INVESTIGATING
THE IRONWORK
OF STORNOWAY

Information for teachers

A tour of the decorative ironwork of Stornoway provides an unusual stimulus for a range of cross-curricular activities. The designs are a unique survival from the late 19th and early 20th centuries and provide an insight into the techniques and the wealth which made them possible.
Historical background

Stornoway or Steòrnabhagh is the main town of Scotland’s Western Isles. An important harbour since Viking times, Stornoway really began to develop in the mid-1800s when investment in the quays and harbour area opened up new possibilities for trading.

Stornoway expanded throughout the 19th century, thanks in large part to the booming herring industry. This expansion and the wealth fishing brought to the town coincided with the growth of the architectural iron founding industry in mainland Scotland. New techniques developed in the late 1700s revolutionised what could be made out of cast iron and this, combined with the natural resources of iron ore and coal in the Central Belt, meant that by the end of the 19th century Scotland was the leading manufacturer of architectural ironwork in the world. Consequently, many of the new homes built in Stornoway at that time were decorated with cast iron railings, gates, balconies and finials, produced to up-to-the-minute late 19th- and early 20th-century designs.

The ironwork on Stornoway was produced on the mainland by a wide range of specialist foundries. Local firms were also involved in the ironwork business, importing and erecting the ironwork.

In World War II, the ironwork in many towns in Scotland was taken away and melted down to provide raw materials for the iron industry. But Stornoway, along with other island communities, did not lose its ironwork to the war effort. The islands were probably considered too remote to make the effort of shipping the ironwork back to the mainland worthwhile.

Today, Stornoway is home to one of the most significant collections of domestic architectural ironwork anywhere in Scotland. Virtually all of the major Scottish foundries are represented, a fact that few other places can boast. The enormous quantity and variety of designs span more than a century of production and are a rare reflection of the diverse tastes of the 19th and early 20th centuries.
Integrating the tour with classroom studies

The decorative ironwork of Stornoway provides an unusual stimulus for a range of cross-curricular activities. The exuberant designs of railings, gates, finials and balconies are a unique survival from the late 19th and early 20th centuries and provide an insight into the techniques and the wealth which made their installation possible.

Most of the suggested activities are suitable for pupils in P3–5, but older pupils may find the activities a useful stepping stone to further investigations. See pages 6 and 7 for a case study, showing how one teacher developed a scheme of work which focused on outcomes in Social Studies, but also took in a number of other curricular areas.

Before the visit

Introduce the subject of iron by asking pupils to think of objects made from iron. If possible, provide them with a range of objects – or pictures of objects – made of different materials, and challenge pupils to sort them accordingly. Iron objects which are readily available include some cooking pots (for example, those made by Le Creuset), an old-fashioned laundry iron, trivets, pokers and other fire accessories, some items of furniture, etc. If possible, take a walk around the outside of your school – can they spot any more items made of iron? They may see railings, gates, guttering and drainpipes. Older schools may have boot scrapers, pillars and radiators made of iron.

What conclusions about the qualities of iron can they draw from this initial investigation? Help pupils to realise that iron is hard, strong, long-lasting and, perhaps most importantly, can be moulded into virtually any shape.

Suggest to pupils that they take a walk around the local area to record the ironwork. What iron items do pupils think they might see? Can they produce a sheet to enable them to record different designs?

Before you leave, as a quick exercise, get pupils to draw one or all of the following:
• gate
• set of railings
• roof decoration
• drainpipe

Repeat this exercise after you’ve been out, and see how pupils’ perceptions of these items may have changed.

To make discussion on-site easier, make sure that pupils know the meanings of these architectural terms:
• finial – a decoration on top of a roof or spire, or the tip of a railing
• downpipe or rhone pipe – a pipe that carries water away
• gutter or rhone – a channel at the bottom of a roof to carry away rainwater
• hopper – a funnel sometimes found where a gutter meets a downpipe

Pupils could photograph examples of these and produce a poster demonstrating their meaning.

