



TRANSMISSIONS TO SCHOOLS

*R.B.*

# Boys and Girls of the Middle Ages

By RHODA POWER



ILLUSTRATIONS FROM MEDIEVAL SOURCES

By ELINOR LAMBERT

BRITISH BROADCASTING CORPORATION







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## BOYS AND GIRLS OF THE MIDDLE AGES

Broadcast *Mondays*

SEPTEMBER 26—DECEMBER 12, 1927

at 2.30 p.m.

### *Foreword to the Teacher*

THESE stories, which have been constructed from contemporary sources, are intended to give pictures of social life in the Middle Ages, and so form a background for the events which the children learn in their history text-books. It has been thought simpler to take the subjects in groups rather than in strict chronological order? Every pupil should possess a copy of this syllabus, as frequent reference will be made during the lessons to the illustrations and diagrams, which should be carefully preserved. Pupils should be encouraged to follow up each lesson by undertaking one or more of the exercises suggested. These, if desired, may be sent to Savoy Hill for consideration and commendation at the microphone, but not more than ~~3~~ papers may be sent from any one school. Miss Power will be glad to receive, from time to time, any helpful criticisms and suggestions which teachers may care to send in, more especially comments on the rate and manner of delivery, and suggestions for making the lessons more alive to the children.

It is hoped that class teachers will try to enter into the spirit of the lessons, and do everything possible to



collaborate with the wireless teacher in making the ~~lessons~~ natural and effective. ✓

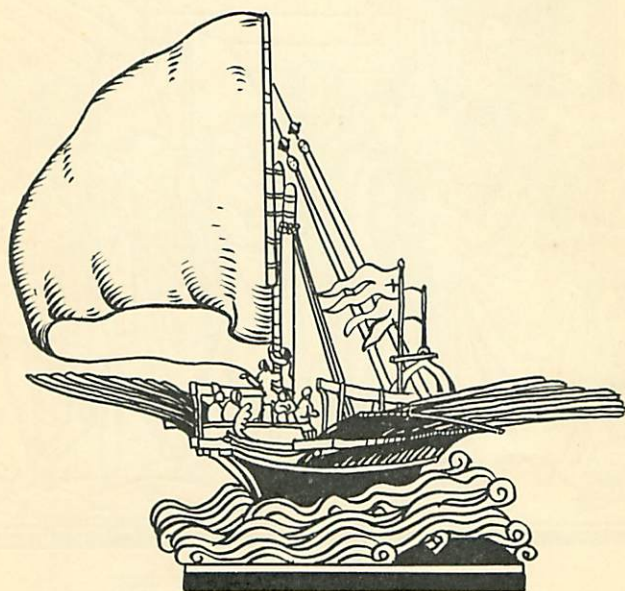
During the lessons, reference will be made to the blackboard, on which the following should be written or drawn before each specific talk:—

On September 26th.	Story	I.—The words JOUST, TOURNAMENT, OBEISANCE, MASTER OF THE HENCHMEN.
October	3rd.	II.—An outline map of Europe, marking Cyprus, Acre, Jerusalem, Chinon, Tours, Marseilles.
„	10th.	III.—An outline map of Wales, marking Carnarvon and Snowdon. The word BARD.
„	17th.	IV.—The words MANUSCRIPT, CLERK, SORBONNE.
„	24th.	V.—An outline map of Italy, marking Rome, Florence, Assisi.
„	31st.	VI.—The words ABBESS, NOVICE, SACRIST, TREASURESS, PRE-CENTRIX, CELLARESS, CHAMBRESS, INFIRMERESS.
November	7th.	VII.—Thomas Becket (d. 1170). Geoffrey Chaucer (b. 1328, d. 1400): “The Canterbury Tales.”
„	14th.	VIII.—The words VILLEIN (WEEK WORK, BOON WORK), DEMESNE.
„	21st.	IX.—An outline map of Europe, marking Black Sea, Mediterranean, Constantinople, Alexandria, Venice, Genoa, Southampton, Bruges.
„	28th.	X.—The words INDENTURES, JOURNEYMAN.
December	5th.	XI.—The same as for IX.



