



Lesson 4: Equality, representation and the census

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AGE RANGE Primary

TIME 30 – 45 minutes

CURRICULUM LINKS

KS1 and KS2: Maths, history, geography, English, citizenship

INTRODUCTION

How can the census help us think about equality and representation? Over the last century, as well as counting the number of people in the country to understand the size of the population, the census has developed its approach to finding out more information about how diverse the population is. This includes gathering information about where people were born, about their nationality, their religion, and their citizenship. Since 1991 the census has also asked about people's ethnicity.

LESSON OVERVIEW

In this lesson, children will explore the data about birthplace and ethnic diversity. They will find census data for their own area (and perhaps a contrasting area) about the range of ethnicities and birth places in the local population. They will find out how the information from the earlier census data, alongside data from other historical sources, is being used by historians to uncover the lives and contribution to national life of people from different ethnic backgrounds. Older children will examine how Britain's changing relationship with the countries of the Empire is reflected in the birthplace information found in census data.

LEARNING INTENTIONS

To explore birthplace information for their local area.

To research how ethnic diversity is reflected in the census records now and in the past.

To explore how information from historical sources is helping researchers to make the lives of more people visible in the historical record.

KEY VOCABULARY

Birthplace, ethnicity, race



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YOU WILL NEED

- The teacher's guide to using the Nomis website to find census data about the ethnicity and place of birth of the population, in your school's local area.
- You may want to search the census data in the 'Local Area report' ahead of your lesson and pull together a sheet of facts, related to your school area and ethnicity and birthplace, for the class.
- Information texts, maps or websites that children can use to research the names and locations of countries, now and in the past.
- You may also find the PowerPoint presentation and/or the accompanying charts, which look at the national picture, useful.

CURRICULUM LINKS AND LEARNING OBJECTIVES:

History	<ul style="list-style-type: none">● Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.● Gain and deploy a historically grounded understanding of abstract terms such as 'empire'.● Understand how our knowledge of the past is constructed from a range of sources.
Geography	<ul style="list-style-type: none">● Use maps, atlases, globes and digital/computer mapping to locate countries.● Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
English	Retrieve, record and present information from non-fiction.
Citizenship	<ul style="list-style-type: none">● Learn about the wider world and the interdependence of communities within it.● Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

Ask the children what they know about the meaning of the words: 'diversity', 'equality' and 'representation'.

Share the birthplace data and ethnicity from the local 2011 and 2001 censuses with the children. Chart 1 explains the meanings of the following words, which the children will need to understand: **Equality, Representation, Diversity, Ethnicity and Race, Birthplace.**

Encourage the children to discuss what they notice about the data and what changes they can see. If they have not noticed, point out the differences in the ways in which the birthplace and ethnic group categories are divided. When discussing ethnicity, point out that everyone has ethnicity as part of their identity, not just people of colour.

Equality, representation and the census

Key
Stage 1

Key
Stage 2

ACTIVITIES FOR KEY STAGE 1 AND KEY STAGE 2

Ask the children to research birthplace information in the census. This should be both from the recent and more distant past, and should include highlighting where in the world people who were not born in the UK have migrated from.

You might want to provide relevant texts and maps to support this research to help the children understand and visualise the historical travel links between the United Kingdom and the countries of the British Empire.

Ask the children to examine how birthplace has been recorded in the census by looking at how the question has been phrased on different census forms. The forms for 1861, 1911 and 1971 can be compared for similarities and differences (please see www.letscount.org/resources-for-teachers/access-local-census-data).

In relation to more recent data from the 2011 and 2001 censuses, children can also research the concept of ethnicity. You may want to compare this data to the ethnicity categories in the 1991 census. This was the first to collect data on ethnicity, but which used very few categories, making some people less visible in the data. The 2011 census includes more categories, acknowledges that people may have multiple ethnicities and that people may have an identity that brings together being British and belonging to an ethnic group. Chart 2 includes the Ethnicity categories from Census 1991 and Census 2011.



Jessica Ennis represented Great Britain at the 2012 Olympics, and won the Gold medal in the heptathlon. She is of mixed/multiple white and black Caribbean heritage.

Equality, representation and the census

Key Stage 1

Key Stage 2

ACTIVITIES FOR KEY STAGE 1 AND KEY STAGE 2

Recording birthplace in the 1861 census

The 1861 census asked people to record where in England they were born. If they were not born in England, they had to record which other country they had been born in from a choice of Scotland, Ireland, the British Colonies or the East Indies. If they were not born in any of those places, they had to record which foreign country they were born in and whether they were a British Subject or a Naturalised British Subject (Naturalisation is the legal process by which a person changes their nationality).



