

Key Locations Victorians



Section 6

What was it like to live in Hammersmith and Fulham in Victorian times?

Curriculum Links

This section can provide links with History Unit 12 'How did life change in our locality in Victorian times?' Unit 11 'What was it like for children living in Victorian Britain?' and Unit 18 'What was it like to live here in the past?'. It also links to Geography Unit 6 'Investigating our local area' and ICT Unit 2C 'Finding Information'.

This Section links to Key Stage 3 Geography Unit 1 'Making connections' and ICT 'Public information systems'.

Outcomes

The children could:

- demonstrate knowledge about the way of life of people who lived in Hammersmith and Fulham in the Victorian Period
- make a presentation showing knowledge and understanding of the Victorian Period
- identify features of Victorian buildings
- understand what a census is and what can be learnt from it
- identify changes between the census of 1801 and that of 1901 and speculate about possible reasons for change



Objectives

Children should learn:

- that the area has changed at different times in the past
- to place the Victorian period in relation to other periods of British history
- to identify features of the area from pictures (paintings and old photographs)
- that there are different sources of information for the area in the past
- to find out about the past from census returns
- to identify and record characteristic features of Victorian buildings



TOP: Bunching and carting carrots in Fulham 1861

BOTTOM: Strawberry picking, near Wandsworth Bridge Road towards the end of the Victorian Era



Lucy Parsons gave a lecture at Kelmscott House, Hammersmith (William Morris' home at the time) in November 1888. She was orphaned at the age of three and brought up in Texas as a child slave.

Visit the William Morris Society at Kelmscott House to see an image of Lucy Parsons and the other people who spoke at Morris' Coach House.

Activities

1. Identify an individual Victorian house or building which is easily accessible.

Ask the children to observe and record information to help answer questions such as: 'What does it look like?' 'How big is it?' 'What is it made of?' 'What was it used for in the past?' 'What is it used for now?' 'Do you like/dislike it – and why?' Use Resource F 'Typical late Victorian House' to help children identify typical architectural features of Victorian houses.

2. Using photographs lead a whole class discussion about why people have photographs, painting or sketches made of the local area. Questions on interpretation might include: 'How and why do you think the picture was made?' 'Who might it have been made for?' 'Do you think it is natural or posed?'

3. Using a range of written sources, including:

- census returns
- trade directories
- school records
- newspapers
- advertisements
- local history books

ask the children to carry out a range of tasks to find out about Hammersmith and Fulham in the past and compare their findings with the present.

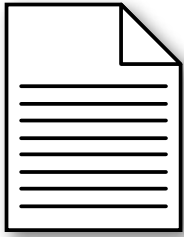
4. Using ICT, produce a chart/graph of the population census figures in Resource G 'Population figures for Hammersmith and Fulham'.

Identify overall changes and trends. Highlight the periods of greatest change and suggest possible reasons for that change.

5. Using support materials, discuss with the children what they have learnt about their locality in Victorian times. Focus on the main changes that occurred locally.

Crabtree Farm 1896





Support Material

Nineteenth Century Hammersmith and Fulham

At the beginning of the 19th century Hammersmith and Fulham was countryside. Farms, orchards and market gardens covered most of the area growing produce for the London market. The area was also known for its nursery gardens where rare flowers and fruit, such as pineapples were grown.

There was a scattering of small villages and houses and building was going on around Fulham Town and Hammersmith Broadway. The northern part of the borough was wooded with some marshy areas and few people lived there. Rich people built large houses near the river allowing them to travel by boat to their businesses in London. By the time Victoria became Queen in 1837 the first Hammersmith Bridge had been built. This made travel much easier.

