

Victorian Children

Links to QCA schemes of work

History Unit 11. What was it like for children living in Victorian Britain?

History Unit 12. How did life change in our locality in Victorian times?

Science Unit 3C. Characteristics of materials

Art and design Unit 5C. Talking textiles

Art and design Unit 9 (gen). Visiting a museum, gallery or site

Background notes

During the Victorian era (1837-1901) it became increasingly recognised that children had their own identity and distinctive needs. This recognition is reflected in a variety of ways: from Factory Acts limiting the amount of hours children could work, to the introduction of compulsory primary education; from changes in children's clothing to the emergence of a mass market for toys.

Education and work

Before the 19th century most children worked as long hours as their parents did – in the fields, minding animals, helping with the family trade or with domestic chores. At the beginning of Queen Victoria's reign, they were still regarded as a source of cheap labour and worked in a variety of unpleasant and dangerous places including mills, factories and coalmines. In London, the high cost of land meant that there were fewer factories; instead many items were produced by "sweated labourers" in their own homes and even very small children often helped with this.

However, novelists such as Charles Dickens (1812-1870) did much to highlight the plight of poor children; social reformers, particularly Lord Shaftesbury (1801-1885), helped to bring about reforms through various Acts of Parliament. These culminated in the Education Act of 1870, which made education compulsory for all children aged 5-10, although it was not free until 1891. By modern standards, the schools were often over-crowded, the discipline harsh and the lessons dull and repetitive. Nevertheless, they ensured that all primary age children received a basic education and spent their days in a safe environment where they were not exploited.

The Museum has examples of objects used by children, educated at home or at school. These include pens, dating from 1850 onwards, slate boards and a copybook, in addition to evidence of other lessons such as Needlework and Nature Study. There are also various spelling games, dating from 1845-1895, which were designed to make learning more fun.

The Nursery

Whilst the industrialisation of Britain had led to the exploitation of working class children, it also led to a privileged and protected life for an increasing number of people. These were the children not only of the traditional upper classes but also of the expanding commercial and professional middle classes.



Queen Victoria and Prince Albert, 1861

In a large nursery, there would be a Nanny in overall charge with a number of more junior nursemaids. Nanny would provide a basic education and instruction in “useful” work such as sewing for the girls. At the age of about ten, some boys would go off to boarding school, whereas girls would often stay at home and be taught by a governess. By the end of Victoria’s reign, girls’ schools had become more widely accepted and so the position of governess began to die out.

The nursery itself was usually situated at the top of a large house, with the children’s bedrooms next door (sometimes referred to as the day and the night nurseries). By the end of the 19th century, these were often decorated with especially designed wallpaper, carpets and child size tables and chairs.

It can be interesting for children to look at the nurseries in the Victorian dolls’ houses. The nursery in the Neave House (1840s) contains a lot of adult furniture as it doubles as a lying-in room. This was an elegant bedroom where a new mother would show off her new baby to visitors. By comparison, the nursery in 3 Devonshire Villas (1900) is well equipped with children’s furniture, including a baby walker and high chair, and numerous toys. It should be noted, however, that the Neave House belonged to an adult collector whereas Devonshire Villas is a toy, intended for children to play with.



Nursery in 3 Devonshire Villas dolls’ house, 1900

Babies

The Victorian era saw the rise of what has been called “the cult of the baby”. Queen Victoria herself is often credited with starting this as she had nine of her own; however, she is known to have had a remarkably unsentimental view personally, regarding new-borns as particularly ugly!

Whatever its impetus, the increasing wealth of the middle classes meant that they could lavish money on clothes and accessories for their babies. Babies’ dresses were long, decorated with frills and embroidery, so that the baby could be shown off to advantage when carried. Babies’ dresses were always white for a variety of reasons, both practical and symbolic. When they went out, babies from wealthier families were wrapped in elaborate carrying capes, wore bonnets or hats and were wheeled in three or four wheeled prams.

The Museum has a gallery focusing on the care of babies, from the 17th century to the present day. Victorian examples include clothing, feeding bottles and cups, a pram and a high chair that doubles as a rocking chair.

Homes

Privileged babies and children were still very much a minority. The census of 1901 classified 90% of the population as “working class”; historians estimate that 30% of the population of London at this time was living below the poverty line. For such children, “home” probably consisted of one or two rented rooms in a slum tenement where the whole family lived, ate and slept. Water had to be collected from a pump in the street and the outside toilet shared with several other families.

For the better off, homes became increasingly comfortable throughout the 19th century. The Museum has a number of examples of dolls’ houses that illustrate this.

Mrs. Bryant's Pleasure (1860-1865) was owned by a Mrs. Bryant, living in Surbiton, who commissioned a cabinet maker to make a copy of her house and furniture. It shows the typical layout of a middle class house of this period with a large, richly furnished drawing room on the ground floor, two bedrooms above, and a dining room and well-equipped kitchen in the basement. There are candles in the chandelier in the drawing room and fireplaces that, in a real house, would have burned coal. There is no bathroom or running water in the kitchen; instead water would have had to be brought in from a pump and carried up to the wash stands in the bedrooms. The people living in the house would probably have used an outside toilet during the day and a chamber pot at night.

