

Walter Tull

Sport, War & Challenging Adversity

Hilary Claire

Teachers Resource Book
Key Stage 2-3



NORTHAMPTONSHIRE
Black History
ASSOCIATION



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TEACHERS RESOURCE BOOK

Key Stage 2/3

Hilary Claire

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1: A Cross Curricular Scheme For Walter Tull With Citizenship, Pshe And History As The Main Curricular Areas – Key Stage 2

KEY QUESTIONS	NATIONAL CURRICULUM SUBJECT LINKS AND OBJECTIVES			RESOURCES
1. Who was Walter Tull?	History – Understand why Walter Tull was significant through using a range of pictorial and documentary sources (4a)	PSHE/Citizenship Education – Understand who should be remembered and why. (2a, 2e, 2f, 2i*, 4f*)	Art – Be able to produce an interpretation of Walter Tull through a portrait (1a, 1b and 1c)	<ul style="list-style-type: none"> ■ Photographs of Walter sources 1 – 4 ■ Appropriate paints or pencil crayons Documents sources 5- 17a ■ The grid for enquiry and interpretation of sources - p. 11 of the Teacher's Book
2. Who were the people in Walter's family?	History – Develop and understanding of chronology by organising historical material to produce a family tree (1a and 1b).			The family tree source 18
3. What might the boys have felt when they went into care?	PSE – To have empathy with the emotions experienced by with Walter, Eddie, Clara and Cissie and consider qualities that help you in tough times (2e, f and 3g)			
4. What can we find out about the football years?	History – Be able to develop a chronological understanding of Walter Tull's life (1b) using a range of sources and communicating this (5c)	Literacy – Be able to develop radio interviews using the sources (NC En1c, b and c)		Sources 19a - e
5. How should we respond to the racist incident at Bristol?	PSHE/Citizenship/ Philosophy for Students – Understand how we can use circle time or P4C to explore feelings about racism and how to actively counteract it (NC 2c and 4a and 4d)	Art and literacy - Be able to use statements from black players to design posters against racism (9 NC 1a and b)		<ul style="list-style-type: none"> ■ Extract from Kick it Out website source 20 ■ Statements from black players -1 source 21 ■ Statements from black players -2 source 22 ■ Material to make posters
6. What can we find out about Walter's achievements in football?	PE – Be able to find out about the different formation, trying them out and evaluating them (NC 2b)	History and PE – Be able to research about football in the past; comparing this with contemporary game (PE 2b and 3a)	Literacy – Be able to develop questions and answers comparing football a century ago, and now and presenting this (Eng 2 2b)	The diagrams of formations sources 23 - 25

7. What happened to Walter during WW1?	History – Find out about Walter Tull’s involvement in World War 1 (2a) through using a range of primary sources (4a)			Time line sources 26- 43 Large sticky notes
8. What was it like in the trenches in WW1?	History – Understand what conditions were like in the trenches (2a) through using a range of sources. Music – hearing and learning WW1 songs	Literacy – Be able to produced creative writing - poetry, based on using the evidence and reading WW1 poems (Eng 2a)	PSHE – Be able to consider emotional responses to war (2e)	<ul style="list-style-type: none"> ■ photos sources 44 - 48 ■ art work from WW1; oral evidence from web; WW1 poetry; WW1 music site for songs
9. How shall we respond to what we have learned about WW1?	PSHE - Be to appreciate our dreams for the future; recognise courage and affirming our own courage; reflect on feelings about war and death (2e)	Citizenship – Understand the nature and contribution of different people to our society by exploring British identity and multiple identities (3i)	Art, music and dance – Be able to make creative interpretations of our feelings about the war, courage and identity Through learning music -‘The Last Post’ Music (NC 3c)	<ul style="list-style-type: none"> ■ Power ball for circle time activity ■ The story book (available from NBHA. www.northants-black-history.org.uk) ■ The commemorative scroll source 49
10. Is it right to fight?	PSHE/RE/Philosophy for Students - Be able to consider values, beliefs, consequential thinking (altering one’s position according to the causes and likely or real consequences of the situation) (1a, 2e, 4d)		Citizenship – to be able to advocate an ideological position (NC 1a and 2a)	<ul style="list-style-type: none"> ■ Download and print out of posters from Peace Pledge Union & the poems ■ Kitchener poster source 50 ■ Sufficient photocopies of statements for each child source 51 ■ Scissors
11. How shall we commemorate Walter Tull?	PSHE - Understand how undertake a critical review of the qualities considered at the beginning of the project (2e, 2f)	Citizenship/art /music/literacy To be able to one’s own creative ideas and decisions (Citizenship 2f)	History/PSHE – Pupils will understand how what makes a person memorable and why some people are marginalised or forgotten (3). They will demonstrate how be able to Walter Tull could be commemorated(3, 5c)	Newspaper extracts source 52a - e Picture of the memorial stone and garden for Walter outside Northants Stadium source 53 a - b

2: A Cross Curricular Scheme For Walter Tull With Citizenship, Pshe And History As The Main Curricular Areas – Key Stage 3 For The National Curriculum 2008

KEY QUESTIONS	NATIONAL CURRICULUM SUBJECT LINKS AND OBJECTIVES				RESOURCES
1. Who was Walter Tull?	<i>Citizenship</i> – Understand who should be remembered within our multicultural society and why (key concept 1.3a and 1.3b)	<i>PSHE</i> – Personal well-being	<i>History</i> – Understand why Walter Tull was significant through using a range of pictorial and documentary sources (key concept 5a)	Developing links with other subjects <i>Art</i> – Be able to develop ideas to show an interpretation of Walter Tull through a portrait based on using primary sources.	<ul style="list-style-type: none"> ■ Photographs of Walter sources 1 – 4 ■ Appropriate paints or pencil crayons Documents sources 5- 17a ■ The grid for enquiry and interpretation of sources - p. 11 of the Teacher's Book
2. Who were the people in Walter's family?			Understand chronology by organising historical material to produce a family tree (key concept 1.1a)).		The family tree source 18.
3. What might the boys have felt when they went into care?		To understand that relationships can create strong emotions and have empathy with Walter, Eddie, Clara and Cissie. Appreciate Qualities that help you to deal with feelings and emotional issues.(key concept 1.4c)			
4. What can we find out about the football years?				<i>English</i> Be able to develop radio interviews to engage an audience using the sources.	Sources 19a - e
5. How should we respond to the racist incident at Bristol?	Understand how we can explore feelings about racism (key concept 1.3b and 1.3d) and how to actively counteract it by considering concepts of fairness and justice (key concept 1.1c)			<i>Art</i> Be able to use statements from black players to develop ideas to design posters against racism.	<ul style="list-style-type: none"> ■ Extract from Kick it Out website source 20 ■ Statements from black players -1 source 21 ■ Statements from black players -2 source 22 ■ Material to make posters

6. What can we find out about Walter's achievements in football?			Be able to research about football in the past; comparing this with contemporary game (key concept 1.4)		The diagrams of formations sources 23 - 25
7. What happened to Walter during WW1?			Understand Walter Tull's experiences in World War 1 and draw reasoned conclusions about the nature of his involvement through using a range of primary sources (key concept 1.2a and key process 2.1b)		Time line Sources 26 - 43 Large sticky notes
8. What was it like in the trenches in WW1?		Be able to reflect critically on emotions and values about war. (key process 2.1a)	Be able to use and evaluate a range of sources (key process 2.2a) in order to reach a reasoned about life in the trenches (2.1a)	English – Be able to generate ideas through creating poetry based on using the evidence and reading WW1 poems.	<ul style="list-style-type: none"> ■ photos sources 44 - 48 ■ art work from WW1; oral evidence from web; WW1 poetry; WW1 music site for songs
9. How shall we respond to what we have learned about WW1?	Understand the nature and contribution of different people to our society by exploring British identity and multiple identities (key concept 1.3a, 1.3b and 3.1d).			Art, music and dance – Be able to make creative interpretations of feelings about the war, courage and identity through using music.	<ul style="list-style-type: none"> ■ Power ball for circle time activity ■ The story book (available from NBHA. www.northants-black-history.org.uk) ■ The commemorative scroll source 49

10. Is it right to fight?	Be able to reflect critically on the qualities considered at the beginning of the project (key process 2.1) Be able to advocate an ideological position through discussion (key process 2.2a) Be able to consider values, beliefs, consequential thinking - altering one's position according to the causes and likely or real consequences of the situation (key process 2.2b)				<ul style="list-style-type: none"> ■ Download and print out of posters from Peace Pledge Union & the poems ■ Kitchener poster source 50 ■ Sufficient photocopies of statements for each child source 51 ■ Scissors
11. How shall we commemorate Walter Tull?	To be able to develop one's own creative ideas and decisions (key process 2.3a)		Understand how what makes a person memorable and why some people are marginalised or forgotten (key concepts 1.2a and 1.5a)		Newspaper extracts source 52a - e Picture of the memorial stone and garden for Walter outside Northants Stadium source 53 a - b

1. How Does This Resource Meet Recent Requirements And Guidance In Primary Education?

Recent official strategies and frameworks for education

Excellence and Enjoyment: A Strategy for Primary Schools (DfES 2003)
The Primary Framework for Literacy and Mathematics (DfES 2006)
Every Child Matters (DfES Green Paper, 2003)
Race Equality Duty (Race Relations Amendment Act 2000)
The Inclusion, Identity and Diversity agenda and the Diversity and Citizenship Review (Ajegbo Report (DfES2007)
Healthy Schools and SEAL (DfES 2005)

The Walter Tull resource has been written with the ethos and aims of these ground breaking official documents at the forefront. Between them, these documents provide many pointers for good primary practice, ensuring inclusivity and creativity, a rich and exciting cross curricular approach to the curriculum, tailored to the needs of the students, and encouraging innovation in which teachers ‘take ownership of the curriculum... shape it and make it their own’ (DfES 2003, p. 15). All these are part of our educational aims: empowering pupils and giving them a voice, ensuring their active participation and enjoyment in learning; a goal oriented curriculum, in which students develop social and emotional qualities - and not just their academic strengths – to fit them for future lives. In this endeavour, the most recent report on ‘Diversity and Identity, Ajegbo Report (2007) reminds us of the Race Equality Duty (2000) to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations. It highlights the necessity to look for commonalities, not just celebrate the cultural differences.

The National Curriculum

Cross curricularity is at the heart of this resource, but cross curricularity which does not blur the outlines of subjects so that they lose their integrity.

The Key Stage 2/3 scheme

Citizenship

This is the lead subject area for the Key Stage 2/3 scheme, with the opportunities to develop History clearly demarcated for some activities. There is an easy and natural flow into other subject areas. The scheme can be used as a ‘stand alone’ for Citizenship, or as part of a local study in History, or as part of a general cross curricular plan since it incorporates aspects of most curriculum areas. With the caveat above about tokenism, it could also be used for Black History Month, adapting the activities as appropriate for different year groups.

History

There are several activities in the resources which ask students to use pictorial and documentary evidence. An important concept that students need is the difference between factual information gained from a source, and an interpretation which is an opinion based on the factual information, also drawing on other knowledge. In diagram 1 below, the students put a picture or artefact in the middle of a large piece of sugar paper, and use sticky notes for the three sections. This allows you to easily move a statement to a different section if needed.