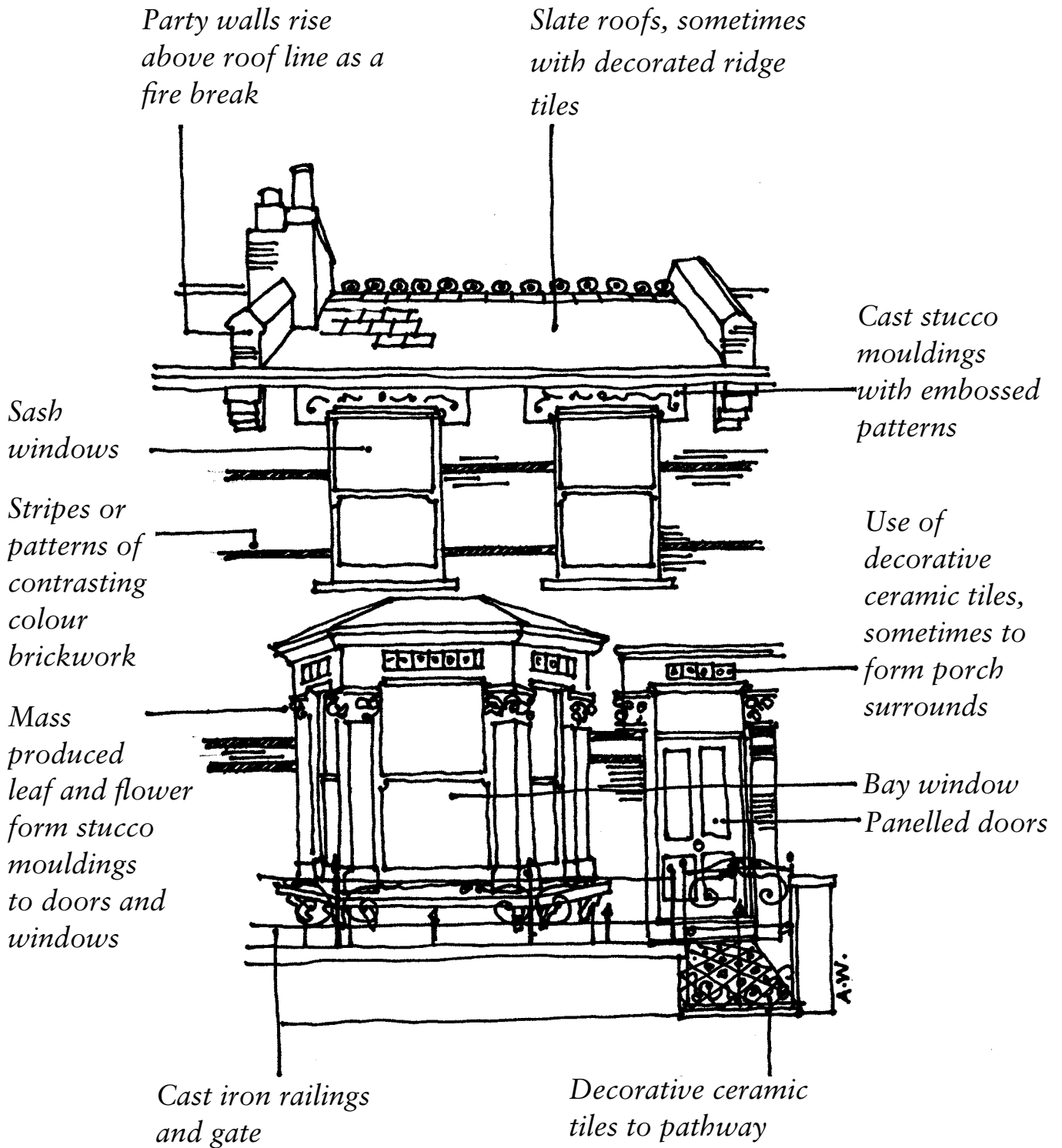
By 1853, London was growing quickly and people had started to move out; away from dark, smelly narrow streets and crowded houses. Hammersmith and Fulham was still countryside and people moved here in order to enjoy clean air and quiet. A big change was brought about by faster, cheaper and more reliable transport in the form of rail links – in 1864 the Metropolitan Line was extended to Hammersmith Broadway followed in 1874 by the District Line. In 1880 a branch line was built through Fulham to Putney Bridge. These areas, within easy reach of the railway, began to grow very quickly and a great deal of housing was built. The greatest amount of building took place during the 1870s and 1880s. There was no shortage of building materials as bricks were made from the earth dug out of the brick fields in the Shepherds Bush area.

Hammersmith Broadway at the end of the 19th century



Resource F

Typical Late Victorian House



Resource G

Population figures for Hammersmith and Fulham, 1801-1901

Census Year	Hammersmith	Fulham	Combined
1801	5,600	4,428	10,028
1811	7,393	5,903	13,296
1821	8,809	6,492	15,301
1831	10,222	7,317	17,539
1841	13,453	9,319	22,772
1851	17,760	11,886	29,646
1861	24,519	15,539	40,058
1871	42,691	23,378	66,069
1881	71,916	42,895	114,811
1891	97,239	91,640	188,879
1901	112,233	137,289	249,522

The borough remained essentially rural during the first half of the nineteenth century and population growth was slow. Changes are associated with London's population growth and improved transport. Rail links – Metropolitan Line in 1864, District Line in 1874 and the branch line to Putney Bridge – brought about the greatest changes. People could now 'commute'; live in the countryside and travel to work in London.

Areas close to the railway grew rapidly and a great amount of building took place during the 1870s and 1880s.

Section 7

Abolition of Slavery

Curriculum Links

This section can provide links with Geography study Unit 22 'A contrasting locality overseas' History Unit 19 'What were the effects of Tudor exploration' and Citizenship Unit 07 'Children's rights – human rights'. It also provides opportunities for ICT – Unit 2C 'Finding information' and Unit 6D 'Using the internet'.

At Key Stage 3 there are links to History Unit 15 'Black peoples of America from slavery to equality?', Geography Units 20 'Comparing countries' and 23 'Local action, global effect'. It also links to ICT Unit 8 'Public information systems' and Citizenship Units 10 'Debating a global issue' and 16 'Celebrating human rights'.