By contrast, Amy Miles' House, made for a young girl in the 1890s, does include a bathroom with a shower over the bath, and a kitchen with a sink and tap. This reflects the fact that most middle class families would have had running water piped to their homes by this period. There is no toilet; whilst some homes would have had an indoor, flushing Water Closet by this time, they were still very much in the minority. The house is equipped with electric lights, although many homes would still have used gas, oil lamps or candles in the late 19th century.

The domestic chores in these homes would have been performed by servants; many of the dolls' houses show them hard at work in the basement kitchens! At the beginning of Queen Victoria's reign, some girls went "into service" as young as eight. For servants and working class women there were relatively few labour saving devices. The weekly wash took all day and, even at the end of the 19th century, girls were often kept away from school to help their mothers. The Museum has a number of examples of toy domestic items including wash tubs, boards and mangles.

Toys

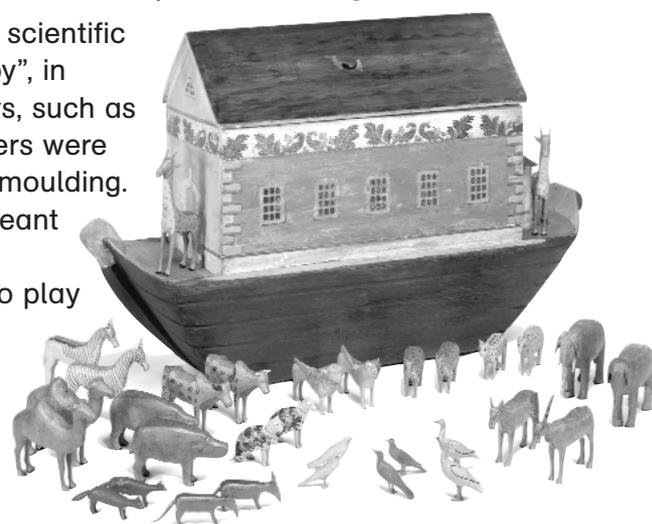
The 19th century saw the rapid expansion of retail trading and a recognition of children as part of the consumer public. From the 1850s, there was an ever-growing demand for children's toys, and the Museum has a wide collection of these.

Certain toys illustrate how childhood was sometimes seen as a preparation for adulthood and its gender roles. Dolls, made from materials including wood, porcelain and wax, were considered appropriate toys for girls in preparation for motherhood.

Dolls' houses – which had formerly been owned predominantly by wealthy women – began to be manufactured in batches and were commercially available from the 1880s. These were considered good for teaching girls domestic skills. Girls were also encouraged to make clothes for their dolls and soft furnishings for their dolls' houses in order to practise sewing.

Boys were often given toys that were intended to foster scientific enquiry. Hence the zoetrope was considered a "boys' toy", in addition to those aimed perhaps more obviously at boys, such as trains and toy soldiers. By the end of the century, soldiers were made out of lead alloy by the "hollow cast" method of moulding. This was quicker and cheaper than solid casting and meant that the figures could be moulded in the round and therefore looked more realistic. Some boys continued to play with their soldiers into adulthood; Winston Churchill (1874-1965) is known to have had a collection of over 1500!

Toys that were intended for both boys and girls include the beautifully carved rocking horses and Noah's Arks. The latter probably originated in Germany and were particularly popular with Victorian parents because of their religious connotations. According to



Noah's Ark, c.1830

personal accounts, they were one of the few toys that children were allowed to play with on Sundays; the accounts suggest that many children looked forward to this as something of a treat and invented games and stories that had little connection with the biblical original.

Poorer families continued to buy toys as they had always done – from street sellers – although more and more of these were driven into open or covered markets by the end of the 19th century. Street sellers sold cheap toys for a penny or less. At the beginning of Victoria's reign these were predominantly wooden and included dolls, dolls' furniture, horses, carts, skipping ropes, spinning and humming tops. The latter half of the century saw an increase in the production of cheap tin toys, some of them mechanical. Many of these were made in Birmingham, often using cheap child labour.

Games

Sometimes wealthier families would pass toys on, second hand, to poorer children. But many Victorian children had few, if any, toys. For the poorest, play took place in the streets, using their imagination and whatever props were available. Mud could be shaped into pies, bridges and tunnels. Boys' caps and tin cans were used in innumerable games including Tin-Can Copper, or Kick-Can Policeman.

There was also a demand from middle class families for indoor games that could be played on wet days. Hence the 19th century saw an increase in the popularity of games such as Happy Families and Snakes and Ladders. Many of these games were designed to be both entertaining and educational, teaching a geographical, historical or moral lesson. The Museum has a Snakes and Ladders game, for example, where virtues such as "obedience" are rewarded with a ladder, whilst vices such as "destructiveness" are punished by a snake.



