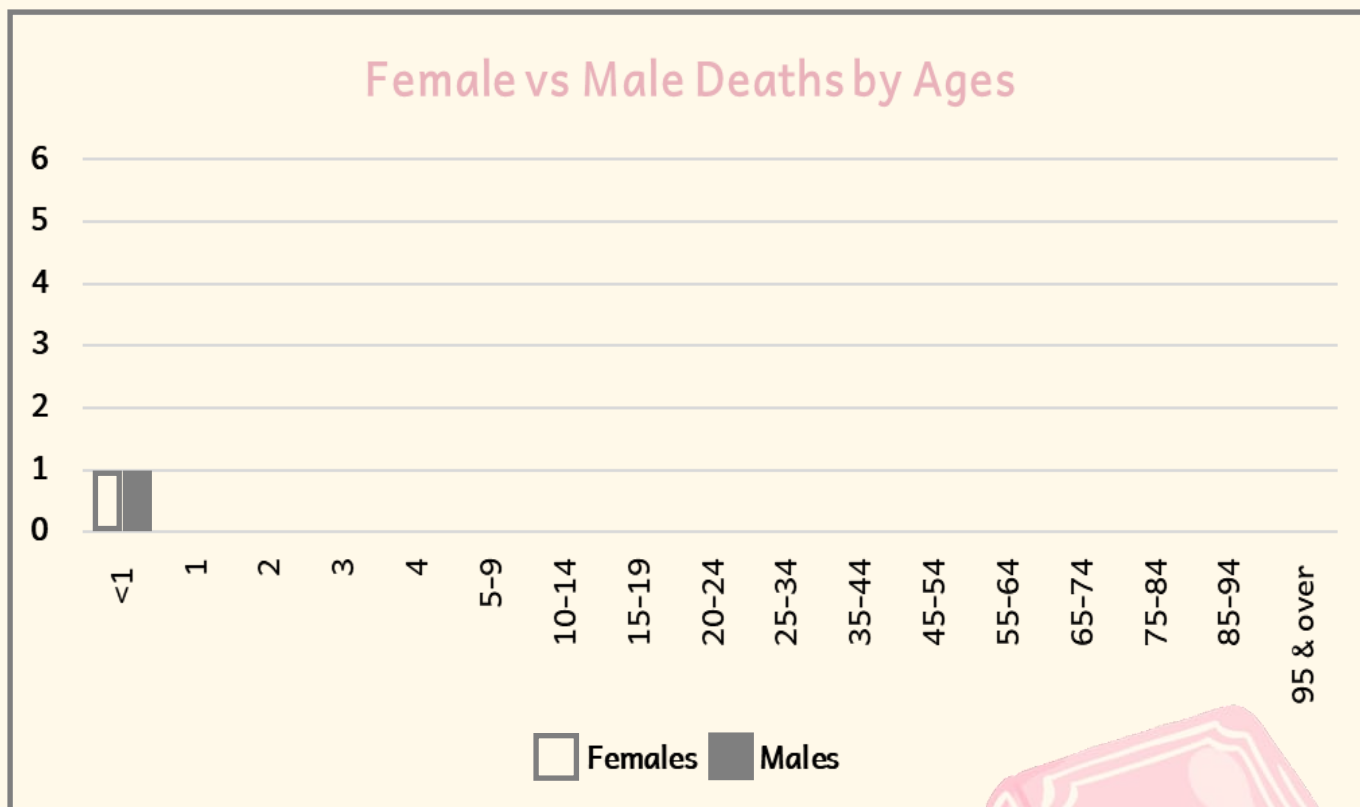


- ❑ **Step 3:** Once you have went through all the entries, in the last column 'Category Total', write down the **total of each tally** to find out **how many patients died in each age category**.
- ❑ **Step 4:** In the last row, 'Total Deaths' add every total in the 'Category Total' to see **how many females / males died in that period of one year**.

Get back into your **whole group**, provide the data gathered to the other pair and fill in the other table.

4. With the data you have gathered, **complete the following bar graph** where you will be putting the **number of male and female deaths per age category together**. The legend of the graph is showing you how you should colour the female and male columns.

The first one has been done for you as an example.



5. Answer from the data you have just gathered in question 3, and organised further in question 4:

a) Throughout the year in question, were there more male or female deaths? _____

b) Note down the age range in which the majority of the:

i) Males Died: _____

ii) Females Died: _____

c) Write a short paragraph commenting on your findings in 5a and 5b.

Note: Apart from describing, you need to think of a reason/s for your findings.

d) Look at the ages from <1 to 5-9. How would you describe the number of deaths in these ages? _____

e) How does your answer to (d) compare to the fact that in Malta at that time the probability of infants and children passing away was quite high? _____

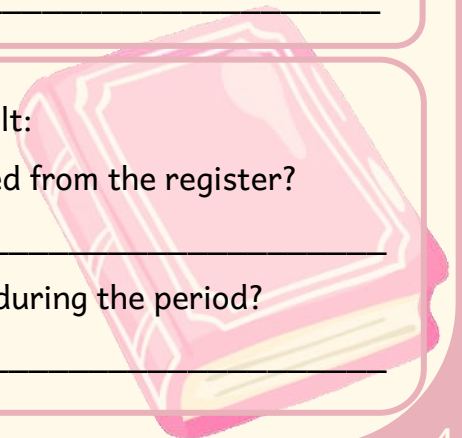
f) Considering your previous two answers, do you think patients of all ages were allowed admission into the Santo Spirito Hospital for general medical care or maybe some were only allowed in certain instances? Explain why you think so.