Ask the children to research the concept of 'British Subject' and investigate any changes to your local county, town and parish names since 1861. Can they find out the names of the countries of the British Empire and East Indies in 1861? Record their findings in Worksheet 1.



Equality, representation and the census

Key
Stage 1

Key
Stage 2

Recording birthplace in the 1911 census

The 1911 census asks people to record which county, town or parish of the United Kingdom people were born in. If they were not born in the UK, people have to record which part of the British Empire they were born in (the country and the province or state within that country), or if they were born in a foreign country. The final category is for people 'born at sea'.

Can the children research international travel into and out of Britain in the early 1900s? (Please see 'Steamships in the early 1900s, which you'll find on the Useful Links page.) How long were the journeys and what were the conditions like? You might want to compare how and why rich people travelled, to how and why poor people travelled. Particularly immigrants who came to settle and live in Britain or left Britain, emigrating to live in other countries. Please see worksheet 2.

Recording Birthplace Information in the 1971 census

The 1971 census had two questions about birthplace.

The first asked if a person was:

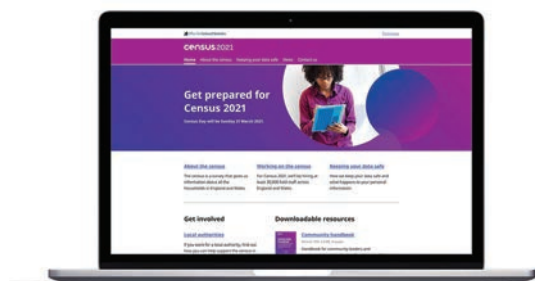
- A. Born in England, Wales, Scotland or Northern Ireland, or
- B. Born in another country.

If they answered b. they were also asked to write the name of the country "using the name by which it is known today".

The census also asked each person to record the country of birth of their father and mother, even if their parents were no longer alive, and it would make it visible in the census data if a person had links through their parents to another country. Please see chart 3.

The online PDF version of this lesson and the PowerPoint presentation include Worksheet 3 on historic countries' names.

Ask the children to research the names of these countries. Can they find out what they are called now and when and why their names changed?



Equality, representation and the census

Year 6

ACTIVITIES ADAPTED FOR YEAR 6

CURRICULUM LINKS:

Researching a 19th and early 20th century migrant community: The Lascars.

History

- Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Understand how our knowledge of the past is constructed from a range of sources.

English

- Retrieve, record and present information from non-fiction.
- Continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Citizenship

Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

When we think of the word 'diversity' in modern Britain, we think of people from different cultural and racial backgrounds. A lot of diversity is visible around us every day, in the people we may see in the playground and on the street, and in the books, clothes and food for sale in shops. However, when we try to look for similar diversity in the records about people in the past, we can often find that the information we would need to know to make their diversity visible is either missing or hard to find. This is because traditional records have tended not to record these things very well, or even at all.

Some information, such as names and birthplaces, can be misleading. In the 19th century many people of white British descent were born abroad in the countries of the Empire. Many people of Caribbean descent in the UK had British sounding names, as enslaved people were often given the surnames of their owners, which were passed down to their children (see Barnardo's Black History month website <https://www.barnardos.org.uk/black-history-month>). Historians have to look for clues in the census, like birthplace, nationality or employment information, and use it with data from other historical sources, to uncover the lives and contribution to national life of people from different ethnic backgrounds.

One example is the Lascars. Lascars were sailors who served on ships across the British Empire. They came mainly from India, though some came from other parts of what was then called the East Indies and from China. If we look for the term 'Lascar' in the occupation (job) column we can often find the names and birthplaces of lots of men who were living together in lodgings or onboard vessels in the ports of England and Wales. For example, the census form for a vessel in the port of Cardiff in the 1911 census often only recorded their first name, which makes tracing them further in the archives difficult.

Some of the Lascars stayed in the country after they retired from working at sea. Lascars are mentioned in newspaper reports from the Victorian era and even in stories for children. Many married and settled in the UK and their descendants are here today.

