Education & Leisure in Elizabethan England
Fill in this sheet as we go through this PowerPoint...

<table>
<thead>
<tr>
<th>Upper Class (nobility)</th>
<th>Middle Class (Lawyers / Merchants etc)</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
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<td></td>
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</tbody>
</table>
What were attitudes to Education?

• It was becoming more valued, but still limited
• Still a strict hierarchy structure
• Education aimed to support the existing social order, not for social mobility
• Any education you had was to prepare you for the life you were expected to lead – practical skills
• Only a small percentage of boys went to school
• Basic literacy was taught to these boys
• Most people were still farmers, especially in the countryside, no education was needed

What does social mobility mean? [1]

What was the main purpose of education? [2]

Who went to school? [1]
What influences were there on education?

• Humanists believed education was important in its own right, not just for practical reasons. They studied the ancients and maths (Renaissance).

• They believed education would stop people being superstitious

• Protestants believed people should be able to read the bible to have a relationship with God

• Expanding trade and business meant people needed at least a basic education, especially in the towns
Where could you go to school?

Think about all of the ways you can be educated today...

1) **NOBILITY @ Home:**

- Children of the nobility learned a variety of subjects such as foreign languages, Latin, Greek, History, philosophy, Government & Theology.
- Even noble girls at **7 years old** had access to these subjects just like Elizabeth had. They also learned valuable skills expected of upper class ladies such as music, dancing, needle work, horse riding & archery.
- Boys also learnt horse riding, fencing, swimming and wrestling.
- Children were often sent to other noble families to finish their education, eldest sons would inherit their father’s titles so needed to learn how to be a noble. Girls would were sent to make social contacts perfect the skills of a noble woman.

Add this information to your worksheet in the relevant column.
Where could you go to school?

2): Middle Classes @ Grammar School:

• The biggest change in Elizabethan education was the creation of Grammar Schools (42 in 1560’s + 30 in 1570’s)
• The church had previously provided the most basic of education to some children now there was much more access for more middle class ‘bright’ boys
• Girls could **NOT** attend grammar schools, they were still at home being prepared for married life
• Fees depended on how much property the boy’s family owned.
• Some poor ‘bright’ boys were funded by money people left in their wills to educate poor boys
**Discipline and punishments**

The teacher maintained discipline in the classroom. Outside the classroom, two boys were made monitors and had to report misbehaviour inside and outside school grounds, including in the street. Any boys reported were questioned on Mondays at 9 a.m. and punished, unless their behaviour was more serious, in which case, punishment was immediate.

<table>
<thead>
<tr>
<th>Punishments in Elizabethan grammar schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being kept in at break time</td>
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<tr>
<td>Exclusion from school</td>
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<tr>
<td>After warnings to the parents of a misbehaving child, it was possible for a pupil to be expelled</td>
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<tr>
<td>Being ‘on report’ (the teacher monitored behaviour very closely and reported back to the parents)</td>
</tr>
<tr>
<td>Corporal punishment, including caning</td>
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</tbody>
</table>

Grammar schools were private schools set up for boys considered bright, who largely came from well-off families in towns — the sons of middling sorts: the gentry, professionals or wealthy business owners. Girls could not attend grammar schools. They were usually educated at home by their mothers, preparing them for married life and running a household.

Fees for grammar schools varied, and were often based upon how much property the boy’s family owned. Some lower class boys who showed promise could also attend, and they did not have to pay fees. Their places were funded by people who left money to the schools in their will to provide education for those who would not be able to afford to go without help.

The school year was long, with holidays only at Christmas and Easter. School days were also long, beginning at 6 a.m. or 7 a.m., and lasting for almost ten hours. The focus of the curriculum was Latin (the best schools also taught Greek and French as well). The boys also studied ancient, classical historians and philosophers and writers such as Plato, Aristotle, Virgil and Seneca. There would also be time allocated for archery, chess, wrestling and running.

Below is a grammar school timetable. The timetable is based upon a document written for a grammar school in Wales. It is typical of grammar schools established throughout the 16th century and beyond. There was a great emphasis on memorising huge quantities of texts, especially Bible passages, many of which focused on teaching morals and manners. Debating was also important. Two or three boys would be expected to debate a topic set by the teacher. Public speaking and debating was thought essential for a well-educated Elizabethan gentleman.