6. If you are a historian researching the Santo Spirito Hospital, what is one other way you would you make use of this document? _____

7. As a historian, what other source or sources would you consult:

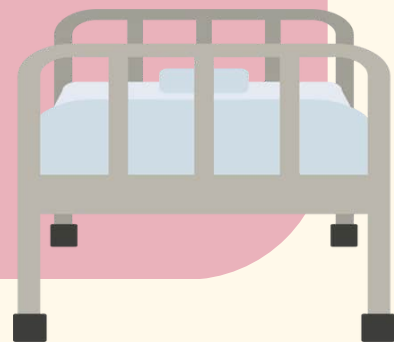
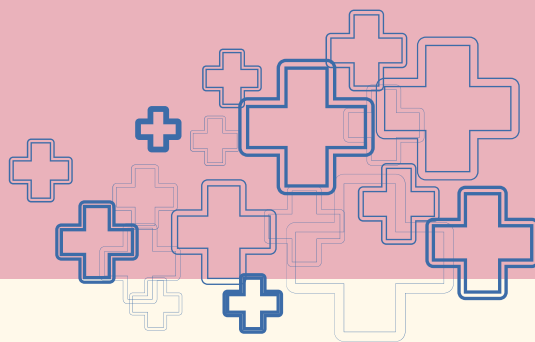
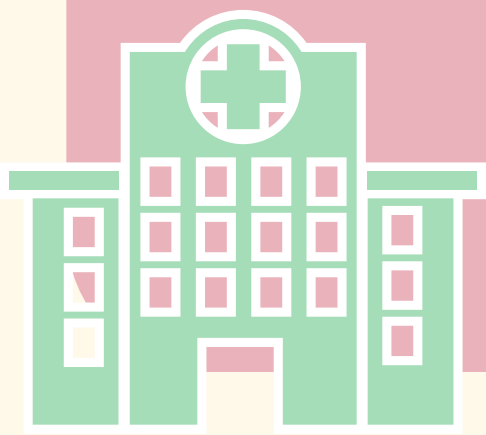
a) To help you understand better those numbers that you derived from the register?

b) To help you get a better understanding of mortality in Malta during the period?



THE SANTO SPIRITO HOSPITAL

DOCUMENT
COPIES



Progressive Number	Name and Surname	Date of death			Name and Surname of Patients	Age	Place of birth
		Day	Month	Year			
16.	Teodora Farrugia	7.	Novem	1907	Giuseppe Cantar dead Calovina Attard dead	80	Rabato
17.	Maria Assunta Cutajar	11.	Novem	1907	Paolo dead Sapienza living	16	Valletta
18.	Maria Camilleri	23	Novem	1907	Antonio living Giuseppa Buttigieg dead	17.	Hammun
19.	Conetta Farrugia	15.	Decem	1907	Elia dead Maria Galea dead	50	Rabato
					1	9	
1.	Teresa Attard	7.	Jan.	1908	Nicola Mifsud dead Maria dead	90	Rabato
2.	Maria Antonia Camilleri	1.	Febbra	1908	Emmanuel dead Dolores... dead	15.	Gozo Vittoria
3.	Teresa Caruana	5.	Febbra	1908	Giuseppe Ganci dead Maria dead	75.	Rabato
4.	M ^a Dolores Attard	6.	Febbra	1908	Giuseppe living Grazio Muscat living	10	C. Dingli
5.	Teresa Bonnici	8.	March	1908	Salvatore Dequara dead Paola Dead.	80	Rabato
6.	Maria Teresa Bugija	24	March	1908	Antonio dead Maria Portelli dead	65.	Rabato
7.	Vincenza Micallef	11.	May	1908.	Luigi Sant dead Rosa Vella dead	85.	Rabato
8.	Teresa Bridgitt	25.	May	1908	Elisabeth Bridgitt living Patre ignoto	Months 7.	Hos. Central
9.	Teresa Stivala	4.	June	1908	Antonio dead Carmela Barbara dead	66.	Valletta
10	Rosa Formosa	14.	July	1908	Giovanni Formosa Maria Dequara	78	Rabato

Residence	If Single Married, or Widowed, and in the latter two cases the Name and Surname of the husband or wife	Sacraments administered	Place of interment	Remarks
Rabatò	Widowed Salvatore	H. Viaticum Ex: Unctio	S. Paolo.	
Liema	Single	H. Viaticum Ex: Unctio	Cemetery.	
Valletta Orphan Asylum.	Single	H. Viaticum Ex: Unctio	Cemetery.	
Rabatò	Single	H. Viaticum Ex: Unctio	S. Paolo.	
	O S			
Bahria Lim: of Rab	Widowed San Domenico	H. Viatic Ex: Unctio	S. Paolo.	
Orphan Asylum	Single	H. Viaticum Ex: Unctio	Cemetery.	
Rabatò	Widowed Paolo	H. Viaticum Ex: Unctio	S. Paolo.	
C. Dingli	Single	H. Viaticum Ex: Unctio	Cemetery	
Rabatò	Married Giuseppe	H. Viaticum Ex: Unctio	S. Paolo	
Rabatò	Single	H. Viaticum Ex: Unctio	S. Paolo.	
Rabatò	Widowed Michele	H. Viaticum Ex: Unctio	Cemetery.	
	Single	_____	Cemetery.	
Rabatò	Single	H. Viaticum Ex: Unctio	S. Paolo	
Rabatò	Widowed Filippo	H. Viaticum Ex: Unctio	S. Paolo	