Spinning top, 1850-1900

The Seaside

The 19th century saw the emergence of the seaside holiday, made possible by the expansion of the railways in the 1840s and 1850s. This made long distance travel affordable for most people so that even factory workers could go on day trips.

Those who could afford it could stay in expensive hotels, whilst boarding houses, where families could rent one room, developed for the less wealthy. Children enjoyed paddling, donkey rides and building sandcastles. Very few people actually learnt to swim during this period, but those who could afford bathing suits believed a dip in the sea was beneficial to their health. From the 1870s, manufacturers began making toys for the beach including buckets and spades, sieves and sand mills. Initially these were made of wood, but soon tin became more common. Punch and Judy moved to the



Girls' bathing costume, c.18570

seaside and piers (originally intended as set down points for boats) began to house a range of attractions including theatres, merry-go-rounds, shooting galleries and model railways.

The Museum has an area devoted to seaside holidays that includes displays, a sandpit and a Punch and Judy booth. There is also a display relating to other forms of Victorian entertainment such as the circus, fairgrounds and zoos.

Clothing

Children's fashions underwent a number of changes during the Victorian period. In the 1850s and 1860s, fashionable little girls wore crinoline petticoats, like their mothers, with the important difference that their skirts were short instead of long. In the 1870s and 1880s, narrow skirts that were much more restrictive became popular. Fauntleroy suits (named after a character in a best-selling novel by Frances Hodgson Burnett) were very fashionable for boys at this time. The suits consisted of a velvet tunic or jacket with matching breeches and a lace collar.

In the 1890s, however, it became acceptable for girls to wear loose fitting dresses and separate skirts and blouses. Sailor suits, first seen on Queen Victoria's eldest son, had become extremely popular for both boys and girls. Although these clothes were an improvement on some of the earlier fashions, they would still have been quite restrictive by modern standards.

Perhaps the biggest difference between Victorian and 21st century clothes is in the number of layers worn underneath. A girl would start with a chemise (a loose fitting shift), then drawers (long knickers), stays (a softer version of a corset), stockings and at least two petticoats.

For centuries, boys had worn dresses (instead of breeches or trousers) as babies and up until they were around five years old. The most likely theory for this is that it was easier to change babies' nappies and for little boys to go to the toilet as breeches and trousers often had complicated fastenings. Apart from babies' and toddlers' dresses, which were usually white, boys' dresses were often in darker or brighter colours than girls' were. They were often also more tailored with metal, rather than fabric covered, buttons.

Children from poorer families wore patched and mended clothes that had often been bought second hand, then passed down through the family. Even children from relatively comfortable backgrounds would have owned very few outfits: perhaps two for weekdays and one for Sunday best. The invention of the domestic sewing machine in 1851 meant that clothes could be made at home quickly and easily. This was a great help to many, but the poorest could not afford them. Some children went barefoot, even in winter, when they would pad their clothes with newspaper to try to keep warm.

The Museum has the largest and most diverse collection of children's costume in the UK showing how fashions changed throughout the 19th century. These include a girl's crinoline (1860s), a boy's sailor suit (1900-1908) and an Edwardian smock dress that has been cut down from a larger garment.

Useful websites

- www.bbc.co.uk/schools/victorians
Includes an interactive site, "Children in Victorian Britain", and worksheets to print out.
- www.victorians.org.uk
Includes information on various themes and interactives for children.
- www.holnet.org.uk/vl
Site featuring maps and photographs of Victorian London including a "Learning Zone" for children.

Pre-visit activities

Victorian timeline game

You will need a “washing line” strung up from one wall to another, some clothes pegs and key events from the period written on pieces of paper (with or without dates, depending on the age and ability of the class). Can pupils come out and peg the sheets in the correct place on the timeline? Are they right? The game could be followed up with children making their own illustrated timelines of 6-8 key events.

History detectives

Give each group of children a different aspect of Victorian children’s entertainment to research during their visit (e.g. indoor toys; dolls; indoor games and puzzles; outdoor toys and games; the seaside; funfairs, circuses and zoos; puppets and puppet shows). Their task during the visit is to collect as much evidence as they can on their chosen topic. Warn them that they will not find all the information they need in one area, but will need to search the whole museum! They should record their findings by taking notes, drawing pictures and taking digital photographs (if possible).

What to see and do in the museum

- Look at the educational toys and equipment in the “How we learn” area in the Childhood Galleries on the upper floor.
- Look at the dolls’ houses and domestic toys in the “Home” and “Who will I be?” areas in the Childhood Galleries.
- Find examples of Victorian toys in the lower and upper galleries.
- Explore the different sorts of Victorian entertainment in the “Good Times” area in the Childhood Galleries.
- Role-play using the domestic objects in the Victorian kitchen in the “Home” area.
- Compare the Victorian clothing with both older and more modern examples in the “What we wear” area in the Childhood Galleries.
- Look at the baby clothes and equipment in the “Babies” area in the Childhood Galleries.
- Play one of the board games, or hopscotch, in the “Good Times” and “Playing Outside” areas.