Equality, representation and the census

Year 6

ACTIVITIES ADAPTED FOR YEAR 6

Researching the Lascars of the East India Company

The British Empire developed and grew over a period of 400 years. Over that time the flow of people went both out of Britain to the countries that were known as the colonies, and back into Britain from those colonies.

As the children can learn from the 1911 census, these ships had large crews made up of sailors from a range of places. What was it like for some of those who travelled widely in the Empire, serving on ships that brought goods around the world or that protected Britain's economic interests and were involved in fighting? What were their lives onboard like? What did they do after they left their lives at sea?

Using the websites listed on the Useful Links page and worksheets 4 and 5, ask the children to research how their employers and different people and institutions in British society treated the Lascar sailors? Examine the evidence about the unhealthy conditions and treatment onboard the British vessels of the East India Company. Ask the children to read the story 'The Poor Lascar' that was published in Father William's Stories in 1873 and the newspaper reports from the 1840s and 1850s. You will find these in the online version of this PDF lesson, as well as the PowerPoint presentation.

Visit the websites 'Our Migration Story', 'Royal Museums Greenwich', 'Isle of Dogs – Past Life, Past Lives', 'Why Lascar seamen came' to research the history of the Lascars and how they came to settle in Britain, particularly in the port cities of London, Liverpool, Cardiff and Glasgow.

Once the children's research is complete, ask them to use it to help them write a diary of a Lascar sailor. Ask them to write and illustrate an account of the work the Lascars did aboard ships and of some of their experiences in British ports between journeys.

The Lascars in Newspaper Reports

You'll find the story, 'a poor Lascar in Britain', as well as newspaper reports, in the online version of this PDF lesson and the PowerPoint presentation (via www.letscount.org.uk) Ask the children to read the newspaper reports about the health and working conditions of Lascar sailors. Ask the children to fill in Worksheets 4 and 5, with the answer to these questions:

- What is causing their health problems?
- How are their health problems being treated?
- Why are some Lascar sailors in court in 1842?
- Which organisations are trying to support Lascar sailors in the 19th century?



Equality, representation and the census

EYFS

ACTIVITIES ADAPTED FOR EARLY YEARS

CURRICULUM LINKS:

Understanding the World.

Sarah Forbes Bonetta

This section is for Early Years, but all children will enjoy the story of Sarah Forbes Bonetta's life. Sarah was born in Africa and was a princess named Omoba Aina. She was captured and given to Captain Frederick Forbes as a gift intended for Queen Victoria.

She was freed and renamed Sarah Forbes Bonetta (Forbes after Captain Forbes and Bonetta after his ship the Bonetta).

Sarah came to live in Britain where she became the Queen's ward – that means that the Queen made sure that Sarah had somewhere to live and people to look after her. The Queen sent her to live with guardians in Chatham.

Queen Victoria was very impressed by Sarah's intelligence and gift for music and made sure that she received a good education. Sarah regularly visited the Queen at Windsor Castle.



The Queen invited Sarah to attend the wedding of her daughter Princess Alice in July 1862. The following month Sarah had her own wedding. She married Captain James Pinson Labulo Davies in Brighton, before returning to Africa.

Sarah went on to have three children, Victoria Matilda, Arthur and Stella. Her first daughter became Queen Victoria's goddaughter, but people often get this detail wrong and think that it was Sarah herself. Sarah's descendants now live in England, Sierra Leone and Nigeria.

Watch the video Queen Victoria's Black Goddaughter (<https://www.youtube.com/watch?v=ihUAMx1tAlU>)

The children can retell the story, drawing and/or acting out the different parts of Sarah's life.

Equality, representation and the census

Key
Stage 1

Key
Stage 2

FURTHER ACTIVITIES FOR KS1 AND KS2

Sarah Forbes Bonetta in the Historical Record

We have two census entries for Sarah Forbes Bonetta, one in 1851 and the other in 1861. In the 1851 census she was recorded as a visitor at the house of Captain John Forbes in Winkfield, Berkshire. Sarah was 9 years old. The entry for the household lists Captain Forbes, his wife and children (including their son Frederick, the captain of the Bonetta and the man who brought Sarah to England), then comes Sarah, followed by the household servants.

In 1861 Sarah was recorded as a visitor in the home of James and Elizabeth Schon. By then she was 18 years old. The entry says that she was a scholar, which means someone who is a pupil. The Schons have six children. The oldest is 19 and the youngest is 3. They also have a governess who will have been teaching the children and probably Sarah as well. Sarah is not the only visitor from Africa staying at the house, because the census also lists 19-year-old James Darnger who is also a scholar.