Progressive Number	Name and Surname	Date of death			Name and Surname of Patients	Age	Place of birth
		Day	Month	Year			
11.	Gaetano Cutajar	10.	July	1908	Gaetano Xueeb dead Maria Camilleri dead	60	St. Rabato
		at	9. 30 pm				
12.	Paolo Attard	16.	July	1908	Luovense Denastas dead M ^o . Rosa Trenchi dead	97.	Rabato
		at	5. pm				
13.	Olga Vella	23.	July	1908	Paolo living Giuseppa Farrugia living	26	Valletta
		at	3. 30 pm				
14.	Giuseppa Borg	23.	August	1908	Paolo Borg dead Caterina Psaula dead	55.	Cospicua
		at	4. 45 am				
15.	Conetta Triammingo	28.	August	1908	Calcedonio dead Carmela Triammingo	13.	Moscandria
		at	7. 15 pm				
16.	Giuseppa Galea	31.	August	1908	Giuseppe dead Paola Cuchia living	17.	Cospicua Sliema
		at	12. 45 am				
17.	Teresa Bugija	10.	Septem:	1908	Giovanni Farrugia dead M ^o sola Zerofa dead	55.	Luzzico
		at	5. 30 pm				
18.	Rosa Santi	16.	October	1908	Lorenzo Caruana dead Anna dead	70	Rabato
		at	12. 30 pm.				
19.				1	9		
1	Maria Debono	6.	Janm:	1909	Luigi Bartoli living Rosa Vella living	31.	Mellitha
		ore	2. 30 am				
2.	Maria Azopardo	11.	Janm:	1909	Tamogoo dead Anna dead	85.	Rabato
		at	4. 15 pm				
3.	Agata Borg	5.	Fib:	1909	Giuseppe Santi dead Lorenza Xueeb dead	76	C. Dingh
		at	6. 15. am.				
4.	Anna Micallef	28.	March	1909	Antonio Bugija dead Maddalena Camilleri dead	72	Rabato
		at	5. 15. pm				
5.	Lucia Bordieri	1.	Aprile	1909.	Raffaele dead Conetta Denno dead	15.	Sliema
		at	7. 45 pm.				
6.	Carmela Borg.	2.	April	1909	Francesco living Filomena Vella living	40	Sliema
		at	4 am				

Residence	If Single Married, or Widowed, and in the latter two cases the Name and Surname of the husband or wife	Sacraments administered	Place of interment	Remarks
Rabatò	Widowed Gio Maria	H. Viaticum Ex: Unctio	S. Paolo.	
Rabatò	Widowed Felice	H. Viaticum Ex: Unctio	S. Paolo	
Hamvun	Single	H. Viaticum Ex: Unctio	Cemetery. S. Maria di Gesù	
Shiema	Widowed Pietro	H. Viaticum Ex: Unctio	Cemetery.	
Senglea	Single	H. Viaticum Ex: Unctio	Cemetery	
Shiema	Single	H. Viaticum Ex: Unctio	Cemetery.	
Zurico	Widowed Francesco	H. Viaticum Ex: Unctio	Cemetery.	
Rabatò	Widowed Francesco	H. Viaticum Ex: Unctio	S. Paolo	
	O 9.			
Mellicha	Married Michele	H. Viaticum Ex: Unctio	Cemetery.	
Rabatò	Married Lorenzo	H. Viaticum Ex: Unctio	S. Paolo.	
L. Dingli	Widowed Didaco	H. Viaticum Ex: Unctio	Cemetery.	
Rabatò	Married Antonio	H. Viaticum Ex: Unctio	S. Paolo	
Is. Cini	Single	Ex: Unctio H. Viaticum	Cemetery.	
Vallotto	Married Vincenzo	H. Viaticum Ex: Unctio	Cemetery.	

Progressive Number	Name and Surname	Date of death			Name and Surname of Patients	Age	Place of birth
		Day	Month	Year			
27.	Carmelo Satoviano	9.	Decem	1907	Giuseppe dead Emilia Toledo dead	21.	Birchi's cona
28	Benedetto Vassallo	12.	Decem	1907	Giovanni dead Maria Santi dead	65.	Rabato
					1 9		
1.	Vittorio Gauci	8.	Jan:	1908	Gio Maria living Teresa Vella dead	37.	Mellicha
2.	Carmelo Portelli	22.	Janu:	1908	Michele dead Giovanna Balzon dead	65	Rabato
3.	Giuseppe Spiteri	28	Janu:	1908	Antonio dead Marianna Galea dead	85	Rabato
4.	Paolo Callus	17	February	1908	Francesco dead Maddalena Napolitano dead	74.	Lebbag
5.	Paolo Vella	4.	March	1908	Giovanni dead Agata Gauci dead	80	Rabato
6.	Antonio Balzon	5.	March	1908	Demetrio dead Rosina Agius	65	Cospicua
7.	Antonio Varghin	23	March	1908	Salvatore dead Conatta Corsar dead	20	Leinglea
8.	Carmelo Beyrina	22.	April	1908	Gia. Antonio Benedetta Filiti	50	Cospicua
9.	Carmelo Vella	1.	May	1908	Giovanni Anna	62.	Valletta
10.	Giuseppe Mula	22.	May	1908	Vincenzo dead Angela Micallef living	43.	Narcano
11.	Vincenzo Sammut	2.	June	1908	Paolo living Teresa Debono living	52.	Mellicha
12.	Antonio Pace	2.	June	1908	Nicola dead Anna Schembri	74.	Liggieri