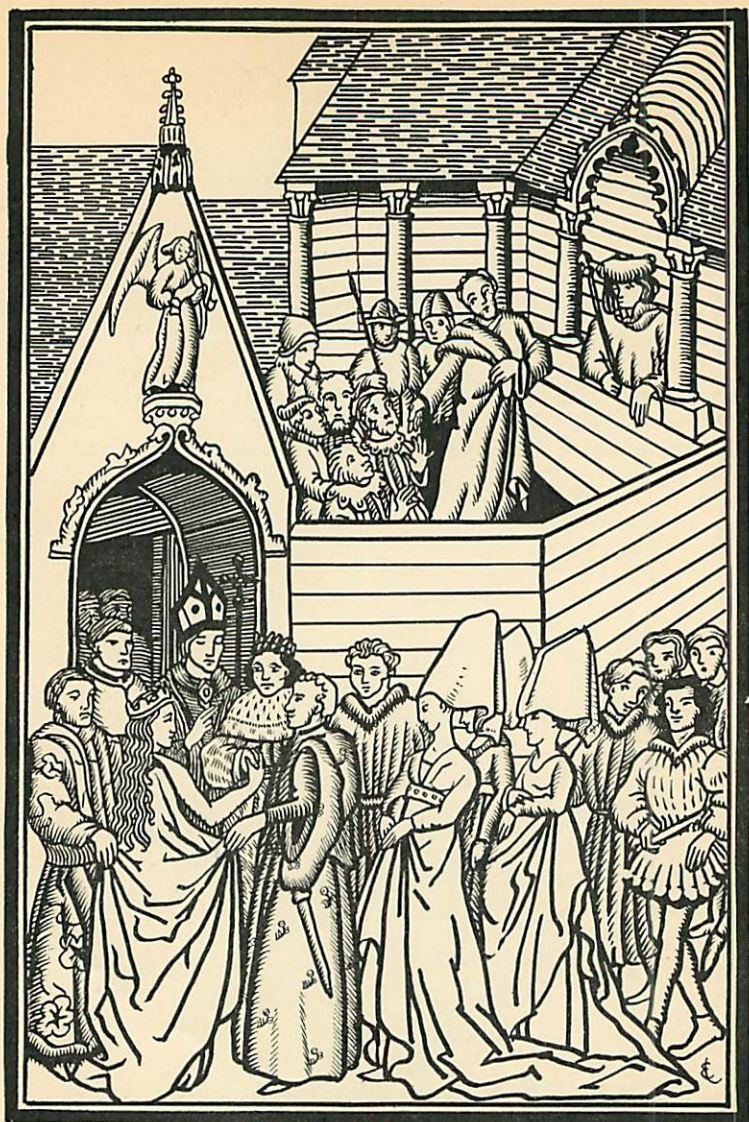
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VENETIAN GALLEY  
[To illustrate Story IX]





THE MARRIAGE OF KATHARINE RICH  
[To illustrate *Story XII*]



# Story I—September 26th

## THE TRAINING OF A SQUIRE

THIS story tells us how Hugh, a baron's son, lived and was educated until he was sixteen years old.

We hear about

- (a) his life at home until he was seven years of age,
- (b) his life as a page in a neighbouring baron's castle,
- (c) the ceremony making him a squire, and his preparation for knighthood.

*Time* :—The later part of the twelfth century.

*Who was reigning in England?* Henry II (1154–1189).