Outcomes

The children could:

- show their understanding of the word 'freedom'
- demonstrate their knowledge of the extent of the institution of slavery
- write short descriptions of people active in Abolitionist movements

Objectives

Children should learn

- that enslaved Africans were the primary and an essential workforce on the sugar and cotton plantations
- about the different meanings of the word "freedom"
- about the experiences of Black Africans on plantations
- about individuals, groups and movements involved in the Abolition of Slavery

Activities

1. Divide the class into small groups. Using ICT the children should research individuals who influenced the Abolitionist movement. Each group could research one of the following:
 - Thomas Clarkson
 - William Wilberforce
 - Mary Prince
 - Samuel (Sam) Sharpe
 - BussaAsk each group to share their findings with the class.
2. Lead a whole class discussion on freedom. Ask the children to answer questions such as:
 - 'What does it mean?'
 - 'Are we free today?'
 - 'Are people everywhere in the world free?'
3. Ask the children to write four sentences beginning: "to be free means..."
4. Lead whole class discussions on which aspects of freedom are the most important.
5. Using Resource H 'Plantation Life' describe what it was like to be an enslaved person on a plantation.
6. The British Government paid £20 million compensation to slave owners. Calculate what this would be worth today?

Notes

Background Information

Although the Slave Trade had been abolished in 1807, slavery was still legal in British Colonies into the Victorian era.

Goods continued to be transported in British ships, imported by British Merchants and used in British factories. The goods

– sugar, coffee, tobacco and cotton – were in great demand in Europe.

Granville Sharp, Thomas Clarkson and William Wilberforce, among others, campaigned for the abolition of slavery. In 1831, Sharp and Clarkson were founder members of the Anti-Slavery Society.

Bussa's 1816 rebellion in Barbados, the 1823 Demerara Rising and the 1831 Jamaican revolt led by Sam Sharpe shook the Caribbean and were a huge factor leading to the Abolition of Slavery in 1833.

Plantation Life

Background Information

One of the methods used by plantation owners as a means of controlling the slave population was separating families. The family unit was not allowed to thrive under slavery. Women were encouraged to have as many children as possible to provide a labour force. Children were sold away from mothers and siblings were separated at the whim of the plantation owner. This could be a decision made for financial reasons or to control the slaves on the plantations. It provided a physical demonstration of power.

Slaves from different tribes and regions were made to work and live under the same regime on the plantations. This was done to lessen the possibility of organised rebellion.

Plantation life was focused on production. The only motivation for the plantation owner was profit. Plantations produced sugar cane, tobacco, spices, coffee and cotton.

Living conditions

There was a low life expectancy among slaves once on the plantation. Those who survived the middle passage were worked until death. Death came from intense overwork and malnutrition. Slaves were made to work in the harsh and hot conditions from 'sun up to sun down'. Living conditions were poor and presented a life of disease, overcrowding and little shelter from the elements.

The average life expectancy for an enslaved person in the British West Indies was only seven years. In North America, some planters estimated that slaves could be worked to death after only four years. By that time they reckoned they had made a return on their initial investment.

Creole v. African Slaves

The slave trade established itself as an institution and had its own code of conduct and hierarchy among the traders, plantation owners and the slaves. For example, slaves born in the Americas, referred to as Creoles, became more desired than slaves brought to the Americas from Africa. African slaves became labelled as difficult and harder to break than Creole slaves as they had known freedom and knew that life as a slave was not the natural order of the world.

Slaves employed to work in the house as butlers, cooks and cleaners were mostly Creole slaves. These slaves had a different, often contentious relationship with the other slaves due to their connection with the plantation owners.

Resource H

Plantation Life

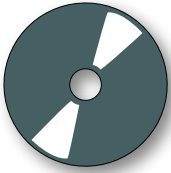
I work in the big house. I belong to Mr James Down, a steel merchant from Hull, England. Whatever he says, I have to do. There is no other way but that of the Master. I am in servitude to all of the family but mostly I serve the Master Down. I stand all day and more often than not well into the night waiting to follow whatever order I am given. I lay out his clothes each day, I run his bath and I fetch and carry his things as he needs me to. I am at his beck and call until such time that I am sold, I am too old to stand or either of us die.

I work hard for the Master as he tells me that I will be rewarded in my next life when I get to heaven. Although my work is hard, demeaning and tiring, I often look out of the window into the field and realise that maybe my lot is not so hard after all. Day after day in the field they work from sunup to sundown, knee deep in mud – back breaking work with hoes, picks and shovels as they till the ground and cut the sugar cane.

No matter how hard we work there is no pay, thanks or release. We cannot escape the whip or the chain for we are at the whim of a man and when his sadness, frustration or temper is raised we are the first to feel it.

I remember one day Master Down had sent Young William the errand boy to deliver a message to the Overseer in the field. On William's return the Master felt that William had been too slow in coming back. William tried to explain to the Master that he had run as fast as he could. But this only served to raise the Master's anger even more. He said that William was back chatting and that laziness was a sin – for it said so in the good book. And so William was given 12 lashes. The Master said it was one for each of the lazy years of his life. I too have felt the sting of the whip, before I came here when I was a young boy.