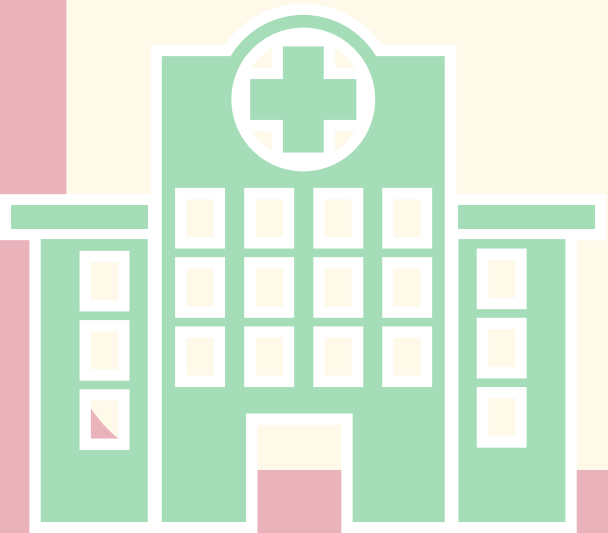
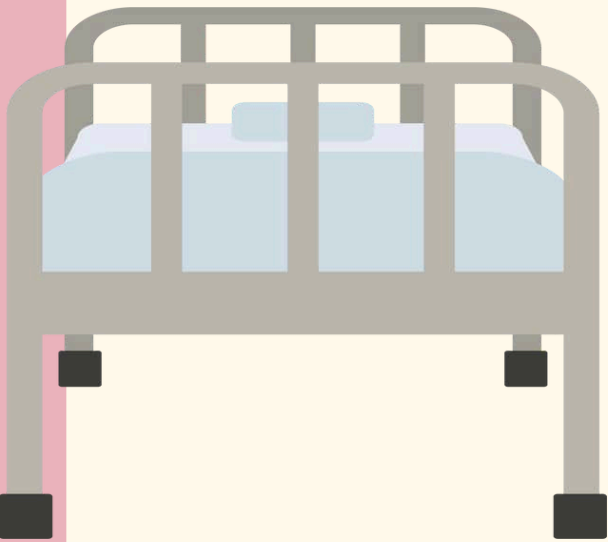
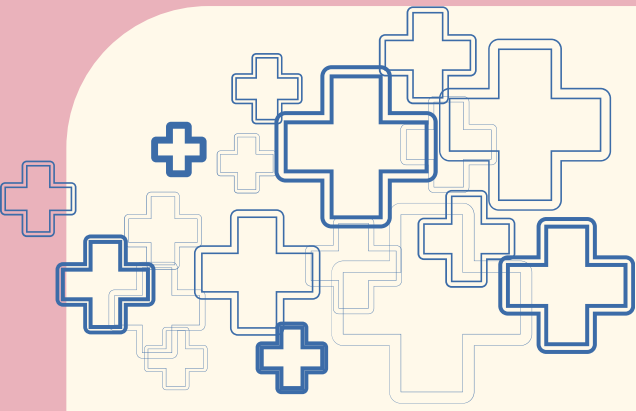
Residence	If Single Married, or Widowed, and in the latter two cases the Name and Surname of the husband or wife	Sacraments administered	Place of interment	Remarks
Hamman	Single	U. Viaticum Ex: Unctio	Cemetery. Addolorato	
Rabatò	Widowed Rosa Agropardi	U. Viaticum Ex: Unctio	S. Paolo.	
Mellicha	Married Carmela Borg	U. Viaticum Ex: Unctio	Cemetery.	
Rabatò	Widowed Grazia Micallif.	U. Viaticum Ex: Unctio	S. Paolo.	
Rabatò	Widowed Carmela Formosa	Ex: Unctio U. Viaticum	S. Maria di Gesu'	
Rabatò	Single	Ex: Unctio U. Viaticum	S. Paolo.	
Rabatò	Married Giuseppe Bartelli	U. Viaticum Ex: Unctio	S. Maria di Gesu'	
Rabatò	Single	U. Viaticum Ex: Unctio	S. Maria di Gesu'	
Vulletta	Single	U. Viaticum Ex: Unctio	Cemetery Addolorato	
Fabbar	Married Carmela Buttigieg	U. Viaticum Ex: Unctio	Cemetery.	
Notabile	Widowed Feliciissima Gacci	U. Viaticum Ex: Unctio	Cemetery.	
Ikema	Married Carmela Zammit	U. Viaticum Ex: Unctio	Cemetery.	
Mellicha	Single		Cemetery	
Siggieuj	Married Filippa Zammit	U. Viaticum Ex: Unctio	Siggieuj	

Progressive Number	Name and Surname	Date of death			Name and Surname of Patients	Age	Place of birth
		Day	Month	Year			
13.	Costantino Attard	11.	June	1908	Xavierio living Catarina Bartolo living	22	Gozo Sadur
14.	Pietro Paolo Melidore	17.	June	1908	Antonio living Dolores Monsiquet dead	22.	Mellikha
15.	Ruggiero Spiteri	24.	June	1908	Salvatore dead Marianna Camilleri living	6.	Hamrun
16.	Stefano Abdilla	13.	July	1908	Giuseppe dead Paola Spiteri living	42.	Crendi
17.	Paolo Micallif	28.	July	1908	Paolo living Agata Jonna	20	Rabato
18.	Giovanni Gaudi	1.	August	1908	Francesco dead Catarina Cianlar dead	74.	Rabato
19.	Angelo Galea	9.	August	1908	Giuseppe dead Giovanna .. dead	60	Valletta
20.	Carmelo Singer	2.	October	1908	Months 2.	Floniana Hospital
21.	Vincenzo Falzon	7.	October	1908	Paolo living Teresa Mallia dead	30	Valletta
22.	Giorgio Pisani	31.	October	1908	Salvatore dead Rosa Grima dead	30	Rabato
23.	Carmelo Azopardo	8.	Decem	1908	Pietro Paolo dead Rosa Borg. dead	36	C. Luca
24.	Pablo Sultana	27.	Decem	1908	Angelo dead Conetto Demanuele	44.	Floniana

Residence	If Single Married, or Widowed, and in the latter two cases the Name and Surname of the husband or wife	Sacraments administered	Place of interment	Remarks
Hamrun	Married Emmanuela Gatt	H. Viaticum Ex. Unctio	Cemetery.	
Valletta	Single	H. Viaticum. Ex. Unctio	Cemetery.	
Hamrun	Single	Cemetery.	
Siggiew	Married Marianna Mically	H. Viaticum Ex. Unctio	Cemetery.	
Rabat	Single	H. Viaticum Ex. Unctio	Cemetery.	
Rabat	Widowed Carmela Mifsud	H. Viaticum Ex. Unctio	S. Paolo	
S. Paolo a mare	Married Veranda Mically	H. Viaticum Ex. Unctio	S. Francesco.	
Valletta	Single	Cemetery.	
Valletta	Single	Ex. Unctio H. Viaticum	Cemetery.	
Rabat	Married Teresa Mallia	Ex. Unctio H. Viaticum	Cemetery.	
C. Luca	Married Catarina Schembri	H. Viaticum Ex. Unctio	Cemetery	
Berdiciana	Married Rosina Camilleri	H. Viaticum Ex. Unctio	Cemetery.	