A year later, on the 16th August 1862, the newspaper John Bull printed a story about Sarah's wedding in Brighton.

It was a very posh wedding. The Bishop of Sierra Leone (which is a country in Africa), married Sarah to James Pinson Labulo Davies. Sarah had 16 bridesmaids and there were very many guests. The newspaper article talked about how very clever, talented and elegant Sarah was, and how Queen Victoria paid for Sarah's education and for Sarah's wedding outfit.



Equality, representation and the census: Chart 1



Key Words	What they mean
Equality	Equality is about knowing the ways in which people are different but making sure that they are valued and included fully and fairly in everyday life.
Representation	Representation is about how visible different groups are in everyday life. Do all groups get to have a say in how things are run? Do we learn about their lives, their history and their interests or are these things overlooked for some groups of people?
Diversity	People come from different cultural and racial backgrounds. They may speak a range of languages, have different religions, and may have different customs and traditions such as names, cultural celebrations, favourite foods and popular games. We call this diversity.
Ethnicity and Race	<p>Ethnicity and race are two ideas that are often mistaken for each other, but they really mean different things that sometimes overlap.</p> <p>A person's ethnicity is shaped by their culture. This includes things like the languages they might speak, the religious beliefs they might have and the customs and traditions they may take part in.</p> <p>When we speak about race, on the other hand, we are usually speaking about physical things like skin colour, hair texture and facial features.</p>
Birthplace	This is the place in which someone was born. That can be the city, town or village and the name of the country.



1991 Ethnicity Categories

Categories
White
Black-Caribbean
Black-African
Black-Other <i>please describe</i>
Indian
Pakistani
Bangladeshi
Chinese
Any other ethnic group <i>please describe</i>

2011 Ethnicity Categories

Categories	
White	British
	Irish
	Gypsy or Irish Traveller
	Other White
Mixed/Multiple ethnic group	White and Black Caribbean
	White and Black African
	White and Asian
	Other Mixed
Asian/ Asian British	Indian
	Pakistani
	Bangladeshi
	Chinese
	Other Asian
Black/African, Caribbean/ Black British	African
	Caribbean
	Other Black
Other ethnic group	Arab
	Any other ethnic group

Equality, representation and the census: Worksheet 1



Recording birthplace in the 1861 census

County, Town or Parish	What was the name of the county, town or parish where you live, in 1861? Has it changed since then or is the name the same?
What were the countries of the British Colonies and the East Indies in 1861?	British Colonies:
	East Indies:
British subject	What does being a 'British Subject' mean?



Recording birthplace in the 1911 census

Born at Sea	What does this category tell you about how long journeys were in 1911? What kinds of people were travelling and what were their journeys like?
	Born at sea stopped being a category on the census in 1961. Why do you think it disappeared?
Travel in the British Empire	Look at the map of the British Empire. Can you find out about and record the sea routes taken to reach key places in the Empire and how long the journey to and from them might have taken by sea?
	West African colonies:
	The Cape of Africa:
	East India:
	Australia:
	Canada:
	West Indies:

Equality, representation and the census: Chart 3

Recording birthplace in the 1971 census



<p>B9</p> <p>a If the person was born in England or Wales or Scotland or Northern Ireland tick the appropriate box.</p> <p style="text-align: center;">or</p> <p>b If the person was born in another country, write the name of the country (using the name by which it is known today) and the year in which the person first entered the United Kingdom (that is England, Wales, Scotland or Northern Ireland).</p>	<p>B10</p> <p>Write the country of birth of:</p> <p>a the person's father</p> <p>b the person's mother</p> <p>This question should be answered even if the person's father or mother is no longer alive. (If country not known, write 'NOT KNOWN'.) Give the name by which the country is known today.</p>
<p>a Born in</p> <div style="display: flex; justify-content: space-around;"> <div> <input type="checkbox"/> England </div> <div> 01 <input type="checkbox"/> Scotland </div> </div> <div style="display: flex; justify-content: space-around;"> <div> 02 <input type="checkbox"/> Wales (incl. Monmouthshire) </div> <div> 03 <input type="checkbox"/> Northern Ireland </div> </div> <p>or b</p> <p>Born in(country)</p> <p>and entered U.K. in(year)</p>	<p>a Father born in (country)</p> <p>b Mother born in (country)</p>