All of us in the house are fortunate, on most days we are in the shade and not out in the blistering sun. Sometimes we are given leftovers from the table and when the Master and Mistress no longer have use for their clothes and as they can no longer be mended, they are given to us and we are grateful. But we are fortunate by far. Often slaves come here, sold on by their masters. They tell us what they have endured at the hands of cruel men. Men who sleep with a whip in hand and will put that switch on you for even thinking of doing wrong.



19th Century Plantation Experience



I work in the big house. I belong to Mr James Down, a steel merchant from Hull in England. I lay out his clothes each day, I run his bath and I fetch and carry his things, as he needs me to. Whatever he says I have to do until the day I die. If I do not do as I am told I will be punished, beaten with a whip, deprived of food or sent to work in the field.

Although my work is hard, demeaning and tiring, I often look out of the window into the field and realise that maybe my lot is not so hard after all. Day after day in the field they work from sunup to sundown, knee deep in mud – back breaking work with hoes, picks and shovels as they till the ground and cut the sugar cane.

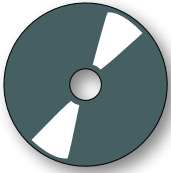
The End of Slavery

Background Information

The 1833 Abolition of Slavery Act freed 800,000 enslaved people across the British Empire. However this Act of Emancipation did not take effect until August 1834 when it was replaced by an Apprenticeship system, which meant that slaves had to keep working for their owners for a further four years. Slavery did not really end until 1838.

The British Government provided twenty million pounds compensation to slave owners who had lost their 'property'. This valued each enslaved person at £12.14s. 4³/₄d. (pre-decimal 12 pounds, 14 shillings, 4 pence 3 farthings) which is about £1,270 in today's money. There was no compensation given to the freed peoples. As there was little available work, most of them had no choice but to go on working on the same plantations. The wages were low and they had no rights to land. Rent and taxes were high and there was high unemployment. The 1865 Morant Bay rebellion led by Paul Bogle was an example of the many protests against these living conditions.

In the U.S.A. slavery was legal until 1865 and Brazil did not free all its slaves until 1888.



William Wilberforce



I was a Member of Parliament for forty five years and only resigned a few years ago because of ill health. I led the anti-slavery group in Parliament for thirty-five years and every year for ten years I introduced a bill to abolish slavery.

In 1807 I did persuade Parliament to pass the historic Abolition of the Slave Trade Act, this was a great victory and I am now looking forward to the abolition of slavery.

All this would not have been possible without help from many people especially Thomas Clarkson and Granville Sharp.

Thomas was a great organiser and spent many years travelling around Britain speaking against enslavement and organising petitions to Parliament.

Houses of Parliament



Section 8

William and Ellen Craft

Curriculum Links

This section can provide links with History Unit 18 'What was it like to live in Hammersmith and Fulham in the past' and Geography Unit 6 'Investigating our local area' and Unit 22 'A contrasting locality overseas'. It also links to ICT Unit 2C 'Finding Information' and Unit 6D 'Using the Internet'. It provides links to Citizenship Unit 07 'Human Rights'.

This section links to Key Stage 3 History Unit 15 'Black peoples of America from slavery to equality?'.

Outcomes

The children could:

- produce a case study on ways in which African-American enslaved people achieved freedom
- use and evaluate information about Black people's experiences in American Victorian society
- understand that Black Americans did not have the same freedoms as white Americans and that this varied between states
- reinforce their knowledge of the extent of slavery

Objectives

Children should learn:

- that slavery continued outside British colonies after 1833
- that individuals played a key role in ending slavery
- about the different ways in which American slaves, before 1865, became free.
- about the ways in which the American constitution and laws affected Black people

Activities

1. Divide the class into small groups. Using background information and ICT ask the children to research individuals, groups or issues which affected the abolition movement in the U.S.A. Topics should include:
 - Frederick Douglass
 - Harriet Tubman and the Underground Railway
 - Lucy Parsons
 - Nat Turner
 - North American Maroons or Outliers.
2. Using the support material, 'William and Ellen Craft', and DVD Script ask the children to write a story of the Crafts' escape to freedom.
3. Using an Atlas and Resource I, 'William and Ellen Craft - their journey to freedom', complete Activity Sheet 5, 'Map of Eastern U.S.A.'
 - In the Atlas find each town named and mark them on the activity map.
 - Draw inland journeys in red lines and sea journeys in blue lines.
4. As an out of school activity visit Cambridge Grove to investigate evidence of the Crafts' stay in Hammersmith.

William and Ellen Craft

Background Information

Although slavery had been abolished in British Colonies by 1833, Africans were still being used as slaves in many parts of the Americas, including Cuba, Brazil and the U.S.A.

William and Ellen Craft were a former enslaved African-American couple who came to live in Hammersmith in 1857.