Progressive Number	Name and Surname	Date of death			Name and Surname of Patients	Age	Place of birth
		Day	Month	Year			
1.	Giovanni Balzan	26.	Janua	1909	Pietro dead Caterina Darmann dead	61.	Cospicua
2.	Francesco Gatt	13.	Febua.	1909.	Giuseppe living Iveta Spiteri dead	28	Lebbug
3.	Elia Brincat	27.	Febua.	1909.	Antonio living Luca Brincat living	33.	Birchicava
4.	Giuseppe Cordina	16.	March	1909	Francesco dead Rosa Kliduna dead	76.	Rabato
5.	Francesco Skivala	20.	March	1909	Paolo dead Rosa Ilaliana dead	43	Rabato.
6.	Vincenzo Mifend	20	March	1909.	Costanzo dead Carmela Fenech living	38	Birchicava
7.	Andrea Farrugia	26	March	1909	Rocco dead Grazia Kliduna dead	68.	C. Luca
8.	Angelo Dequera	29.	March	1909	Giuseppe dead Margarito dead	80	Rabato
9.	Giuseppe Farrugia	7.	April	1909	Gio Batta dead Maria Abela dead	70	C. Dingli
10.	Saverio Pace	13.	April	1909	Giuseppe dead Antonia Klard dead	52	C. Lebbug
11.	Giuseppe Schiavoni	15.	April	1909	Paolo living Carmelo Calleja dead	31.	C. Sarricen
12.	Antonio Vella	16	April	1909.	Giovanni dead Rosa Bugaja dead	50	Rabato
13.	Gio Batta Casuana	21.	April	1909	Giuseppe dead Maria dead	68.	Notable
14.	Elie Sammit	29.	April	1909	Francesco dead Giovanna dead	72	Rabato

Residence	If Single Married, or Widowed, and in the latter two cases the Name and Surname of the husband or wife	Sacraments administered	Place of interment	Remarks
0	9			
Hamrun	Married Concella Culajar	H. Viaticum Ex: Unctio	Cemetery.	
Zebbug	Married Rosaria Grech	H. Viaticum Ex: Unctio	Cemetery.	
Valletta	Single	H. Viaticum Ex: Unctio	Cemetery.	
Rabat	Single	H. Viaticum Ex: Unctio	S. Paolo.	
Rabat	Widowed Rosaria Farrugia	H. Viaticum Ex: Unctio	S. Paolo.	
Birchirca	Married Anna Galea	H. Viaticum Ex: Unctio	Cemetery.	
C. Zebbug	Married Angelo Said.	H. Viaticum Ex: Unctio.	Cemetery	
Rabat	Married Maria Grima	H. Viaticum Ex: Unctio	S. Paolo.	
Siggiewi	Widowed Rosa Calleja	H. Viaticum Ex: Unctio	Cemetery. Siggiewi.	
C. Zebbug	Married Marianna Calleja	H. Viaticum Ex: Unctio	Cemetery.	
Rabat	Married Anna Grech	H. Viaticum Ex: Unctio	S. Paolo	
Rabat	Widowed Maria Abela	H. Viaticum Ex: Unctio	S. Paolo.	
Notable	Single	H. Viaticum Ex: Unctio.	S. Maria di Gesù	
Rabat	Married Grazia Micallef	H. Viaticum Ex: Unctio	S. Paolo.	



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**WORKSHEET
SET C NO. 5**

NAM/BB/1870
NAM/BB/1915-16

The two documents in front of you are the Blue Books. These were yearly reports carried out by the British Administration and which hold a lot of statistics about various aspects of Maltese life. Some of them include other types of information like plans of buildings such as the one you are in right now. In fact, what the Blue Books are showing you now is the plan for the Santo Spirito Hospital in 1870, and the other the plan for the Santo Spirito Hospital in 1915-1916.

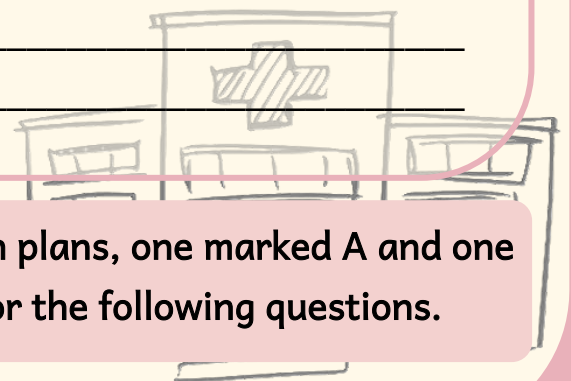
Part 1:

1. Grab **resource handout 2**, a plan of the Santo Spirito Hospital. You will notice that there are **two elements marked in blue**. These are two **important tools** found on plans to help you analyse them.

Grab your **magnifying glass** and on your **Blue Books** inspect what on the resource handout is marked in blue, 1 and 2. In the space below write **what you notice about them** and what **type of information** you think they can give you.

1) _____

2) _____



The teacher has provided you with a copy of both plans, one marked A and one marked B. Grab these copies and use them for the following questions.

2. **Inspect your printed copies of these plans well and do the following:**

a) On **both maps** circle at least **three changes** that you were able to notice on the ground floor from plan A to plan B.

b) **Describe** what the changes you marked for 2a were:

c) On the **upper floor of both plans**, circle **two changes** that you note in the male division and female division from plan A to plan B.

d) **Describe** what the changes you marked for 2c were and think about **why** these changes from took place:

e) Look at the **right-hand side of the upper floor in both maps**, what **change** can you notice to be happening from plan A to plan B?

3. Do you think that men and women were allowed to communicate in this hospital? Explain your answer by providing **evidence** from the plans.

4. From the **legend** of the plans (marked 2 in resource handout 1), can you point out what members of staff worked in this hospital?

5. Who of those you mentioned in question three lived in this hospital and why do you think they lived on the premises?



6. If you look at the maps you will see that the hospital seems to be built around the chapel. What does this along with the presence of the chaplain, show about the position of religion in Maltese society?