[A] "IN THE NAME OF GOD, ST. MICHAEL AND ST. GEORGE,  
I DUB THEE KNIGHT"

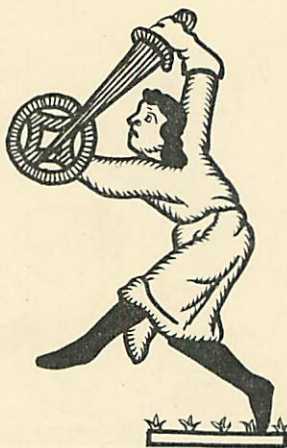


## SUGGESTIONS FOR USING THE LESSON :—



[B COSTUME OF A]  
12TH-CENTURY  
NOBLEMAN

1. Tell as much of the story as you can remember.
2. Draw a picture to illustrate any point in the story.
3. Draw, colour and cut out a shield.
4. If you were a little page living in the twelfth century, what part of your work do you think you would like best?
5. Pretend to be an old knight and tell
  - (a) the pages how they must behave at table,
  - (b) the young squire how to attend to his lord at bedtime.
6. If you were a squire attending your lord in battle, what would you have to do?



[C] HUGH PRACTISING WITH A  
SWORD AND SHIELD

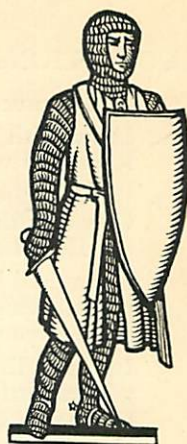


# Story II—October 3rd

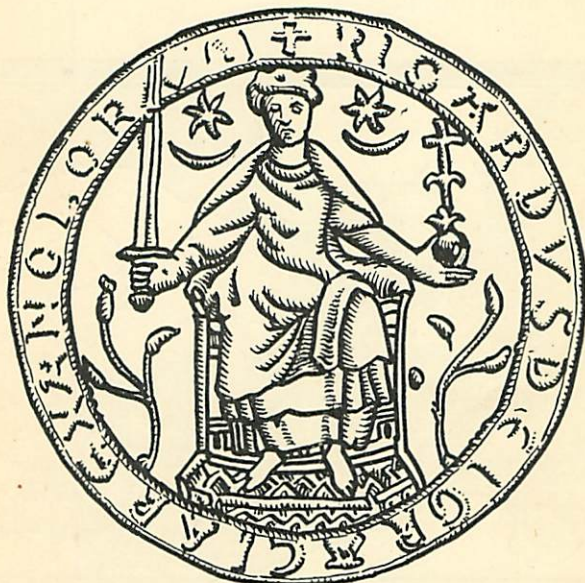
## THE YOUNG CRUSADER

LAST week we heard how a young squire was trained; this week we are going to hear how Geoffrey, a fourteen-year-old squire, followed his lord on the Third Crusade (1190). We shall learn the meaning of the word Crusade, why the Crusades were fought, and the difference which they made to England. The story also tells us about Richard the Lion Heart, King of England, and his noble enemy, Saladin.

*Time* :—The years of the Third Crusade, 1189–1192.



A CRUSADER



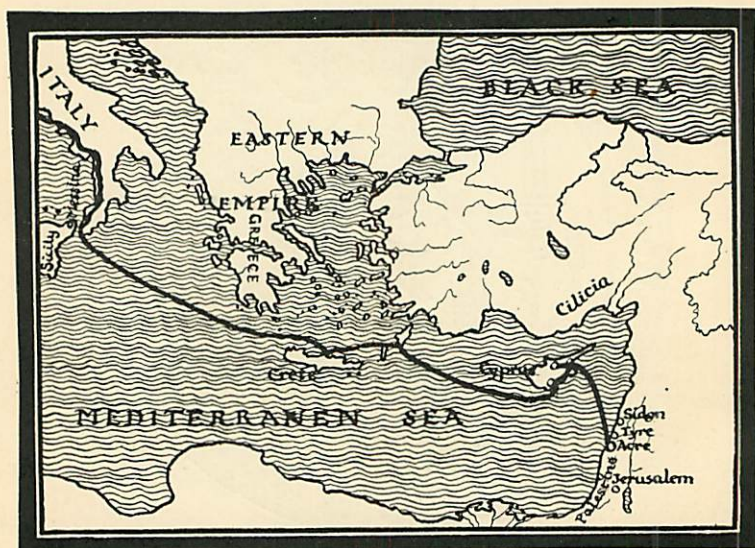
GREAT SEAL OF RICHARD I



*Who was reigning in England?* Richard I (the Lion Heart), 1189-1199, only spent ten months of his reign in England, which he left to be governed by regents.