Equality, representation and the census: Worksheet 3

Historic Country names



Ceylon	
Rhodesia	
The Gold Coast	
Burma	

The Poor Lascar

Ding, dong! Ding, dong! Distinctly, through the cold and frosty morning air, was heard the church bell, calling the villagers of Langley Dell to meet and worship God on another Christmas morning. And at its sound, from far and near, came rich and poor alike, on this, the happiest day in all the year. As the good rector read the oft-repeated, but ever fresh story of the birth of Christ; and as he told his hearers what lessons they should learn from His life, how they should be meek and lowly, and strive to be like Him in all things; everyone in that congregation seemed to be a real worshipper. And none paid more attention to the "old, old story" or joined more heartily in singing the grand old Christmas hymn, "Hark! The herald angels sing, Glory to our new-born King" – then did Ada Somers and her young friends from the Hall, as the principal house in the village was called. And all went home with light and happy hearts to spend the rest of that joyous anniversary day in peace and comfort with their friends and families.






Snow! Snow! Snow! Everywhere lying deep upon the ground, clinging heavily to the hedge-rows and the branches of the trees, gathering on every mite of lodgement, and falling thick and fast from the dull and leaden sky. The village streets were deserted, left entirely to the wind and snow: while the ruddy glow of bright fires shone on many windows, and pleasant sounds of laughter and music came from many happy fireside circles.

At the Hall, the bright glow of the fires and the hum of childish voices told of joy and happiness within. As was their custom, Mr and Mrs Somers, and their friends, were spending that afternoon with the children, joining in their innocent sports, and not failing to remind them of the goodness of God in giving them such a happy home, while others were exposed to the wind and snow without.

The day was rapidly drawing to a close, when little Ada, running to one of the windows to gaze upon the snow that was clothing all nature with a pure and spotless garment, saw an object that almost caused her heart to burst with pity. A poor Lascar, almost barefoot, and wretchedly clad, with his hand folded in his loose garment, and a heavy pack fastened to his back, was hurrying past, casting a piteous and longing glance toward the window which betokened with such warmth and comfort within. Ada instantly remembered the morning's sermon, and hastily calling her papa to the window, implored him to take pity on the poor fellow, and shelter him from the inclement weather. Mr Somers was always ready to assist the poor and needy, and quickly sent one of his servants to call back the poor man.




Half-starved, and almost frozen to death, he needed little pressing, and was soon comfortably seated before the huge kitchen fire, enjoying the good things that were bountifully set before him. Meanwhile the children in the drawing-room were full of speculation as to how the poor fellow came in so pitiable a condition. In order that they might be interested, and that all might ascertain the history of the poor man, Mr. Somers had him made a little clean and tidy, and, bringing him to the drawing-room, put some kindly questions to him. The poor fellow was at first rather nervous – as well he might be; but seeing that all were so kind and sympathetic, he gained confidence, and as well as he could, in his broken English, related his story. Tempted to leave his native country by the liberal offers of the captain of an English vessel, he had been discharged on reaching England with only a few shillings in his picket. Hardly knowing what to do, he bought a few trifles, intending to go from town to town and sell them.



Being able to speak English but imperfectly, he could not sell his wares, and thus hungry, weary, and footsore, suffering immensely from the cold, wintry weather, he wandered from village to village, subsisting as he best he could on the chance kindness of the charitable.

The history of his life was so affecting that his young hearers were full of sorrow that any Englishman could be so cruel to a poor unoffending foreigner. Mr. Somers, believing his tale to be true, and having great influence with businessmen in London, procured for the poor man a situation.

He may occasionally be met in the streets of London, a happy and contented man, cheerfully doing his work; and if questioned as to his past history, will not forget to speak of the happy and smiling face that he saw in the window of the Hall at Langley Dell, on that happy and (for him) eventful Christmas day.



May I ask my young readers, at this, the happiest season of the year, to be kind and loving to those need such kindness. While you have everything that your heart can wish for, there are many children hungry, sick and cold. Out of your abundance spare a little for these. Send a few of your play-things and pretty picture books to the poor little ones in our children's hospitals and homes; and whenever you can, speak a kind word and do a kind action to the poor and needy, and you, too, like Ada Somers, will be following in the footsteps of the meek and lowly Jesus, and will find that His approval, will be your great reward.

F.T.G.





The Poor Lascar

What does it tell you about how he came to be in Britain and his circumstances once here?