They were famous because of their daring adventure during their escape from enslavement. William later wrote the story of this

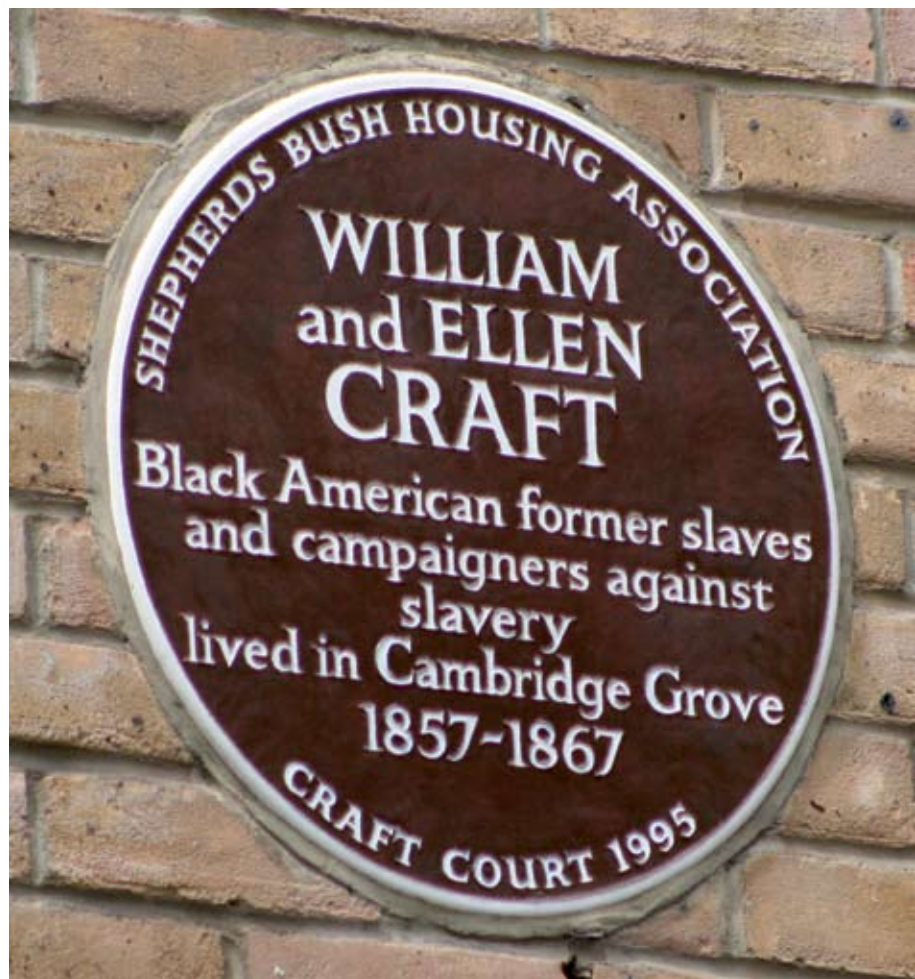
escape in a book called 'Running a Thousand Miles to Freedom'. The book became a best-seller.

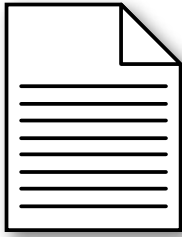
Ellen Craft 1826 – 1891

Ellen was born in Georgia. Her mother, Maria, was an enslaved African American. Her father, Major James Smith, was her mother's owner. Ellen's skin was very light and she was often mistaken for a member of her father's family. This annoyed the Major's wife. At eleven she was given away as a wedding present to the Major's daughter. She was separated from her mother and sent to Macon, Georgia, as the slave of her white half-sister.

William Craft 1824 – 1900

William was an enslaved African-American whose family had been broken up and sold to pay for his owner's gambling debts. William's mother, father, brother and sister were sold separately to different people. Whilst working for a number of masters William learned the craft of carpentry. In order to make money for his master, William was hired out as a cabinet maker.





Support Material

William and Ellen Craft

William and Ellen Craft met in Macon in the early 1840s and married in 1846 in a slave ceremony that was not recognised as legal in the southern states of the U.S.A. They could not live together as they belonged to different masters. Worried they might be sold and separated they planned an escape to the northern states where there was freedom for former enslaved people.

The plan was for Ellen Craft, who had pale skin, to act the part of an old, sickly, white male slave owner who was travelling to Philadelphia for medical treatment, accompanied by 'his' slave (who was William Craft).

Ellen Craft's disguise involved her in cutting her hair, changing her walk and wearing a top hat, suit and spectacles. She wrapped a bandage around her face, to disguise her lack of beard, and to limit any talking to strangers. She put her arm in a sling to stop officials from asking her to sign documents and to cover the fact that she couldn't write. Teaching slaves to read and write was a criminal offence in the southern states.

They planned their escape for the Christmas holiday period when masters often let slaves off work for a few days. They asked their master for some time off work, saying they were going to visit friends and relations.

It took them just four days to travel from Macon to Philadelphia, where they arrived on Christmas Day 1848. A few weeks later they moved to Boston where it was safer for them.

The journey had been very dangerous. It is one of the most remarkable escapes ever recorded in the history of enslaved peoples.

The Fugitive Slave Law was passed in 1850 which made it a crime in the U.S.A. to aid escaped slaves. This put their freedom in danger and in November 1850 they came to England.