Post-visit activities

Sharing discoveries

Working in their History detectives groups, children prepare and present their findings to the rest of the class. This could take various forms (e.g. an oral presentation, a wall display, an ICT project).

Changing fashion

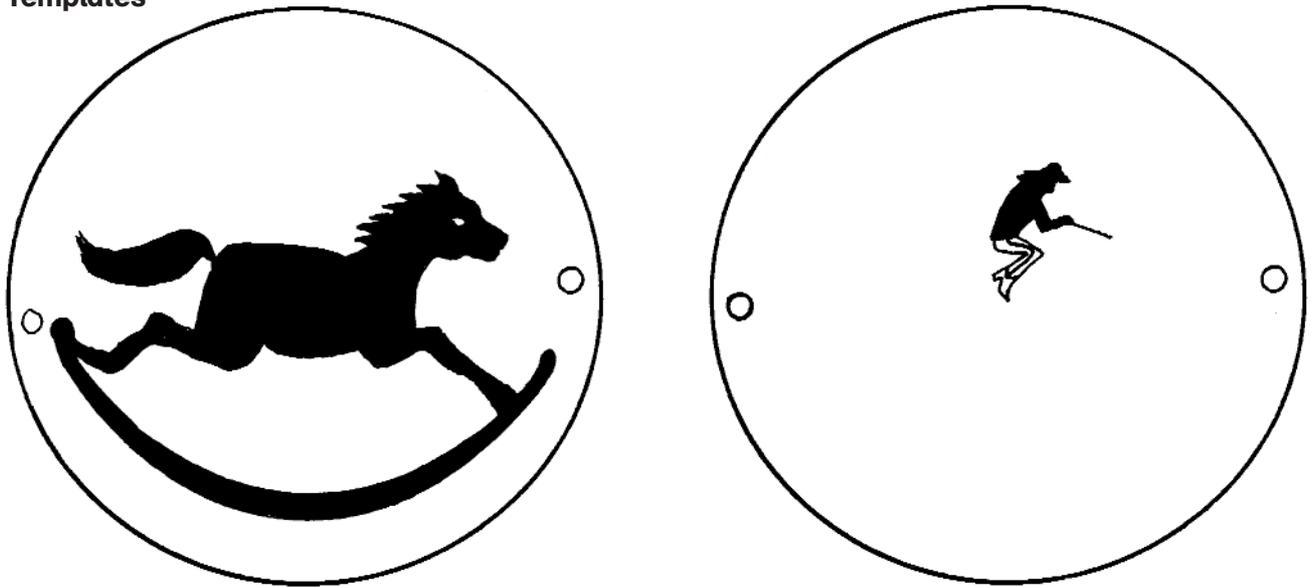
With the help of information about Victorian children’s clothing collected during their visit, children design two different outfits of clothing. These could include accessories and/or underwear. One of the designs should be for a 21st century child and one for a Victorian. The designs should be labelled to show details (e.g. fabrics, buttons, zips, trimmings). Which one would they choose to wear themselves? Why?

Make a thaumatrope

Children can make their own thaumatrope, an optical toy popular with Victorian children, using the templates and instructions provided in this section.

Make your own Thaumatrope

Templates



Materials

Templates photocopied onto card

String

Scissors

Hole punch or sharp pencil

Glue

Pencil crayons or felt pens

Instructions

1. Cut out the patterns from the template.
2. Using a hole punch or sharp pencil, punch holes through the small circles marked on the patterns. Glue the two sides of the patterns together, matching the holes.
3. Attach a short length of string through each hole.



4. Your thaumatrope is complete! Hold the strings between your fingers and twist them to wind up the toy. Let it unwind quickly and watch the two pictures merge into one.



Now try making your own designs!

Guide sheet 1

Victorian children: education and play

Queen Victoria ruled from 1837 to 1901. During this period a number of changes took place in children's lives, including the introduction of compulsory education for those aged 5-10 (1870).

Go to the "How we learn" and "Who will I be?" areas of the Childhood Galleries, on the upper floor

Find the display of schoolroom objects

- From the objects, what evidence can you find for the different subjects that were taught in Victorian schools? (*e.g. dip pens are evidence of handwriting lessons*)
- Do you think any of the subjects would be for girls only? What lessons might have been only for boys? (*Needlework was usually only taught to girls. Lessons such as carpentry were usually for boys only.*)



Look at the different toys in these areas

- Which toys do you think would have been given to Victorian girls? (*e.g. toy stoves, washday tools, sewing sets*)
- Which toys do you think would have been given to Victorian boys? (*e.g. forts, soldiers, construction sets*)
- Do you think girls ever played with "boys' toys" and vice versa? (*Almost certainly, especially if they had lots of brothers/sisters!*)

Find the "Playing Outside" area

- Which of the toys and games do you think would have been owned by poorer Victorian children, as well as rich ones? (*e.g. spinning tops*)
- Can you explain how you would have played with them?
- What sort of games would Victorian children have played if they were too poor to own any toys or equipment? (*e.g. skipping or chasing games*)

Find the "Good Times" area

- What evidence can you find for forms of entertainment in Victorian times? (*e.g. visiting the seaside, fairs, circuses, zoos*)
- How would these be similar, or different to visiting such places today?

