THE LEADERSHIP PROJECT
RESOURCE PACK

AN ESSENTIAL RESOURCE FOR EXPLORING BLACK LEADERSHIP IN BRITISH HISTORY

FOR SECONDARY SCHOOL TEACHERS & FACILITATORS

COLLECTIVE ARTISTES

THE LEADERSHIP PROJECT RESOURCE PACK

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LEADERSHIP CARDS

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For Collective Artistes Theatre Company

About Collective Artistes

Collective Artistes is a Black-led professional theatre company committed to producing professional and community theatre that tackles issues of social concern. Collective Artistes is a UK registered charity.

Through professional touring productions and grass-roots Theatre for Development activities, Collective Artistes' projects address social issues, including the experiences of women across the world, resistance to oppression and cultural diversity. Forever central to Collective Artistes' mission is to embrace the African Diaspora communities and to promote a complex and positive perception of Africa and the African Diaspora to UK and international audiences.

COLLECTIVE ARTISTES

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About the Leadership Project

The Leadership Project aims to explore Black leaders in the UK, their influence and their legacy, in order to promote an expanded understanding of Black history in Britain. During October 2007, the Leadership Project worked with over 100 Year 9 and 10 students from three schools in Southwark, Lewisham and Greenwich: St. Michael and All Angels' Academy, Addey & Stanhope School and Blackheath Bluecoat School. In early 2008, 24 students came together to rehearse and perform the topics explored in October. The project culminated in public performances at Goldsmiths College, University of London and the Synergy Centre, as well as in schools.

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INTRODUCTION

During Black History Month 2007, Collective Artistes ran workshops exploring Black leadership in British history with young people between the ages of 13 and 15. The second phase of the project brought together pupils from three schools across South East London to create a theatrical production and develop an INSET workshop for their teachers. This resource pack is the result of that creative process.

The initial workshops allowed us to explore themes around the meaning of leadership and to look at individuals of African descent who have played key roles in British history.

One thing that became clear almost immediately in this process was that the participants showed a greater knowledge of Black leaders in America than those in British history. In each of the schools visited, Martin Luther King and Malcolm X were mentioned almost exclusively of any leader or historical figure in British History.

This observation called into question the focus on American history as part of the Black History Month 'curriculum' in the UK. Further exploration into the influence of the Black contribution to British history also led us – as well as several participants – to ask why the teaching of Black history is limited to the month of October?

Alongside the exercises included in this pack is a list of people of African descent who have in their own way contributed significantly to the Britain in which we now live.

It must be said at this point that this list is not a complete 'roll call' of all Afro-Caribbean leaders who have played a part in British history. Rather it is a starting point. No doubt some of them will be considered more relevant than others, but more importantly their mention is an introduction to further investigation.

This resource has grown out of initial work around Black history and as such, concentrates on people of African ancestry, but it is not aimed exclusively at Black students.

There will most certainly be groups and individuals from other ethnic and cultural backgrounds whose contributions to Britain merit that they should be included in British history. This pack therefore presents an opportunity for teachers to encourage their students to research such people.

Black history is an integral part of British and European history and therefore necessary in the wider curriculum. Consequently, in the performance and workshops that have been produced alongside this resource, we have made no distinction between our Black and white participants. Regardless of their colour they all play Black and white roles – we believe equally as well – because ultimately, this is not just Black history this is British history; Our history.

HOW TO USE THIS RESOURCE PACK

In this pack you will find a number of exercises – many of which have been developed or adapted by young people – which provide different ways to teach and facilitate learning about Black leaders in UK history. Collective Artistes is a theatre company and so focuses on drama as an educational tool. We do, however, recognise that not all teachers are comfortable with using drama and so we are not prescriptive in its application. Consequently, we have provided what we hope are innovative, informative and fun ways to apply this pack to teaching about Black leaders.

We must insist, however, that it is used in addition to and not instead of any other effective methods available to you. Ultimately, the learning of your students is paramount and this pack should be used in a way that best serves them.

We would like your pupils to be inspired and enthused by this material and if you feel exercises need to be adapted in order to achieve this, then that is what you must do. If you feel like being more adventurous and dramatic in the lesson then use this resource in a hall. If on the other hand, you are hampered by the lack of such a large space to work, every exercise is adaptable to a classroom situation for you to use as you see fit.

We would suggest that you return to exercises in all sections of the pack where appropriate. For example all the image work is applicable to other areas of the pack depending on how creative your pupils are and of course how comfortable you feel using such methods.

SECTION ONE
WHAT MAKES A LEADER?

Exploring the meaning of leadership.

EXERCISE 1 - DRAMA:
FROZEN IMAGES

Depending on the number of pupils, divide the class into groups of 4-7 people. Ask them to create a tableau or frozen image of a group of people. For example, you could ask them to create an image of a rock band or members of a political party. To make things easier you might suggest a situation/location like: on holiday or at a press conference.

Give them about a minute to come up with an image and then 'spotlight' each group's image.

During spotlighting, you can deconstruct these images by asking the 'audience' (the groups not being spotlighted) certain questions;

What kind of group is this?

What is going on here?

Who is the leader in this group?

What qualities are leaders supposed to have?

In each instance, ask pupils the reason for their answers. It is also important to state that there are no wrong or right answers to any of these questions.

***Spotlighting** is a method of focusing on a particular action or image when you have a number of groups or people doing drama work in the same space. In the event that you have the space, you should have the whole class frozen in the images they have created. To focus their attention on a particular individual you could ask them to relax in their positions (but not sit down) and look at an image of your choosing. Once you have finished with that image, you can ask the group to assume their poses again. This gives you the opportunity to find another image to 'spotlight'. Then you can repeat the process again. When 'spotlighting' it is important to note that it can be quite exposing, therefore discretion is advised (as with all drama techniques) particularly if you have pupils who are shy or unfamiliar with drama.*

Time Limitation: It is possible that there might be concerns about the short time limit but this is quite natural. Having too much time allows for more thought but takes away the element of spontaneity. Also what is required in this kind of exercise is as immediate a response as can be achieved without too much pressure. The more drama your pupils have done the less time they will need.

FURTHER DEVELOPMENT

Another advantage of having less time is that people will naturally take on roles they feel most comfortable with, depending on the task and whatever skills they believe they have. This enables you to also explore leadership within the context of how the pupils engaged with the actual assignment. You can approach this by asking each group:

Who did you think the leader in your group was?

How did people feel about having someone 'in charge'?

Was there any added pressure involved in 'leading'?

What qualities or skills were required to lead the group effectively/successfully?

It could be that 'leadership' was shared among the group. This too can be explored:

Do you think it was easier sharing responsibility?

What parts of the work did people take responsibility for?

Did individuals volunteer to take responsibility or did people suggest who should do what?

Through practically engaging with the theme in this way, pupils can relate this experience to subsequent exercises.

EXERCISE 2 – IDEA STORM AND DRAMA:
FROZEN IMAGES

Once again you can have the pupils work in groups. Give each group a big piece of paper and ask them to list all the qualities they think people should have in order to be leaders. Once this has been done, have the lists read out and make a note of those qualities that appear on every group's list (you can reference these qualities in future exercises, such as Section 5, Excersise 1).

Now ask the groups to pick one word as a stimulus for creating an image called 'Leadership'. This image can be naturalistic or abstract but they must be able to explain their presentation and the rationale behind their choices. For example, if a group chooses the word strength and creates a rock as their image of leadership, they might defend it by saying the rock represents the strength of character needed for leadership.

Once again *spotlighting* can be used to deconstruct the images created.

EXERCISE 3 – WRITTEN WORK:
BIOGRAPHIES

(This may also be given as homework)

Give out the Leadership Cards provided, along with the 'Leadership Manifesto' resource sheet included at the end of this section. Ask pupils to write a short biography (in their own words) of the leader on their card. This should be written on the extra resource sheet and should include the leaders' accomplishments/ legacies and the qualities they employed in order to achieve them.

You can test and solidify the knowledge of your students in a number of ways. One suggestion that will allow you to use drama even within the restrictions of a classroom setting is to have each person present the leader on their card 'in role', so that they become the character. They then state their name, accomplishments and the qualities needed to achieve them. For example, a pupil in role might say:

"Good day to you all. I am Mary Seacole. In spite of being rejected by Florence Nightingale, I paid my own way to the Crimea to nurse sick and wounded British soldiers in the Crimean war. My leadership qualities include bravery, determination and selflessness."

