

**Moorside Board School
The Victorian Classroom at Bradford Industrial Museum**

CHECKLIST

IMPORTANT: In order for your class to get the most out of your visit to Moorside Board School, please read the information we have sent you, and prepare the children thoroughly. Make sure that you have ticked all the boxes below before your visit.

Date of Visit:

HAVE YOU

- Spoken to Education Staff at the museum, decided on a date, and returned the booking form?
- Indicated on the form how you want to pay?
- Informed the Education Staff of any children with special needs or requirements who will be taking part in the Victorian Classroom?
- Arranged a date for a pre-visit to view the Victorian Classroom with the Education Staff (if visiting for the first time)?
- Explained to the Education Staff the outcomes you want by the end of the session?
- Read the Moorside Board School Book.

Staff from the Museum Education Service will teach the Victorian Classroom session. They will involve staff from the school, so please be prepared to take part.

**BEFORE THE VISIT:
MAKE SURE YOU**

- Read the section, 'Preparation at School' and make sure the children understand what will happen in the Victorian Classroom.
- Read the background information on **Board Schools and Half Timers** and tell your class about them.

- Read the list of activities and prepare your class to take part.

HAVE YOU

- Prepared a Victorian Register?** Give all children a Victorian name, 'Register' form is in this pack. *Bring the register with you.*
- Prepared some suitable sums to put on the blackboard?** *Bring them with you.*
- Prepared an object lesson which you will teach?** See information in this pack on how to do this. *Bring it with you.*
- Asked the children to wear a simple version of Victorian clothing?** See advice in this pack.
- Planned activities for the rest of the day when not in the Victorian Classroom?** See pack for some ideas. Please check with Reception Desk on arrival which demonstrations are available. Note there is a charge for Horse Demo/Rides.

HAVE THE CHILDREN

- Been told how they need to behave in the Victorian Classroom?** See “Behaviour in the Victorian Classroom” for details.
- Learnt some verses of a Victorian hymn?** See list in this pack for ideas.
- Learnt a multiplication table to recite aloud?**
- Learnt a verse or verses of a Victorian poem to recite aloud?** See list in this pack for ideas.
- Learnt some verses of a Victorian song?** See list in this pack for ideas.

The children will use slate pencils, write in copybooks with dip pens and ink, and use drawing books.

PLEASE REMEMBER: The Museum Education staff will take all necessary decisions concerning the conduct and progress of the Victorian Classroom session. You and your colleagues are responsible for the behaviour of the children. There should be at least one teacher and one other adult from the school in the Victorian Classroom.

On the rare occasion when the behaviour of a child is detrimental to the experience of the whole group, the Museum Education staff will ask the school staff to remove that child and occupy them elsewhere in the museum.

Introduction

Moorside Board School is a recreated Victorian schoolroom. It is situated on the top floor of the original Victorian spinning mill – Moorside Mills.

The schoolroom has been authentically re-created using benches, desks and blackboards and aims to recapture the surroundings in which Bradford children did their lessons between 1870 and 1902.

Teachers and children taking part in the role-play in the Victorian schoolroom will be involved in their re-creation of school life a century ago, when education had only recently (1870) become free and compulsory for all.

The framework for a half day in the schoolroom, suggested in ‘A Typical Victorian School Day’, is a useful basis for your visit, but please talk to the Museum Education staff if you have other ideas about how you would like to use the schoolroom: e.g for dramatisation of a particular story; for comparison of how subjects such as history were taught in Victorian times compared to a present day approach, etc.

The usual pattern for a visit will be a brief introduction by the Museum Education staff (in costume) before each session, role play of 1-2 hours (for Key Stage 2) in the Victorian Schoolroom (without a toilet break) and a short de-briefing session afterwards.

At all times during the visit, the teachers from the visiting school are responsible for the behaviour of their group. There must be one teacher and one additional adult from the school assisting the Museum Education Officer in the schoolroom. A maximum of 35 children can be accommodated in the classroom.

The Bradford School Board

The 1870 Education Act divided England into districts. It stated that elementary schools must be provided in areas where provision was insufficient. Boards were formed to manage these districts, and they built schools – known as ‘Board Schools’ – throughout the country. They continued to do so until 1902/3, when county councils took over the responsibility.

At Board Schools, children were organised into classes called Standards. Each year, an Inspector called and examined them in the ‘Three R’s’. Children were promoted to a higher grade only if they passed the examination. By 1886, in Bradford, children were starting school at the age of 5 and leaving at the age of 13. However, children over 10 could leave after passing Standard VI. Children reaching Standard III needed to attend only a half day, and could work the rest of the day in a factory. The standards at which children could leave school completely or work half-time varied throughout the School Board era.