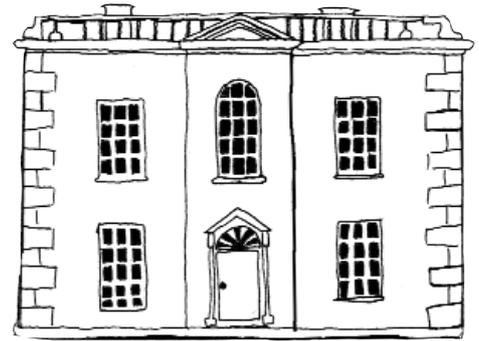
Other things to see or do in the museum

- Find examples of other Victorian toys in the lower galleries.
- Stage your own Punch and Judy show in the "Good Times" area.
- Play one of the board games, or hopscotch, in the "Good Times" and "Playing Outside" areas.

Guide sheet 2

Victorian children: homes

At the beginning of Queen Victoria's reign (1837) homes were lit by candles or oil lamps, water was brought in from outside and there were very few labour saving devices. By 1901, many wealthy people had bathrooms and flushing water closets, gas or electric lights, sewing machines and carpet sweepers.



Go to the “Home” area of the Childhood Galleries, on the upper floor

Find the Killer Cabinet House (1800-1830) *(It is one of the dolls' houses in the display along the wall between the two staircases.)*

- Look at the kitchen. Can you name any of the furniture or equipment? How would it have been used? *(e.g. a range for cooking)*
- What items are missing that you would expect to find in a kitchen today? *(e.g. a sink, a fridge, a freezer)*
- What room is missing that you would expect to find in a house today? *(A bathroom!)*
- If this was a real home, how would people living in it have washed? *(They would use a jug and bowl on a washstand in the bedroom.)*
- How would they have gone to the toilet? *(They would have had an outside toilet and kept chamber pots under their beds to use at night.)*
- Can you find evidence for how it would have been heated and lit?
- Look at the downstairs sitting room. What evidence can you find for how people entertained themselves before television was invented?

Find Amy Miles' House (1890s) *(If you stand at the top of the staircase to the left of the Killer Cabinet House, it's in the case in front of you.)*

- What “new” inventions can you see in the kitchen? *(e.g. sink and tap)*
- Look at the bathroom. How is it equipped?
- What other rooms can you see in the house?
- What else can you find that was invented during Queen Victoria's reign? *(e.g. bicycle, sewing machine, electric light, telephone)*
- What evidence do the two houses provide about how people's homes changed during Queen Victoria's reign?
- What inventions do we have in our homes today people still did not have?

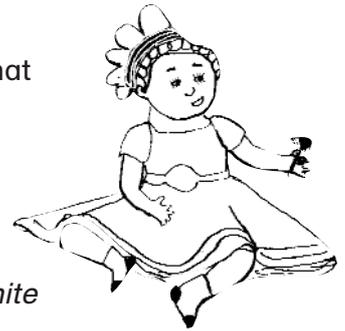
Other things to see or do in the museum

- Look at the other dolls' houses in the “Home” area. Compare those from the beginning and end of the 19th century.
- Look at the model kitchen and shops. Think about how food was stored and kept fresh before the invention of fridges and freezers.
- Look at the domestic toys in the “Who will I be?” area.
- Role-play using the domestic objects in the Victorian kitchen in the “Home” area.

Guide sheet 3

Victorian children: clothes and childcare

During the Victorian era (1837-1901) it became increasingly recognised that children had their own identity and distinctive needs.



Go to the “Babies” area of the Childhood Galleries, on the upper floor

- Find the Victorian babies’ clothes. Why do you think most of them are white? (*e.g. so that they could be boiled clean; because the colour white was traditionally a symbol of innocence*)
- Why do you think they are so long and decorative? (*e.g. to show off the wealth of the family*)
- How are they different to clothes babies wear today?
- Did you know that Victorian boys wore dresses up until they were about five years old? Can you think why this might be? (*Nobody knows for sure! Perhaps because it was easier to change a baby’s nappy and for little boys to go to the toilet. Remember, there were no modern stretchy materials, like lycra, or poppers for unfastening clothes quickly.*)
- Find examples of Victorian childcare equipment. (*e.g. bottles, cradles*)
- How are these similar to, and different from, ones we use today? (*e.g. consider materials and design*)