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the talk as you can remember.
2. Show with your pencil on a blank map of Europe how Richard I went to the Holy Land.
3. What is the meaning of the word Crusade? How did a Crusader dress? Where is Jerusalem? What do we call the Holy Land to-day?
4. If you had been a young Crusader, following King Richard to Palestine, how would you have travelled? Describe some of your difficulties and pleasures.
5. Invent a little talk between Saladin and one of his soldiers after a battle. Saladin must ask questions about the way the Crusaders fight, and what King Richard is like, and the soldier must answer.
6. Can you think of anything which the Crusades taught or brought to England?



MAP OF THIRD CRUSADE, SHOWING ROUTE TAKEN BY RICHARD I



# Story III—October 10th

## A LITTLE WELSH PRINCESS

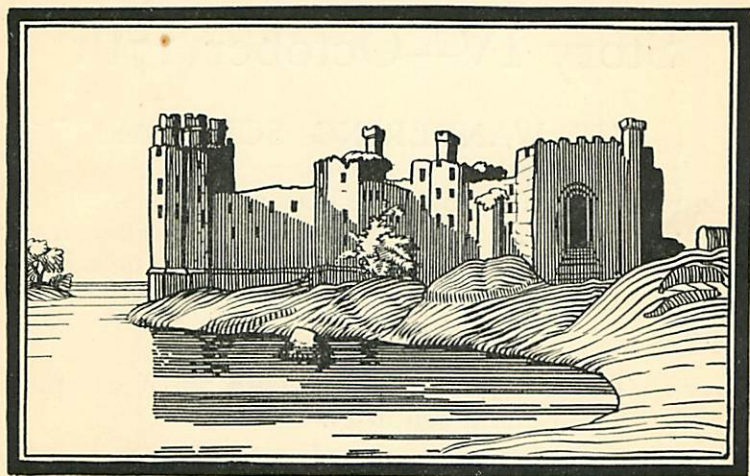
THIS story tells us about Edward I and his Welsh wars. We hear about the two Llewelyns, who defied the Kings of England, how the country was at last conquered, and the baby princess Gwenllian, daughter of Llewelyn, sent away to a nunnery, and how the King's son Edward, who was born in Carnarvon Castle, was given the title "Prince of Wales."



[A] A WELSH ARCHER

*Time* :—During Edward I's Welsh wars.

*Who was reigning in England?* King Edward I (1272–1307).



[B] CARNARVON CASTLE



## SUGGESTIONS FOR USING THE LESSON:—



[C] AN ENGLISH  
SOLDIER

1. Tell as much of the talk as you can remember.
2. Why did the English fight against the Welsh? What happened to Llewelyn, Prince of Wales?
3. Can you describe what the Welsh people were like and how they lived?
4. Do you know of any castles in Wales which are still standing? Show them on the map.
5. What are (i) a drawbridge, (ii) a moat?
6. Do you know the legend of the baby prince of Wales? Which of the English King's sons always has the title Prince of Wales? Who is the present Prince of Wales?

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## Story IV—October 17th

### THE WANDERING SCHOLAR

THIS story tells us how little boys were educated and how young men, who loved learning, wandered from place to place in search of it. We follow the adventures of Henry, and get a glimpse of Paris in the Middle Ages.

*Time* :—The last years of the twelfth and early part of the thirteenth centuries.

*Who was reigning in England?* John (1199–1216); Henry III (1216–1272).