7. Grab your copy of the 1915-16 plan, **plan B**, of the Santo Spirito Hospital:

a) On your plan mark the **trail** you took to come to the reading room from entering through the front door. Then mark with an **x** the **room in which you are in**.

b) What was the function of the room you are in before it was turned into the reading room of the national archives? **Note:** use the **legend**.

c) What is **one change** that you see in the room that you are in from the plan?

d) By making use of the **scale**, which was the first thing you had to point out from the plans, **measure the area of the room you are in** and write it down **here:** _____

How to use the scale:

1) Get your ruler and measure the distance between the 0 and 10 on the scale. Write this number down in mm. _____

2) Measure in mm the length and breath of the room, and take a note of them.

3) Using simple proportion, multiply the length of the room by 10, and divide it by the number you wrote in no. 1. Write down the answer in feet. _____

4) Do the same as you did in no. 3 for the breath. _____

5) Multiply your answer to no. 3 and no. 4 to get the area of the reading room.

6) Multiply your previous answer by 0.92903 to convert the measurement form ft² to m². _____



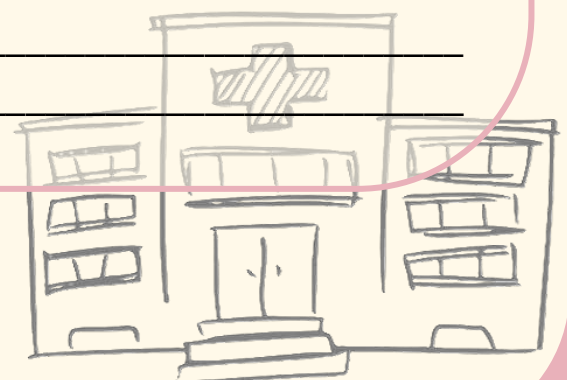
8. Above you, there are these designs engraved on the wall, two of the very few that have survived the transformation of the Santo Spirito Hospital into the National Archives.



a) **Describe** what you see:

b) Given what you have learnt about this place, **what do you think these are?**

c) When works were taking place to transform the building into the National Archives, the majority of these were filled up and covered. How do you think this has impacted the history of the place and do you think more care should have been taken to preserve such artefacts?



9. Below is what the Committee Appointed by Governor Plumer in 1921 had to say on the Santo Spirito Hospital:

NAM, GMR - 736/1921

“We consider that no objection of whatever character should be allowed to stand in the way of this hospital being closed. It cannot fulfil the purpose for which it was instituted. It is hemmed in (surrounded) all round, its location, its equipment, its accommodation are utterly unsuitable, it is far below the requirements of the times.”

After having analysed the plans of the hospital, walked around in it and spent some time in the very place female patients had to stay while being medically unfit, **do you agree or not with what the Committee said about this hospital? Give reasons for your answers.**



Part 2:

On your own, answer question 1.

1. From the information you have gathered, write a short description of the Santo Spirito Hospital in the space provided.

Get back into your group/pair for question 2.

2. Read each other's descriptions of the Hospital and answer the following questions:

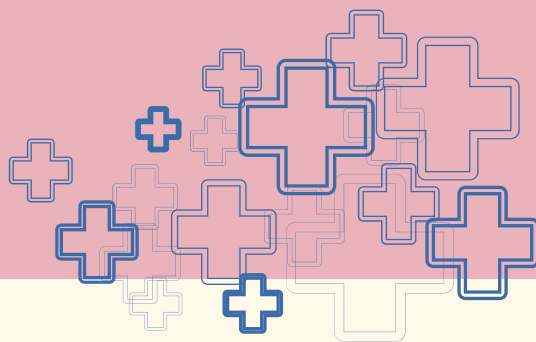
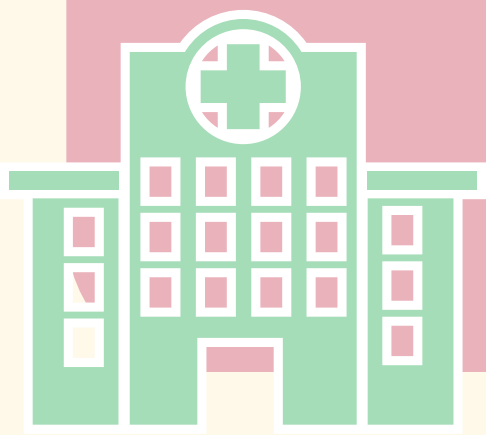
- a) Are the two descriptions the same? Yes or no? _____
- b) If your answer to the previous question was no, then what is different?

- c) You both made use of the same primary source, how is it that your descriptions differed? What might have influenced your descriptions?