Get pupils to come up with their own guidelines for behaviour on the streets and pavements. What are the risks? How can these risks be reduced?
Working on-site

Use the tour notes in the pack to identify a small selection of the ironwork in central Stornoway. Pupils can record the range of objects made from iron either on a record sheet they have designed, or by sketching or taking photographs. This information could be entered into a database, or in a graph which shows which type of ironwork is most common locally.

Look at old pattern catalogues for the iron foundries and ask the pupils if they can find any railings which use these designs. There are lots of examples of these in *Architectural Ironwork in Stornoway* (Historic Scotland 2008). Copies can be taken out on-site and compared with the ‘real thing’.

The ironwork in Stornoway is highly decorative. Get pupils to look at the designs and identify what the stimulus might have been. Much of the ironwork in Stornoway was influenced by designs from the natural world – flowers, plants, even animals. Other designs are more abstract and are influenced by geometric patterns.

- What are the most popular motifs which pupils can find?
- Which ones do pupils like best?

Pupils could look out for the makers’ stamps impressed into some of the ironwork they pass. These are the ‘signatures’ of the iron foundries. Pupils could copy or photograph these marks and then back at school find out about the companies.

*These pupils are being shown decorative leaf designs on railings.*
Suggestions for follow-up work

This is where the fun starts! There is almost no limit to where the line of inquiry begun by investigating local ironwork might take you:

- Pupils could find out about how the ironwork was produced and make flowcharts to demonstrate this process.
- Pupils could replicate the basics of the casting procedure by making a design in rolled-out clay into which they pour quick-setting plaster or in rolled-out marzipan into which they pour melted chocolate.
- Pupils could create a guide book or leaflet to the ironwork of the area, with photographs and text highlighting their favourites.
- Pupils could design their own railings, by drawing designs on to life-size outlines of plain railings, or by creating 3D designs which can – temporarily – be attached to plain railings near the school. They could present their designs by becoming ‘human railings’, wearing headwear decorated with paper sculpted curls (see front cover photograph). This could lead into a dance workshop where pupils link up and explore some of the more abstract notions relating to railings, such as containing, protecting, guarding, boundary marking.
- To record their findings pupils could create a large-scale scene or frieze showing a local street, highlighting the decorative ironwork.
- Organise a day when pupils give guided tours of the ironwork in their area to the local community and their families. Pupils could write labels for the ironwork which, with owners’ permission, could be placed beside the ironwork.
- Invite the owners of some of the houses with ironwork to come into school. Can the owners tell pupils how to look after the ironwork? Perhaps pupils could help paint ironwork. Can pupils find any examples of neglected ironwork in their local area? Can they produce material explaining how to look after it, and work with the local press to campaign for better care of the local ironwork?
- Pupils could develop an enterprise project, creating, marketing and selling products inspired by their favourite local ironwork, for example postcards, jewellery, teatowels, bookmarks. Any money raised could be spent on enhancing the school or local environment, perhaps through commissioning new ironwork?
- If your school has access to hand-held computers (PDAs or Personal Digital Assistants), you might like to consider downloading free software from www.createascape.org.uk to help pupils create a multimedia tour of their local area. This website ‘provides a set of resources to enable teachers and pupils to create digitally-enhanced, personalised learning experiences known as mediascapes, which are collections of location-sensitive texts, sounds and images that are geo-tagged or “attached to” the local landscape’. In other words, pupils can create their own audio-visual tours of their local area, where content is triggered in a specific place using satellite technology. A study of the local ironwork could be the first stepping stone to pupils exploring their local history. After investigating the local ironwork, pupils could find out about the wealth that allowed this ironwork to be bought, leading to a study of the 19th-century herring fisheries’ boom.

Pupils cast their own ‘ironwork’ using marzipan and chocolate.
Case Study: It started with a railing…

Class: P3/4

The table below summarises the approach taken by one lower-primary teacher who used railings as a stimulus for a range of cross-curricular activities. The project involved the local community and led to a range of events and activities for life-long learning.