It is important to ensure pupils make notes during this exercise. This exercise allows for peer learning so pupils will not necessarily have to study each individual card in order to acquire a skeletal knowledge of all the leaders listed.

FURTHER WORK

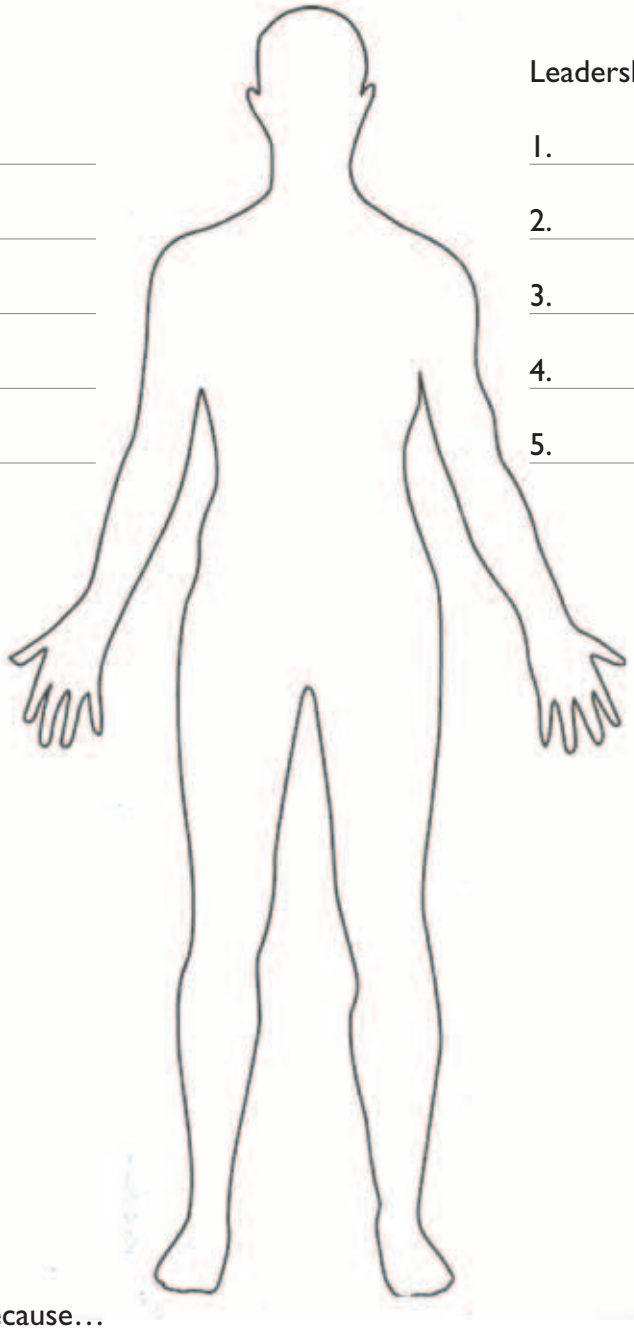
Ask each pupil to pick 3 leadership qualities they value most and place them in order of importance.

LEADERSHIP MANIFESTO

NAME OF LEADER: _____

Accomplishments:

1. _____
2. _____
3. _____
4. _____
5. _____



Leadership Qualities:

1. _____
2. _____
3. _____
4. _____
5. _____

I should be a leader because…

_____

_____

_____

_____

_____

_____

SECTION TWO
BLACK LEADERS IN BRITISH HISTORY

Expanding pupils' knowledge of historic Black figures in Britain's history

Having explored leadership and introduced Black leaders to your pupils, they should be prepared to learn more about Black leaders in British history. It is possible that they have gone away to research some of the people they have learned about. Whether they have or not, here are some fun ways to check how much information pupils have retained/acquired.

EXERCISE 1 – QUIZ/GAME: LAST ONE STANDING

This is a game that requires a lot of space so it is best played in a hall – or possibly a playground! It was adapted by one of the young people we worked with, a pupil from St Michael's All Angel's Academy. It will also require that you have armed yourself with a list of questions which can be compiled from your notes from the last exercise.

Ask pupils to find a space that allows them room to stretch out and swing their arms without touching anyone else. Once you have them standing in their own space, explain that you will ask questions and they should indicate they want to answer by putting their hand up. You will then select the person to answer the question and if they answer correctly they win the right to move one step. If after having taken that step, they are able to touch someone then the person touched is eliminated from the game and asked to sit at the side. The game continues in this way until one person is left standing.
It is of course important to note that if a person fails to answer a question correctly, they cannot move. Also if they do take a step and are unable to touch someone then no one is eliminated.

If you have a particularly large class and are concerned about keeping pupils engaged throughout the exercise, eliminated pupils can become a team member of the person who touched them (now the team leader) rather than sitting out. In this case they are not allowed to put their hands up or answer questions directly. They can however, confer with their team leader and other 'team members'. Once the team has agreed on the answer to be offered in response to the question, it is called out by the team leader.

The questions can be as easy or as difficult as you feel pupils are able to manage. You might decide to start on easy questions and make them more difficult as the game progresses.

EXERCISE 2 – ALTERNATIVE QUIZ/GAME: THE COIN TOSS SQUEEZE

You need an even number of players for this game. Divide the class into equal groups. Have each group form two lines sitting opposite each other. Ask each team to hold hands behind their chairs so that their rivals cannot see (their hands). Then place an object big enough to hold firmly in one hand (a small spongeball works very well) on a chair at one end of these 2 lines while you stand at the other.

Take a coin (ideally 50p) and tell both team leaders (the 2 people closest to you on either side) to look at you while everyone else looks away. Instruct them that they should squeeze the hand of the person next to them once you have tossed the coin but only if it lands on heads. When they squeeze it will cue the person next to them to do the same, sending the pulse all the way down to the last person who must then grab the ball.

Once they have the ball, the team can potentially earn a point. If however, the team leader squeezes when they are not supposed to (i.e. when the coin lands on tails), then the other team has the opportunity to earn the point.

Teams can earn a point by answering the question you pose correctly.

Once the person who grabbed the ball at the end provides a correct answer to your question they vacate their seat and come to sit at the top closest to you. If the question is answered

incorrectly, the opposing team moves instead. This game is a race and it is completed when the team leader who started with the first toss moves all the way down the line and gets back to their original position, that is, the closest chair to you.

Because there are 2 distinct teams there is a keener sense of competition and so there is no need to worry about keeping people engaged by allowing teams to confer but you can if you wish. In the case of incorrect answers, you might decide to provide the correct answers or you might decide to address them later in a different fashion.

Both these games can be revisited throughout the term so there will always be an opportunity to challenge the knowledge of your class.

EXERCISE 3 – GROUP WORK: ORDER OF SIGNIFICANCE

Divide the class up into groups of 4-7 people and give each group an assortment of cards (1 card per person). If possible, ensure that no one has a card they have already worked on.

Within their groups they should read about the leader on the card and discuss how they might arrange them in order of importance or significance in relation to British history. At the end of this part of the exercise they should present their list to the class with reasons for why they have chosen that particular order.
Negotiating this list could be challenging, especially if there are as many as 7 people in a group. Let pupils know that this is okay but insist on a time limit, in order to accommodate a bigger discussion with the whole class. This limit should be adhered to even if the groups cannot conclude. You can use this inability to conclude as a talking point for the debate to follow. Have the groups explain why they could not complete their list to the rest of the class.

In the case of groups that have arrived at a conclusion, have them present their list to the class and explain their reasons for the order. It is also possible that some pupils from other groups will disagree with this order because they have become 'attached' to a particular leader – possibly because they have researched them outside of the lesson or as a result of the work they did in the first section. You should encourage this debate. Alternatively, you might initiate a debate if you feel the class needs prompting. For example, you might start off with; "Tobi, you worked on Mary Seacole last week, do you think she should be last on that list?"

Once again, this is an opportunity for peer learning which should be exploited. If there is not enough time to fully engage in this debate then it is something that can be revisited in the next lesson.

DEVELOPMENT

You can have each pupil go into role as the leader on their card and ask them to deliver a 'manifesto' stating what position they are vying for and why they think they deserve it. The rest of the class can then vote on who they feel should be where.

FURTHER WORK

Ask the pupils to individually research the leaders on their list and return with more information that either supports the order they agreed with their group or that justifies a rearrangement of that order.