Half – Timers

There were so many opportunities in the mills of Bradford for manual work that Bradford schools had the largest number of half-timer attendees in the country; 10,000 in 1875 and even 3,371 by 1903. Half-timers in Victorian Bradford usually worked six hours a day in the mill for between 1s 6d. and 3s 0d. per week, alternating mornings or afternoons at work on a fortnightly basis.

School teachers and some members of the Bradford School Board, e.g Margaret McMillan, thought that the half-time system severely restricted the educational opportunities and health of Bradford children, but employers and many parents could not see how mills could run or families have enough income without the half-timers’ work.

Preparation at School

There are many useful books which will help children understand about changes in schooling over time, e.g. *School Day* by Monica Stoppleman (pub. A & C Black).

Explain to the children that the Victorian teacher will be quite firm and strict, because that is how teachers behaved in Victorian times. Explain that although children in Victorian times would have sometimes been shouted at and sometimes hit with a cane, **that will NOT happen in the Victorian Classroom at Bradford Industrial Museum.**

The children will need to understand that the Board School is not a boarding school (see 'The Bradford Board school' notes). They should be aware of how their Victorian Counterparts were expected to behave in school. They will need to learn the relevant hymn, poem, song and multiplication tables – *but not in role otherwise some of the impact of the actual experience may be lost*. Children can be told that they will have to sit up straight with arms folded when not actually writing, and will have to stand up when told to with their hands at their sides. They will not put up their hands to answer questions. They will call teachers Ma'am or Master when called up to answer. They will remain silent in class.

PLEASE SEND THE FOLLOWING TO THE EDUCATION OFFICERS AT THE BRADFORD INDUSTRIAL MUSEUM IN ADVANCE OF YOUR VISIT:

- * A copy of the Victorian register
- * Details of your choice to hymn/Victorian song
- * Subject that you are teaching in the Object lesson
- * Information about any children who will need to use the lift, or go to the toilet during the lesson, or who have other special needs.

PLEASE TRY TO ENSURE THAT THE CHILDREN DO NOT HAVE ANY OF THE FOLLOWING IN THE CLASSROOM:

- Modern money
- Coloured trainers or pumps
- Jeans or sweatshirts
- Modern watches or jewellery
- Mobile phone or Ipod

REMEMBER TO BRING ON THE DAY

- Register of Victorian names
- Money for copybooks/drawing books (buy them at the reception desk)
- Music if you are using the piano
- Objects for the object lesson
- Camera (photographs can be taken in the classroom – children should ignore the camera)

PLEASE NOTE: Taking part in role play in the Victorian Classroom is suitable for a wide range of children, but experience has led us to the conclusion that it is *not* appropriate for schools to include children with emotional/behavioural problems in groups visiting the classroom.

Please talk to us if you have any particular queries or requirements.

A Typical Victorian Schoolday

Below is a basic outline for a Victorian School Day; you may wish to adapt it to suit the needs of your particular class, but the framework for a half-day session includes most of the following:

1. **Registration**
2. **Hymn** (plus Bible reading and prayer if appropriate for your class)
3. **Multiplication Tables** – chanting in unison and also answering individually
4. **Arithmetic** – using slates and state pencils
5. **Writing in Copybooks** – using dip pens and ink
6. **Drawing** – copying drawings as accurately as possible
7. **Object lesson** – training the children to observe and describe objects as clearly as possible.
8. **Poem**
9. **Song**
10. **Dismissal of Class**

PLEASE NOTE: The visiting teacher will give the object lesson (see the next page for examples). Typical object lessons in the late Victorian schools included “The Orange”, “Paper”, “Coal”, “Candles”, “The Potato”, “Slates”. Please bring sufficient objects for all the children to have one, or one between two. Give them information about the object, its origins and use, and ask them to repeat the information individually and collectively.

Victorian Object Lessons

We ask visiting teachers to prepare and present the Object Lesson to their class. In Victorian times the object lesson was intended to train the children to observe and describe objects as clearly as possible. You can either bring one object to be the focus of the lesson, which is described from the teacher's desk (e.g a globe), or bring sufficient objects for all the children to have one each or one between two (e.g a potato, a candle, an orange). A sample object lesson is given below; please apply similar methods/descriptions to the object you choose:

Coal

Children are asked to stand up if they know the answer to a question, not put up their hands – teacher will select a child to reply. Children handle or view the object, and are asked to suggest words to describe its shape, size, texture, etc. Sentences for repetition by the whole class are constructed by the teacher. The following information can be given to the class by the teacher a section at a time, and responses asked for as above.

Origins

What is coal? Coal is a fossil fuel found in layers in the earth. It is the remains of plants and vegetation, changed by heat and pressure into a hard, dark substance. Land where coal is found is a coal field. Where decayed plants and turf are near the surface it is called peat, a fuel often used in Ireland.