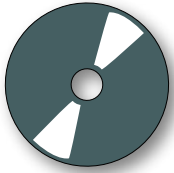
Life in Hammersmith

After a short stay in Liverpool, the Crafts came to live in Hammersmith at 12 Cambridge Road (now 26 Cambridge Grove). They became well known as public speakers attacking enslavement and their house became one of the centres of the Abolitionist Movement in Britain.

They raised five children in Cambridge Grove and stayed there until 1868 when they returned to the U.S.A., after the American Civil War and the abolition of slavery in the U.S.A.

No. 26 Cambridge Grove





The Crafts



William: I am William Craft and this is my wife Ellen. We were slaves but we ran away from our owners in 1848.

Ellen: I had to disguise myself as a white man so that we could get on a train and travel north from Georgia to Boston.

William: I acted as her servant so we would not draw attention to ourselves. I as a Black man would never be allowed to travel alone on a train like a free man.

Ellen: We had to be very careful during the journey so we pretended that I was seriously ill and on my way to hospital. I put my arm in a sling to hide that, like most slaves, I am unable to write.

William: And we wrapped her head in bandages to hide the fact that she is a woman.

Ellen: We lived happily for a little while in Boston, but in 1850 we had to leave America as the Fugitive Slave Act was passed. Had we stayed in America we may have been captured, returned to Georgia and forced to be slaves again.

William: After living free we could not go back to working on the plantation. So we came to London to live in Cambridge Grove in Hammersmith.

Ellen: William wrote a book called '1,000 Miles to Freedom'. It tells the story of our journey, the people we met and the experiences we had on the way.