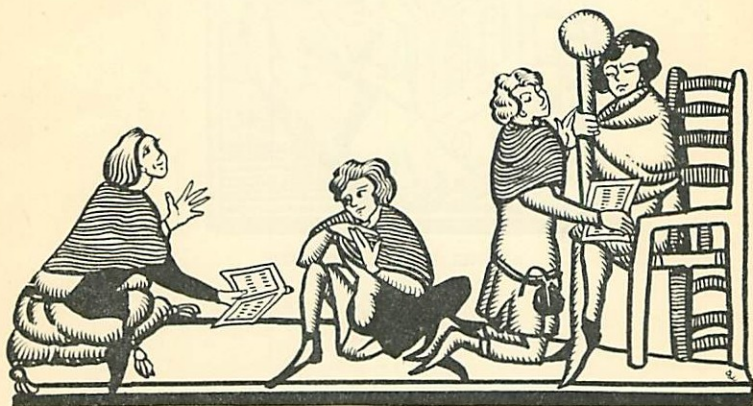




[A] COCK-FIGHTING

# SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the talk as you can remember.
2. What does the word manuscript mean? Who were the chief writers of manuscripts? Could many people read and write?
3. Pretend that you are illuminating a manuscript, write the name of your school in coloured letters and make a decorated border.



[B] HENRY AND HIS FRIENDS PLAYING AT SCHOOL



4. If you had been at school with Henry, where and by whom might you have been taught? Describe a day in your life.
5. Pretend to be a wandering scholar and describe your journey from one monastery to another and what you saw on the road.
6. How did Paris become a seat of learning? Do you know the name of any college in Paris which was founded in the Middle Ages and still exists?



BEFORE PRINTING BEGAN



# Story V—October 24th

## THE FRIARS IN THE SCHOOL-HOUSE

THIS story tells about the coming of the Franciscan friars to England, how they lodged in a school-house by night and spread the teaching of St. Francis (1181–1226) by day. Edward, one of the little schoolboys, makes friends with the friars, who tell him tales of St. Francis.

*Time* :—The coming of the Franciscans to England, 1224.

*Who was reigning in England?* Henry III (1216–1272).



A FRANCISCAN

### SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the talk as you can remember.
2. What is the meaning of the word “friar”? How did a Franciscan friar dress? What was his dress called? Do you know of any other name for the Franciscans?
3. Who was St. Francis? How did he live
  - (a) when he was a boy,
  - (b) when he was grown-up?
4. How many friars did St. Francis send to England? Where and how did they live? Did he send friars to other countries?
5. Tell your favourite story of St. Francis.



6. What places have been mentioned by name in the story?  
Find them on the map.
7. Pretend to be a Franciscan friar and describe a day in  
your life  
(a) in Italy with St. Francis,  
(b) in England at the school-house.



ST. FRANCIS AND THE BIRDS



# Story VI—October 31st

## THE NOVICE IN A NUNNERY



[A]

THE heroine of this story is a twelve-year-old girl called Eleanor, who is taken to a convent by her parents. While we are listening to the story of her life we learn about the tasks and duties of the different nuns, their recreations and the services which they attend in the chapel.

*Time* :—The later part of the thirteenth century.

*Who was reigning in England?* Edward I (1272–1307).

### SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. What was the head of an abbey called? Mention some of her duties.





[B] THE MISTRESS OF THE NOVICES

3. Pretend to be a little novice and describe
  - (a) a night in the dorter,
  - (b) a visit to the abbey guest-house.
4. If you were a nun living in the thirteenth century, would you rather be a sacrist, a cellaress, a precentrix or a treasures? Why?
5. What were the duties of each of the above? What had the Mistress of the Novices, the Chambress and the Infirmress to do?
6. What happened on Innocents' Day?



[C] TENDING THE SICK



# Story VII—November 7th

## THE LITTLE PILGRIMS

two little boys, Richard and Lionel, go on a pilgrimage, one to Canterbury, and the other across the sea. The story tells us what they saw, with whom they travelled, and the tokens which they brought back.

*Time* :—The fourteenth century.

*Who was reigning in England?* Edward II (1307–1327) or Edward III (1327–1377).