SECTION THREE
GRASS TO GRACE

Broadening knowledge of the achievements of Africans in Britain during the slave trade

EXERCISE 1 – DRAMA: FROZEN IMAGES

By now your pupils should have familiarised themselves with the leaders on the cards and be able to identify figures who were active in the abolition of slavery.

Ask the class for the names of leaders who rose from slavery to a leadership position and write them down on the board. There should be at least 8.

Then divide the class into 8 groups so that there is 1 leader per group. Now ask the groups to create 2 frozen images of the highest point in the leader's life and the other of the lowest point. You can then spotlight these images and open up a discussion by asking if the class agrees with the 'high and low points' presented.

EXERCISE 2 – GROUP ACTIVITY: LIFE MAPS

Life maps are charts that plot the journey or route a person's life has taken. They are like visual biographies or personal timelines.

Keeping the same groups, ask pupils to draw 'life maps' of the leaders allocated to them.

These life maps should start with their birth and chart the high and low points they encountered until their death. These can then be shared with the class.

DEVELOPMENT

It is likely that there will be gaps in these maps, since the cards contain limited information. This is an opportunity for pupils to research their allocated leader and come back to class with information to fill those gaps.

EXERCISE 3 – DEBATE AND DISCUSSION:
STATEMENTS (AGREE/ DISAGREE)

Designate the two extremes - agree and disagree - to opposite walls in the space, with the middle ground as the 'undecided' area for people who neither agree nor disagree with the statement. Using the factual statement below as a reference point, make contentious statements for pupils to respond to:

The Abolition of the Slave Trade Act was passed in 1807 but Britain did not make slavery illegal till 1833.

Here are some suggested statements;

The abolition of the Slave Trade Act is only due to the efforts of white abolitionists

The success of former slaves like Olaudah Equiano delayed the Slavery Abolition Act

Ignatius Sancho was the most important of the Black Abolitionists

Once you have made the statement ask pupils to decide whether they agree or disagree with it and to show their decision by standing in a place in the room that represents their level of agreement. Students should be prepared to explain why they've chosen to stand where they are.

The undecided can pick spots in between the two extremes depending on the degree of uncertainty. For example, someone who is not sure but thinks they are more likely to agree may decide to stand slightly right of centre where right signifies 'agree', whereas someone who almost completely agrees would stand further right and closer to the 'agree' wall.

Question why students have chosen to stand where they are.

Explain that if at any time they hear something that makes them feel differently about the statement they are free to change their minds. This is indicated by moving to the area of the room that represents their level of agreement. Ask pupils to explain what is responsible for their 'shift'.

ALTERNATIVE

Using this exercise in a bigger space has the advantage of allowing people to see to what degree a person agrees or disagrees with a statement. Where possible, a hall should be used, but in a classroom of limited space this exercise can be done sitting down. Pupils who agree can put both hands on their desks. Those who disagree can keep both their hands off their desk and the undecided can put one hand on their desks.

SECTION FOUR
BEYOND SLAVERY

Exploring other areas of Black leadership in British history

EXERCISE 1 – GAME:
CLAP, CLAP, GAP

Get pupils in a circle and set them a rhythm to clap to. For example clap, clap, gap. The gap is for the name of any of the leaders they can think of. For example, it could be clap, clap Severus or clap, clap, Archer.

It is important to keep the rhythm going even if they can't think of a leader to put in the 'gap'. Going round the circle, everyone has to try to say a leaders' name while keeping time. You can start at a slow tempo and gradually speed up when people become more confident.

You can also make the game more challenging by adding more rules like no repeating a name that has been mentioned immediately before i.e. the same name cannot be called out twice in a row.

Once a full revolution has been completed, you can ask each pupil to remind the class of the last name they called out. Then ask them to arrange themselves in chronological order with the aid of the cards.

If you feel the class is able, you can use this exercise in a more challenging way by asking them to arrange themselves in the circle in order of importance.

This may take a while, so give them a time limit. It is important to make pupils aware that the order relates to the leader they are representing and not them.

EXERCISE 2 – GROUP WORK:
BLACK BRITISH MONUMENT

Ask pupils to name the various contributions of the listed leaders to Britain and write them up on the board for the whole class to see. Once this has been done, ask pupils to vote on which contribution they feel is the most valuable or most important. Make it clear to the class that they should consider their vote very carefully because they only have one.

After the voting, give them the following information:

> There is a competition to have a monument to Black British leadership erected in Trafalgar Square.

Divide the class up into groups of 4-7 pupils. Tell each group to appoint a 'sculptor'. The 'sculptor' has to create an image using the members of their group and then present it. As part of their presentation, the 'sculptor' must explain what the image represents, who (or what) is in it, what it means and why they think it should be chosen above the others.

EXERCISE 3 – GROUP WORK:
COMPOSITE LEADER

Ask the class to list the challenges and problems they face as young people today. Then divide the class up into groups of 4-7 pupils and ask them to pick a problem/challenge. Each group should create a composite leader to deal with their challenge. For example, a certain problem might require the bravery Mary Seacole needed to nurse soldiers on the battlefield, the commitment and belief of William Cuffay in his fight for voting rights for men who did not own property and the literary skills of writer CLR James.

Have the groups then create 3 frozen images. The first image should show the problem, the second should show the leaders whose skills will be used to tackle the problem and the third image should show what is done, i.e. how these skills are employed.

You can explore any issues that arise by spotlighting images and even bring them to life if some of the 'resolutions' are not clear.

FURTHER WORK

Ask pupils to research more Black leaders in British history. You could have a new list of 'discovered leaders' on the wall so that pupils can keep adding to it throughout the year.

SECTION FIVE
LEADERSHIP TODAY

Applying knowledge of the past to issues of the present

EXERCISE 1 – CLASS ACTIVITY:
ROLE MODELS

Ask the class to name role models. These can be from any time and do not have to be famous so any offer is valid. List these names on the board. Ask pupils for the leadership qualities of each person on the board and write these next to the role model's name.

You may have pupils offer names of rap artists and sports personalities who may be surrounded by considerable negativity. Some rap stars have been criticised for encouraging violence while some athletes have faced disciplinary action for using banned substances.

This is once again an opportunity for learning through discussion and debate. You should try to encourage and facilitate this safely by questioning why they have chosen this person.

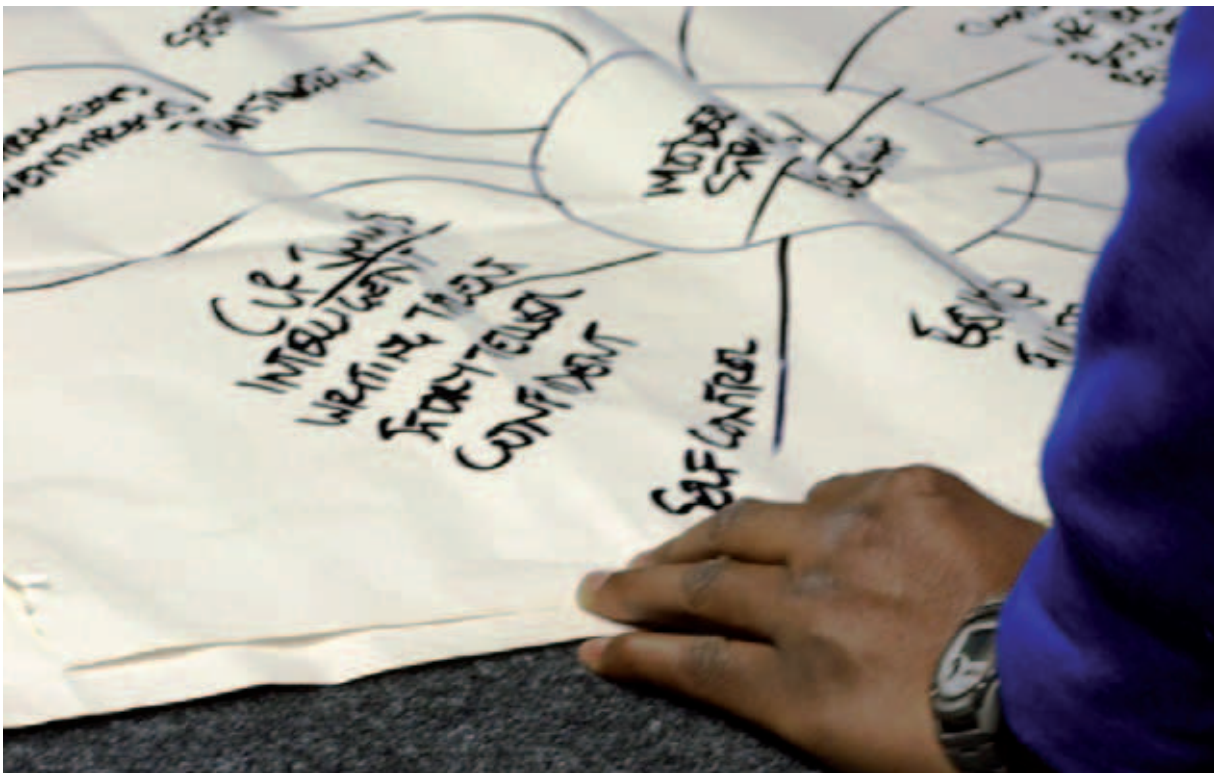
Once discussions are over, use the leadership criteria agreed by the class in ***Section 1 Exercise 2*** to determine the role models who go on to a 'definitive list' which can then be put up on the wall with the other list of leaders.