<table>
<thead>
<tr>
<th>Key question</th>
<th>Activity</th>
<th>Curricular area</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s special about Stornoway’s ironwork?</td>
<td>Pupils explored their local area with an expert who raised pupils’ interest in Stornoway’s domestic ironwork – railings, gates, gutters, finials, etc. Pupils interviewed owners of some of the railings and found out how they care for the railings. Pupils recorded examples of different types of ironwork through sketching and photography and created a classroom street scene showing a range of ironwork designs.</td>
<td>Languages Social Studies Technologies</td>
<td>Successful learners Responsible citizens</td>
</tr>
<tr>
<td>When were the houses with the railings built?</td>
<td>Pupils compared maps of Stornoway in 1821 and Stornoway in 1895 and noted huge growth in the town. Pupils looked at old photographs of Stornoway and noted the ironwork in the town.</td>
<td>Social Studies</td>
<td>Successful learners</td>
</tr>
<tr>
<td>Why did Stornoway grow at this time? Where did the money for all these new houses come from?</td>
<td>Pupils investigated the history of the herring industry in Stornoway in the 19th century. Pupils found out about the lives of the herring workers, learned traditional songs associated with fishing and created artwork and drama associated with the fishing industry.</td>
<td>Social Studies Expressive Arts</td>
<td>Successful learners</td>
</tr>
</tbody>
</table>

Pupils paint the herring boats of Stornoway.

Herring gutters, Stornoway
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Where did the ironwork come from?</td>
<td>Pupils found out about factories, workers and products from the 19th-century Scottish foundries. Pupils found out about the process of creating cast iron – and replicated it using marzipan and melted chocolate! Pupils looked at old ironwork catalogues and compared the illustrations in the catalogue with real examples in Stornoway’s streets.</td>
<td>Social Studies, Sciences</td>
<td>Successful learners</td>
</tr>
<tr>
<td>How can we create our own designs for ironwork?</td>
<td>Pupils examined patterns and designs in railings. They explored pattern, shape and symmetry using a range of media. Pupils created their own designs for railings.</td>
<td>Maths, Expressive Arts</td>
<td>Successful learners</td>
</tr>
<tr>
<td>How can we tell people what we’ve found out about Stornoway’s ironwork?</td>
<td>Pupils created a classroom exhibition displaying what they had found out. Pupils invited parents and community members to an open day to see their exhibition. Pupils took the lead in telling the story of the railings. Pupils created a PowerPoint display showing their work. Parents were invited to design railings! Pupils were invited to contribute to an exhibition at the local museum and worked with the museum officer to prepare a display. Pupils’ work was used as a stimulus for other life-long learning activities.</td>
<td>Social Studies, Technologies, Languages</td>
<td>Confident individuals, Effective contributors, Responsible citizens</td>
</tr>
</tbody>
</table>

*Parents and community members join in on open day.*
Tour notes: On the trail of the ironwork of Stornoway

Our suggested tour route takes in seven key locations. These are marked on the map below. After the introduction, it is not essential to view the locations in this order. Please use these locations to create a route suitable for your class. Ideally, split your class into groups of 8–10 to allow maximum participation in discussion.

Background information for teachers on each location is provided in this resource. It is written in fairly simple language so that it can be read out to pupils if desired.

Also included are suggested questions for discussion in the form of teacher prompts, together with desired pupil responses to the questions. The focus is on encouraging pupils to interpret the ironwork and deduce what they can from clues they see around them.
Setting the scene

Information for teachers. This can be read to pupils, either in the classroom or beside the first location.

Look around you. What can you see made out of iron? Perhaps you can see railings, gates, balcony railings or gutters. Maybe you can see a finial, a decoration on top of a turret or spire.

- Most of the ironwork in Stornoway was made about a hundred years ago or more. Lots of people in Stornoway were making money from herring fishing in those days. Like people today, the people then spent some of their money making their houses look nice, and many chose to decorate their homes with fancy ironwork.