[A] AN ENGLISH PILGRIM



[B] RICHARD MET PEOPLE ON THE WAY

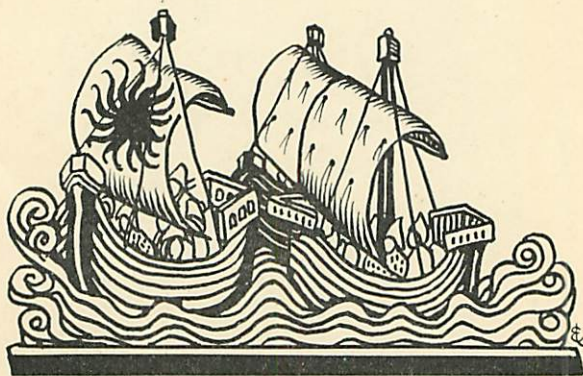


SUGGESTIONS FOR USING THE LESSON:—



[C] PILGRIM'S TOKEN  
CANTERBURY SIGN

1. Tell as much of the talk as you can remember.
2. What do you know about St. Thomas of Canterbury? Point out Canterbury on the map.
3. Describe a journey across the sea in the fourteenth century.
4. Pretend to be a young pilgrim who has just come back from Canterbury, and tell your brothers what you saw and who went with you.
5. Describe a pilgrim. Did all pilgrims wear special clothes?
6. Do you know anything about Geoffrey Chaucer?
7. Draw and cut out some tokens.



[D] LIONEL WENT BY SEA



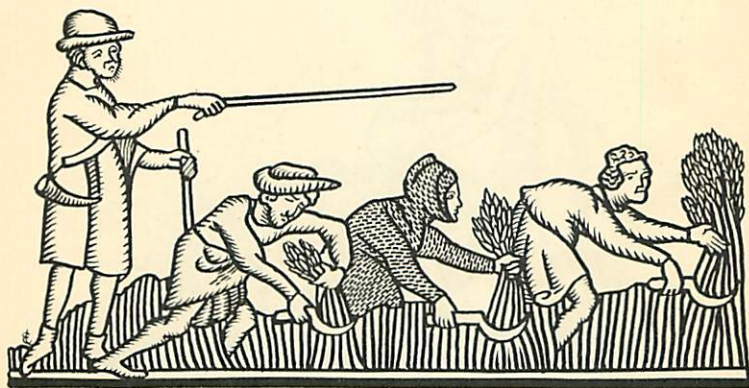
# Story VIII—November 14th

## THE VILLEIN'S TWINS

WE are introduced to Bess and Wat, the twin son and daughter of a villein. We hear about the house in which they live, the work of parents and children, and the dues which must be paid to the lord of the manor and to the priest. We learn about the uses to which the church is put, visit the Manor-house, and see the bailiff, and we watch the twins enjoying themselves on a holiday.

*Time* :—The early part of the fourteenth century.

*Who was reigning in England?* Edward II (1307–1327).



REAPERS AND A HARVESTMAN



### SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. What is (i) a manor, (ii) a manor-house, (iii) a villein, (iv) a manor court?
3. If you were a villein's son, how could you help your father?
4. Pretend to be a villein's little daughter, and describe a working day in your mother's life and a holiday in your own.
5. What services had a villein to do for his lord, and what kind of payments had he to make?



FEEDING THE CHICKENS



6. Make up a conversation between a child of to-day and a villein's son. Let each child describe his home so as to discover what is the same and what is different.
7. Draw and cut out a windmill or make a model of a plough.



THE TWINS' PARENTS AT WORK



# Story IX—November 21st

## THE BLACK DEATH

THIS story tells how a terrible plague called the Black Death was brought from the East to England, and caused great suffering.

*Time* :—1348–1349.

*Who was reigning in England?* Edward III (1327–1377).

### SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. How and when did the Black Death come to England? Did it visit other countries too?
3. Pretend to be a boy who has escaped from a plague-stricken village, and describe what you have seen.
4. What do you know about doctors at this time? Who tried to help them with the sick?
5. Can you mention any of the results of the Black Death?