Properties

Hard, brittle, shiny and easy to burn. It gives out heat, light, gas, and smoke. (Refer to fire, dirty chimney etc.)

Location

Refer to York, Derby and Notts. Coalfield

How obtained

From mines where a pit or shaft is sunk hundreds of feet and passages made underground. The coal is dug from the coal face after first being loosened with a pickaxe.

Uses of Coal

For fuel, including gas and coke.

Suitable Hymns and Songs

HYMNS

All Things Bright and Beautiful
We Plough The Fields and Scatter
New Every Morning Is The Love
All People That on Earth do Dwell
Holy,Holy,Holy! Lord God Almighty

SONGS

The Ash Grove
Home Sweet Home
Blow The Man Down
Rule Britannia
The Lass of Richmond Hill
Oh! My Darling Clementine

POEMS

Choose a verse or two from any suitable Victorian poem. A popular poem which is easy to remember is 'I Remember' by Thomas Hood (*see over*)

I Remember

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day,
But now I often wish the night
Had borne my breath away.

I remember, I remember,
The roses, red and white,
The violets, and the lily-cups,
Those flowers, made of light.
The lilacs where the robin built,
And where my brother set
The Laburnum on his birthday –
The tree is living yet.

I remember, I remember,
Where I was used to swing,
And thought the air must rush as fresh
To swallows on the wing;
My spirit flew in feathers then,
That is so heavy now,
And summer pools could hardly cool
The fever on my brow.

I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky;
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from heaven
Than when I was a boy.

Thomas Hood (1700 – 1845)

Costume

Since it is difficult to reproduce exactly the costumes worn in the schoolroom, we suggest the following guidelines, which you may wish to modify as appropriate.

The desired effect is to add to the experience of role-play as much as possible rather than to faithfully reproduce the costume of the time(s):

GIRLS' COSTUME

VICTORIAN

White pinafore or smock
Laced/Button boots or clogs*
Dark dresses with long sleeves
Black woollen stockings

MODERN

Dark boots / shoes
Dark skirt/dress (as long as possible)
Dark knee high socks or tights

OPTIONAL EXTRAS

Hats or bonnets may be included. Half Timers wore woollen shawls over their heads which were fastened at the neck with a pin or brooch.

BOYS' COSTUME

VICTORIAN

Knickerbockers
Long woollen socks to the knee

Leather boots / shoes or clogs*
White shirt, stiff collar
Jacket/waistcoat with jersey

MODERN

Long grey/dark school trousers
Long grey/dark school socks pulled over the trousers up to the knee and held with elastic
Dark shoes, boots or clogs
White shirt with stiff collar or sailor collar
Dark round neck jersey or dark suit type and/or waistcoat.

OPTIONAL EXTRAS

Flat caps and/or mufflers

- Many of the poorer children would have been barefooted in the schoolroom

TEACHERS COSTUMES

LADIES

Long dark skirt
Long sleeved blouse (white)
Shawl
Dark boots/shoes

GENTLEMEN

Suit or blazer & flannels
Bow tie or cravat and stiff collar
walking stick/cane
Dark boots/shoes

OTHER MUSEUM ACTIVITIES WITH A VICTORIAN THEME

Compare the Victorian back to back house with the Victorian mill manager's house in terms of lighting and heating, decoration, furniture, facilities, and comfort. Most children at a Bradford Board School would have lived in houses very like the back to backs. In the gallery of the back to backs you can see a large layered drawing of early Victorian working class homes and families.

Watch a horse demonstration and discuss the work horses did in Victorian times. Look at related horse drawn vehicles in the Transport Gallery and Horse Emporium. Children at a Victorian school would have seen these vehicles in the street or in use at the mill, where they were half timers.

Visit the 'You are Here' display opposite reception, with particular reference to the sections about why people came to live in Bradford in Victorian times from different parts of the British mainland and Ireland. Look especially at pictures of children.

See steam engines working in the Motive Power Gallery in the ground floor, and spinning machines operating on the first floor. These demonstrations and displays will give the children an idea of the working mills of the Victorian years, where they could have been at first half-time then full time workers. Some of the coloured windows and information panels in the Weaving gallery explain about life in the mills in Victorian times.

BACK AT SCHOOL (POSTSCRIPT)

The experience and knowledge given by the Victorian Classroom role-play will hopefully introduce challenges to what is already known and be a spring board for future work back at school.

For younger children, the experience will offer ideas about similarities and differences in environment, curriculum and teaching styles. Older children might be encouraged to understand that school was a microcosm of the values of Victorian society and acted as a conditioning force.

The Victorian Classroom experience raises questions ranging from:

- What were their homes like?
- What did their Mothers and Fathers do?
- What did they eat and what games did they play?

To

- Why did they live like this?
- Why were conditions as they were?
- What brought about change?