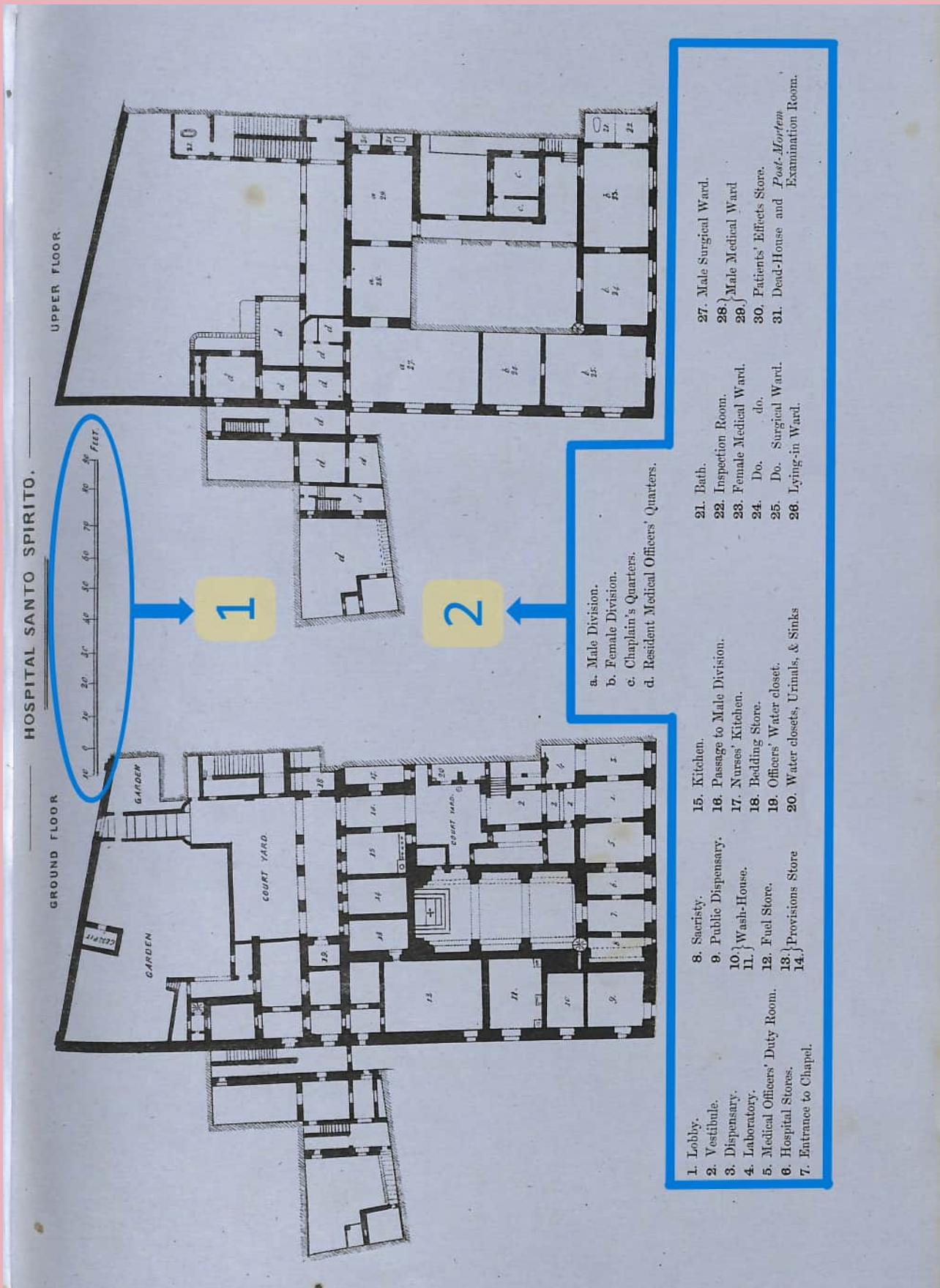


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RESOURCE HANDOUTS



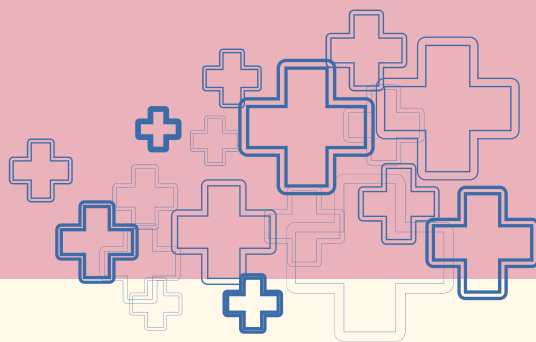
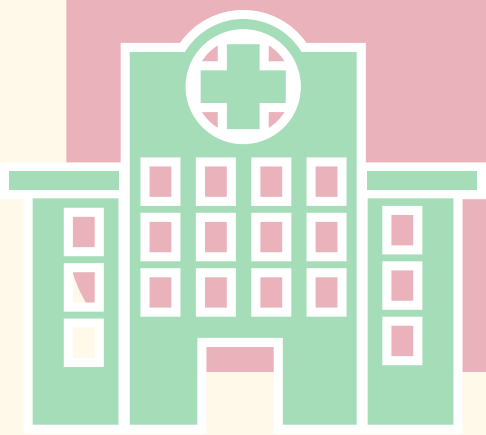
Resource Handout 1



This arrow should be facing upwards when reading this map section.

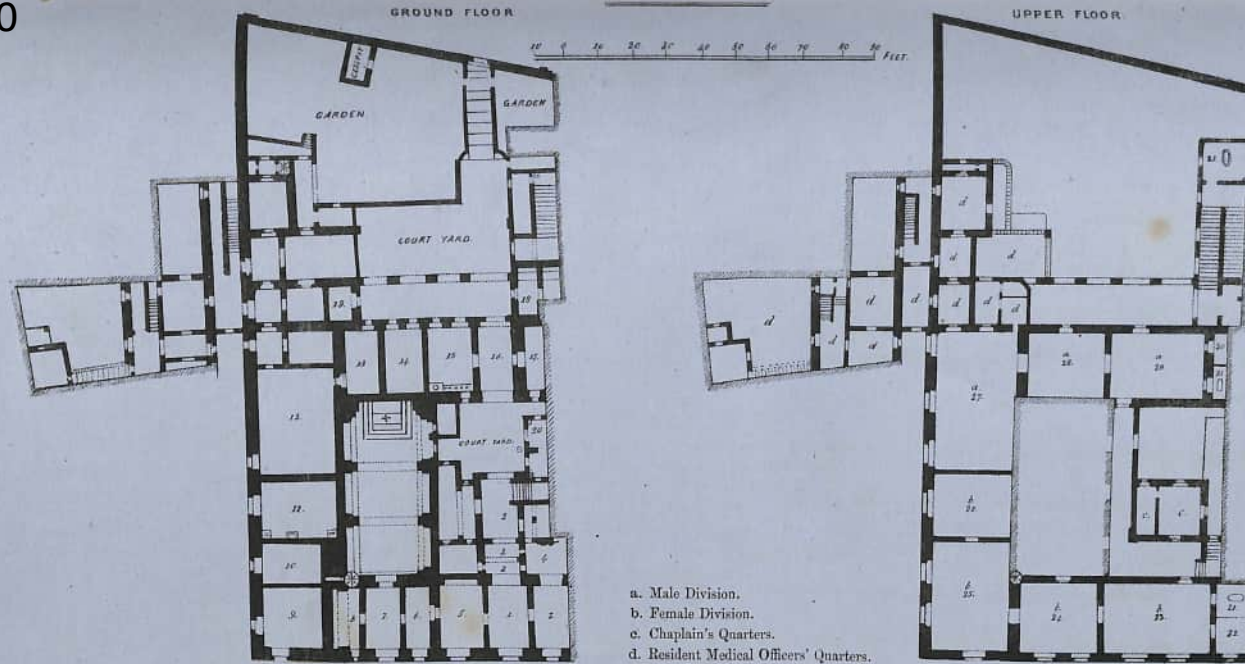
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HOSPITAL SANTO SPIRITO.