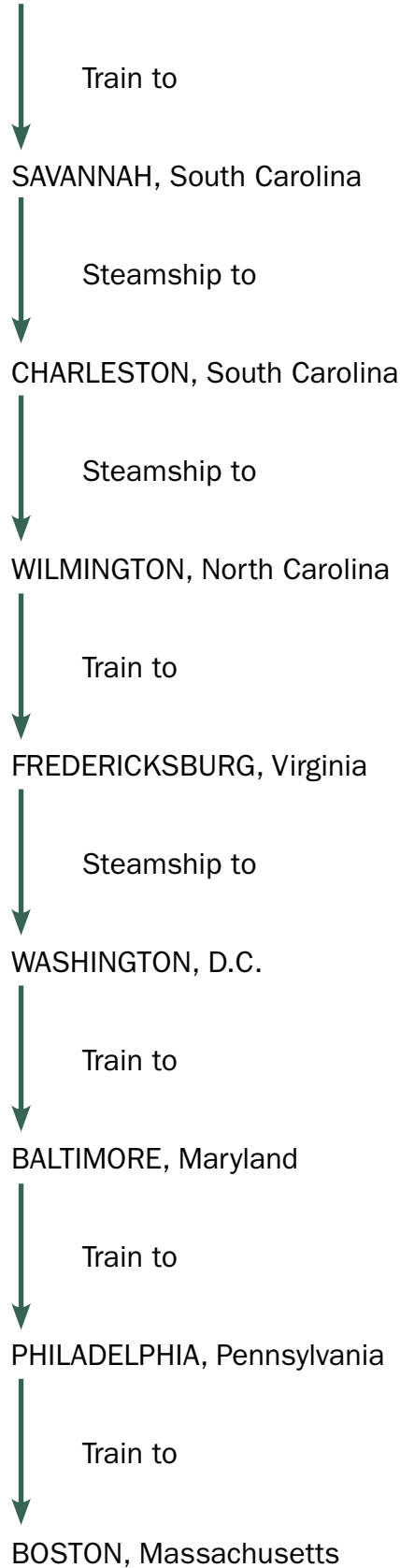
Cambridge Grove in Victorian times



Resource I

William and Ellen Craft – Their journey to freedom

Escaped from MACON, Georgia

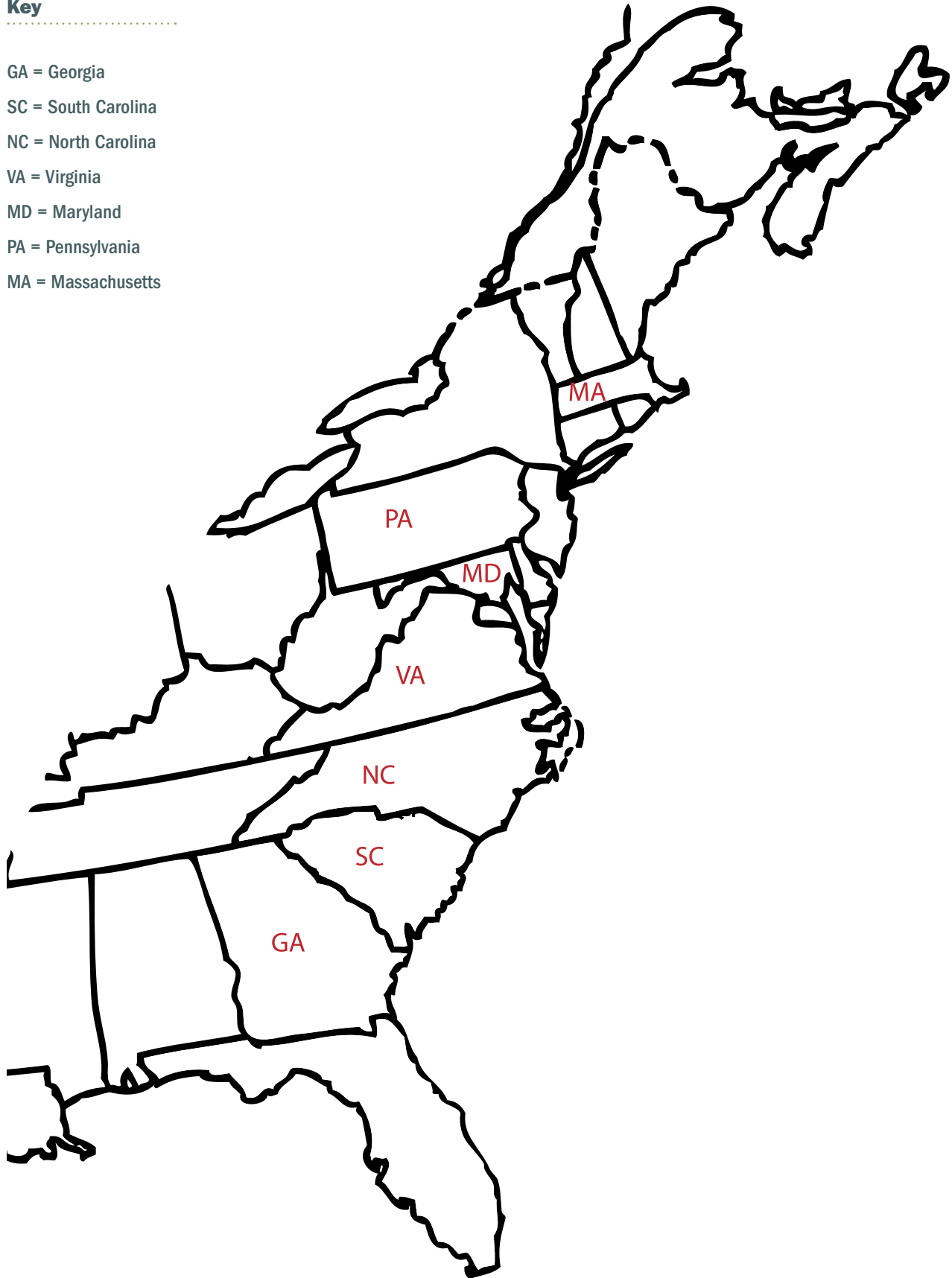


Activity 5

Map of Eastern USA

Key

- GA = Georgia
- SC = South Carolina
- NC = North Carolina
- VA = Virginia
- MD = Maryland
- PA = Pennsylvania
- MA = Massachusetts



Section 9

Mary Seacole

Curriculum Links

This section can provide links to History Unit 4 'Why do we remember Florence Nightingale', Citizenship Unit 07 'Children's Rights - Human Rights', ICT Unit 2C 'Finding Information' and Unit 6D 'Using the Internet'.

There are links to health education through talking about hygiene and its connection to health.

Links to Citizenship Unit 03 'Human rights' at Key Stage 3.

Outcomes

The children could:

- identify a person from the past who is famous and explain why they are famous
- order the events in Mary Seacole's life correctly
- identify reasons why Mary Seacole should be remembered today
- select statements about Mary Seacole's work to show understanding of how she improved conditions for soldiers

Objectives

Children should learn:

- to identify a person from the past who is famous
- to identify how that person became famous
- about the life of Mary Seacole and why she acted as she did
- to infer information from a written account
- about conditions in the Crimean War
- about some of the improvements made by Mary Seacole

Activities

1. Divide the children into groups. Give each group a copy of Resource J, which has statements about the ways in which Mary Seacole helped soldiers in the Crimea. These statements are based on letters sent to Mary Seacole and published in her autobiography 'Wonderful Adventures of Mrs Seacole in many lands'. Ask the children to select the three statements they think are the most important and talk about why they have chosen these.
2. Encourage the children to think about what the word 'famous' means. Lead a whole class discussion to help answer questions such as: 'Who do they know who is famous?' 'Why is he or she famous?' 'What other famous people from the past do they know about?' 'What did they do to become famous?' 'How do we find out about famous people?'
3. Tell the children that Mary Seacole lived in Victorian times and help them place her correctly on a time line.
4. Using the support material and DVD Script ask the children to write their own accounts of Mary Seacole's experiences in the Crimean War. Use their narratives as the basis of a whole class discussion about the way in which she was treated by British authorities.
5. Opportunities for out of school visits. The Mary Seacole Memorial Park is located on Scrubs Lane at the point it crosses over the canal at Mitre Bridge. The garden, alongside the Grand Union Canal, has an information board with artwork by pupils of Kenmont Primary School. Mary Seacole's grave is in St Mary's Roman Catholic Cemetery, Kensal Green.