EXERCISE 2 – IT ACTIVITY:
LEADERS ON THE WEB

There are some interactive websites on the internet where pupils can potentially contribute to their history. Here is a BBC website where the public can suggest the inclusion of certain historical figures:

http://www.bbc.co.uk/history/historic_figures/.

With the class see how many of the listed leaders (from the cards and your joint research) are on the BBC website. At the time of going to print, John Richard Archer – the first Black person to become a Mayor in Britain – was



not on the list. There is the option to include people you think should be listed.

See if you can get Archer on the list. People are required to explain their reasons for adding a figure in no more than 75 words. Compose a paragraph with your class and post it on the website with the name of the leader you want to be added.

FURTHER WORK

Pupils can continue this work at home if they have internet access. If not, then they can write their reasons and bring them in to class.

They can also have a debate about:

Who is on the website and who should (not) be?

Which figures have earned their place on the website?

Was there anyone on the list you were surprised at (not) seeing?

Engaging in this way will certainly develop pupils understanding and give them a perspective on what history is and can be.

LEADERSHIP CARDS

A Collection of Stories and Legacies of Black Leadership in British History

The stories and legacies of 30 Black Leaders in the UK

Written by Donald Hinds

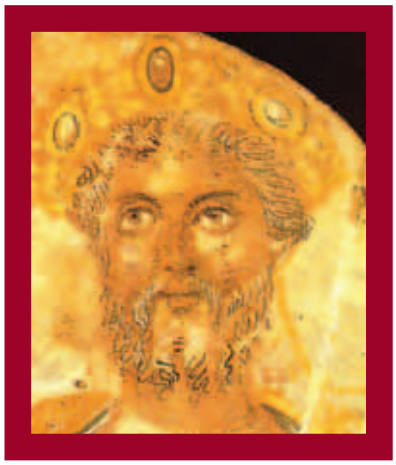
The following pages should be used as a resource for the exercises included in this pack as well as other classroom activities.

Each page includes two A5 cards detailing the lives and achievements of a Black leader in the UK. The cards can be photocopied, cut out and distributed to use in a classroom or workshop setting.

This list of Black leaders and the achievements listed on each of the cards is by no means extensive or complete. We hope that this information will provide a springboard from which young people can begin to investigate the history of Black leadership in the UK. Young people using this material should be encouraged to learn more about the lives of the figures included in this pack and to identify other Black leaders that impact on their lives today.

NAME: Septimus Severus

DATES: AD 146 - AD 211



DESCRIPTION: Septimus Severus, a Roman general governor of Britain and later Emperor of the Roman Empire, was born in Libya. Severus was a favourite of his emperors as far back as Marcus Aurelius in 180AD. He was also ruthless and directly responsible for the death of rivals, Pescennius Niger and Clodius Albinus, as he rose to the throne, which he claimed in 193AD. His army was based at Carlisle. From there, its primary duty was to guard Hadrian's Wall against the Caledonian and Scots. He permitted his soldiers to have lawful wives. The distance from Rome and the time spent in the army suggest that some of these wives were from the native Britons.

LEGACY: Septimus Severus is an example of how Africans could rise to the highest positions there were in the early Christian era. There is attested evidence that Black Roman soldiers and officers were in Britain before the Angles and the Saxons (Anglo-Saxons) who came from Denmark and Germany in the 6th century. This was a time when a person's name was usually a way of describing his appearance, his job or where he was from. Severus was called the Ethiopian suggesting that he had a dark complexion.

LEADERSHIP CARDS

NAME: The Black Roman Soldier

DATES: 45BC to the fifth century AD

DESCRIPTION: As it cannot be proven that Caesar had Africans in his army when he came to Britain in 45 BC it can not be disproved either. We know Marcus Aurelius who was emperor from 161-180 AD was brought up in Africa. In days when survival depended on trust and the people to trust were those you know best, Aurelius' army might have had North Africans in senior posts around the Commander as he camped outside of Carlisle. Later on, Septimus Severus, who was called the Ethiopian, also guarded Hadrian's Wall from Carlisle. An archaeological site in York revealed in 1951 that some of the skeletons from scientific examinations were undoubtedly Africans.

LEGACY: The Roman Empire at its zenith spread across North Africa and deep into Western Asia. Soldiers were drawn form all over the empire to protect their borders and to capture the lands of the barbarians.

LEADERSHIP CARDS

LEADERSHIP CARDS

NAME: John Blanke (and other Musicians)

DATES: 16th Century

DESCRIPTION: England of the 13th century heard high praise of African musicians from Richard, Duke of Cornwall after being entertained by them in Sicily on his way back from the crusade. There is evidence that Henry 7th had black musicians. The treasurer to the Chamberlain's report showed that a black trumpeter named John Blanke was paid 20 shillings (£1.50 in today's money) in November 1507. Henry 8th also had a black trumpeter who joined the celebrations for the birth of Henry and his wife Catherine of Aragon's son in 1511. This trumpeter might have been the same person who was in the employment of Henry 7th.

LEGACY: The courts of Europe rivalled each other in employing the best in every field. Henry VIII was a skilled player of many instruments and composer of tunes such as *Greensleeves*. John Blanke would have had to be the best trumpeter, one that every court in Europe would be proud to employ.

LEADERSHIP CARDS

The King's accounts, showing gifts to the ladies'

NAME: Blak Margaret and Blak Elene (and other invited guests of the palace)

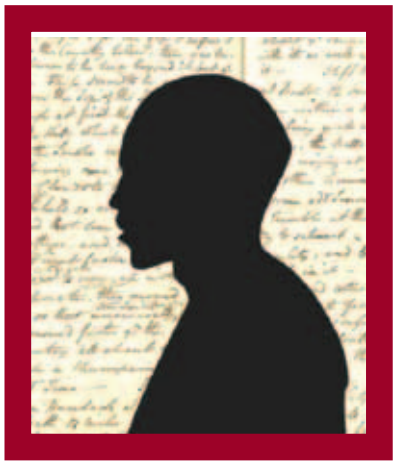
DATES: 16th and 17th Century

DESCRIPTION: From 1504, after James IV married Henry VIII's sister, Princess Margaret, there were records of black musicians and entertainers resident at the Scottish court. The accounts show that these musicians were highly paid and funds were liberally given for costumes. The 'blak ladies' staying at court were showered with gifts of satin gowns, ribbons, slippers and gloves. In *The Black Knight and the Black Lady,* one play put on at court, the King played the male lead. Having vanquished his rival for the black Lady (the part played by *blak* Margaret or *blak* Elene and perhaps later by Helenor, the *blak moir*) the king claimed the right to a close embrace and a kiss on the lips of his black lady, while the vanquished knight approached from the rear and kissed her hips.

LEGACY: It is clear that these entertainers were invited guests at the place, rather than servants or slaves as they were showered with gifts by the King. The closeness of the relationship with the King is open to interpretation. The relationships of the performers to the King may have gone beyond the social, as friendships with royalty at this time often translated into influence in matters of state.