How to ask historical questions and interpret an artefact or picture

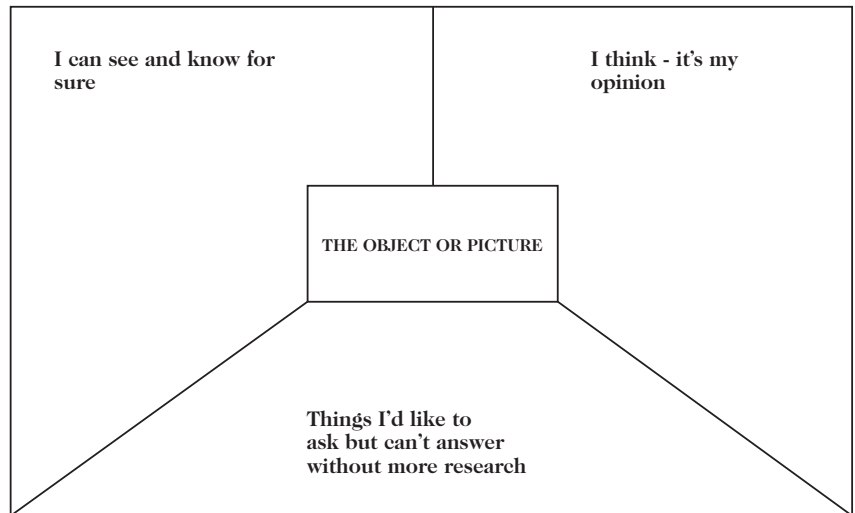
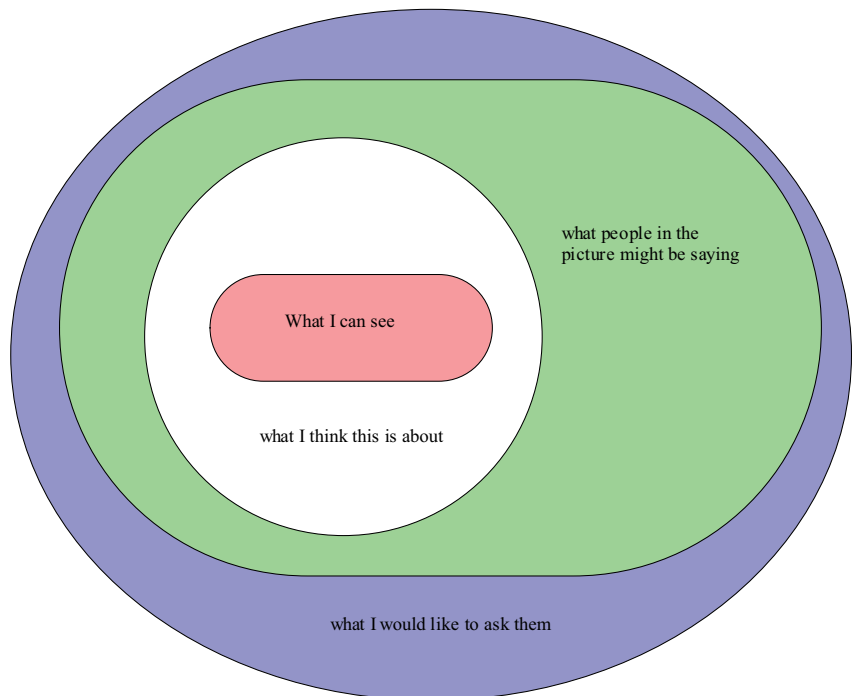


Diagram 1: Historical enquiry and interpretation

Diagram 2: interpreting pictures. This method is particularly suitable when there are several people in an illustration. The outer ring – ‘what I would like to ask [them]’ can be used for student’s own research.



The key concepts and processes of Citizenship Education

We have decided to work with the recent revision of the KS3/4 Citizenship Curriculum where the concepts and processes are most clearly laid out. Continuity and progression is essential across pupils’ school life, and clarification of these concepts can only be helpful.

Processes	Concepts
Critical thinking and enquiry	Democracy
Taking informed and responsible action	Justice
Advocacy and representation	Rights and Responsibilities, including Human Rights
	Identity and Diversity in the UK

PSHE

There is considerable overlap between Citizenship and PSHE. An easy rule of thumb for differentiating them is to think of PSHE as about the pupil's personal attitudes and characteristics, while Citizenship is about the public or community world. The personal qualities fostered through PSHE are often the foundations for citizenship. However, in Citizenship education we look not just for personal responses (I will be kind to someone who is hurt; I will remember the things I am good at, I won't smoke) but for attitudes and actions that go wider than oneself. You will realise that it is not always easy to separate them out!

For example, good self esteem is a PSHE concept. But high self esteem is also the foundation for respect and tolerance for others – which are central to citizenship. Challenging racism at a personal level or knowing what to do about bullying become Citizenship issues when students think about racism in wider society and what might be done, or the oppression of groups of people because of prejudice about who they are.

What Citizenship and PSHE concepts will students develop in the schemes?

- Talking about the personal challenges some people face, through no fault of their own, and what other people might do to give support
- Thinking about the personal qualities we need to get through difficult circumstances
- Understanding that racism goes deeper than personal nastiness, but can affect a person's life opportunities through the concept of institutional racism
- Recognising the ignorance, hurt and the injustice of racism, and considering how to challenge it effectively
- Talking about what people learn and need to do, to be part of a team.
- Recognising the many different qualities that we might respect and honour in other people
- Talking about individual responses to an issue like war – is it right to fight?
- Talking about different perceptions of courage.
- Thinking about selflessness, and the courage to put your life at risk for other people
- Talking about identity, membership of a nation and how we actively recognise nationality.

Literacy

- Text level work in fiction, non fiction, poetry – comprehension, shared reading, shared writing; guided reading and writing;
- Speaking and listening for a wide range of purposes in different contexts
- Providing real experience contexts and meaning for the development of core skills
- Opportunities to practise and use information in different contexts
- Opportunities for higher order thinking skills – e.g. reasoning and problem solving
- Building concepts and adding to the richness of their experience.

2. How To Use This Resource

How it's set out

- Broad schemes of work for Key Stages 2 and 3 are written for pupils towards the end of Key Stage 2 and the early stages of Key Stage 3. Some indication of differentiation has been provided but clearly this can be modified to relate to the range of pupils within the group or pupils within years 3 and 4.
- Cross curricular work linked to the main history theme offered in each section and is not set out as week by week: as we assume that some teachers may devote a week to a special project, or want to pick and choose how to use the resources and ideas offered here.
- There is probably more material than it is possible to fit into the time allocated, but the idea is to empower teachers and provide opportunities for selection from different elements in the resource.
- Teachers should select what is relevant and appropriate to their own classes.
- Students with English as an additional language will benefit from work with the visual sources, and drama and role play activities which encourage language in action.

Differentiation

Using Sources

Some sources are more difficult to decipher than others. For example: a pictorial source such as the picture of Walter with his brother Eddie, sister Cissie and Eddie's adoptive mother Mrs Warnock in Glasgow, gives clear information about these members of the family and tells you they were in Glasgow on a specific date. The census and other certificates are harder to read, and students may need help with the language. You may decide to give students transcripts, alongside the originals – making the task much easier.

You may wish to use The Story of Walter Tull book, which is available from the publisher of this pack, which is a narrative of Walter's life, instead of the activities constructing his life from the sources.

A note about the accuracy of sources

There are sometimes discrepancies between the sources: for example Walter Tull's biographer, Phil Vasili says Walter had shell shock now known as Post Traumatic Stress Syndrome, while the Northampton Mercury says he was suffering from pneumonia. Yet another source (not provided) says he had 'trench fever'. If the students pick up the differences, agree that we often have difficulty knowing much later, which account is correct. Reassure them that such discrepancies are part of history, memory and attempts to reconstruct the past. Along with issues of accuracy, missing evidence can also complicate historian's work.

¹ Claire, Hilary (2007) The Story of Walter Tull. Professional Black Footballer and First Black Officer in the British Army. Northamptonshire Black History Association

² Vasili, Phil (2000) Colouring Over the White Line. The History of Black Footballers in Britain. Mainstream Publishing Company (Edinburgh) Ltd.

3. Teaching About Controversial And Emotive Issues

All the following are part of Walter and his family's story and will be part of discussion, going deeper in the KS3 than in the KS2 scheme.

- losing parents and going into care
- adoption
- racism
- war, being wounded, hospitalisation, death and memory

We have not marked potentially sensitive areas explicitly and hope that teachers will exercise their own judgement and knowledge of their pupils with this material.

Racism

We referred in Section 1 to the 'Race Equality Duty' for education. Research has shown that learning about black and ethnic minority culture does not automatically challenge racist attitudes. Rather than exemplifying multicultural pedagogy which 'celebrates diversity', this resource concentrates on universal human experience – and the many ways in which students can identify with Walter's talent, courage and perseverance. It is important to challenge any stereotypes that may prevail about black men, and for students to recognise Walter as so much more than a terrific footballer. Walter provides a role model for overcoming racism, but his story shows that racism is hurtful, intolerable and can deny people their full potential.

Most students are not openly and unashamedly racist. What is more likely is that some students have internalised racist attitudes in their community or are not aware that racism goes beyond abusive language, or physical violence. Students may not know about 'institutional racism' which keeps some people from realising their full potential, because of prejudice and intolerance. It is likely that Walter was a victim of institutional racism when he was with Spurs, as well as overcoming it when he was made an officer.

Establishing ground rules for discussing controversial issues like racism. Outright censorship of attitudes, and refusal to acknowledge their existence, is not in the least bit effective in challenging and eradicating them. However, it is not appropriate nor sensible to launch into probing attitudes about racism with a class who have not discussed such matters openly and honestly before, or who come from communities where racism is rife (which may be the same thing). Nevertheless, the racist episode at Bristol is an extremely important part of this resource, and the fact that some students may hold unacceptable attitudes should not deter you from challenging these. Remember that the bottom line is that incitement to racial hatred, and racist abuse is against the law in Britain. The majority of students in our society, thankfully, are very clear about the injustice and hurtfulness of racist attitudes.

If you are uncertain about your class and feel they may pay lip service to what they see as politically correct behaviour which keeps them out of trouble, rather than sincerely believing in equality of all people, start by establishing ground rules about how controversial issues will be discussed. For guidance, look at Ajegbo, K; Kuwan, D; Sharma, S (2007) Curriculum Review: Diversity and Citizenship. Nottingham: Department for Education

and Skills. Also visit www.dfes.gov.uk for more articles and information.

If students are openly racist, a variety of strategies can help, from factual information which challenges misconceptions and myths about foreigners, asylum seekers and refugees, to methods which are more emotional, drawing on empathy. Try drama/dance/mime techniques in which students imagine being the recipients of abuse, or finding their hopes blocked and then say how they felt.

For students of any age, we strongly recommend the approaches made possible by using Persona Dolls. Babette Brown, the founder of Persona Dolls Training, and a lifelong campaigner against racial discrimination agrees that it is not essential to use one of the actual dolls. A doll who is given a specific personality and story can also provide the vehicle for the work. Please see <http://www.persona-doll-training.org/pd/the-dolls.php> for more information.

For advice on whole school approaches to racist incidents look at your LA's guidance. Or look at <http://schools.leicester.gov.uk/home/ls/wholeschoolissues/multicultural-education/multicultural-education/advisory-teacher/racist-incidents>

For advice about circle time as a way of dealing with controversial issues look at <http://www.teachernet.gov.uk/teachingandlearning/library/circletime/>

War and conflict resolution

Attitudes to war are permeated with nationalism and enmeshed in the historical context in which they occur. Groups like Quakers abjure violence and war whatever the context. Jingoism and enthusiasm for war characterised Britain in the early years of WW1 but, as the death lists grew, so did cynicism about the pointlessness and wasted lives. As well as conscientious objectors who refused the call up and went to prison, pacifism became quite strong after the war.

In the student's own lifetimes, there have been many wars which have destroyed families, homes and lives; some of our schools now have asylum seekers and refugees among their number. War in the Middle East, former Yugoslavia and parts of Africa are all too real for many of our pupils, either through television, or because they have been affected. Though the story of Walter and his generation's participation in the Great War is uplifting, we should beware of glorifying war. Recent research indicates that in the current international climate, many primary aged feel very strongly about war (not just students whose families are connected to the army: see Holden et al 2006). You may wish to give space in circle time to exploring attitudes to warfare, the activity in section 9 facilitates this.

Death

You may need to exercise care and sensitivity if there are students in your group who have experience of deaths in the family. Some students appear to be coping, but may find that memories and bereavement are reignited. Do remember that different faiths, cultural groups and non believers all have different attitudes to death/after life and that consoling students with largely Christian views of an after life may not be appropriate. Take advice from parents/carers if in doubt!

A note about activity 6 – is it right to fight?

Some students may remember and want to talk about recruitment campaign to the non conscripted army in Iraq, which used the WW1 poster to try and recruit. Talk about the difference between a volunteer and a conscripted army and in what circumstances they think conscription might be justified. (Conscription started in WW1 in January 1916 when the flood of volunteers was reduced to a trickle, despite social pressure on 'laggards' by attempts to shame them.)

Language Issues

This is a sensitive issue whether or not you have students from a non European heritage in your class. Racist name calling is probably the most prevalent form of abuse practised by students, including students in mainly white areas, who may use such language about people who are not necessarily present. Make sure that the feelings of the person/people spoken about, as well as the spectrum of attitudes held by the perpetrator of the language is opened up. Remember that you can't tell the relationships and connections of anyone simply by looking at them – your students may directly be insulting a close relative or friend of a child in your class with casual racism. The DfES guidance *Aiming High: understanding the educational needs of minority ethnic pupils in mainly white schools* (2004) gives helpful advice about why some language is racist, and how you might deal with it.

Discuss the language used to describe Walter in the newspaper reports of the time. Explain that conventions about language change, and that calling people 'coloured' or 'negro' was acceptable in much of the C20th. Even Martin Luther King talked about negroes. Though we are not told the language used by the Bristol racists, we can assume it was offensive and hurtful. The important idea is to consider the preferences and the feelings of the people who are described. Ask students what they think of the adjective 'dusky' and point out that the reporter probably had no intention of causing offence with language which would no longer be acceptable. If appropriate in your class, or if a child introduces this, you might discuss how groups can appropriate language and turn it round – for example it used to be considered rude to call someone black, but this is now preferred by many people; some rappers have even reintroduced a word considered totally offensive – nigga.