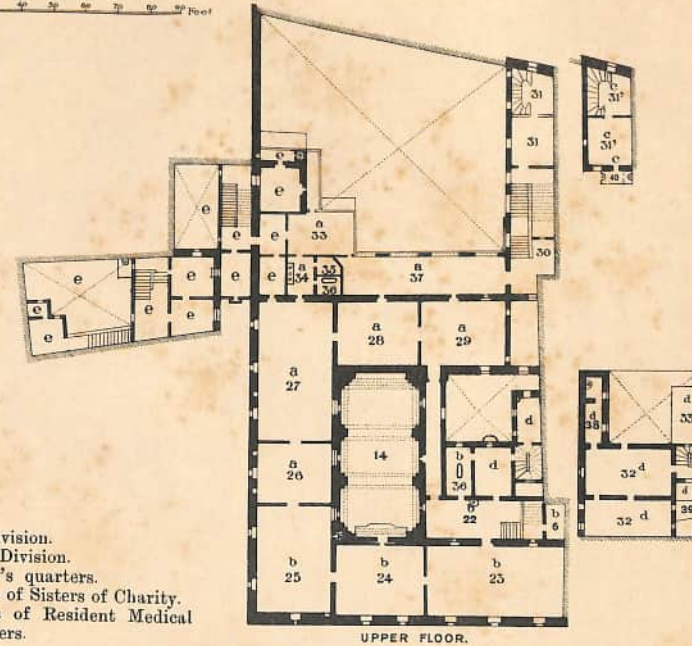
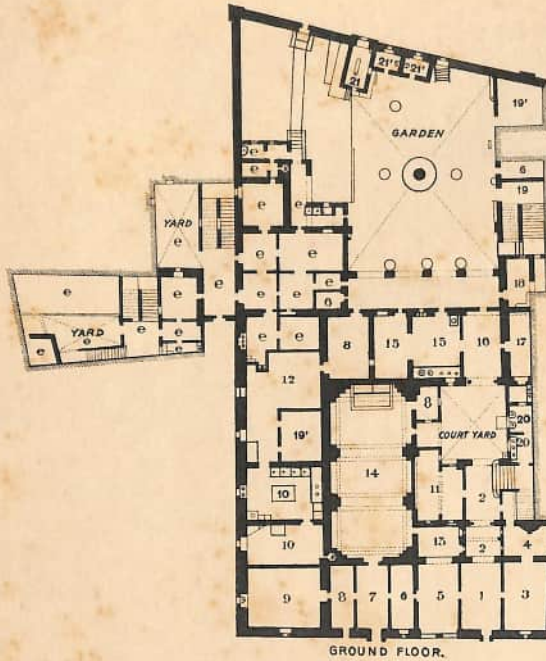


- | | | | | |
|---------------------------------|------------------------|-------------------------------------|--------------------------|---------------------------------------|
| 1. Lobby. | 8. Sacristy. | 15. Kitchen. | 21. Bath. | 27. Male Surgical Ward. |
| 2. Vestibule. | 9. Public Dispensary. | 16. Passage to Male Division. | 22. Inspection Room. | 28. } Male Medical Ward |
| 3. Dispensary. | 10. } Wash-House. | 17. Nurses' Kitchen. | 23. Female Medical Ward. | 29. } |
| 4. Laboratory. | 11. } Fuel Store. | 18. Bedding Store. | 24. Do. do. | 30. Patients' Effects Store. |
| 5. Medical Officers' Duty Room. | 12. } Provisions Store | 19. Officers' Water closet. | 25. Do. Surgical Ward. | 31. Dead-House and <i>Post-Mortem</i> |
| 6. Hospital Stores. | 13. } | 20. Water closets, Urinals, & Sinks | 26. Lying-in Ward. | Examination Room. |
| 7. Entrance to Chapel. | | | | |

1915 - 1916

SANTO SPIRITO HOSPITAL.

0 10 20 30 40 50 60 70 80 90 Feet



- a. Male Division.
- b. Female Division.
- c. Chaplain's quarters.
- d. Quarters of Sisters of Charity.
- e. Quarters of Resident Medical Officers.

- | | | | |
|----------------------------|------------------------------------|-----------------------|--------------------------|
| 1. Lobby. | 12. Store. | 21' W. Cs. | 31' Chaplain's Quarters. |
| 2. Vestibule. | 13. Vestry. | 22. Dining room. | 32. Dormitory. |
| 3. Dispensary. | 14. Chapel. | 23. } Female Wards. | 33. Terrace. |
| 4. Laboratory. | 15. Kitchen. | 24. } Female Wards. | 34. Lavatory. |
| 5. Medical Officer's room. | 16. Passage. | 25. } Female Wards. | 35. W. C. |
| 6. Store. | 17. Pantry. | 26. } Male Wards. | 36. Bath room. |
| 7. Entrance to Chapel. | 18. } Provision Stores. | 27. } Male Wards. | 37. Day and dining room. |
| 8. Passage. | 19' Fuel store. | 28. } Male Wards. | 38. W. C. and bath room. |
| 9. Public Dispensary. | 20. W. C. and Lavatory. | 29. } Male Wards. | 39. Terrace. |
| 10. Wash-house. | 21. Mortuary and Post Mortem room. | 30. Store. | 40. W. C. |
| 11. Porter's room. | | 31. Additional Wards. | |