NAME: The Sons of Africa

DATES: 18th Century



DESCRIPTION: 18th Century London had a thriving black community made up of freemen and women, sailors and ex-slaves. The Sons of Africa were a group of Black leaders, including Olaudah Equiano and Ottobah Cugoano, who campaigned for the abolition of the slave trade through letter-writing, public speaking, visits to parliament and public appeals. Many to these people would have been slaves on the plantations of the West Indies and the North American colonies. Some of the Sons of Africa wrote books which helped to explain the agony of slavery and succeeded in winning English men and women to the abolitionist cause. They were aware of their ancestry and were proud of Africa. In the letter to Granville Sharp, the group announced their gratitude for his help in the cases of Jonathan Strong and James Somerset. Only a few of the group signed the letter: Ottobah Cugoano, John Stuart, Geo Rob Mandeville, William Stevens, Joseph Almaze, Boughwa Gegansmel, Japer Goree, Gustavus Vassa, James Bailey, Thomas Oxford, John Adams and George Wallace.

LEGACY: These men were at the forefront of the abolition movement. They were the experts on slavery, and their books which included personal accounts of the barbaric practice were instrumental in turning popular opinion against slavery and the slave trade.

LEADERSHIP CARDS

NAME: Francis Barber

DATES: circa 1735-1801

DESCRIPTION: Francis Barber was born in Jamaica and brought to England by Captain Bathurst, who sent him to school in Barton, Yorkshire. When Captain Bathurst died in 1752, Francis obtained his freedom. He became a valet to Dr Samuel Johnson, the foremost man of letters of the day and the compiler of the first dictionary of the English language. Dr Johnson paid £300 for Francis' education at Bishop Stortford grammar school from 1767 to 1772. Johnson relied on Barber as a valet, a secretary and a friend. When Dr Johnson died in 1784, Francis inherited Dr Johnson's vast library and property and an income of £70 per annum. Barber and his wife ran a village school near Lichfield in Staffordshire until he died in 1801.

LEGACY: By any standard Francis Barber was an educated man. He went to a grammar school when most English people below the middle class went to the poorly run Dame Schools if they went at all. His descendants are still living in Staffordshire today.

LEADERSHIP CARDS

LEADERSHIP CARDS

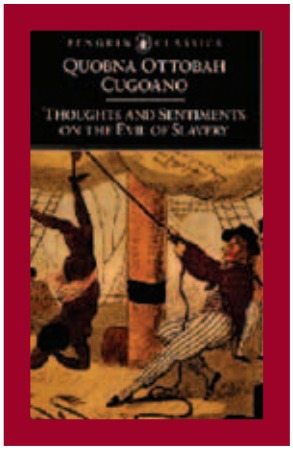
NAME: Ukawsaw Gronniosaw

DATES: circa 1710-circa 1770

DESCRIPTION: Ukawsaw Gronniosaw was born in what is now north-eastern Nigeria. He was sold into slavery by men from a neighbouring tribe. In New York, he was introduced to Christianity by a Dutch Reform Minister who also taught him to read. When the Minister died in the 1740s, Ukawsaw was granted his freedom. In order to get to England, Ukawsaw enlisted in the British navy and saw action in the Seven Years War. He finally reached England in 1762. He married a poor English woman, a weaver by trade. They were poor but the marriage seemed to have been happy. It was probably to his wife Betty that he dictated his autobiography which tells us so much about slavery and the life of a free black man in the 18th century. Ukawsaw, who also used the English names James Albert, stopped his narrative when he was about 60.

LEGACY: Published in 1772, Gronniosaw's book was the first slave narrative to be published in Britain. 'A Narrative of the most Remarkable Particulars of the Life of an African Prince James Albert Ukawsaw Gronniosaw' was one of the autobiographies instrumental in the abolition movement and could have influenced the writing of later autobiographers such as Equiano and Cugoano.

LEADERSHIP CARDS



NAME: Ottobah Cugoano

DATES: circa 1757-?

DESCRIPTION: Otto Cugoano was born probably in the year 1757 in a Fante village of present day Ghana. He was kidnapped when he was about thirteen years old by people from a neighbouring tribe and sold to slave hunters who took him to Grenada. His master brought him to England in 1772, where he was set free. There is no information on how Ottobah Cugoano received his education. He was active in the London Black community and was instrumental in obtaining the freedom of Henry Demane, who had been kidnapped and put aboard a ship to be sent to the West Indies and certain slavery. Cugoano brought the matter to the attention of Granville Sharp who obtained a writ of habeas corpus and secured Demane's release. Cugoano was a friend of Olaudah Equiano. He said in his book,"…if any man should buy another man…and compel him to his service and slavery…the enslaver is a robber and a defrauder of that man…"

LEGACY: Cugoano writes in his book "*Thoughts and Sentiments on the Evil and Wicked Traffic of the slavery and Commerce of the Human Species*": "it is the duty of a man who is robbed (of his freedom) …to get out of the hands of his enslaver." His book was widely circulated and attacked in the House of Lords. It must have encouraged the emerging black community of the time.

NAME: Olaudah Equiano (Gustavus Vassa)

DATES: circa 1745 - 31 March 1797

DESCRIPTION: Olaudah Equiano, also known as Gustavus Vassa, was an Igbo born in present day southeast Nigeria. He was captured when he was about eleven years old along with his only sister. They were separated during the march to the coast. Equiano became the servant of CaptainPascal, with whom he travelled on the naval service to the Caribbean and the Mediterranean. Captain Pascal's relatives in Blackheath taught him to read. To prevent Equiano asserting the right to be free, Pascal resold him in North America to Captain James Doran. However, Equiano managed to purchase his freedom. He soon became the acknowledged leader of the black abolitionists in London. He toured Britain speaking against slavery and worked closely with abolitionist Granville Sharp. In 1786 he was appointed a commissioner of provisions for a scheme to repatriate ex-slaves to Freetown in Sierra Leone. There were attempts to frame Equiano for corruption in this scheme, but he was finally able to prove his innocence.

LEGACY: Equiano led the abolition movement in England. His book *Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* was first published in 1789. In it, he wrote of slavery: "…shameless barbarity…that so unjust, so iniquitous, commerce may be abolished, is our ardent wish."

LEADERSHIP CARDS

NAME: Ignatius Sancho

DATES: 1729 – 1780

DESCRIPTION: Ignatius Sancho was born on a slave ship in the mid-Atlantic. His mother died shortly after and his father committed suicide rather than submit to slavery. The baby was given to three sisters in Blackheath to raise. The sisters hoped to make Ignatius obedient by keeping him uneducated. After the Duke of Montagu advised the sisters to educate Sancho, he ran away and sought the protection of the Duke and the Duchess. Employed as a butler, he was now free to improve himself. He wrote poetry, scripted plays and composed music. He had a passion for the theatre and the acting of David Garrick. He was taken up by fashionable London Society such as the writers Samuel Johnson and Laurence Sterne while Gainsborough painted his portrait. He married Anne, a black woman from the West Indies and had six children, one of whom, William worked as a librarian to the great naturalist Sir Joseph Banks. With a legacy from the Duchess of Montagu, Sancho opened a grocery shop in Charles Street Westminster, where he was able to observe and comment on the Gordon Riots.

LEGACY: Sancho's *Letters* was published in 1782 and was a best seller running into five editions in a few years. With few opportunities offered to him, he proved he had the ability to succeed in society and business.

LEADERSHIP CARDS

LEADERSHIP CARDS

NAME: Francis Williams

DATES: 1700 - ?

DESCRIPTION: Francis Williams was born in Jamaica of free black parents. Francis was to be the great social experiment of the age. The Duke of Montagu and his friend had been debating: "…whether by proper cultivation and a regular course of tuition at school and the university, a Negroe might not be found as capable of literature as a white person." Francis was sent to a grammar school in England where he studied classics and to Cambridge University where he took a degree in mathematics. Proving that a black man was capable of scholarship had been achieved, but would eighteenth century society – which accepted the institution of enslaving Black people – employ a Black man of proven scholastic achievement? The governor of Jamaica, Sir Edward Trelawny, refused the Duke of Montagu's recommendation that Williams be appointed to the governor's council. Instead, Francis Williams ran a school at Spanish Town.

LEGACY: Francis proved to the Duke of Montugu that a black person could take advantage of the best education the society had to offer if given the chance. Francis may have influenced the Duke, an unusual liberal of the time, in supporting other Black men, including Ignatio Sancho.