What does it tell you about how different people may have treated Lascar sailors in Britain?



Seamen's Hospital Society 5 February 1842

Wednesday, the 21st annual meeting of the Governors of this Society was held at the office in King William street, City, John Labouchere, Esq. in the chair. Amongst those present were Admiral Young, Sir Henry Hart, Captain Hope, Captain Fitzroy, and other naval officers. The minutes of former meetings having been read and confirmed, Mr Harley, the Secretary, read the Report, which commenced by an expression of gratitude for the liberal support the charity had met with during the past year.

The Committee regretted that scurvy continues to increase in the mercantile navy, in spite of Dr. Budd's pamphlet, which is gratuitously issued by the Society, and points out as a means of cure a supply of succulent vegetables and lemon juice. The greatest sufferers appear to have been the Lascars, many of whom were taken to the Dreadnought with this malady in its most aggravated form, and many from the want of warm clothing suitable to this climate.

During the past year, 2,774 patients were admitted into the hospital, which is 195 more than in any preceding year. Since the first establishment of the institution, 41,055 patients have been admitted, and medical stores have been dispensed to 16,834 out-patients of the hospital. The Society had become entitled to a reversion of 3,333l. 6s8d., Three per Cents., out of the estate of John Lydekker, Esq.; also to legacies from John Renwicke, Esq., of 901.; Miss Mary Parish, 19l.19s; Thomas Barry, Esq.; 1001., and from Charles Davey, Esq., of 45l., which have been invested.

Thanks were offered to Her Most Gracious Majesty for her Royal favour. The Committee also acknowledged the kindness of the Lords of the Admiralty, of Sir George Cockburn, of the Corporation of the Trinity House, and of the East India Company. The number of patients at present in the hospital is 247, and out of the total admitted, 2,224 were from the navy, 1,793 in the East India service, and 37,038 were from merchant vessels of all nations. The receipts for the year were 6,376l 2s.6d., and the expenditure 7,201l. 12s.9d., leaving a balance of 825l.10s.3d. due by the Society.



The Report was adopted, and the officers for the year ensuing were elected. Mr Young, the solicitor, stated that a Mr. W. Waters had bequeathed the residue of his property, amounting to 16,000l., between eight public charities, of which this Society was one, but as one of the charities was not clearly defined, the opinion of the Court of Chancery was taken, to which the Society was necessarily a party. A vote of thanks having been passed to the worthy chairman, the meeting was adjourned.



Cruelty to Lascars 26 October 1850

A verdict of manslaughter has been returned against Captain Rowles of the barque, New Liverpool, at an inquest upon the body of a Lascar seamen, which was concluded at Southampton on Tuesday, it appearing that the deceased had died from sea scurvy, induced by a diet of deteriorated quality, and in which there was a deficiency of succulent vegetables and the important and necessary substitute lime or lemon juice.

Lascars in London 24 November 1855

Captain Hutton, the master of the ship Earl of Eglington, who has been repeatedly before the magistrates of the Thames police court respecting a crew of Lascars, twenty-one in number, who were brought to this country in the ship, Janet Mitchell, once more applied to Mr. Yardley, on Saturday, when the magistrate made some very strong comments on the "scandalous transaction", and the treatment they had met with from the owner of the two ships and the captain himself.

For a better understanding of the case, a short narrative is required. The Lascars started from Calcutta on a voyage to Melbourne, the Mauritius, and Bristol, in the ship Janet Mitchell. The captain of that ship was drowned on the voyage, and the chief mate succeeded to the command. On the arrival of the ship in Bristol, the Lascars were discharged, but their wages were not paid. They summoned the owner before the magistrates of Bristol, who ordered the wages to be paid. The order was not obeyed, and the men were brought to London and transferred to the Earl of Eglington, belonging to the same owner.

About six or seven weeks ago, they appeared before Mr. Yardley, with Captain Hutton, and complained that their wages were not paid. Captain Hutton said it was intended by the owner to pay the Lascars when they got back to India. Mr. Yardley said they were entitled to their wages for their services in the Janet Mitchell here, and if they were not paid before the Earl of Eglington sailed they would have no security whatever for the payment of their wages in India. Captain Hutton said he would see the owner and endeavour to obtain the wages. Indeed he assured the magistrate they should be paid. Since then, the men have made several complaints, not only that their wages were not paid, but that sufficient provisions were not served out to them.