Introduction

This section looks at the life of Mary Seacole; her early years and travels, why she went to Turkey to help soldiers injured in the Crimean War and what happened to her as a result of her work.

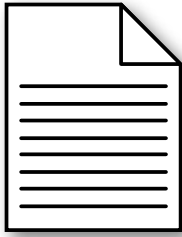
Background Information

Mary Seacole was born Mary Jane Grant in Kingston, Jamaica in 1805. Her father was Scottish and served as an officer in the British Army. Mary was raised mainly by her mother who was a free Black Jamaican woman.

As a child Mary began learning about medicine and nursing from her mother who ran a boarding house in Kingston named Blundell Hall. There she nursed sick and injured British soldiers using natural Creole remedies. These remedies were closely linked to the African traditions of healing brought over to the Caribbean by enslaved people. Mary adopted her mother's methods of using herbs and plants to make medicines and salves.

Throughout her life Mary Seacole travelled widely. This was an unusual practice for a woman of her time particularly a Black woman. Mary travelled throughout the Caribbean including Cuba and Haiti and spent two years in Panama. She visited London twice in the early 1820s.

In 1836, Mary married Edwin Horatio Hamilton Seacole, the godson of Lord Horatio Nelson whose statue can be seen in Trafalgar Square. Edwin died in 1844.



Mary Seacole and the Crimean War

The Crimean War started in 1854. Britain, Turkey and France were fighting Russia. The war took place in the Crimean Peninsula, on the northern shores of the Black Sea.

Mary Seacole heard about the war from friends and sailed to England from Jamaica in August 1854. She wanted to use her nursing skills to help the sick and wounded soldiers and applied to join the nurses who were being sent out to army hospitals. Although she was qualified and highly recommended, her application was refused. She then applied to the War Office but was turned down again. Not discouraged, she funded her own trip to the Crimea and opened the 'British Hotel'. This hotel was similar to the one owned by her mother. She took in boarders, served food and drink as well as looking after sick and injured soldiers. She also visited the battlefield, sometimes under fire, to nurse wounded soldiers. She became a favourite with the troops and was known as 'Mother Seacole'. She was awarded medals in commemoration of her work with the soldiers from Britain, Turkey and France, and her reputation rivalled that of Florence Nightingale.

On her arrival to the Crimean Peninsula, Mary Seacole had again offered her services to the British medical department and had approached Florence Nightingale with offers of help – but these were turned down.

Mary Seacole believed the reason to be racial discrimination. It is likely that Mary Seacole and many other Black nurses were unwanted simply because they were Black.

Notes

Background Information

After the war Mary Seacole returned to England bankrupt and in ill health. The press highlighted her condition and in July 1857 a benefit festival was organised to raise money for her, attracting thousands of people. Later that year Mary Seacole published her autobiography 'The Wonderful Adventures of Mrs Seacole in Many Lands'.

She died at the age 76 in 1881 and is buried in St Mary's Roman Catholic Cemetery, Kensal Green.

For many years Mary Seacole was a forgotten heroine of the Crimean War whilst her contemporary Florence Nightingale has long been honoured for her work.



Resource J

Quotes from Mary Seacole's Patients

I had a severe attack of cholera and was cured in a few hours by Mrs Seacole.

I was troubled by a severe inflammation of the chest, caused by exposure in the trenches, for about four months, and that Mrs Seacole's medicine completely cured me in one month.

Madame Seacole twice cured me of dysentery while in the Crimea and also my clerk and the men of my corps.

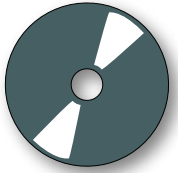
I cannot leave the Crimea without testifying to the kindness and skill of Mrs Seacole.

I had a severe attack of illness, and was in a short time restored to health by the prompt attention and medical skill of Mrs Seacole.

This is from a newspaper correspondent 'In the hour of their illness these men have found a kind and successful physician. Mrs Seacole doctors and cures with extraordinary success. She is always in attendance near the battlefield to aid the wounded'.

I have much pleasure in bearing testimony to Mrs Seacole's kindness and attention to the sick. She was not only able to administer remedies for their ailments, but what was of as much or more importance she furnished them with proper nourishment.

She did not spare herself. In rain and snow, in storm and tempest, day after day she was at her self-chosen post, with her stove and kettle, brewing tea for all who wanted it, and there were many.



Mary Seacole



My name is Mary but you can call me Mother Seacole. I am a nurse from Jamaica, I was born there in 1805.

I have travelled many places in my life caring for the sick including Cuba, Haiti and Panama.

I visited Britain in 1854 to offer my help to the troops fighting the Crimean War.

But the War Office rejected me because I am Black. Yet I was determined to help care for the wounded soldiers just as my mother had in Jamaica. I learned a lot from her about nursing – like how to use herbs and spices to heal cuts, ease pain and cure fevers.

Somehow I managed to gather my own money and travelled to the frontline in Crimea. There I tended to the soldiers during the battles. I put myself in great danger but I did not care because I was doing my duty as a nurse. I also opened a hotel there, it was a wonderful place. I cared for sick soldiers while others came in just for food, warmth and comfort.