Go to the “What we wear” area

- Find the girl’s dark pink dress from the 1830s and the one worn by Henrietta Byron in 1840. How are they different to clothes girls wear today? (*e.g. consider fabrics, design and purpose*)
- Can you find the crinoline petticoat? How comfortable would this be?
- What evidence does it provide about how girls were expected to behave?
- Look at the boy’s blue velvet dress (1868).
- How is it different to the girls’ dresses? (*e.g. darker colour, metal buttons*)
- How old do you think the boy was who wore it? How would he have been expected to behave?
- Find the boy’s blue sailor suit and the girls’ beige smock dress. (*N.B. These are both from the Edwardian age, 1901-1910.*)
- What evidence do these provide about how children’s fashions had changed by this period? How do you think their lives had changed too? (*e.g. it was now acceptable for girls to play sport and ride bicycles*)

Other things to see or do in the museum

- Look at the Princess Daisy doll in the “Babies” area. Do you think a real baby would ever have had so much clothing and equipment?
- See if you can find nurseries in the dolls’ houses in the “Home” area.
- Compare the Victorian clothing with both older and more modern examples in the “What we wear” area.

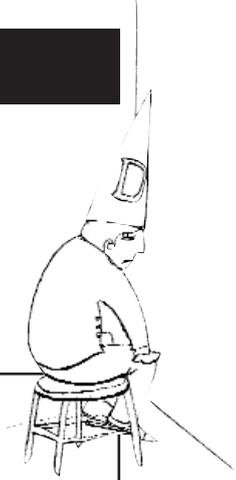
Activity sheet 1

Victorian education

Find the display of schoolroom objects in the “How we learn” area.



Choose **two** objects that Victorian children would have used at school. Draw them in the boxes below, and write the name of them underneath.



Below is a list of three lessons that Victorian children would have been taught.



Can you find evidence for these lessons in the case? Write the evidence beside each lesson, then add one more lesson and the evidence you can find for it.

Lesson

Evidence

- 1. reading
.....
- 2. writing
.....
- 3. arithmetic
.....
- 4.
.....

Look around the whole “How we learn” and “Who will I be?” areas.



On the other side of this sheet, draw a Victorian game, puzzle or toy that was intended to educate children as well as entertain them.

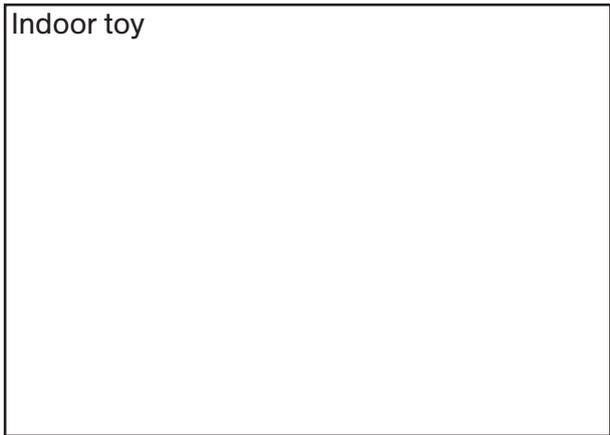
Activity sheet 2

Victorian fun and games

Look around the museum.

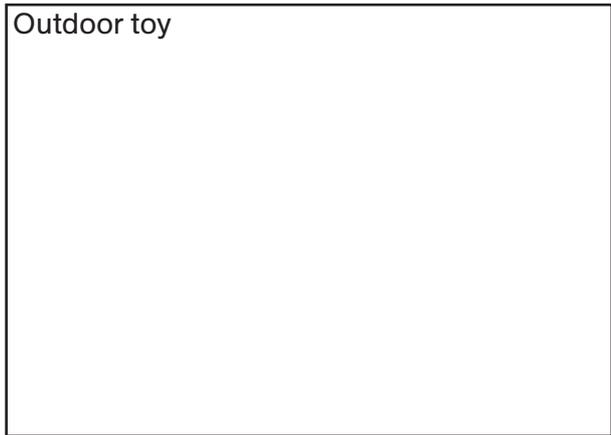
 Choose **one indoor toy** that would have been played with by a Victorian girl or boy, and **one outdoor toy**. Draw them in the boxes below, and then tick to show whether they would have been cheap or expensive to buy.