As well as school Monday through to Friday (as shown in the timetable below), there was also school on a Saturday morning. There would often be more recitation of the week’s lessons but also other activities.

### Grammar Schools info for revision

<table>
<thead>
<tr>
<th>Monday–Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00 Church – prayers</td>
<td>Church – prayers</td>
</tr>
<tr>
<td>7.00 Recite previous day’s lessons by heart</td>
<td>Translate what was read the day before</td>
</tr>
<tr>
<td>7.30 Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8.00 Translation: Latin into English</td>
<td>Recite what has been learned so far this week</td>
</tr>
<tr>
<td>9.00 Study of works of classical scholars – History, Philosophy, Literature, Poetry</td>
<td>Recite what has been learned so far this week</td>
</tr>
<tr>
<td>11.00 Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>12.00 Teacher questions class on what was read before dinner; homework marked while boys studied Latin or Greek grammar</td>
<td>Recite what has been learned so far this week</td>
</tr>
<tr>
<td>1.00 Translation to / from English, Latin, Greek or rehearse and act out classical plays</td>
<td>Recite what has been learned so far this week</td>
</tr>
<tr>
<td>3.30 Afternoon break</td>
<td>Recite what has been learned so far this week</td>
</tr>
<tr>
<td>4.00 Grammar – or recite what has been learned so far this week</td>
<td>Teacher reads classical texts to the class</td>
</tr>
<tr>
<td>5.00 School ends</td>
<td>School ends</td>
</tr>
</tbody>
</table>
**Merchants & Craftsmen:**

Some grammar schools ran an alternative curriculum for the sons of merchants and craftsmen – focusing on English, Writing, Arithmetic & Geography; reflecting on what the economy needed but still focused on preparing boys for the life they were expected to lead.

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**Skilled craftsmen & Yeoman:**

There were grammar schools available for the children of skilled craftsmen and yeoman farmers – most of this they would still learn the skills necessary to run the family business or farm.

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**Petty Schools:**

Set up and run in a teacher’s house. Boys who could afford school began their education here, girls in the Dame Schools. This would teach them basic Reading, Writing, English & Arithmetic. Punishments were harsh, often resulting in beatings! You would then graduate to a grammar school.

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**Education was not compulsory:**

For boys, whether they could go to school or not depended on whether their family could manage without them on the farm, in the business or at home.

It really depended on whether their parents valued a school-based education – even still, some children had to leave early to become an apprentice.

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**Dame Schools:**

Most girls didn’t attend any school, if they did it was a Dame School, providing basic education by educated women (Dames). They were expected to go from their father’s care to their new husband’s.

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**Labourers & poor children:**

Most Elizabethans, (girls or boys) received no formal education, they were mostly farmers or labourers. Most cases children needed to contribute to the working to earn enough for the family. Education would fit your place in society.

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**Different schools / Summary**

- Merchants & Craftsmen
- Skilled craftsmen & Yeoman
- Petty Schools
- Education was not compulsory
- Dame Schools
- Labourers & poor children
University @ Cambridge / Oxford

• For those able to, they would go to University at age 14/15 and could study: Geometry, Music, Astronomy, Philosophy, Logic and Public Speaking (Rhetoric), Medicine, Law & Religion

• Elizabeth founded Jesus College in Oxford 1571 to educate Welsh boys, her councillor Sir Walter Mildmay founded Emmanuel College in Cambridge in 1584 – This was in order to educate more protestant clergymen to increase the numbers of well educated Protestant clergy

• In London, the Inns of Court trained Lawyers
Create a school prospectus:

• Read the information on this ppt ...

• Create an informative prospectus for a grammar school, you need to sell it and write in the first person it should include as a minimum

• Subjects you will learn & activities

• Timetable / Holidays

• Discipline & punishments

• Alternative routes to Grammar school for poorer boys
Impact of education on Elizabethans

<table>
<thead>
<tr>
<th>Literacy Rates</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1558</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>1603</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

What does this suggest about the impact of education in Elizabeth’s reign?

Remember the population had almost doubled

- The main obstacle to education was its cost – which limited the impact, not only fees but the loss of income with the children not working the land, but at least people were beginning to think about fairness and importance of education.
- Attitudes from normal / poor people to educating their daughters never changed, they were expected to get married not work outside the home.
- Boys were expected to find paid employment and support their wives and children, a little education at least could help find a better job.

Different educational expectations of Elizabethan children