In the sources (particularly activity 4) Check that your class understand such words as 'judicious' (in source 2) and 'language lower than Billingsgate' (source 3). The language of the fish market at Billingsgate was supposed to be very rough and what is now called 'strong'. Some students may not be familiar with the shorthand for 'bowled' in source 6.

Some activities to help manage discussion of controversial issues

The Great Divide

This is an excellent game in which pupils are able to articulate their points of view and try and persuade others. (See Clough and Holden, 2002, pages 66-67)

Divide the classroom area into two with a chalk line, or skipping ropes (or move to the hall if you can). Tell the class that one side of the line means you agree with a statement and the other that you disagree. The further from the line you position yourself, the more strongly you feel on the positive or negative side. If you are neutral you stand on the line.

Then give them the statements, starting with some unlikely to cause strong feelings, such as 'cats are nicer than dogs', or 'winter is better than summer'. The students are learning how to play the game with these statements. They move into position. They may only speak if they

are holding the 'power ball' (soft ball or cushion which you control and throw to someone, who must then justify her/his position). When you are thrown the 'power ball' you use the format: 'I am standing here because I think (cats are better than dogs). The reason I think this is because and because (etc)'. Anyone listening to another's opinion can now shift from their original place. It is against the rules to argue with someone or call out when you are not holding the 'power ball'. You may only listen, and when your turn comes you may say 'I agree with so and so and I'd like to add' or 'I disagree with so and so, and my reasons are...' Make sure you give students at all different positions round the room a chance to speak.

Gradually increase the controversies they must consider, choosing issues which are relevant to your school and community.

Leave this for a few days and then return to the game. Use a neutral starter again, and then when you feel they are ready for reasoned discussion introduce the statement 'sticks and stones can break your bones but words can never hurt you'. This should allow students to explore why some language is not just offensive, but hurtful. Most students will introduce issues of racist abuse, but if they don't introduce it yourself. Try not to silence points of view, even if they are uncomfortable, and only interrupt if students are breaking the ground rules.

Always make sure that you sit the students in a circle and debrief after a controversial discussion, and talk about the following:

- How did you feel playing this game? Did you hope the power ball would come to you, or feel anxious about it?
- What was it like being in the majority?
- What was it like being in a minority on an issue?
- Did anything make you think again about your opinion?

A written activity

Give the students a controversial statement and the following writing frame. Try and 'distance' them from their own emotions by asking them to think about other people's views

An example

The statement: It is right to fight back if someone hurts you

I think that it is always / sometimes / never right to fight back.

The reasons I think this are:

.....

and.....

and.....

The evidence I want to bring to support my position is:

.....

.....

.....

However, I realise that some one else might say:

.....

or

or

They might bring the following evidence to support their view:

.....

I have thought about all these viewpoints and the evidence, and it is my considered opinion that:

.....

Signed: Date:

Sorting

With the students create a variety of statements about an issue – eg war, Write them on small cards and give students some blank cards as well, on which they can write any more statements.

Working with a partner, they should sort the cards into three piles ‘agree, not sure and disagree’.

When they have done this, share some of their opinions round the room.

Ranking

Diamond ranking is an activity in section 10 of the scheme.

First brainstorm examples of what we mean by something like ‘courage’ ‘challenging racism’, ‘why we should remember Walter’. Now give the students sticky notes and one sheet of paper per group. Working in pairs or threes, they write the characteristics on the sticky notes (one for each sticky note). Then, in their small group, they rank them on their sheet of paper, with the quality they think is most important at the top, then in descending order. If they have more than 9 statements, then the first task is to end up with only 9, which means agreeing in the group what to eliminate. They then ‘diamond rank’ the nine statements as follows:

Top			*		
Next two			*		*
Next three	*		*		*
Next two		*		*	
Least important			*		

After the students have done this, sit in a circle to share their ranking and their explanations.

Hot seating

This is an activity in section 8 of the scheme.

This is a good oral activity for both Key Stage 2 and 3. Tell students that they can time travel to meet Walter in a year you’ve designated. They need to prepare for the time travel by working out what they want to ask Walter. In class, probably during literacy time, take the opportunity to talk about open and closed questions and practise them. Also talk about how to raise sensitive issues in an interview without upsetting someone.

Pool the questions in a whole class session, and decide who will ask what, trying to make sure that all the students have an opportunity. Prepare yourself (or the designated child) for the hot seating, by checking that you are able to deal with the questions.

At some later time, ask another adult to be in your class, if you are in the hot seat. This adult will introduce you when you come in as Walter, and manage the class (so that you don’t have to come out of role).

4. Teachers' Notes About World War 1

Even though you won't need to teach any detail about WW1, you might find the following brief notes, from the BBC website helpful: http://news.bbc.co.uk/1/hi/special_report/1998/10/98/world_war_i/198172.stm

World War 1 was a struggle between Europe's great powers, which were grouped into two hostile alliances. The number of men mobilised by both sides: the central powers (Germany, Austria-Hungary, Bulgaria and Turkey), and the allied powers (Britain and Empire, France, Belgium,

Russia, Italy, USA), totalled over 65 million. When the fighting was finally over, no-one could tell exactly how many had been killed but historians estimate that up to 10 million men lost their lives on the battlefield - and another 20 million were wounded.

As well as all the great powers of Europe being involved, the war also extended into Asia and Africa. Troops throughout the Commonwealth rallied to support Britain. Over three million came from Canada, Australia, New Zealand, South Africa and India. Sea battles took place in the South Atlantic and the Pacific. The USA also intervened in European affairs for the first time, with more than 100,000 American troops killed helping to guarantee an allied victory. World War I is also regarded as the first "total war" in which the combatants mobilised all their resources, military, industrial and human, on a scale never before thought possible.



The war begins



Posters encouraged women to persuade their menfolk to go to war. The catalyst for the war was the death of Austria's Archduke Franz Ferdinand, who was assassinated while he was visiting Sarajevo, the capital of Bosnia, which was then part of the Austro-Hungarian empire. In retaliation and urged on by Germany, Austria invaded Serbia. Serbia called for help from Russia, which was suspicious of Austria's ambitions. Each country in turn was drawn into the conflict. Germany, keen to expand its empire, soon declared war on Russia and France and invaded Belgium and Luxembourg. Both Russia and France mobilised to protect their national territory. Britain declared war on Germany for its violation of the independence and neutrality of Belgium.

None of the states that went to war realised how long it would last or how terrible the cost might be. Most thought it would be over in a few short months and that peace would return in 1915. Once the war had begun, the initial reasons for being involved seemed to become less important. The great powers battled it out to see who would be left standing at the end.

Casualties in major battles 1914-1918

• Tannenberg
August 1914
58,000
• Gallipoli
April-December 1915
500,000
• Verdun
February-December 1916
510,000
• Somme
July-November 1916
1,000,000
• Passchendaele
July-November 1917
558,000
• German Spring Offensive
March - April 1918
504,000

Trench warfare

For the first time war involved the use of new technology such as aeroplanes, tanks and submarines. But it is trench warfare that remains the lasting image of World War I. The increased power of the more modern weapons gave much greater advantages to defence, making it more difficult to win quick victories. This led to often huge losses by the attackers - on the first day of the Battle of the Somme 60,000 British soldiers were killed or wounded. Trench warfare created an endless demand for men, munitions and supplies with often no apparent gains or victories.

The armistice and after

10 million were killed in World War I. By the beginning of 1918 the tide of battle turned and the German armies began to retreat. Demoralised German workers, suffering from food and fuel shortages, threatened revolution at home. German leaders feared a communist take-over and eventually asked the allies for peace. The armistice went into effect at 11am on 11 November, 1918. The war resulted in a radical reshaping of the political map of Europe. It spelled the end of the Ottoman and Habsburg empires and was the catalyst for the Russian revolution. It left much of Europe in severe economic hardship. As well as political changes the war led to social changes in Europe too - with wider opportunities and greater equality for women. But 90 years later it is perhaps best remembered for the staggering loss of human life. In the decade following the Great War many had the firm conviction that it should be "the war to end all wars".

Conscription and conscientious objectors in WW1

The turning point in British military policy, the Military Service Act 1916, was unique in conscription history by also providing for exemption on conscientious grounds. There were many Conscientious Objectors in WW1, who were so sure that the war was wrong, that they preferred to go to jail rather than fight. There were also Conscientious Objectors in WW2. Tell them that when the Americans went to war in Vietnam in the 60s and 70s thousands of young men took refuge in Canada rather than fight for the US and similarly, when South Africa was at war with Angola in the 80s, many white South Africans were 'draft resisters' since they thought the war was wrong.

5. Sources to accompany schemes of work for Key Stages 2 /3 about Walter Tull with Citizenship, PSHE and History as the main curricular area

SECTION ONE: Who was Walter Tull?

- Source 1 - Orphanage Football Team
- Source 2 - Walter Tull (Tottenham Hotspur kit)
- Source 3 - Walter Tull (Northampton Town Team photo)
- Source 4 - Walter Tull with brother Edward (Army uniform)
- Source 5 - Daniel Tull & Alice Palmer's marriage certificate
- Source 6 - Walter Tull's birth certificate
- Source 7 - 1881 Census
- Source 8 - 1891 Census
- Source 9 - Alice's death certificate
- Source 10 - Daniel Tull & Clara Palmer's marriage certificate
- Source 11 - Daniel Tull's death certificate
- Source 12 - 1901 Census
- Source 13 - Tottenham Hotspurs Team photo (1910)
- Source 14 - Northampton Town Team photo (1912)
- Source 15 - Walter Tull's enlistment papers
- Source 16 - Walter Tull's Service Attestation
- Source 17 - Rushden Echo (12/04/1918)
- Source 17a - Copy of text from Rushden Echo (12/04/1918)

SECTION TWO: Who were the people in Walter's family?

- Source 18 - Walter Tull's Family Tree

SECTION THREE: What can we find out from the sources about Walter's early years?

SECTION FOUR: What can we find out about the football years?

- Source 19a-e - Extracts from primary and secondary sources.

SECTION FIVE: How should we respond to the racist incident at Bristol?

- Source 20 - Extract from Kick It Out website
- Source 21 - Footballers Statements - 1
- Source 22 - Footballers Statements - 2

SECTION SIX: What can we find out about Walter's achievements in football?

- Source 23 - The Pyramid formation
- Source 24 - The WM formation
- Source 25 - The 4-4-2 formation

SECTION SEVEN: What happened to Walter during World War 1?

- Source 26 - Extract from letter from Walter, early 1916
- Source 27 - Secondary source relating to Walter being sent home with shell shock, May 9, 1916
- Source 28 - Northampton Mercury 18.08.16 p 5 col 6
- Source 29 - Image from WW1 archives – photo of trench warfare
- Source 30 - The image of Walter, Eddie, Cissie and Mrs Warnock – early 1917, Glasgow
- Source 31 - The London Gazette list showing Walter's name on the Officer Reserves in June 1917
- Source 32 a & b The images of the Victory medal and the 1914-15 Star together with military history showing medals awarded
- Source 33 - Certificate showing nationality and race info when Walter goes for officer training Feb 14, 1917
- Source 34 - Secondary source Vasili re commission
- Source 35 - Secondary source Vasili re the Italian event end December 1917
- Source 36 - mention in dispatches New Year 1918 from Northampton Independent 16.03.18 p 6
- Source 37 - Northampton Mercury, 12.04.18 p 7 death notice
- Source 38 - Northampton Independent July 13 1918, 'How Lieutenant Tull died
- Source 39 - Telegram to the Tulls announcing Walter's death 1918
- Source 40 - Death certificate
- Source 41 - War diary from the front – 27th Battalion, Middlesex Regiment reports Walter Tull's death
- Source 42 - Scroll commemorating Walter's death
- Source 43 - Probate granted 1919 – shows date of death either France or Belgium, what Walter left in his estate, and gives last address same as his brother.

SECTION EIGHT: What was it like in the trenches in WW1?

- Source 44 - Waiting in the trenches at the Battle of the Somme
- Source 45 - Painting of soldiers 'going over the top' at the second battle of the Somme 1918
- Source 46 - An artist's impression of machine gunners advancing at the Somme
- Source 47 - Carrying back the wounded, battle of the Somme
- Source 48 - Passchendaele

SECTION NINE: How shall we respond to what we have found out about World War 1?

- Source 49 - Commemorative Scroll

SECTION TEN: Is it right to fight?

- Source 50 - Kitchiner poster – Your Country Needs You
- Source 51 - The Statements

SECTION ELEVEN: How shall we commemorate Walter Tull?