Indoor toy



cheap expensive

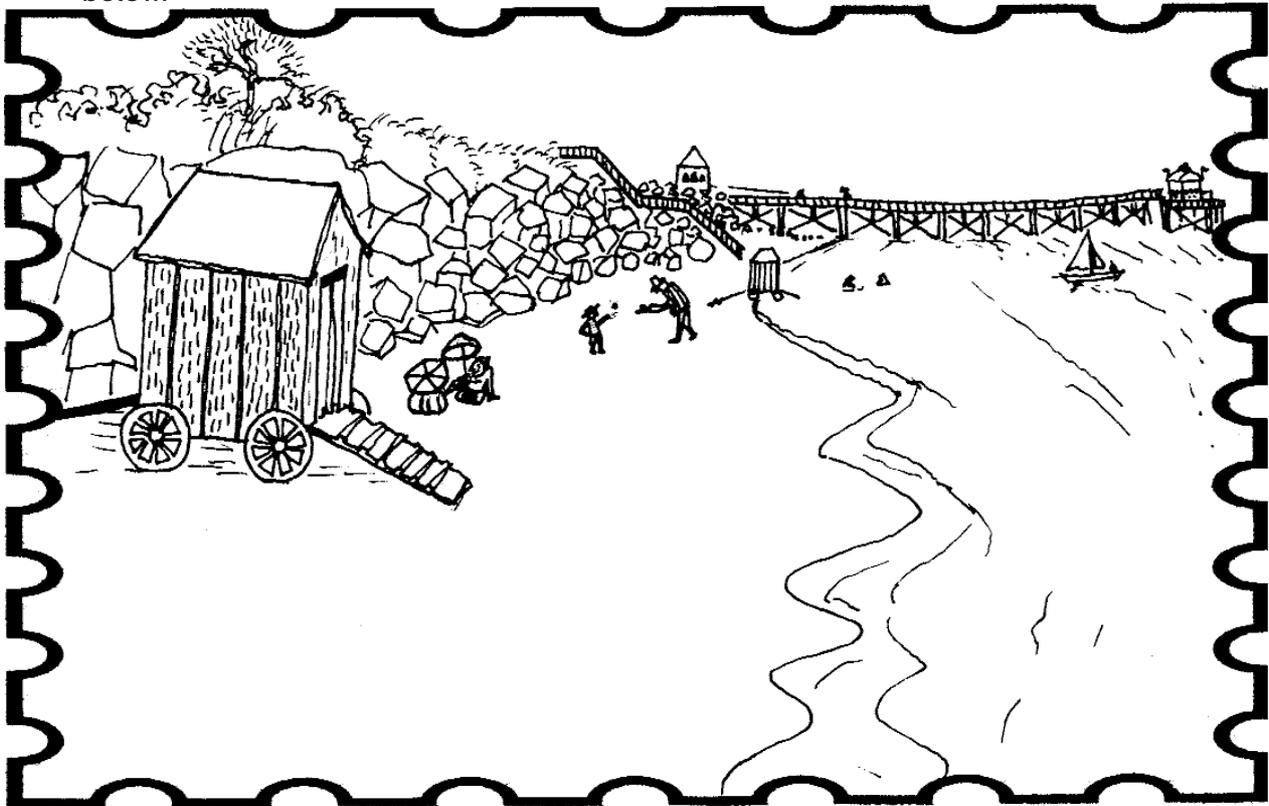
Outdoor toy



cheap expensive

Now find the seaside display in the "Good times" area

 Using the evidence in the cases, draw Victorian people at the seaside on the postcard below.



Look around the whole "Good Times" area.

 On the other side of this sheet, make a list of all the different kinds of Victorian entertainment that you can find evidence for.

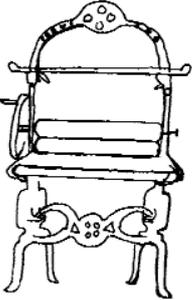
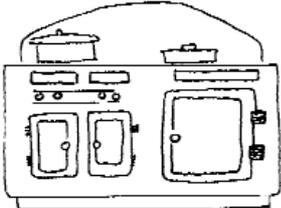
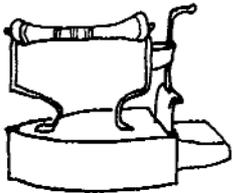
Activity sheet 3

Victorian homes

Look carefully at the household toys in the “Who will I be?” area.



Find the toys pictured below. Talk about how the real objects would have been used in a Victorian home then fill in the chart below.

Object	What is it called?	What materials is it made from?	How would you use it?
			
			
			

Choose one other toy from this area that is a copy of a real household object.



Draw it in the bottom box and complete the chart.

Activity sheet 4

Victorian babies

Go to the dolls' houses in the "Home" area.

 Find 3 Devonshire Villas. (*Clue: it is facing the "Babies" area*).

Look at the nursery and make a list of six things you can see in it that would have been used by babies or children.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Now look around the "Babies" area.

 Choose one object that would have been used to care for a Victorian baby and draw it in the box below. Beside it draw a similar object that would be used to care for a baby today.

Victorian

modern

In the spaces below, write down three **differences** between the objects.
You might like to consider: materials, design, colours, safety.