LEADERSHIP CARDS

NAME: Phillis Wheatley

DATES: 1753-1784

DESCRIPTION: Phillis Wheatley was born in the vicinity of Gambia River and arrived in Boston in 1761. She was bought by the family of John Wheatley, a tailor, for what was described as a 'trifle'. When as a child she was discovered trying to copy letters on a wall, Mrs Wheatley decided to teach her to read and write. Within sixteen months she was able to read the Bible fluently and by the age of thirteen she had learnt Latin. Phillis liked imitating the poet Alexander Pope and became a sensation in Boston when she wrote a poem about the death of George Whitefield. In 1773 she made a short journey to England where the Countess of Huntingdon introduced her to London society, including the Earl of Dartmouth and the Mayor of London. Mrs Wheatley died in 1774 and Phillis was given her freedom. She married a free black man two years later. The marriage was not a happy one, and she was forced to live with three children in poverty.

LEGACY: Phillis is considered America's first black woman poet. During her stay in England, Countess Huntington helped her to publish her *Poems on Various Subjects Religious and Moral*, in which she writes, 'Remember Christians, Negroes, black as Cain/ May be refined and join th'angelic train'.

NAMES: Jonathan Strong

DATES: 1748-1773

DESCRIPTION: Jonathan Strong was brought to England from Barbados by his owner David Lisle, who beat him badly about the head with a pistol. Granville Sharp saw the wounded young man of about 16 or 17 years old waiting outside his brother's surgery. The Sharps took him to St Bartholomew's hospital for treatment and cared for him until he was better, paying all his expenses. They found him a job as an errand boy to an apothecary. Two years after Jonathan had been beaten and thrown on to the streets, David Lisle found him, and had Jonathan secured in a house waiting to be shipped back to the West Indies and slavery. Lisle had sold him to James Kerr a Jamaican planter for £30. Granville Sharp supported Strong in a case in court, after which he was set free. Strong never completely recovered from that beating of 1765 and died in 1773 aged 25.

LEGACY: The cases of Strong, and the similar one of James Somerset, both led to Lord Mansfield landmark judgement '…*we cannot say,* ***the cause set forth by this return*** *is allowed or approved of by the laws of this Kingdom,* ***and therefore the man must be discharged.'*** Henceforth, it was considered that as soon as a slave set foot in England he must be freed since slavery is not legal in England.

LEADERSHIP CARDS

NAME: James Somerset

DATES: *circa mid 18th century*

DESCRIPTION: James Somerset was owned as the property of Charles Stewart, a custom official from Boston, Massachusetts. He brought Somerset to England in 1768. Somerset escaped two years later. He was recaptured on 26 November 1771 and put on board a ship for Jamaica and certain slavery. Two days later the Lord Chief Justice Mansfield issued a writ of *habeas corpus* for Somerset to be produced in his court. Somerset's counsels, William Davy and John Glynn, were instructed by abolitionist Granville Sharp. They argued 'that no man at this day *is* or *can be*, a Slave in England'. The Somerset judgment was given on 22nd June 1772. Somerset was released as a free man.

LEGACY: The cases of Somerset, and the similar one of Jonathan Strong, are usually mistaken as one case, the principal advocate in both cases being Granville Sharp. Although they happened four years apart, they both led to Lord Mansfield landmark judgement '…*we cannot say,* ***the cause set forth by this return*** *is allowed or approved of by the laws of this Kingdom,* ***and therefore the man must be discharged.'*** Henceforth, it has considered that as soon as a slave set foot in England he must be freed since slavery is not legal in England.

LEADERSHIP CARDS

LEADERSHIP CARDS

NAME: Dido Elizabeth Lindsay

DATES: circa 1763-unknown

DESCRIPTION: Dido was the daughter of Rear Admiral Sir John Lindsay and a black woman captured during the siege of Havana in 1762. Sir John was the Nephew of William Murray, 1st Earl of Mansfield who was the Lord Chief Justice of England at the time. Sir John's daughter became the ward of Lord Mansfield. A painting of the Chief Justice's daughter Lady Elizabeth Murray and Dido Elizabeth Lindsay, by the fashionable society painter Zoffany might lead us to think that both ladies were equals. But Dido's freedom wasn't guaranteed until the Lord Chief Justice's death in 1783. When Lord Mansfield gave his famous judgment in the case of James Somerset, Dido was just nine years old.

LEGACY: Although the Chief Justice gave no hint that either religion or morality persuaded him in his ruling, and maintained that his ruling was based entirely on a legal understanding of the law, the existence of Dido in his household may have had a considerable effect on Lord Mansfield's ruling.

LEADERSHIP CARDS

NAME: Charlotte Gardener

DATES: Mid to Late 18th Century

DESCRIPTION: Charlotte Gardener was hanged for her part in pulling down a public house during the Gordon Riots – anti-catholic riots in 1780 that broke out when the poorer section of the community was convinced that the government was favouring Catholics over Protestants. Apart from that, we know nothing about her. She might have been born in England. Was she one of those collared pets so beloved of the aristocrats, and now she had grown to adulthood and was thus abandoned? She might have been brought over to this country in the manner of Strong and Somerset. Why did she join the anti-catholic riots?

LEGACY: The contrasting lives of Dido Elizabeth Lindsey and Charlotte Gardener are unique in British history of the period due to their prominence. It might have been a man's world, but not exclusively so. The lesson to be learnt is that history is essentially what happened and not just what has been recorded. As many influential Black men that we know of in England, there must have been black women in history whose stories have not been recorded.

NAME: Mary Seacole

DATES: 1805 – 1881

DESCRIPTION: Mary Seacole was born in Jamaica in 1805. As a girl she helped her mother nurse British soldiers who were stationed in Jamaica. She learnt a lot from her mother and was able to practise her art in Panama, where there was an outbreak of cholera. Mary married a godson of Admiral Nelson, who might have been related to CW Seacole, the harbour master at Black River. She was widowed early, but wanted '..to be up and doing…' When she heard that British soldiers were being sent to the Crimea, she wanted to attend to the wounded but was rejected by Florence Nightingale's nursing corps. Mary paid her own way to the Crimea where she was gratefully accepted by the men who were wounded at the front. At the end of the war she returned to London, poor but highly regarded by her former patients. Many military men organised a musical festival to raise funds for her. She died in 1881.

LEGACY: Mary Seacole has left us a legacy of dedication to hard and even dangerous work. Today the nursing schools of the University of the West Indies at Mona in Jamaica and at Thames Valley University in the United Kingdom are name after her in honour of that charismatic Black Nurse who became a Heroine of the Crimea.

LEADERSHIP CARDS

NAME: William Davidson

DATES: 1786-1820

DESCRIPTION: William Davidson was born in Jamaica. His father was the Attorney General of the colony and his mother was Black. He was educated in Jamaica until he was 14 years old when he was sent to Edinburgh to complete his education. He tried several careers including law, medicine, and the navy. Finally, he became apprenticed to a cabinet maker. He moved to St Marylebone, London to marry a poor widow who already had four children. His first son was born in 1816. At this time, the working class was beginning to demand their rights to elect their own representatives in Parliament and for radical reforms in society. Davidson, a capable public speaker, was caught in the politics of extreme groups. Government spies discovered that he was part of a group which planned to blow up Cabinet members as they sat at a diner in Cator Street. The group was arrested and Davidson and four other men were hanged. He was later beheaded as an example, the last such decapitation to be carried out in public in this country.

LEGACY: Davidson and his revolutionary group were part of the movement towards making the English Working Class and leading to the great reforms of the 1830s. Davidson helped to educate others in the movement, which eventually led to more rights for the masses.

LEADERSHIP CARDS

LEADERSHIP CARDS

NAME: William Cuffay

DATES: 1788-1870

DESCRIPTION: William Cuffay was born in 1788 on board a ship bound for England from St Kitts. He grew up in Chatham where his father found work on a warship. William was apprenticed to a tailor. Cuffay, like Davidson and Robert Wedderburn, grew up during the time when Europe was in the grip of the French Revolution. In England, there were strident calls for reforms within society. The foundations of Britain's centuries old class ridden society was being shaken to its very foundations. It was the age of radical demands. The Chartists were an organisation demanding voting rights for men, even if they didn't own property. Cuffay was a leading member and a representative for Westminster on the London committee. In 1848, he was elected as a member of the National Chartist Convention. Among those leaders who were arrested, he was tried and sentence to be transported to Van Diemens Land (Tasmania). Although pardoned in 1856, Cuffay elected to stay in Tasmania where he continued his trade union activities.

LEGACY: Cuffay was determined to work for the welfare of the many, even at the own cost of being exiled from his own country and family. His activity in the Chartists led to voting reforms, including the right of every man above the age of 21 to vote, even if he didn't own property.