- Source 52a –e Extracts from Newspapers 1998-2003
- Source 53a- b Walter Tull memorial, Sixfields, Northampton

Source 1



Source 2

© Bruce Castle Museum –
Haringey Culture, Libraries
and Learning Service



Source 3

© popperfoto.com

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Source 4

© Finlayson Family Archive



Source 5

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CERTIFIED COPY OF AN ENTRY OF MARRIAGE

GIVEN AT THE GENERAL REGISTER OFFICE
Application Number G001234

1842. Marriage solemnized at the <u>Widleyan Chapel</u> in the <u>parish of Elham</u> in the County of <u>Kent</u>								
No.	When solemnized	Name and surname	Age	Condition	Rank or Profession	Residence at the time of Marriage	Rank or Profession of Father	Rank or Profession of Mother
55	29th May 1842	Daniel Tull	26	Bachelor	Carpenter	14 Parby Road, South Street	William Snr	Laborer
		Alleg Elizabeth	26	Spinster		18 Bond Road, South Street	Stephen Palmer	Laborer

Marrried in the Widleyan Chapel according to the Rites and Ceremonies of the Anglican Communion by Certificate by me,
G. Tull
A. S. Palmer in the Presence of A. Palmer and A. Bellitt
A. Bellitt Registrar

CERTIFIED to be a true copy of an entry in the certified copy of a register of Marriages in the Registration District of Elham
 Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the 29th day of April 2004

MXB 587116

CAUTION: THERE ARE OFFENCES RELATING TO FALSIFYING OR ALTERING A CERTIFICATE AND USING OR POSSESSING A FALSE CERTIFICATE "CROWN COPYRIGHT"
 WARNING: A CERTIFICATE IS NOT EVIDENCE OF IDENTITY.

Source 6

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CERTIFIED COPY OF AN ENTRY OF BIRTH

GIVEN AT THE GENERAL REGISTER OFFICE
Application Number G001234

1888 REGISTRATION DISTRICT <u>Elham</u>	
BIRTH in the Sub-district of <u>Folkestone</u> in the County of <u>Kent</u>	

Column:-	1	2	3	4	5	6	7	8	9	10
No.	When and where born	Name, if any	Sex	Name and surname of father	Name, surname and maiden surname of mother	Occupation of father	Signature, description and residence of informant	When registered	Signature of registrar	Name entered after registration
46	29th May 1888 Folkestone, Kent	William Daniel	Boy	Daniel Tull	Elizabeth Tull formerly Palmer	Carpenter	D. Tull Father 14 Bond Road, Folkestone	29th May 1888	M. B. B. Registrar	

CERTIFIED to be a true copy of an entry in the certified copy of a Register of Births in the District above mentioned.
 Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the 29th day of April 2004

BXCA 067682

CAUTION: THERE ARE OFFENCES RELATING TO FALSIFYING OR ALTERING A CERTIFICATE AND USING OR POSSESSING A FALSE CERTIFICATE "CROWN COPYRIGHT"
 WARNING: A CERTIFICATE IS NOT EVIDENCE OF IDENTITY.

Source 7

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Page 781 (Results)

The undermentioned Houses are situated within the Boundaries of the

No. of House	Road, Street, Alley, or Name of House	Owner or Tenant	Municipal Ward of	Parish or Vicarage of	Urban Sanitary District of	Rural Sanitary District of	Ecclesiastical Parish or District of		
No. of Inhabitants	ROAD, STREET, ALLEY, or NAME of HOUSE	HOUSES (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)	NAME and Surname of each Person	RELATION to Head of Family	CON- DITION as to Marriage	AGE last Birthday	Rank, Profession, or OCCUPATION	WEEKS BORN	(1) Died, (2) Sick, (3) Blind, (4) Deaf, (5) Lame
467	4 Garden Street	George Rogers	North	Hythe	Folkestone	Folkestone	Christ Church		
468	6 do	Charles Woods	North	Hythe	Folkestone	Folkestone	Christ Church		
469	12 do	Walter H. H. H.	North	Hythe	Folkestone	Folkestone	Christ Church		
470	25 do	James Rogers	North	Hythe	Folkestone	Folkestone	Christ Church		
471	8 do	Daniel Tull	North	Hythe	Folkestone	Folkestone	Christ Church		
472	10 do	Philly Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
473	12 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
474	14 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
475	16 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
476	18 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
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478	22 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
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633	332 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
634	334 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
635	336 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
636	338 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
637	340 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
638	342 do	William Smith	North	Hythe	Folkestone	Folkestone	Christ Church		
639	34								

Source 11

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CERTIFIED COPY OF AN ENTRY OF DEATH

GIVEN AT THE GENERAL REGISTER OFFICE

Application Number G001234

REGISTRATION DISTRICT		Elham							
1897 DEATH in the Sub-district of <u>Folkestone</u>		in the County of <u>Kent</u>							
Column--	1	2	3	4	5	6	7	8	9
No.	When and where died	Name and surname	Sex	Age	Occupation	Cause of death	Signature, description and residence of informant	When registered	Signature of registrar
	231, 51, Folkestone, Kent	Daniel Tull	Male	41 years	Boysenite (ironworks)	Stroke of the heart, after 5 years' illness, developed by pneumonia	W. Tull, 51, Folkestone Road, Folkestone	29th April 1897	W. H. O. id. Registrar

CERTIFIED to be a true copy of an entry in the certified copy of a Register of Deaths in the District above mentioned.

Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the 29th day of April 2004

DYA170792

See note overleaf

CAUTION: THERE ARE OFFENCES RELATING TO FALSIFYING OR ALTERING A CERTIFICATE AND USING OR POSSESSING A FALSE CERTIFICATE. ©CROWN COPYRIGHT
WARNING: A CERTIFICATE IS NOT EVIDENCE OF IDENTITY.

29th April 1897

Source 12

© The National Archive

LIST OF ALL PRISONERS WHO STARTED AS PRISONERS IN THE INSTITUTIONS OF THE HOME DEPARTMENT, AND WHO WERE RELEASED, ALONG WITH THE

NO.	NAME AND SURNAME	RELATION TO PRISONER	SEX	AGE	PROFESSION OR OCCUPATION	REMARKS	DATE OF RELEASE	PLACE OF RELEASE
1	Thomas G. G. G.	Male	Single	18				London, 1897
2	John G. G. G.			19	Teacher			London, 1897
3	Charles G. G. G.			20				London, 1897
4	William G. G. G.			21				London, 1897
5	Edward G. G. G.			22				London, 1897
6	George G. G. G.			23				London, 1897
7	Frederick G. G. G.			24				London, 1897
8	Alfred G. G. G.			25				London, 1897
9	Robert G. G. G.			26				London, 1897
10	James G. G. G.			27				London, 1897
11	Thomas G. G. G.			28				London, 1897
12	John G. G. G.			29				London, 1897
13	Charles G. G. G.			30				London, 1897
14	William G. G. G.			31				London, 1897
15	Edward G. G. G.			32				London, 1897
16	George G. G. G.			33				London, 1897
17	Frederick G. G. G.			34				London, 1897
18	Alfred G. G. G.			35				London, 1897
19	Robert G. G. G.			36				London, 1897
20	James G. G. G.			37				London, 1897
21	Thomas G. G. G.			38				London, 1897
22	John G. G. G.			39				London, 1897
23	Charles G. G. G.			40				London, 1897
24	William G. G. G.			41				London, 1897
25	Edward G. G. G.			42				London, 1897
26	George G. G. G.			43				London, 1897
27	Frederick G. G. G.			44				London, 1897
28	Alfred G. G. G.			45				London, 1897
29	Robert G. G. G.			46				London, 1897
30	James G. G. G.			47				London, 1897
31	Thomas G. G. G.			48				London, 1897
32	John G. G. G.			49				London, 1897
33	Charles G. G. G.			50				London, 1897
34	William G. G. G.			51				London, 1897
35	Edward G. G. G.			52				London, 1897
36	George G. G. G.			53				London, 1897
37	Frederick G. G. G.			54				London, 1897
38	Alfred G. G. G.			55				London, 1897
39	Robert G. G. G.			56				London, 1897
40	James G. G. G.			57				London, 1897
41	Thomas G. G. G.			58				London, 1897
42	John G. G. G.			59				London, 1897
43	Charles G. G. G.			60				London, 1897
44	William G. G. G.			61				London, 1897
45	Edward G. G. G.			62				London, 1897
46	George G. G. G.			63				London, 1897
47	Frederick G. G. G.			64				London, 1897
48	Alfred G. G. G.			65				London, 1897
49	Robert G. G. G.			66				London, 1897
50	James G. G. G.			67				London, 1897
51	Thomas G. G. G.			68				London, 1897
52	John G. G. G.			69				London, 1897
53	Charles G. G. G.			70				London, 1897
54	William G. G. G.			71				London, 1897
55	Edward G. G. G.			72				London, 1897
56	George G. G. G.			73				London, 1897
57	Frederick G. G. G.			74				London, 1897
58	Alfred G. G. G.			75				London, 1897
59	Robert G. G. G.			76				London, 1897
60	James G. G. G.			77				London, 1897
61	Thomas G. G. G.			78				London, 1897
62	John G. G. G.			79				London, 1897
63	Charles G. G. G.			80				London, 1897
64	William G. G. G.			81				London, 1897
65	Edward G. G. G.			82				London, 1897
66	George G. G. G.			83				London, 1897
67	Frederick G. G. G.			84				London, 1897
68	Alfred G. G. G.			85				London, 1897
69	Robert G. G. G.			86				London, 1897
70	James G. G. G.			87				London, 1897
71	Thomas G. G. G.			88				London, 1897
72	John G. G. G.			89				London, 1897
73	Charles G. G. G.			90				London, 1897
74	William G. G. G.			91				London, 1897
75	Edward G. G. G.			92				London, 1897
76	George G. G. G.			93				London, 1897
77	Frederick G. G. G.			94				London, 1897
78	Alfred G. G. G.			95				London, 1897
79	Robert G. G. G.			96				London, 1897
80	James G. G. G.			97				London, 1897
81	Thomas G. G. G.			98				London, 1897
82	John G. G. G.			99				London, 1897
83	Charles G. G. G.			100				London, 1897

Total of Males and Females 100

PUBLIC RECORD OFFICE REFERENCE: RG 13/296 CROWN COPYRIGHT - NOT TO BE REPRODUCED WITHOUT PERMISSION

Source 13

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DESCRIPTIVE REPORT ON ENLISTMENT.									
<small>(Print Name)</small>									
Applicable to all ranks. To correspond with entries on the Medical History sheet.									
Name	<u>Halter Daniel Tull</u>								
Apparent age	<u>26</u>	years	<u>7</u>	months.	Height	<u>5</u>	feet	<u>6 1/4</u>	inches.
Chest measurement	{ Girth when fully expanded <u>40</u> inches.								
	{ Range of expansion <u>4</u> inches.								
Distinctive marks	<u>Mole left shoulder</u>								
	<u>Religion Wesleyan</u>								
INFORMATION SUPPLIED BY RECRUIT.									
Name and Address of next of kin	<u>Edward Tull - Washock, 1119 St. Newman Street, Glasgow</u>								
Relationship	<u>Brother</u>								
Particulars as to Marriage.									
(a) Christian and Surname of Woman to whom married, and whether spinster or widow. (b) Place and date of marriage. (c) Present address. (d) Initials of Officer verifying entry.									
(a)	(b)			(c)			(d)		
Particulars as to Children.									
Christian Names					Date and Place of Birth				
STATEMENT OF THE SERVICES.									
Corps in which served	Rank or Depot	Promotions, Reductions, Commissions, &c.	Army Rank	Date	Service not allowed to reckon for fixing the rate of Pension years days	Service in Reserve not allowed to reckon towards G. O. Pay. years days	Signature of Officers certifying correctness of entries.		
Service towards limited engagement reckons from <u>21/12/11</u>									
Joined at <u>London</u> on <u>21/2/11</u>									
<u>1st Lt</u>	<u>Private</u>	<u>Attended</u>	<u>Private</u>	<u>21/2/11</u>					
<u>" "</u>	<u>" "</u>	<u>appointed unpaid</u>	<u>" "</u>	<u>11/2/12</u>			<u>J. H. Hunter</u>		
<u>" "</u>	<u>" "</u>	<u>appointed paid</u>	<u>" "</u>	<u>11/2/12</u>			<u>J. H. Hunter</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>11/2/12</u>			<u>G. C. Poy</u>		
<u>" "</u>	<u>" "</u>	<u>appointed Paid</u>	<u>" "</u>	<u>5/7/15</u>			<u>I. R. Henderson</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>15/8/16</u>			<u>W. J. Hall</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>8/8/16</u>			<u>W. J. Hall</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>1/9/16</u>			<u>W. J. Hall</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>14/9/16</u>			<u>W. J. Hall</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>20/9/16</u>			<u>W. J. Hall</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>20/9/16</u>			<u>W. J. Hall</u>		
<u>" "</u>	<u>" "</u>	<u>promoted</u>	<u>" "</u>	<u>20/12/16</u>			<u>W. J. Hall</u>		
Discharged under para. 202 (also), King's Regulations, for the benefit of the public service for the purpose of being appointed to a Commission. <u>29/5/17</u>									
Total Service forfeited as above <u>29/5/17</u>									
Total Service towards Engagement to	<u>29/5/17</u>				(date of discharge)		<u>2 years 160 days.</u>		
" " "	Pension								

Source 16

Army Form B. 2505.