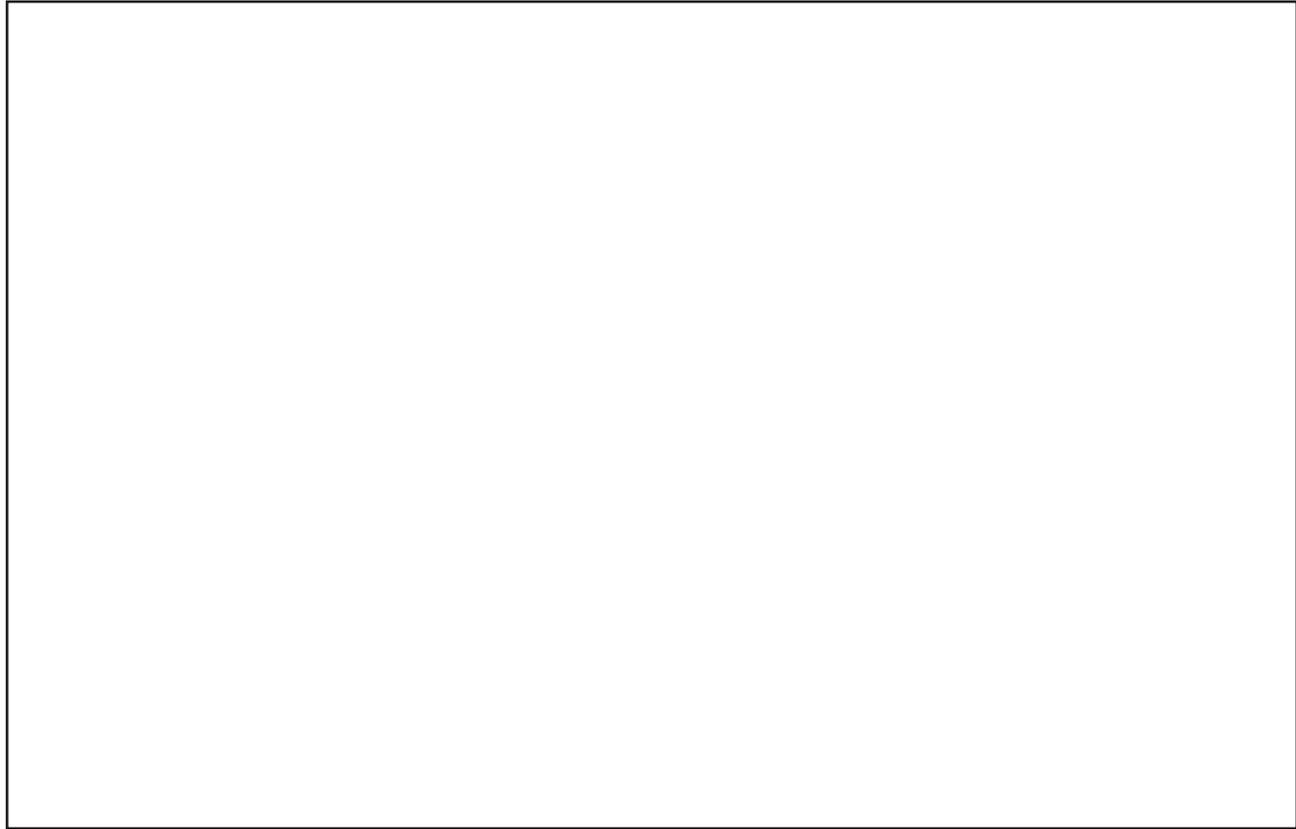
- 1.
- 2.
- 3.

Activity sheet 5

Victorian children's clothes

Look at the Victorian clothing in the "What we wear" area.

 In the box below, draw an item of clothing worn by a Victorian boy or girl. Label your drawing to explain the fabric it is made out of, the colours, any trimming or decoration, the methods of fastening it and any other details.



Imagine the child who would really have worn this garment.

 Write a few sentences about them in the space below. You might like to include information about whether they are a boy or girl, if they are rich or poor and why they do, or do not, like the garment.

.....

.....

.....

.....

.....

.....

Victorian timeline

- 1837 Queen Victoria inherits the throne aged 18
- 1838 Oliver Twist, by Charles Dickens, is published
First practical photographic process invented by Louis Daguerre
- 1840s Railway network rapidly expands
- 1840 Queen Victoria marries Prince Albert of Saxe-Coburg-Gotha
- 1842 Factory Act forbids the employment of children in coal mines
- 1845 Potato famine in Ireland
- 1847 Factory Act limits children's working hours to 10 per day
- 1850s Crinoline is fashionable for women and girls
- 1851 The Great Exhibition opens in Hyde Park
Isaac Singer invents the first practical domestic sewing machine
- 1855 Florence Nightingale goes to Scutari to nurse soldiers injured in the Crimean War (1854-1856)
- 1861 Prince Albert dies of typhoid
- 1863 First underground railway built in London
The Water Babies, by Charles Kingsley, is published
- 1870 Education Act makes school compulsory for children aged 5-10
Dr. Barnado opens first home for poor boys in East End
- 1875 Telephone invented by Alexander Graham Bell
- 1877 Queen Victoria is proclaimed Empress of India
- 1879 Thomas Edison invents the electric light
- 1887 Queen Victoria's Golden Jubilee
- 1891 Schooling is made free for all
- 1894 First motor car is brought to Britain from Germany
- 1899 Boer War begins (ends 1902)
- 1901 Queen Victoria dies