LEADERSHIP CARDS

NAME: The Black Sailor

DATES: circa 7th century to 19th century

DESCRIPTION: Black sailors in Britain date back to the 8th Century when North African Muslims and traders conquered the Iberian Peninsula. In the 18th Century, many former slaves and Black freemen served on ships, many of them war ships, as cooks and midshipmen. Some writers insist that the mighty British navy of the Napoleonic wars was crewed mainly by black sailors. That might be an exaggeration. There were five sailors on Nelson's flag ship the Victory who were classified as Jamaicans, and in CW Sharpe's painting of the death of Nelson one such black sailor can be seen pointing to where the sniper had shot the Admiral. The muster book of other battleships have classifications of men who from the terms used were definitely not white. The ship Dreadnought in its muster book show fourteen men whose complexion were: "negro, musty, dark, creole, Sambo and brown".

LEGACY: There is evidence in painting of recruits on battleships that there were black midshipmen. In one case a black woman served for ten years undetected as a seaman.

NAME: Robert Wedderburn

DATES: 1763- unknown

DESCRIPTION: Robert Wedderburn was born in Jamaica either in 1762 or 1763. His mother was a slave on a plantation owned by a relative of the Marquis of Queensberry. His father came from Inveresk near Edinburgh. When he was 11 years old he watched his grandmother being beaten to death at the hands of white men. He came to England in 1778, when he served on a warship. He later became a jobbing tailor. At the age of 51 he joined the Society of Spencean Philanthropists, who were active in the movement for radical reforms. Wedderburn was also a licensed Unitarian preacher and opened his own church. These meetings were well attended and were frequented by government spies. He was outspoken and called the Prince Regent and Cabinet Ministers "bloody tyrants". Aware of the savagery of slavery, he accused the government and their supporters of being bloody murdering thieves. Arrested on a charge of blasphemy, a convenient charge for muzzling dissenters, he was found guilty and sent to jail in 1831 when he was 68.

LEGACY: Wedderburn had the ability to lead and to organise. He published periodicals and educated the working poor in the new ideas. His contribution to the movement helped to push for the many reforms of the 19th Century that led to more rights for the working class.

LEADERSHIP CARDS

NAME: Ira Aldridge

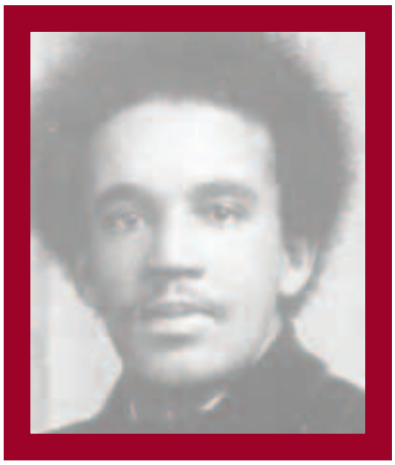
DATES: 1807-1867

DESCRIPTION: Ira Aldridge was born in New York, the son of a lay preacher who intended Aldridge to become a minister. Aldridge became interested in the theatre and decided to become an actor. America was not yet ready for a Black actor playing roles traditional played by Whites, so Aldridge emigrated to Europe. In England, he played at theatres in London, Manchester, Bristol, Bath and Dublin. His performances included Shakespeare's King Lear, Macbeth, Shylock in the Merchant of Venice and Othello. He became a British citizen, but the London critics and papers grew more virulent at the appearance of a Negro playing the finest roles in all drama on the London stages. He left England to tour Russia and Europe, where he had his greatest successes. From 1861-66, Aldridge toured many places that no foreign actor had been. He died on tour in 1867 in Poland and was buried at Lodz.

LEGACY: Ira Aldridge's serious dramatic roles burnt a trail for actors like Paul Robeson and Rex Ingram in the early half of the 20th century. He was teacher as well as an actor, and his style of teaching is said to have cleared the path for Stanislavki's Method Acting.

LEADERSHIP CARDS

LEADERSHIP CARDS



NAME: Samuel Coleridge Taylor

DATES: 1875-1912

DESCRIPTION: Samuel Coleridge Taylor was born in Holborn, London in 1875. His father was from Sierra Leone and his mother was English. He showed early leanings towards music and was enrolled at the Royal College of Music when he was 15. He considered himself an Anglo-African and faced racial discrimination all his short life. He travelled to America and tried to blend black traditional music into mainstream classical music. In 1897, he wrote his opus 17: *African Romances* and a year later his opus 35: *African Suite*. Perhaps his most famous composition and most frequently performed is *Hiawatha's Wedding Feast* (opus 30 no.1, 1898). He died in 1912 aged 37.

LEGACY: Taylor pioneered as a composer and musician by blending African rhythms with traditional classical music. His work was respected to the extent that the principal of the Royal College of Music should consider his *Hiawatha's Wedding Feast,* 'one of the most remarkable events in modern English musical history'.

LEADERSHIP CARDS

NAME: CLR James

DATES: 1901-1989

DESCRIPTION: Claude Richard Lionel James, popularly known as 'CLR' and to his closet friends as Nello, was born in Trinidad. He was educated at Queen's Royal College and came to Britain in 1932 intent on making a living as a writer. His career spanned journalism, writing, political, historical and literary criticism, and the leading of political movements. He was a sports critic on cricket for papers such as the Times and the Guardian. His first novel *Minty Alley* was published in 1936. His book, *The Black Jacobins* (1938) is the story of the Haitian revolution, in which the slaves of that French colony fought for their freedom, has never been out of print since its publication. Another of James' great literary efforts, *Beyond a Boundary*, uses cricket as an analogy for life. James was a strong supporter of West Indian independence, and a leader in the Independent Labour Party before leaving to form the Revolutionary Socialist League. He wrote extensively on politics and lectured on political issues in the UK and abroad.

LEGACY: CLR James was a novelist, historian, sports critic and a leading figure in the Trotskyist Marxist political movement in Britain. CLR James has had a tremendous influence on generations of writers and political theorists throughout the world where scholarship is valued.

NAME: John Richard Archer

DATES: 1863- 1931

DESCRIPTION: John Archer was born in Liverpool. His father was from Barbados and his mother was Irish. He had to abandon his studies as a medical student because of a nervous break down, but managed to sail around the world three times as a seaman like his father before him. He was to become the first black person to be elected a councillor, an alderman and Mayor in Britain, and to represent his country at an international conference abroad. Archer and his Black-Canadian wife moved to Battersea, which was considered the most radical borough in London. He was elected a councillor in 1906 and Mayor in 1913. In 1913, Archer went to Paris as the British delegate to the first Pan-African Congress. At the second Pan-African Congress in London in 1921 he chaired a session on colonial freedom. He died in 1931.

LEGACY: John Archer spoke on behalf of the Black community that had been transformed by the war of 1914-18. In his own words, 'Last week I attended a great function at the Guildhall…*the first time that one of our race has done so as mayor.*'

LEADERSHIP CARDS

NAME: Learie Constantine

DATES: 1901-1971

DESCRIPTION: Learie Constantine was born in Diego Martin near Port of Spain, Trinidad. He travelled to England in 1923 as a member of the West Indies cricket team. He was back again for the 1928 tour. On this occasion he scored over 1000 runs and took over 100 wickets. Learie was a member of the League of Coloured Peoples and took part in many charity matches. During the Second World War he worked for the Ministry of Labour as a welfare officer for West Indians working for the war effort. He faced racial discrimination – what he called 'the colour bar' – in London hotels after the war and used the courts in his fight for civil rights. He became a barrister. He returned to Trinidad in 1958, was elected to parliament and became Minister for Works and Transport. On Trinidad's independence, he returned to London as his country's High Commissioner. Always popular, he was frequently on radio and television. He became a member of the Race Relations Board and was ennobled as Lord Constantine of Nelson. He died on 1st July 1971.

LEGACY: Although many people still denied that racial discrimination existed in Britain, Constantine's book *The Colour Bar* was the first major piece of writing to outline the nature of racism in Britain. This book helped to start the academic study of the nature of British racism.