SHORT SERVICE.
(For the Duration of the War.)

ATTESTATION OF

No. 55 Name Walter Daniell Tull Corps Middlesex Regiment

Questions to be put to the Recruit before enlistment.

1. What is your Name ?	1. <u>Walter Daniell Tull</u>
2. What is your full Address ?	2. <u>93 Albany Road</u>
3. Are you a British Subject ?	3. <u>Yes</u>
4. What is your Age ?	4. <u>26</u> Years <u>10</u> Months
5. What is your Trade or Calling ?	5. <u>Professional Footballer</u>
6. Are you Married ?	6. <u>No</u>
7. Have you ever served in any branch of His Majesty's Forces, naval or military, if so, * which ?	7. <u>No</u>
8. Are you willing to be vaccinated or re-vaccinated ?	8. <u>Yes</u>
9. Are you willing to be enlisted for General Service ?	9. <u>Yes</u>
10. Did you receive a Notice, and do you understand its meaning, and who gave it to you ?	10. <u>Yes</u> Name <u>Walter Tull</u> Corp <u>Staff</u>
11. Are you willing to serve upon the following conditions provided His Majesty should so long require your services ?	11. <u>Yes</u>

For the duration of the War, at the end of which you will be discharged with all convenient speed. If employed with Hospitals, depots of Mounted Units, and as Clerks, etc., you may be retained after the termination of hostilities until your services can be spared, but such retention shall in no case exceed six months.

I, Walter Daniell Tull do solemnly declare that the above answers made by me to the above questions are true, and that I am willing to fulfil the engagements made.

Walter Daniell Tull SIGNATURE OF RECRUIT.

Charles C. Bright Signature of Witness.

OATH TO BE TAKEN BY RECRUIT ON ATTESTATION.

I, Walter Daniell Tull swear by Almighty God, that I will be faithful and bear true Allegiance to His Majesty King George the Fifth, His Heirs and Successors, and that I will, as in duty bound, honestly and faithfully defend His Majesty, His Heirs and Successors, in Person, Crown, and dignity against all enemies, and will observe and obey all orders of His Majesty, His Heirs and Successors, and of the Generals and Officers set over me. So help me God.

CERTIFICATE OF MAGISTRATE OR ATTESTING OFFICER.

The Recruit above named was cautioned by me that if he made any false answer to any of the above questions he would be liable to be punished as provided in the Army Act.

The above questions were then read to the Recruit in my presence.

I have taken care that he understands each question, and that his answer to each question has been duly entered as replied to, and the said Recruit has made and signed the declaration and taken the oath before me at London on this 21st day of December 1914.

Charles C. Bright Signature of Justice.

† Certificate of Approving Officer.

I certify that this Attestation of the above-named Recruit is correct, and properly filled up, and that the required forms appear to have been complied with. I accordingly approve, and appoint him to the Middlesex Regiment.

If enlisted by special authority, Army Form B. 205 (or other authority for the enlistment) will be attached to the original attestation.

Date 21st Dec 1914 Charles C. Bright Approving Officer.


Place Stungway, London

* The signature of the Approving Officer is to be affixed in the presence of the Recruit.
† Have inserted the "Corps" for which the Recruit has been enlisted.

* If so, the Recruit is to be asked the particulars of his former service, and to produce, if possible, his Certificate of Discharge and Certificate of Character, which should be inserted in this copybook in red ink, as follows, viz: "On the (Date) ... on the (Date) ..."

Source 17

Rushden Echo 12/04/1918

<p>RS OF</p> <p>HOOL</p> <p>c.</p> <p>a concert</p> <p>iden, on</p> <p>and staff</p> <p>Higham</p> <p>Prisoners</p> <p>ved, and</p> <p>ated with</p> <p>ated. The</p> <p>rained by</p> <p>ers of the</p> <p>lves of praise</p> <p>and M.</p> <p>art in the</p> <p>elves to</p> <p>ability.</p> <p>was de-</p> <p>horripa-</p> <p>ed. Miss</p> <p>compli-</p> <p>ondring</p> <p>Mollie</p> <p>ed for a</p> <p>allows:-</p> <p>oshon's</p> <p>KEY.</p> <p>Pelissier.</p> <p>ennyson.</p> <p>Sending.</p> <p>amental.</p> <p>—</p> <p>D. PETCH.</p> <p>LONDON.</p> <p>ATTERSBY.</p> <p>A. PAYNE.</p> <p>WRATTEN.</p> <p>SELWOOD.</p> <p>D. MAYES.</p> <p>D. SHAW.</p> <p>J. WEBB.</p> <p>GHTWELL.</p> <p>LLINGHAM.</p> <p>Mattei.</p> <p>Lehmann.</p> <p>E. Field.</p> <p>—</p> <p>Trenwith.</p> <p>D. CLARK.</p> <p>M.</p> <p>Schubert.</p> <p>Diehl.</p> <p>M. RAGO.</p> <p>J. SHARP.</p> <p>SELWOOD.</p> <p>D. CLARK.</p> <p>L. LOTTEGA.</p>	<p>FAMOUS FOOTBALLER</p> <p>KILLED.</p> <p>LIEUTENANT WALTER TULL</p> <p>Formerly of Rushden,</p> <p>Makes the Supreme Sacrifice.</p> <p>The many friends of Lieut. Walter Tull, the former Tottenham Hotspur and Northampton Town footballer, will hear with profound regret the news that he is reported killed during the recent heavy fighting on the Western front. The late Lieut. Tull was well known in Rushden, as, being a close friend of 1st A.M. P. F. Tomkins (R.F.C.), another County footballer, he made his residence in the county with Miss A. S. Williams, of 39, Queen-street, Rushden. Left an orphan at an early age, he was brought up at Dr. Stephenson's Homes, and later was apprenticed to the painting trade. His abilities as a footballer, however, speedily attracted attention, and an offer from the "Spurs" induced him to leave trade for professional football.</p> <p>Subsequently, in return for a heavy transfer fee, Tottenham released him to Northampton Town F.C., and for several seasons, right up to the outbreak of war, he put in some useful work for the " Cobblers," as right half-back.</p>  <p>THE LATE LIEUT. W. TULL.</p> <p>On the outbreak of war Tull early set an example by enlisting voluntarily in the 17th Middlesex (Footballers' Battalion), and his fine physique and natural ability speedily won him promotion, as in a very short time he was promoted sergeant. During a period of service in France he contracted trench fever, and was invalided home, and on coming out of hospital entered a Cadet school with a view of taking a commission. About 12 months last Easter he was gazetted Second Lieut. to the Royal West Kents, and went to Italy. Whilst Lieut. Tull was on leave in Rushden about five weeks ago, his regiment was transferred to the Western front, and thither he went to join them, finally, as above stated, making the great sacrifice. Quite recently his name was mentioned in despatches for meritorious and gallant work on the field.</p> <p>The deceased sportsman was an officer and a gentleman every inch of him, and the news of his death will come as a great shock to his many Rushden friends, amongst them Second Lieut. Charles H. V. Clark, who, as reported in our last issue, is lying wounded in hospital at Reading. On more than one occasion the late Lieut. Tull played for Rushden Town Cricket Club.</p> <p>RUSHDEN AMBULANCE</p> <p>SUCCESS</p>	<p>CRIPPLING LE</p> <p>GRATEFUL MOTHE</p> <p>ANOTHER ZAM-BUK</p> <p>Mrs. O. G. Nixon, of road, Colchester, whose Forces, has quite a remarkable cure achieved. She had suffered terribly painful ulcers, and was her cure by Zam-Buk, viewed by a local newspaper said:-</p> <p>"You don't know how cannot speak too highly. I shall recommend it to all."</p> <p>Mrs. Nixon is thirty, has three children. On she said: "I have suffered for twelve years, and ulcers appeared on my leg to come all at once. It was a two-shilling piece, but they became as large pieces. They also got dis- The pain was dreadful always burning and aching."</p> <p>"For night after night sleep, and I had to stay in bed."</p> <p>"I tried this and that, but nothing I could think of. I tried to appear to do the good, in fact, some of the to do more harm than suffered at this time I can."</p> <p>"After this had gone months I saw an advertisement mending Zam-Buk, and I noticed at once, after that the treatment began. I continued using it, and there was a very great every way. The irritation Zam-Buk cleansed the skin, all bad matter until the altogether, and the hole with new skin."</p> <p>"So pleased was I and persevered until I and, I believe, permanent."</p> <p>Take a lesson from Mrs. Nixon and use Zam-Buk experiment with new power your faith to Zam-Buk, an unequalled record Eczema, Ringworm, Bad Wounds, Piles, Pimples, Running Sores, etc. Y Zam-Buk at any Chemist's or direct from The Zam-Buk Leeds, at 1s. 3d. or 3s. 6d.</p> <p>HIGHAM F</p> <p>TRIBUNE</p> <p>THE MEN IN LO</p> <p>CATEGORY</p> <p>Domestic Ha</p> <p>Monday, present Mr. son (in the chair), (Mayor), Councillor F. H. Johnson and Council with the National Service (Mr. J. S. Mason) and Green).</p> <p>Alfred Edward White depot manager, applied examination, and the granted.</p> <p>Thomas George Pack Drago, aged 39, and Kitchener, aged 33, at categories, were appealed West Bros., boot makers were granted exemption open.</p> <p>Amos Holloway, age appealed on the ground of hardship, and the ap-</p>
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Source 17a

Copy of text from Rushden

Echo 12/4/1918

FAMOUS FOOTBALLER KILLED

LIEUTENANT WALTER TULL

Formerly of Rushden,

Makes the Supreme Sacrifice.

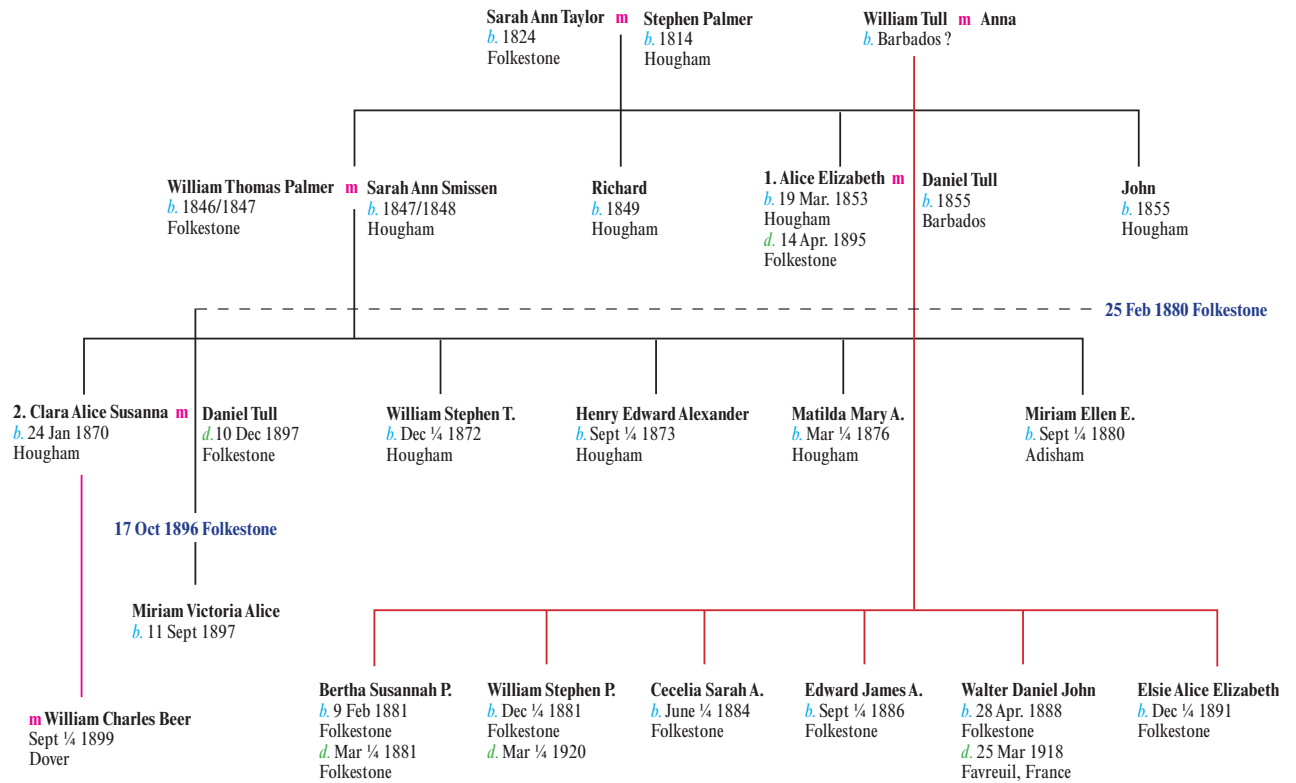
The many friends of Lieut. Walter Tull, the former Tottenham Hotspur and Northampton Town footballer, will hear with profound regret the news that he is reported killed during the second heavy fighting on the Western front. The late Lieut. Tull was well known in Rushden, as being a close friend of 1st A.M.E.F. Tomkins (R.F.C) another county footballer, he made his residence in the county with Miss A.S. Williams, of 39, Queen street, Rushden. Left an orphan at an early age, he was brought up at Dr Stephenson's Homes and later was apprenticed to the printing trade. His abilities as a footballer however, speedily attracted attention, and an offer from the "Spurs" induced him to leave trade for professional football.