- Most of the ironwork was made in central Scotland, in the area between Edinburgh and Glasgow. It was produced in special factories called iron foundries. The designers who worked in these foundries had developed new techniques to melt iron and pour it into special moulds – a bit like making a jelly! When it cooled down, the iron set hard into whatever shape the designers wanted. It could be used to make small things like gate latches, or enormous things like the arches in bridges or columns in buildings.

- Stornoway is very unusual because it still has lots of this ironwork. In the rest of Scotland a lot of the railings were taken away in World War II to be melted down and used to make things needed in the war effort, but Stornoway was too far away, so it has kept its unusual ironwork.

- People in Stornoway today still care about their railings, and look after them to make sure that they survive to decorate the streets and houses into the 21st century. Everyone can enjoy this ironwork free of charge, but we must remember that it does belong to private houses and we should treat it with care.

Let’s go and see what we can find!

Begin your tour at the bus station. Walk up Kenneth Street, opposite the bus station to reach Martin’s Memorial Church on the corner of Kenneth Street and Francis Street. The church is surrounded by a fine set of gates and railings. Walk up Francis Street until you reach a crossroads.

Turn right on to Keith Street and then left on to James Street. Stop at the first cast iron gate on the left (Location 1).
Location 1: James Street: All creatures great and small: a cast iron gate

Information for teachers. This can be read to pupils.

- Look out for the first cast iron gate on the left in James Street.

Teacher prompts | Desired pupil responses
---|---
What can you see on this gate? | Pupils’ own responses
Can you see any animals on the gate? | Bird, snail, butterfly
What else can you see? | Leaves, plants, fruit
Where do you think the designer got his or her ideas from? | Geometric shapes
It almost looks as though the plants have grown up over a plain gate! | Natural world
Are any parts of the design repeated? | Some designs either side of the gate
Is the design symmetrical? | Top part of gate is symmetrical. Parts with flowers, etc, are not.
Look at the railings on either side of the gate. Are there any of the same designs in the railings too? | Some flower patterns
Why do you think the owners have painted the railings? | For colour – to brighten up the street
Can you see anywhere where the paint has rubbed away? What has happened to the iron underneath? | Also to protect the iron
Paint has worn away at the top left of the gate.
Iron is rusting underneath.
Look at the rest of the house. Can you see any other ironwork? Does it use any of the same designs? | Pupils’ own observations

Let’s record our favourite parts of this gate or railings (either by sketching or photographing).

Continue straight on up James Street. You could look closely at the railings on the corner of James Street and Lewis Street to spot a design registration mark and a pattern number.

At the roundabout, turn left on to Matheson Road. Cross Garden Road. Stop outside the pair of houses on the corner of Matheson Road and Garden Road (Location 2).
Location 2: Corner of Matheson Road and Garden Road: Gutters and Hoppers

**Information for teachers. This can be read to pupils.**

- When it rains, water pours off the roofs of houses. To stop it seeping into the building, or dripping on to people below, most houses have gutters to catch the drips. These are often made of cast iron. Even a gutter or pipe can be decorated!

<table>
<thead>
<tr>
<th>Teacher prompts</th>
<th>Desired pupil responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What ironwork can you see on this house?</td>
<td>Gate, railings, drainpipe, gutter</td>
</tr>
<tr>
<td>Look at the pipe down the side of the house. It’s called a <strong>downpipe</strong>, or a drainpipe. Some people call them <strong>rhone pipes</strong>. What do you think this pipe is for?</td>
<td>For bringing rainwater from the roof into the drain</td>
</tr>
<tr>
<td>What patterns can you see on the downpipe?</td>
<td>Geometric pattern of zigzags and dots</td>
</tr>
<tr>
<td>At the top of the downpipe you can see it gets wider. This part is called a <strong>hopper</strong>. If you look very carefully at the hopper, you might be able to see a shape on it. What shape is it?</td>
<td>Diamond shape</td>
</tr>
<tr>
<td>This is the special mark of the foundry which made it. It’s a bit like the logo of the company. It is the special sign of a company from Glasgow called Walter MacFarlane and Co. Look out for it as you go around Stornoway.</td>
<td></td>
</tr>
<tr>
<td>Look at the gates and railings. There are decorations along the top of the gate and railings. What do they look like?</td>
<td>Balls, spears, spikes, twirls</td>
</tr>
<tr>
<td>Do you think they are just for decoration, or do they have a purpose too?</td>
<td>Mainly for decoration, but also to discourage people from climbing over the gate or railings – too spiky!</td>
</tr>
</tbody>
</table>