ESCAPING WITH THE BABIES



# Story X—November 28th

## THE LONDON APPRENTICE

JOHN's father apprentices him to a London baker, and, as we follow the boy's adventures, we get a peep into Medieval London, with its narrow cobbled streets and small, open-fronted shops. We hear about the craft guilds and the duties of apprentice, journeyman, master craftsman and warden of the trade.



[A] THE BAKER WHO CHEATED

*Time* :—The later part of the fourteenth century.

*Who was reigning in England?*  
Richard II (1377–1399).



[B] THE LADY WHO COMPLAINED

### SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Draw or make a model of (i) a pillory, (ii) the stocks, (iii) a fourteenth-century shop.



3. What are (i) a craft guild, (ii) a journeyman, (iii) indentures?
4. What were the duties of a master craftsman who was a warden of his trade?
5. Choose two of your school-fellows to play the parts of a notary and apprentice, and pretend to be a father arranging his son's indentures.
6. Describe a town in the Middle Ages, and mention the chief differences between a shop of the fourteenth century and one of to-day



SHOPS OF THE FOURTEENTH CENTURY



# Story XI—December 5th

## THE VENETIAN CABIN-BOY

THIS story tells us how Eastern goods came to England. We watch the journey of the Venetian galleys through the eyes of Leonardo, a cabin-boy.

*Time* :—Towards the middle of the fifteenth century.

*Who was reigning in England?* Henry VI (1422–1461).

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. How did the Indian merchants send their goods to Alexandria? Why were spices important?
3. Where did the Venetian galleys go in the fifteenth century, and what did they bring back?
4. Pretend to be a fifteenth-century child, and describe the scene in Southampton when the galleys arrived.



SPICES, SILKS AND MEDICINES



## Story XII—December 12th

### THE WOOL-MERCHANT'S CHILD-BRIDE



[A] LADY OF THE XVTH  
CENTURY

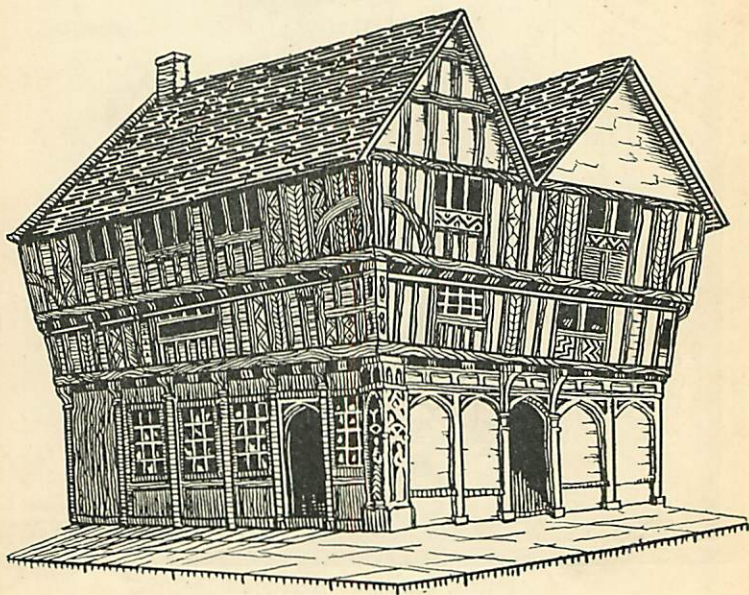
THIS story is about Katharine Rich, the thirteen - year - old fiancée of Thomas Betson, a wool-merchant. We learn about the wool trade which helped to make England rich. We hear about life in a merchant's house, and read some of Thomas Betson's letters to his bride.