Subsequently, in return for a heavy transfer fee, Tottenham released him to Northampton Town F.C and for several seasons, right up to the outbreak of war, he put in some useful work for the "Cobblers", as right half-back.

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The deceased sportsman was an officer and a gentleman every inch of him, and the news of his death will come as a great shock to his many Rushden friends, amongst them Second Lieut. Charles H. V.Clark, who, as reported in our last issue, is lying wounded in hospital at Reading. On more than one occasion the late Lieut. Tull played for Rushden Town Cricket Club.

Source 18



Source 19

Source A - Secondary Source

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain.* Mainstream Publishing Company (Edinburgh) Ltd.

Page 42

'While playing for the Orphanage football team at left back a friend, recognising his talents, suggested he write for a trial to Clapton, a successful East London amateur club. By October 1908 ... he was in the first team. Walter was described by The Football Star, 20 March 1909, as Clapton's 'catch of the season'. [Playing at inside left] 'our dusky friend' [was soon noticed by Tottenham Hotspur for] his clever footwork'. This excellence led to an invitation to play for Tottenham's 'A' and Reserve teams and eventually the first team on their close season tour of Argentina and Uruguay.

Source B - Primary Source

Daily Chronicle 13th September 1909 page 8

Tull's ... display on Saturday must have astounded everyone who saw it. Such perfect coolness, such judicious waiting for a fraction of a second in order to get a pass in, not before a defender has worked to a false position, and such accuracy of strength in passing I have not seen for a long time. During the first half, Tull just compelled Curtis to play a good game, for the outside right was plied with a series of passes that made it almost impossible for him to do anything other than well. Tull has been charged with being slow, but there never was footballer yet who was really great and always appeared to be in a hurry. Tull did not get the ball and rush on into trouble. He let his opponents do the rushing, and defeated them by side touches and side steps, worthy of a professional boxer. Tull is very good indeed ...

Source C - Secondary Source (Primary Source reference)

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain.* Mainstream Publishing Company (Edinburgh) Ltd.

Page 50

In a game at Bristol City on 9th October 1909 Tull was racially taunted by a 'section of spectators (who) made a cowardly attack upon him, in language lower than Billingsgate'. The reporter was clearly upset by the abuse of Spurs' 'most brainy forward' whose 'tactics were absolutely beyond reproach'.

*Let me tell these Bristol hooligans (there were but few of them in a crowd of nearly twenty thousand) that Tull is so clean in mind and method as to be a model for all white men who play football whether they be amateur or professional. In point of ability, if not actual achievement, Tull was the best forward on the field.*³⁷

³⁷ FC. The report of October 1909 carried the sub-heading 'Football and the Colour Prejudice'. Unfortunately the origin of the report is unknown.

Source D - Primary Source

Football Echo 10th February 1911

SOUTH EASTERN LEAGUE

COBBLERS RES v TOTTENHAM

VISITORS CATCH A COLD

This match was played at Tottenham today... in fine weather, before 3,000 people. The early play was all even character. Whittaker, shooting over at one end and Clark at the other. After eleven minutes, TULL scored a pretty goal for Tottenham. Whittaker with an open goal hit the crowbar. Subsequently TULL and CLARK each scored twice for the Spurs, and Cobblers obtained one. Half time score

Tottenham Hotspur.....5

Northampton.....1

Source E - Secondary Source (Primary Source reference)

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain*. Mainstream Publishing Company (Edinburgh) Ltd.

Pages 48 – 49

By October 1911, when Tull signed for southern League Northampton Town – winners of the competition in 1909 - ‘for a heavy transfer fee’, he was not a chirpy cockney.

*‘Tull has now settled in the half-line in a manner which now places him in the front rank of “class” players in this position.’ He played over 110 first-team games, scoring nine goals, including four in one match and became, in the process, a ‘favourite with the crowd’.*³⁵

³⁵ Football Echo (Northampton) March 15 and September 13, 1913.

Source F - Primary Source

Northampton Mercury 29th August 1913

COBBLERS AT CRICKET

ENJOYABLE GAME IN BLETCHLEY PARK

On Wednesday the Cobblers formed themselves into a cricket team and visited Bletchley Park to oppose a side captained by Mr E Bland, of the Park hotel. Two County players – Thorpe and Freeman in the Cobblers eleven, but they were well beaten by 66 runs. The players were hospitably entertained to tea by Lady Leon, who was heartily thanked on the proposition of Mr Bland, seconded by Mr A Jones, of Northampton.

... For the Cobblers

W.D Tull b. Amos ... 9 runs

For Mr Bland’s XI

W. Amos b. Tull ... 16 runs

Source 20

Help clean up our game

A lot of work has been done to challenge racial abuse and harassment at all levels of football, from the grassroots through to the Premiership.

However, fans, ethnic minority communities and players are still racially abused, particularly at the grassroots level where racist abuse is common in amateur football on our parks at the weekend.

Many fans, players, clubs and leagues have adopted a policy of Zero Tolerance. One incident is an incident too many. Kick It Out operates a reporting line that can be used to make reports, ensure effective action is taken and help you raise issues of concern.

Report Racism

To report racism in any footballing environment you can freephone

0800 169 9414

or email us at info@kickitout.org

Source 21

FOOTBALLERS STATEMENTS 1

The statements from black players and others concerned with racism in football.

As players we broke down the barriers by performing on the pitch, now we have to break down the barriers at the management and coaching level. Cyrille Regis, player turned coach turned soccer agent

*A lot of people don't know my dad is black. He was a professional rugby player in the area that I lived. So a lot of people who I went to school with knew who he was and knew he was black. I would get racist taunts in school. It wasn't that bad in our school but there was a little bit. It is something that shouldn't be happening in football, because we've moved on so much. It's hard because, especially in Europe, racism is always going to be there. Because in some leagues they don't have many black players and they don't see black players as often as we do in the Premiership. So black players become the target for abuse. **Ryan Giggs – Welsh winger.***

*When I was at Crystal Palace, I experienced racism from the older senior pros. At the time it was quite disturbing. I didn't want to be there. I had a decent job then, it was in my early days, and a phase where I wanted to give up, but I had good people round me who said 'you can't give up just because of that, or they'll have won.' The local leagues are terribly because you're talking about older guys, big belly guys, slow guys and people like myself. You'd get these comments – black this and that and the n-word, all that stuff when you were playing against them. I can't even imagine what it was like in Cyrille Regis and Lawrie Cunningham's day.' **Ian Wright – former Arsenal and England striker.***

*Racism is not only a problem in football. It's a problem in society. Until we tackle it in society, we can't tackle it in football. For example, there is a directive to eject people from the grounds if they are making racist chants, so they keep quiet for 90 minutes and then on Saturday night and for the rest of the week they're racist. **John Barnes, Liverpool ??? in 1988 the first Black winner of Footballer of the Year award, he had faced 'monkey taunts' and a hail of bananas thrown at him, when he played at Anfield***

*They tell me some pretty bad stories so I know I am fortunate. I've never had any problems at Northampton or anywhere else. It just goes to show how strong and focussed they were, especially John Barnes. I have got so much respect for him and the others who went through that. I am just glad that I don't have to experience it.... [It] means that I can just focus on playing football without worrying about what the fans are saying or doing. **Derek Asamoah, Cobblers' striker speaking in 2003.***

In November 2004, Spain entertained England in a friendly match at the Bernabeu in Madrid. The fact that England were outclassed by Spain and lost the match 1-0 seems to have been forgotten for different reasons. Thousands of Spanish fans in the stadium appeared to be Neanderthal in their racist chanting as they were making monkey noises every time second half substitute Shaun Wright-Phillips touched the ball. The chanting was heard by millions of English fans who watched the match on the BBC and the commentators condemned the chanting. (<http://blogcritics.org/archives/2006/12/23/163044.php>)

*Anyone can play the game and we want to keep football a safe, friendly sport for all - one game, one community - that says it all **Jermaine Defoe, Spurs and England 2007***

*We are all equal and just want to enjoy our football together. Nobody wants to see or hear racism. **Rafa Benitez, Liverpool FC Manager 2007***

*Life is about what you stand for, not where you come from or the colour of your skin." **Ian Holloway, Plymouth Argyle***

*To young kids, footballers are heroes. And if heroes are saying, 'racism, I'm not into that, I respect everyone,' it has an effect. **Sir Alex Ferguson, Manchester United Manager***

Source 22

FOOTBALLERS STATEMENTS 2

I experienced racismAt the time it was quite disturbing. I didn't want to be there. I had a decent job then, it was in my early days, and a phase where I wanted to give up, but I had good people round me who said 'you can't give up just because of that, or they'll have won.' **Ian Wright**

.....

We are all equal and just want to enjoy our football together. Nobody wants to see or hear racism. **Rafa Benitez, Liverpool FC Manager**

.....

Racism is not only a problem in football. It's a problem in society. Until we tackle it in society, we can't tackle it in football. For example, there is a directive to eject people from the grounds if they are making racist chants, so they keep quiet for 90 minutes and then on Saturday night and for the rest of the week they're racist. **John Barnes**

.....

I have got so much respect for him [John Barnes] and the others who went through that. I am just glad that I don't have to experience it.... [It] means that I can just focus on playing football without worrying about what the fans are saying or doing. **Derek Asamoah**

.....

Thousands of Spanish fans in the stadium appeared to be Neanderthal in their racist chanting as they were making monkey noises every time second half substitute Shaun Wright-Phillips touched the ball. **Report on England v Madrid in 2004**

.....

Life is about what you stand for, not where you come from or the colour of your skin. **Ian Holloway**

.....

Anyone can play the game and we want to keep football a safe, friendly sport for all - one game, one community - that says it all **Jermaine Defoe**

.....

As players we broke down the barriers by performing on the pitch, now we have to break down the barriers at the management and coaching level. **Cyrille Regis**

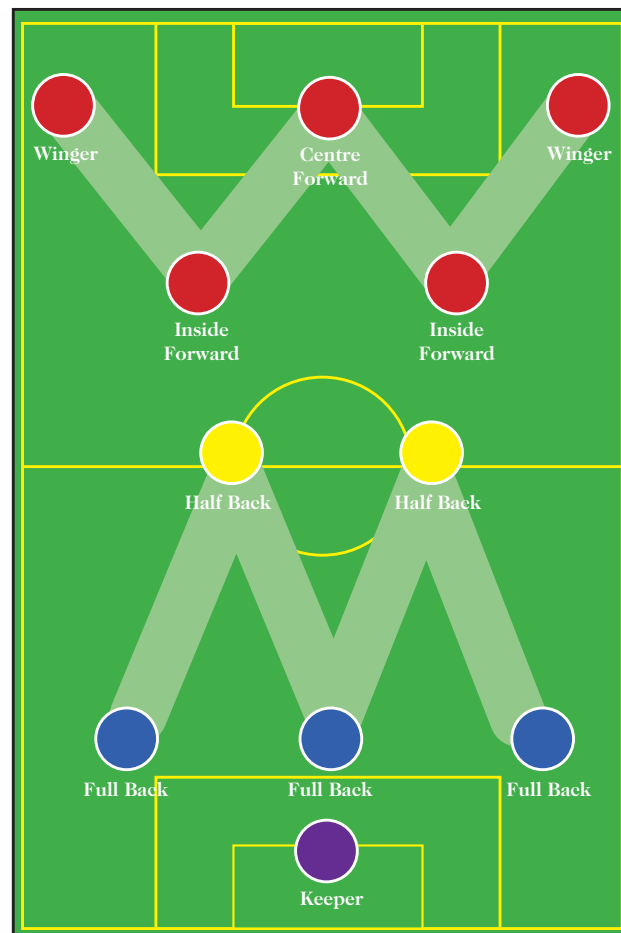
Source 23

Source: [http://en.wikipedia.org/wiki/formation_\(football\)](http://en.wikipedia.org/wiki/formation_(football))



Source 24

Source: [http://en.wikipedia.org/wiki/formation_\(football\)#The_WM](http://en.wikipedia.org/wiki/formation_(football)#The_WM)



Source 25



Source 26

Extract of letter from
Walter early 1916

For the last three weeks my Battalion has been resting some miles distant from the firing line but we are now going up to the trenches for a month or so. Afterwards we shall begin to think about coming home on leave. It is a very monotonous life out here when one is supposed to be resting and most of the boys prefer the excitement of the trenches.