Let’s record some of the decorations along the top of the railings and gate (either by sketching or photographing).

Walk on up Matheson Road which has an impressive variety of railings, gates, gutters, hoppers, finials and balcony railings. It is rare to find an entire street in Scotland lined with original railings. Stop before you reach the junction with Church Street and look along the street (Location 3).
Location 3: 7–11 Matheson Road: A street full of railings

*Information for teachers. This can be read to pupils.*

- Look along the street. It is very unusual to find a whole street in Scotland which has all of its original railings.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Look out for:</strong></td>
<td>Pupils’ own responses</td>
</tr>
<tr>
<td>- pale green balcony railings with a downpipe, hopper and gate to match</td>
<td></td>
</tr>
<tr>
<td>- railings which look like they’re growing out of the wall</td>
<td></td>
</tr>
<tr>
<td>- the last brass door handle in Stornoway</td>
<td></td>
</tr>
<tr>
<td>- railings with a big leaf pattern in the centre</td>
<td></td>
</tr>
</tbody>
</table>

(These items are all on the same stretch of road, on house numbers 7–11. They are on the right-hand side of the road as you head up and are fairly close together so it should be easy to find them.)

- What colours can you see on the railings looking down the street?
- Do you think it would look better or worse if all the railings were painted the same colour?

<table>
<thead>
<tr>
<th>Pupils’ own responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range of colours</td>
</tr>
</tbody>
</table>

Let’s record our favourite pieces of ironwork in this area (either by sketching or photographing).

Turn right at the traffic lights into Goathill Road. Continue straight on to pass many sets of railings made by well-known Scottish firms including Walter MacFarlane & Co, Carron and the Lion Foundry. On the corner of Goathill Road and Churchill Drive note the elegant railings.

Stop on the corner of Goathill Road and Lister Place by a set of Art Nouveau railings (Location 4).
Location 4: 27 Goathill Road, on the corner with Lister Place:
Art Nouveau railings

Information for teachers. This can be read to pupils.

- Most of the ironwork in Stornoway was made in the time of Queen Victoria, at the end of the 1800s. But some designs were made later. These railings were made at the beginning of the 1900s. They were designed in a style called Art Nouveau, which means ‘new art’.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Would you describe these railings as simple or fancy?</td>
<td>Quite simple</td>
</tr>
<tr>
<td>Look for a leaf pattern. Is it realistic, or more like a decoration?</td>
<td>More like a decoration than a real leaf</td>
</tr>
<tr>
<td>Art Nouveau patterns often have parts of the design which have been stretched out. Can you see any stretched out parts on this railing?</td>
<td>The circle behind the leaves has been kind of stretched down the way.</td>
</tr>
<tr>
<td>What do you think the first owners wanted to tell people by having Art Nouveau railings?</td>
<td>That they were really modern and trendy!</td>
</tr>
<tr>
<td>Look closely at the railings. What colour or colours do you think these railings used to be?</td>
<td>Pale blue, or green at some point; maybe reddish.</td>
</tr>
<tr>
<td>Do you think they are in a good condition, or could they do with a bit of love and attention?</td>
<td>They could probably do with being painted again.</td>
</tr>
</tbody>
</table>

Let’s record the leaf pattern and the stretched out circle (either by sketching or photographing).