LEADERSHIP CARDS

LEADERSHIP CARDS

NAME: Harold Moody

DATES: 1882- 1947

DESCRIPTION: Harold Moody was born in 1882 into a prominent Jamaican family. He came to Britain in 1908 to study medicine at Kings College Hospital. He found it difficult to get living accommodations because he was Black. However, with his Christian background, the London Missionary Society was able to help him. After he qualified, it was again difficult to get a job in a hospital because of his colour so he established himself in Peckham as a family doctor. In the 1930's Dr Moody founded the League of Coloured Peoples, a Black pressure group that aimed to protect the social, educational, economic and political interests of its members. He edited the League's journal, *The Keys,* which remained a valuable source of information for the black community in London in and before the Second World War. He arranged outings for poor black children to Epsom Downs, Bournemouth and other places. He watched the progress of blacks seeking employment in hospitals and reported that 18 of them would not employ or train black nurses. He also joined the campaign for a university of the West Indies, which was finally established in 1948. Dr Moody died in 1947. His funeral was considered the largest ever seen in the borough of Camberwell.

LEGACY: Not only was Dr. Moody a successful doctor, he made a significant contribution to the society around him. He organised social events for black Londoners, giving them an opportunity to escape isolation and segregation, and campaigned for civil rights around the world.

LEADERSHIP CARDS

NAME: Claudia Jones

DATES: 1915 – 1964

DESCRIPTION: Claudia Jones was born on 15 February 1915 in Belmont Port of Spain, Trinidad. Her parents emigrated to New York in 1922 and Claudia and her three sisters joined them in 1924. Claudia joined the Communist party and rose rapidly through the ranks of its writers on the many journals it published. By 1937, at the age of 22, she was on the editorial staff of the Daily Worker, then associated editor of the Weekly Review. In 1938, she took the editor's chair of the Weekly Review and in 1952 she was also the editor of Negro Affairs Quarterly. In 1948 she was elected to the National Committee of the Communist Party of the USA. At time of great distrust in communism, Claudia was arrested. She was tried and sentenced to a year and a day and finally deported to Britain in December 1955. She threw herself into the struggle faced by West Indians immigrants and founded the West Indian Gazette in 1958. She used the paper to publicise the first West Indian-style carnival held at St Pancras Town Hall in January 1959. She promoted a yearly carnival until her death in 1964.

LEGACY: Claudia started the first black newspaper in Britain and the first London carnival, inspiring the Notting Hill Carnival. Claudia wrote,'a people's art is the genesis of their being…'

NAME: Sam King

DATES: 1926 - Present

DESCRIPTON: Samuel Beaver King was born 20th February 1926. Sam grew up in a farming family in Jamaica. By the time he left school, Britain and Germany were at war. Sam volunteered for the RAF in 1943 and arrived in Britain in 1944. Sam returned to Jamaica after the war. In June of 1948 he returned to Britain on the Empire Windrush. Sam worked as a postman, eventually becoming an inspector for the South East division. Sam has always had a deep social conscience and supported the Labour Party. He was conscious of an increase in West Indian migration to Britain and worked closely with Claudia Jones as a spokesperson for other the migrants. Sam was one of the committee who organised the first carnival in 1959. He was elected a councillor for the borough of Southwark and became Mayor 1982-83 – the second black Mayor of a London borough since John Archer in 1913. Sam is still active in public life particularly with the West Indian Ex-service Men and Women Association and the Windrush Organisation.

LEGACY: Sam's autobiography, *'Climbing up the Rough side of the Mountain'*, describes his experience in rural Jamaica, as a colonial volunteer during the war, and finally in post-War Britain. He was, and still is, an influential political leader, particularly on issues of housing, employment, immigration and all forms of racial discrimination.

LEADERSHIP CARDS

NAME: Sybil Phoenix

DATES: 1927 – Present

DESCRIPTION: Sybil Phoenix was born in British Guiana (now Guyana) in 1927. She was brought up by an aunt. She was brought up in the Christian faith and has never departed from its teaching. She and her late husband Joe came to London in 1957. Sybil encountered racial prejudice in church life as well as in her dealings with the public. One of the problems that Sybil found in the Black community was the breakdown of family relationships. Her home became a place where Black girls who were facing family breakdown could find refuge while attempts at reconciliation were in progress. Soon, police would bring Black girls out late at night in the Lewisham area to Sybil's home. Her children never knew who would be sharing their rooms. To date, Sybil doesn't know how many young girls she has fostered. She became a social worker, and is now a Methodist lay preacher. For her good works, she was awarded an MBE and, later, the borough gave her a premises to use as a refuge for homeless girls. This project is named after one of her daughters who died in a tragic accident: The Marsha Phoenix Project.

LEGACY: Sybil said what she has done is to show the human capacity for loving. She has fed the hungry, clothed the naked and visited the sick and those in prison. Many of the girls she fostered have gone on to become leaders in their own right

LEADERSHIP CARDS

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THE LEADERSHIP PROJECT RESOURCE PACK

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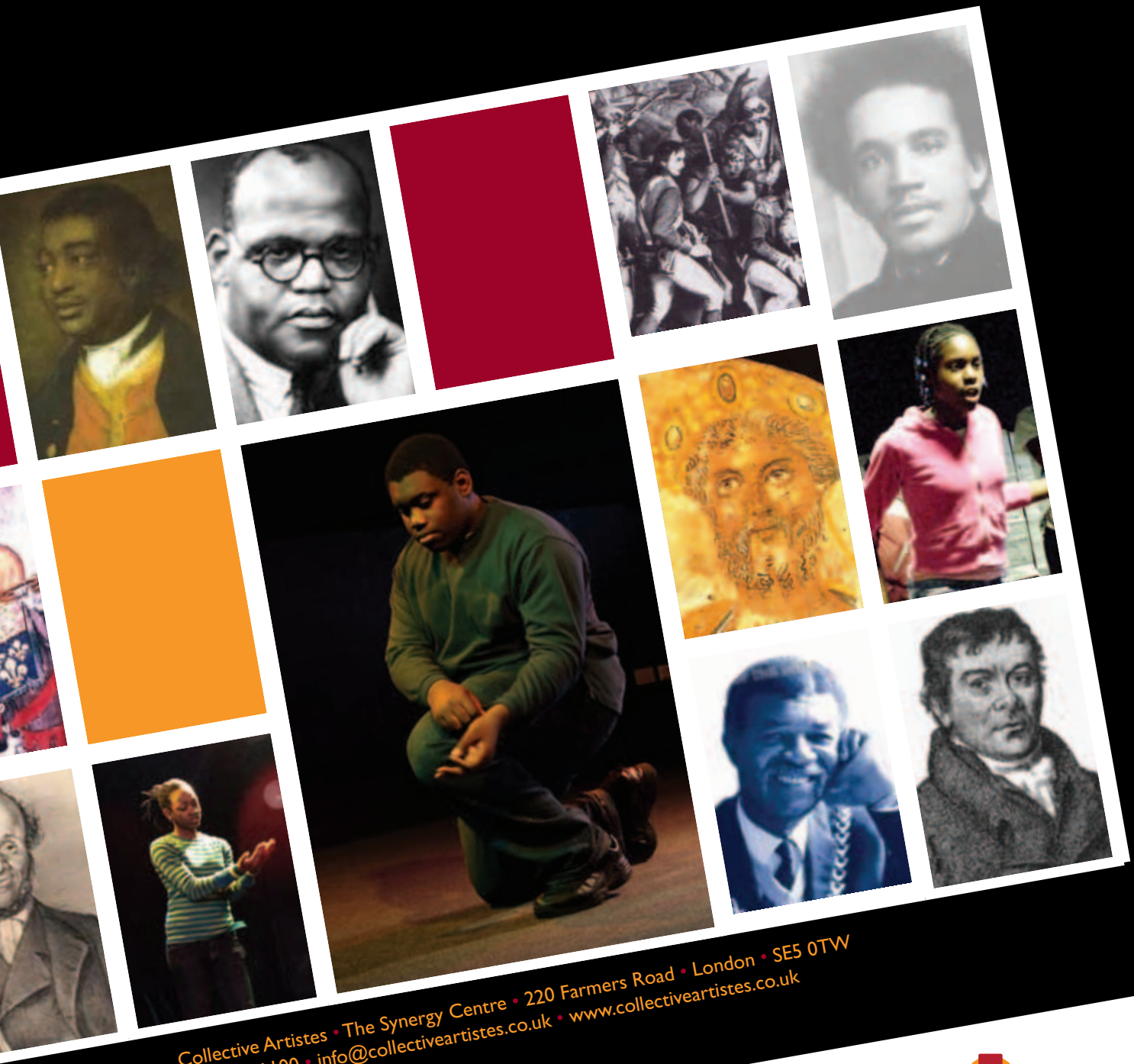

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