Source 27

Secondary Source
relating to Walter being
sent home with shell
shock, May 9 1916

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain.* Mainstream Publishing Company (Edinburgh) Ltd.

Page 52

Tull was sent home on hospital ship St Denis on 9 May, 1916, suffering from 'acute mania'/shell shock, or what is now recognized as post traumatic stress syndrome. He returned to France, fit to kill and be killed on 20 September.... The 1st Football fought in the Battle of the Somme, July-November 1916. There were over 60,000 killed on the first day, the greatest numbers ever in British military history. At the close of this mass slaughter in mid-November, the total death toll for all combatants stood at 1,115,000.

Source 28

Northampton Mercury
18/08/1916

WAR ITEMS.

The first subscriptions to the Northampton Lord Kitchener Memorial Fund were banked on Thursday.

Cadet Athol H. Webb, from the Inns of Court O.T.C., has been granted a commission in the Northamptonshire Regiment.

A Barnwell organist was fined £5 at Oundle Sessions for being an absentee from the Army. He told the magistrates he was not medically fit.

Walter Tull, the Cobblers' half back, who is in the Players' Battalion, has been in hospital three months with pneumonia, but is now convalescent.

Temporary Lieut. C. L. C. Clarke, Bucks Yeomanry (T.F.), has been appointed a temporary Captain while employed as an Assistant Provost Marshal.

The Northampton Advisory Committee, after a long vacation, sat for three hours on Wednesday night, and met again on Thursday morning with a full day's work before it.

Colonel Willoughby, Officer Commanding the 1st Battalion Northamptonshire Volunteer Regiment, visited Kettering on Tuesday night and inspected the local company.

Source 29



Source 30

© Finlayson Family Archive



Source 31

© The National Archive

5970 • SUPPLEMENT TO THE LONDON GAZETTE, 16 JUNE, 1917.

Training Reserve.

Temp. Capt. W. S. Pratte to be actg. Maj. whilst 2nd in cmd. of a Bn. 28 May 1917.

Temp. Capt. G. Tate, from North'd Fus. (att'd.), to be temp. Capt. 30 Mar. 1917, with seniority 16 Dec. 1914.

Temp. 2nd Lt. G. E. Mearing, from Glouc. R., to be temp. 2nd Lt. (with seniority 20 Jan. 1916) and actg. Lt. while holding an appt. on the permanent establt. 1 Apr. 1917.

2nd Lt. J. F. Walmesley (N. Lan. R., T.F.) to be 2nd Lt. 10 May 1917, with seniority 4 Jan. 1916.

Labour Corps.

Temp. 2nd Lt. C. H. Maggs, from L'pool R., to be temp. 2nd Lt., for duty with Inf. Lab. Co., Sea. Highrs. 1 May 1917, retaining present seniority.

General List.

Temp. Capt. B. L. Ward relinquishes his commission, and is granted the hon. rank of Capt. 30 Apr. 1917.

Temp. Lt. R. H. Columbine, from Bedf. R., to be temp. Lt. on appt. as prob. to Ind. Army. 4 May 1917.

Temp. Qr.-Mr. and Hon. Lt. T. B. Hall, from Manch. R., to be temp. Qr.-Mr. and Hon. Lt. 29 May 1917.

OVERSEA CONTINGENTS.

B. West Indies R.

Temp. Capt. A. J. Gamblen to be temp. Maj. and to relinquish appt. of Adj. 16 Jan. 1917.

The undermentioned temp. Lts. to be temp. Cpts.:-

20 Nov. 1916.

O. D. Harris.

G. H. Dawson.

P. S. Bacquie. 4 May 1917.

The undermentioned temp. 2nd Lts. to be temp. Lts.:-

21 Nov. 1916.

F. K. Isaacs.

R. F. Gallway.

A. S. J. C. Hedman. 5 May 1917.

War Office,

16th June, 1917.

SPECIAL RESERVE OF OFFICERS.

The undermentioned from an Officer Cadet unit to be 2nd Lts.:-

INFANTRY.

30th May 1917.

E. Scots.—John Henry Lee.

Keith Paterson.

Henry Alexander Pattullo.

Edwin Charles Robson.

R. Lanc. R.—Samuel Birchall.

North'd Fus.—Stanley Hall.

Robert Henry Norris.

E. War. R.—James Malcolm McAteer.

John Allan Dorey.

R. Fus.—James Ruxton.

Reginald Hargreaves-Mawdsley.

L'pool R.—Jack Liddiard.

Linc. R.—Thomas William Catton.

Hayes Robert Smart.

W. Yorks. R.—George Sergeant.

Ralph Raby Moss.

E. York. R.—James Collings Armstrong.

John Robert McCray.

Bedf. R.—Frank Flavell.

Lenc. R.—Francis Avery Simmons.

Lanc. Fus.—James Rawcliffe.

E. Sco. Fus.—Walter Riddell.

Ches. R.—Charles Spencer Freeman.

K.O. Sco. Bord.—George Kerr Blount.

Ferdinand Wallace Lees.

James Rutherford.

Thomas Blackwood Paterson Smith.

Worc. R.—Charles Frederick Jones.

E. Lan. R.—Jeremiah Lewis Brown.

William Wallington.

R. Huss. R.—William Stephen Rousell.

S. Staff. R.—Francis George Dolman.

R. Highrs.—John Clunie.

Duncan Galbraith MacLachlan.

Alexander Scott.

Essex R.—John McIver.

Notts & Derby. R.—George Clarkstone.

Mitchell.

N. Lanc. R.—Thomas Muir.

Yorks. L.I.—Herbert Chadwick Arridge.

Midd'x R.—Walter Daniel Tull.

William Richard Green.

Manch. R.—Theophilus Williams Green.

Arthur Richard Lucas.

Harry Edlington Moxon.

Reginald Preston Brookes.

Samuel Hamer.

Freeman Pickering.

Durh. L.I.—Ashton Black.

Henry Walwin Hampson.

Frederic George Urwin.

Dan Edmonson Ellwood.

William Henry O'Dell.

High. L.I.—Lawrence Strachan Angus.

Lancelot Albert Shuttee.

Gord. Highrs.—Henry Alexander James.

Duncan.

Cam'n Highrs.—John Cameron.

Walter William Hunt Sowrey.

George Herbert Stratton.

Arg. & Suth'd Highrs.—Ian Frederick Louis.

Anderson.

William Johnstone Smith.

Charles Dalrymple Gairdner.

R. Dub. Fus.—James Denis Keane.

War Office,

16th June, 1917.

TERRITORIAL FORCE.

YEOMANRY.

Maj. (temp.) (temp. Lt.-Col.) Hon. A. H. F. Greville to be Maj. (temp. Lt.-Col.), M.V.O., with precedence as from 16th Sept. 1914. 17th June 1917.

Maj. (temp.) H. L. M. Tritton to be Maj., with precedence as from 11th Jan. 1915. 17th June 1917.

Capt. (temp.) H. H. Gepp to be Capt., with precedence as from 19th Aug. 1914, and remain seconded. 17th June 1917.

Source 32



Source 33

NOTED ON FILE
14/2/17
Form M.T. 392

This Form is to be used for any candidate who is serving in the ranks of the New Armies, Special Reserve, or Territorial Force, and for any other candidate who is neither a cadet or ex-cadet of the Senior Division, Officers Training Corps nor a member of a University.

Form M.T. 392 should be used for an Officers Training Corps (Senior Division) or University candidate, who is not serving in the ranks.

APPLICATION FOR APPOINTMENT TO A TEMPORARY COMMISSION IN THE REGULAR ARMY FOR THE PERIOD OF THE WAR.

The candidate will complete the following particulars and obtain certificates below as to character and educational qualification.

See Officers Gazette JUN 1917

1. Name in full	Surname. Christian names.	Tull, Walter Daniel
2. Date of birth.		April 23 rd 1888
3. Whether married.		No
4. Whether of pure European descent.		No
5. Whether a British subject by birth or naturalization. (State which, and if by naturalization attach a certificate from the Home Office.)		By Birth
6. Nationality by birth of father (if naturalized, state date).		West Indian
7. Permanent address.		419, St. Vincent Street, Glasgow
8. Present address for correspondence.		C. Coy. 23 rd Batt. Middlesex Regt P.O. 2.
9. Whether now serving, or previously served, in any other Government Department (Home, Indian, or Colonial). If so, give particulars.		Now Serving. 21 months in 17 th Batt. " 2 " " 25 th " " 1 st New Regt
10. Whether able to ride.		No.
11. Whether now serving, or previously served, in any branch of His Majesty's Naval or Military Forces, or in the Officers Training Corps. If so, state:— (a) Regiment, Corps, or Contingent (b) Date of appointment (c) Rank (d) Date of retirement, resignation or discharge (e) Circumstances of retirement, resignation or discharge		17 th Batt. M'esse Regt Dec. 21 st 1914 Sergeant
12. Whether an application for a commission has been previously made, if so, on what date and for what branch of the service.		No.

Army Recruiting & Stationery Services, 544, 14,000, 7/10.

Source 34

Secondary Source relating to
Walter's commission

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain.* Mainstream Publishing Company (Edinburgh) Ltd.

Page 53

On being made 2nd lieutenant in May 1917 Walter became the first Black combat officer in the British army. (There had been Black medical officers.) The recruitment in the UK of Blacks into the British army was a matter of luck and gradation of colour. Some recruiting officers were not too fussed about accepting brown men, while others followed regulations to the letter. The question still remains as to how Walter got accepted for a commission and at a time when officers were supposed to be of 'pure' European descent. His official military record gives no clues, although the practical reason is pretty obvious. He was good at his job, respected by his footballer/soldier comrades and was a comparative veteran compared to the conscripts that were now being drafted. And the army was desperately short of officers.

Source 35

Secondary Source
relating to the Italian
event, end December
1917

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain.* Mainstream Publishing Company (Edinburgh) Ltd.

Pages 54-55

[At the end of 1917] after the killing fields of Flanders, the 23rds [Walter's regiment on return to Europe] were posted to the relative quiet and beauty of Northern Italy. The task was to assist the Italians, alongside the French in defending this gateway into northern Italy from invasion by Austrian and German troops. On New Year's Eve Walter officially defied army regulations by leading men and issuing orders, something an 'alien' officer should never do. He broke the colour bar and was mentioned in dispatches by Major General Sydney Lawford for his 'gallantry and coolness'.

Source 36

© Northampton Independent
16/03/1918 - Page 6.

Town Footballer's Heroism.

Th many friends of Sec. Lieut. Walter Tull, the old Northampton half-back, will join me in hearty congratulations upon his exceptional gallantry which has brought him the following fine tribute from Major-General Sir Sydney Lawford, commanding officer of one of the British divisions on the Western front:—

"I wish to place on record my appreciation of your gallantry and coolness. You were one of the first to cross the river prior to the raid, and during the raid you took the covering party of the main body across and brought them back without a casualty, in spite of heavy fire."

Tull, who is attached to the Middlesex Regiment, joined the Footballers' Battalion when war broke out, and won rapid promotion by his many soldierly qualities.

* * * *

Source 37

© Northampton Mercury
12/04/1918 - Page 7

...listed in the ...
...inning of the war, and went through a great deal of fighting in the battalion. He came home to take up a commission in April, 1917, and was gazetted to the Hampshires last November.

Rathbone, Capt. George, Northants, second son of Mr. F. Rathbone, butcher, Banbury; killed in action; was wounded about a year ago; joined shortly after the outbreak of war, when he left a bank at Northampton.

Tull, Lieut. Walter, Middlesex Regiment, killed in France; well-known as a member of the Cobblers' football team, to which he was transferred from Tottenham Hotspur. Enlisting two years ago, he gained his commission by his great ability and merit, which won for him mention in despatches.