Walk a little further up the hill to number 29. Here you will find a set of wrought iron gates (Location 5).
Did you know?
The gate here used to belong to an old hospital near here. The hospital was demolished, but the gate was saved and reused.

Location 5: 29 Goathill Road: Reduce, reuse and recycle!

*Information for teachers. This can be read to pupils.*

- Look at the gate at number 29. This gate is unusual for Stornoway because it was made using a different technique to all the other ironwork that we’ve looked at. So far, all the ironwork we’ve seen has been cast iron: iron which has been melted and poured into moulds to set. This gate is made from wrought iron. Wrought iron is made by heating up bars of iron and then bending them into shape.
- Most modern metal gates are made of steel.

### Teacher prompts

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>This gate has been recycled! It used to be in front of another building, not a house. Look at the gate and see if you can find a clue which tells you where it used to be. Is there anything else which gives you a clue that this gate wasn’t always here?</td>
<td>Red cross at the top of the gate – used to be in front of an old hospital. The house is fairly modern; the gate is much older than the house.</td>
</tr>
</tbody>
</table>

Cross the road and begin to walk back down Goathill Road. Take the next right turn into Goathill Crescent. On this corner note a gate on the right which has a striking bronze house name plate and a set of railings by the Lion Foundry on the left. Stop by these railings (Location 6).
Did you know?
A lot of the iron which was taken from streets and houses for the war effort on mainland Scotland was never used. But at least it made people feel that they were helping.

**Location 6: 22 Goathill Crescent: Flat-packed railings**

*Background information for teachers. This can be read to pupils.*

- These lovely blue railings were made by a company near Glasgow called the Lion Foundry.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Look at some of the designs. Where do you think the designer got his or her ideas from?</td>
<td>Possibly from nature: the shape at the top looks like a rising sun, the vertical line looks a bit like a branch with leaves and berries.</td>
</tr>
<tr>
<td>You can see that the pattern is repeated in the railings. How wide is the pattern before it repeats again?</td>
<td>Pupils’ own estimates</td>
</tr>
<tr>
<td>Estimate the whole length of these railings.</td>
<td>Pupils’ own estimates</td>
</tr>
<tr>
<td>Do you think the railings were made all in one big piece, or do you think that they were made in sections then slotted together?</td>
<td>Probably made in pieces then slotted together</td>
</tr>
<tr>
<td>Look very closely at the railings. Can you see where the pieces were joined together? How wide is each section?</td>
<td>Pupils’ own observations and estimates</td>
</tr>
<tr>
<td>What would be the advantage of building a railing in sections like this?</td>
<td>Easier to transport sections than one huge piece</td>
</tr>
<tr>
<td></td>
<td>Easier to make it fit into the length of wall available</td>
</tr>
</tbody>
</table>

Let’s record the pattern of these railings (either by sketching or photographing).

Walk down Goathill Crescent. Note on the left some more wrought iron railings and a set of geometric cast iron railings.

Continue straight on passing a small grassy area on the left, and rejoining Goathill Road. At the junction turn right on to Matheson Road, passing some more Art Nouveau railings on the right and an impressive set of double-leaved gates at No 19A. Cross the road and turn into Rose Street. On the right-hand side stop by the house with the finial on the roof (Location 7).
Did you know?
You can also get finials made out of stone or wood. Look out for them inside buildings – on beds, chairs and banisters!

Location 7: Rose Street: Fabulous finials!

Background information for teachers. This can be read to pupils.

- Railings, gates and drainpipes all have a purpose. But some cast iron made in the 1800s is just for decoration.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Look up to the roof of the house. Can you see anything here which is made out of iron?</td>
<td>On the roof is a very fancy spike.</td>
</tr>
<tr>
<td>This spike on top of the roof is called a finial. It is the finishing touch to the house! Do you think it has a purpose?</td>
<td>Probably not – just decoration</td>
</tr>
<tr>
<td>If you could afford to add expensive decorations to your house, what did it tell people about you?</td>
<td>It told everyone that you were very rich and successful!</td>
</tr>
<tr>
<td>Look at the railings and gate here. What kind of shapes can you see? Is the design symmetrical? Which patterns are used in both the gate and the railings?</td>
<td>Vertical wavy lines, spirals</td>
</tr>
<tr>
<td></td>
<td>Yes, very symmetrical</td>
</tr>
<tr>
<td></td>
<td>Pattern with four spirals</td>
</tr>
<tr>
<td>The owners of this house really look after their ironwork. How have they linked the railings, the gate and the finial?</td>
<td>They are all painted in the same colours.</td>
</tr>
</tbody>
</table>