[B] HER SERVANT

*Time :—Towards the end of the fifteenth century.*

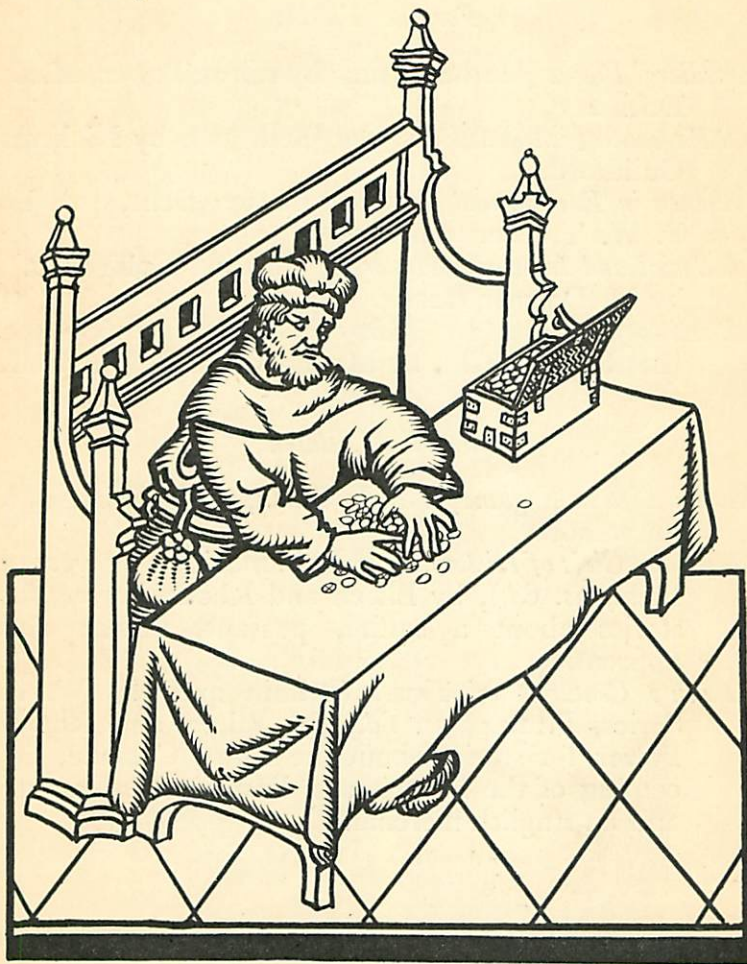
*Who was reigning in England? Edward IV (1471–1483).*





SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. What position of honour has the Woolsack to-day? Why?
3. Where did the English merchants send most of their wool?
4. Pretend to be Katharine Rich, and tell a friend about an interesting day in your life.
5. Draw a lady in a steeple head-dress.
6. Can you describe a rich merchant's house in the fifteenth century?



A MERCHANT COUNTING HIS MONEY



BOOKS TO READ IN CONNECTION WITH  
THIS COURSE

*For the Teacher*

- Medieval People* (Methuen, 6s.), by Eileen Power, M.A.,  
D.Litt.  
*A Pageant of Medieval England* (Bell, 3s.), by Nicholas  
Guildford.  
*Women in English and Economic History* (Dent, 4s.), by  
F. W. Tickner, M.A.  
*A Social and Industrial History of England* (Collins, 4s.),  
by M. Dormer Harris.  
*A History of Everyday Things in England, 1066-1499*  
(Batsford, 8s. 6d.), by M. and C. H. B. Quennell.

*For the Children*

- Social Life in England*, Vol. I (Black, 1s. 6d.), by John  
Finnemore.  
*Boys and Girls of History*, Part I (Cambridge University  
Press, 2s. 6d.), by Eileen and Rhoda Power, for  
stories about a squire, peasant, novice and  
apprentice.  
*Twenty Centuries of Travel* (Britain and the World  
Series, Pitman, 2s. 6d.), by Eileen and Rhoda  
Power, for stories about the Third Crusade, the  
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13. What Society Means, by KINGSLEY MARTIN.
14. One Hundred Years of Electrical Engineering, by Professor W. CRAMP.

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*Published by the British Broadcasting Corporation, Savoy Hill, London, W.C. 2.  
Printed by Richard Clay & Sons, Limited, Bungay, Suffolk.*