Fisher, Captain W. Sefton (29), Northamptonshire Regiment, only son of Lieut.-Col. J. W. Fisher, and Mrs. Fisher, of Charlcote, Wellingborough; killed in action on March 23; Captain Fisher was educated at Wellingborough School, on leaving which he entered the Territorials as an officer, being attached to the Wellingborough Company; subsequently he spent several years in Canada before coming home to rejoin the 1/4th Northants, with whom he served in Gallipoli.

Source 38

© Northampton Independent
13/07/1918

How Lieut. Tull Died.

In a chat with Pte. T. Billingham, the Leicester goalkeeper the other day, he told me that Lieut. Walter Tull, of the Footballers' Battalion of the Middlesex Regiment, whose death was such a blow to his many friends, was killed by a machine gun bullet which entered his neck and came out just below his right eye. Billingham was about 30 yards from him when he was hit, and was the first to go to his assistance. He only lived two minutes, however, and Billingham carried him some distance in the hope of securing for him a decent burial, but had to leave him on account of the Germans' rapid advance. Tull, he adds, will be greatly missed. He was a thorough gentleman, and was beloved by all.

Source 39

© The National Archives

The National Archives
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POST OFFICE TELEGRAPHS.
(Island Official Telegrams only.)
Office of Origin and Service Instructions: O.H.M.S. CAS.
No. of Telegram: 1000
I certify that this Telegram is the service of the
Attention is called to the Regulations printed at the back hereof.
Dated Stamp:
TO: Tull 419 St Vincent Street Glasgow
FROM: SECRETARY WAR OFFICE
The Name and Address of the Sender, IF NOT TO BE TELEGRAPHED, should be written in the space provided at the Back of the Form.

Source 40

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CERTIFIED COPY OF AN ENTRY OF DEATH SA 062790
Registration of Births, Deaths and Marriages (Special Provisions) Act 1957
Army Officers Records of War Deaths 1914 - 1921
Name and Rank: TULL, Walter Daniel, 2nd Lt, Prev Sgt 17th Middx R.
Unit: 5th Bn att'd to 23rd Bn Middx R.
Cause, Date and Place of Death: Killed in Action 25.3.1918 France or Belgium
An Extract from an Entry relating to the death of Walter Daniel Tull
CERTIFIED to be a true copy of the certified copy of an entry made in a Service Departments Register.
Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the 29th day of April 2004
CAUTION: THERE ARE OFFENCES RELATING TO FALSIFYING OR ALTERING A CERTIFICATE AND USING OR POSSESSING A FALSE CERTIFICATE
WARNING: A CERTIFICATE IS NOT EVIDENCE OF IDENTITY.

Source 41

© The National Archives

WAR DIARY
INTELLIGENCE SUMMARY
(Leave heading not required)
Place: MONUMENT
Date: 25/3/18
Hour: 10.15
Summary of Events and Information: The 1st Bn of the 1st Pz Div commenced an attack on the enemy's position at 10.15. The attack was successful and the enemy was killed or wounded. The 1st Bn of the 1st Pz Div is now in possession of the enemy's position.
Remarks and references to Appendix: 1st Bn of the 1st Pz Div is now in possession of the enemy's position.

Source 42

**In Memory of
Second Lieutenant WALTER DANIEL JOHN TULL**

**5th Bn. attd. 23rd Bn., Middlesex Regiment
(formerly 17th Bn.)
who died age 29
on 25 March 1918**

**Son of the late Daniel Tull; brother of Edward Tull-
Warnock, of 419, St. Vincent St., Glasgow.**

**Remembered with honour
ARRAS MEMORIAL**



**Commemorated in perpetuity by
the Commonwealth War Graves Commission**

Source 43

INVENTORY			
OF			
THE PERSONAL ESTATE			
OF			
Walter Daniel Tull			
DECEASED.			
AT Glasgow, the Twenty seventh day of February, Nineteen Hundred and Nineteen the following Inventory of the Personal Estate of the late Walter Daniel Tull,			
was presented for registration in this register, along with relative Deed conform to law by J. & J. McCosh, 196 St Vincent Street, Glasgow.			
Inventory of the Moveable or Personal Estate and Effects, wheresoever situated, of the late Walter Daniel Tull sometime of 77 Northumberland Park Tottenham Middlesex Printer, thereafter of 419 Saint Vincent Street, Glasgow and F No.55 of the (S) Battalion Middlesex Regiment and latterly 2/Lieutenant 5th attached 23rd Battalion Middlesex Regiment. who died at was killed in Action in France or Belgium on the twenty fifth day of March, 1918			
I. SCOTLAND.			
Effects belonging to the deceased	£	s.	d.
Sum in bank, with interest to date of death viz:-	25	-	-
Balance at the credit of Deceased in Account with Cox & Co., London	3	10	6
Amount due from Army Funds	72	16	-
Sum assured on the life of Deceased under Industrial Policy No.71661752 of the Prudential Assurance Co Ltd dated 26th August 1907	17	16	-
Sum assured on the life of Deceased under Industrial Policy No.71661762 of said Assurance Co dated 26th August, 1907	8	18	-
Sum assured on the life of Deceased under Policy No. 1664764 Class B of said Assurance Co dated 23rd March 1910	£100	0	0
Bonus additions accrued there on	11	12	0
Less Deductions in terms of Policy	£ 10	12	0
Total	£229	:	6
(signed) Edward Tull Warnock.			

Source 44



Source 45



Source 46



Source 47



Source 48



Source 49



HE whom this scroll commemorates was numbered among those who, at the call of King and Country, left all that was dear to them, endured hardness, faced danger, and finally passed out of the sight of men by the path of duty and self-sacrifice, giving up their own lives that others might live in freedom. Let those who come after see to it that his name be not forgotten.

*Rank Name, &
outfit written here*

Source 50

© Courtesy Imperial War
Museum



Source 51

THE STATEMENTS

1. It is never right to fight. (A pacifist and Quaker position)
.....
2. It is everyone's duty to answer their country's call to join the army, if the country is at war.
.....
3. It is never right to let an enemy get the better of you. You must always fight back.
.....
4. It is never right to fight until you have tried every means of negotiating peacefully.
.....
5. There are some occasions when the other side is so obstinate and so unjust, that all you can do is go to war to try and defeat them.
.....
6. Sometimes governments enter a war which the ordinary people don't believe in. Then it is right to refuse to fight, even if this means going to gaol

Source 52

NEWS

TUESDAY, SEPTEMBER 17, 2002

Honour for first black player

THE Cobblers' first black footballer Walter Tull is set to be honoured by the county's Probation Service.

The service have announced plans to name their headquarters in Bridge Street after the player who made 110 appearances for Northampton Town between 1913 and 1914.

It will be the third official honour in the town to Mr Tull - the British Army's first black officer - who was killed in action at the second Battle of the Somme in 1918.

Two years ago a road leading to the Cobblers home ground at Sixfields was

named after the popular wing-half.

An eight foot high Walter Tull marble monument was also erected at the end of the road.

Northampton South MP Tony Clarke will join the town's Mayor, Councillor Mike Boss, the Lord Lieutenant of Northamptonshire Lady Juliet Townsend, and Carol Bernard of the probation service at a special naming ceremony on September 25.


Ms Bernard said: "We have chosen the name Walter Tull House to bring the issue of diversity to the forefront of people's minds in a way that is relevant

to the local community.

Lifelong Cobblers fan Mr Clarke said: "This is a fitting tribute to a war hero and a very important person in the history of Northampton, and I'm delighted to be invited to share in this special occasion."

Conservative county councillor Brian Binley, who doubles as a Cobblers' match-day host, also gave his backing to the honour.

He said: "I'm delighted Walter Tull's being recognised in this way, this is a man who gave his life for his country and set a very fine example in many ways."



WALTER Tull was an officer and a gentleman.

During the bloody battles of the First World War, he rose from raw recruit to a commissioned rank, leading his men gallantly until gunned down in the war's last year.

Before his Army service, he was a professional footballer with Preston North End, Spurs and Northampton Town.

All this would have been remarkable for any man. But for Walter Tull it was almost a miracle... for he was black.

Nowadays, some of England's best footballers are black and many officers have followed Walter's footsteps into the Armed Forces.

And more than 80 years after his death, Walter Tull is now a symbol of the fight against racism in football... a fight proudly led by the Cobblers.

But while racist taunts may be few and far between in the stadiums, this does not mean the problem has gone away.

Former England player John Barnes told the *Chron* that he thought racist thugs kept quiet for 90 minutes for fear of being ejected from the grounds but continued with their foul antics for the rest of the week.

It is clear that the game has made great strides in kicking out racism but it is also clear there is still much to do.

Write to: Letters, Chronicle & Echo, Upper Mounts, Northampton, NN1 3HR or fax us on: 01604 467190 or send an e-mail to: letters@northantsnews.co.uk

Memorial to club's first black player

SCULPTOR Paul Mason has been commissioned to design a memorial at Sixfields to the Cobblers' first black footballer, Walter Tull.

The granite and marble memorial, which will feature panels drawn by Northampton schoolchildren, will form the centrepiece of a small garden of remembrance outside the southern corner of the stadium.

Tull played 110 times for Northampton Town early this century and during the First World War he became one of the Army's first black officers.

The Folkestone-born footballer signed for the Cobblers from Tottenham Hotspur in 1911 and he went on to score nine goals from full-back.

He was killed at the second Battle of the Somme in 1918, at the age of 29, having enlisted at the outbreak of the war.

Members of two Northampton Borough Council committees this month backed Mr Mason's design for the memorial.

At this week's environment services committee the council's head of leisure and community, Andrew Bowers, praised the agreed design, saying: "It conveys a very symbolic message of anti-racism."

The London-based sculptor is now working on the brief for the monument, which, along with the garden, is set for completion by the end of the football season.

Along with the borough council, funding has come from funeral directors B. Hollowell and Son, along with sponsors

Fond memories of a Cobblers soccer star



■ SCULPTURE - A memorial is planned for Walter Tull

including the Professional Footballers Association and a Government scheme.

Links with schools are already being made with the help of Northamptonshire County Council's multicultural education service.

'It conveys a very symbolic message of anti-racism'

- Andrew Bowers

MONDAY, JULY 12, 1999

NEWS

VIPs mark 'end of the journey' for Cobblers' player who was a soccer pioneer

Memorial for Tull, black footballer and war hero



■ HOMAGE - Last year's Northampton Mayor Ulfie Gravesande, this year's Mayor Arthur McCutcheon and Northampton South MP Tony Clarke at the Tull memorial

A LANDMARK memorial has been unveiled in Northampton to commemorate Britain's first black footballer.

Dignitaries from across the country joined civic leaders from Northampton for the unveiling of the Walter Tull memorial at Sixfields yesterday.

The huge nine feet high slab of black, grey and white marble squares, chiselled with letters telling the story of the former Northampton player's life, stands in a special garden of remembrance outside the stadium.

Deputy High Commissioner of Barbados, Herbert Yourwood, who was a guest of honour at the opening ceremony, said: "It is great day for all black people. It is very important that so many schools are involved so children will grow up unprejudiced."

Tony Whelan, coach at Manchester United's football academy, said: "It is great that we are paying tribute to a great player. At the same time we are remembering a

whole legacy of forgotten black players. It is a tragedy it has taken so long. This is only the beginning."

Born in 1888, Walter Tull was the first black professional footballer in Britain, playing more than 100 games for Spurs and the Cobblers, before signing up as an officer in the 17th Battalion, Middlesex Regiment, at the outbreak of the First World War in 1914.

The first black man to become an officer in the British Army, Tull was killed in battle on March 25, 1918, and buried in a mass grave.

A line of wreaths, made from red carnations and white lilies, were laid at the base of his memorial.

Writer and researcher Phil Vassili said it was the end of the journey for Tull: "He never had a grave but now he has this. The only mention of Walter Tull was one line in an encyclopedia - now he has 15 lines on the memorial dedicated to him."

BY ALICE WHITEHEAD

Source 53

Words by Phil Vasili



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7. Teachers Panel

This has been co-ordinated by

Nikki Taylor	Director, Northamptonshire Black History Association, Shaping the Future Project
Julia Bush	Senior Lecturer in History, University of Northampton Company Secretary of Northamptonshire Black History Association
Paul Bracey	Senior Lecturer in Education, University of Northampton Secretary of Midlands History Forum; Committee member of the History Teacher Education Network; Company Director of Northamptonshire Black History Association.

The following teachers were participants in a panel set up to advise the development of this resource.

Angie Alloway	Studfall Junior School, Corby, Northants
Niall O’Ceallaigh	St Gregory’s Catholic Primary School, Northampton
Julia Curtis	Millbrook Junior School, Kettering
Luke Lister	Northampton Academy, Northampton
Robert McNally	Northampton School for Girls, Northampton
Michelle White	Kingsthorpe College, Northampton



NORTHAMPTONSHIRE
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