Let’s make a record of the finial (either by sketching or photographing).

Turn left on to Plantation Road then right on to Scotland Street. At the next junction, turn left on to Lewis Street and continue on to the crossroads.

Turn right on to Church Street. At the bottom of Church Street be sure to look up on the left-hand side to see some ornamented hoppers and gutter brackets.

Turn left on to Cromwell Street and then right into the car park just off Cromwell Street Quay. On the right-hand side note the new railings which were installed by the Western Isles Council in 2000.

Our walking tour is now over.
Visiting Stornoway

Parking: We suggest that coach drivers drop pupils and teachers off near the start of the tour, then park away from the town centre. A suitable drop off/pick-up point is the bus station and car park by South Beach Quay.

Toilets: There are public toilets in the main square behind the Tourist Information Centre (Cromwell Street) and in various facilities such as the Museum or An Lanntair Arts Centre.

Museum nan Eilean, Francis Street, Stornoway, HS1 2NF
Tel: 01851 709266
Collections of objects, including historic ironwork, images and archives relating to the islands’ past. Please contact museum staff for further details.

Western Isles Libraries, Stornoway Library, 19 Cromwell Street, Stornoway, HS1 2DA
Tel: 01851 708631
Resources for pupils and teachers in English and Gaelic relating to Stornoway’s past. The Western Isles Local Studies Collection, also based here, holds material on the Western Isles, including history and architecture. Please contact library staff for details.

An Lanntair, Arts Centre, Kenneth Street, Stornoway, HS1 2DS Tel: 01851 703307 www.lanntair.com
Interesting exhibitions and educational workshops.

Additional resources

For teachers
A comprehensive, colourful, readable guide to the ironwork of Stornoway. Available in English and Gaelic.

www.historic-scotland.gov.uk/education_unit
For further information about school visits, activities and resources for teachers, visit the website of the Historic Scotland Education Unit.

www.stornowayhistoricalsociety.org.uk
Many useful links for exploring Stornoway’s past.

www.scottishironwork.org
Information about Scotland’s historic ironwork and foundries.

www.mitchelllibrary.org/virtualmitchell
For schools in Glasgow, this ‘virtual’ library contains numerous photographs of Glasgow’s buildings and streets, some relevant to ironworking.

www.scran.ac.uk
A useful searchable database of images and information about Scotland’s past. Includes Pathfinder Packs relating to the iron industry, suitable for teachers and more able pupils.

www.forestry.gov.uk/wilsontown
This Forestry Commission website describes the uncovering of the remains of Lanarkshire’s first ironworks, hidden beneath forestry for over a hundred years. Also includes information on making iron.

www.bbc.co.uk/history/british/victorians/launch_ani_blast_furnace.shtml
An animation of a blast furnace.

www.bbc.co.uk/schools/primaryhistory/victorian_britain/
Activities and information about life in Victorian Britain.

Other places to visit
Summerlee Museum of Scottish Industrial Life
Summerlee Heritage Park, Coatbridge, ML5 1QD
Tel: 01236 638460
This heritage park, designed around the archaeological remains of the Summerlee Ironworks contains an exhibition hall, original artefacts, and a virtual reality blast furnace where visitors can try making iron.


Bonawe Historic Iron Furnace
Taynuilt, PA35 1JQ Tel: 01866 822432
This historic ironworks was founded in 1753. Displays bring to life the industrial heritage of the area and illustrate how iron was made.

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