Messengers have been repeatedly despatched to the ship, and the magistrate has expressed a strong opinion that the Lascars had not been fairly treated. Lieut.-Colonel Marsh Hughes, of the East India company's service, and Hon. Secretary of the Strangers' Home about to be erected in Limehouse, and Mr William Glazier, a skilful interpreter, employed by the colonel, have endeavoured to obtain justice for the unfortunate strangers, who have been squatting about the court, with insufficient clothing and complaining of cold day after day.



A few days ago, Captain Hutton came to the court and informed Mr Ingham that he intended to take the Lascars to India as passengers, and they said they would not go without their wages. Mr. Ingham said he could not interfere, and expressed his surprise that the wages had not been paid.

At last, the serang, or chief, and two other Lascars, obtained summonses against Captain Hutton for refusing to deliver their clothes and effects, which he detained on board. The case was heard before Mr. Ingham on Thursday week, when Captain Hutton said that he was advised he could force the Lascars to proceed with him to India as passengers, and that he intended to obtain a certificate from the East India Company to enable him to do so. Mr. Ingham said, if Captain Hutton took them back at all, it must be as seamen on wages; but Captain Hutton said he had shipped an European crew, and did not want the services of the Lascars.

On Saturday, Captain Hutton again appeared, and, presenting a certificate from the East India House, to the effect that the ship was a proper one to take the Lascars out in, endeavoured, apparently, to get permission by a side wind to convey them as passengers- of course, without wages. Mr Yardley, however, threw the certificate indignantly back, and told Captain Hutton that his conduct and that of the owner was disgraceful, and a scandal to the merchant service. The Captain endeavoured to make some observations; but Mr Yardley ordered him to leave the court, observing that he wished his arm were long enough to reach the owner, who was in Scotland, and could therefore set the poor Lascars at defiance. It appeared that that was not the first time the owner, who lives in Glasgow, had been complained of at the Thames police-court. Subsequently, a statement was made that the Lascars could not get their clothes from the ship; but it was afterwards mentioned in court that the clothes had been flung onto the deck quay, and that the ship had sailed.

Lieutenant-Colonel Hughes, on behalf of the Strangers' Home Society, promised to look after the interests of the Lascars, and Mr Yardley gave some money to be distributed among them.

On a subsequent day, Colonel Hughes stated that the Lascars would be provided for at the Poplar Union workhouse, until the East India Company should send them back to their own country. The company is bound by the Merchant Shipping Act to repay the parish; but it can recover all expenses from the owner of the ship which the Lascars had navigated.



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The Lascars in Newspaper Reports

What is causing their health problems?
How are their health problems being treated?
Why are some Lascar sailors in court in 1842?
Which organisations are trying to support Lascar sailors in the 19th century?

The marriage of Sarah Forbes Bonetta: Newspaper Articles

16 August 1862

On Thursday a marriage was solemnized in the parish church of Brighton, the Bishop of Sierra Leone officiating, between Miss Sarah Forbes Bonetta, and Mr. James Davis, who was originally a slave.

The local 'Gazette' says: - The lady, supposed to be an African chieftain's daughter, was presented, when about the age of five years, to the late Captain Frederick Forbes, R.N., who officially visited the King of Dahomey, with a view to aid the suppression of the slave trade in the interior of Africa. Of her own history she has only a confused idea. Her parents were decapitated; her brothers and sisters, she knows not what their fate might have been.



For her age, supposed to be eight years, she is a perfect genius; she now speaks English well, and has a great talent for music. She has won the affections, with but few exceptions, of all who have known her by her docile and amiable conduct, which nothing can exceed. She is far in advance of any white child of her age in aptness of learning and strength of mind and affection. Her head is considered so excellent a phrenological specimen, and illustrating such high intellect, that M. Pistrucci, the medallist to the Mint, has undertaken to take a bust of her. She was baptized Sarah Forbes Bonetta.

Her Most Gracious Majesty has provided the means for completing the education of Miss Sarah Forbes Bonetta, and has taken a great interest in her marriage; she has also provided the whole of the outfit, &c.

Mr James Davis, the bridegroom, was originally a slave, taken by one of our cruisers, and educated in the schools of the Church Missionary Society at Sierra Leone, and showing himself to possess great talents, and capable of profiting by education, was, with the sanction of the Admiralty, placed in an official capacity upon one of Her Majesty's ships, placed in an official capacity upon one of Her Majesty's ships, under the care of Captain Coote, R.N.

He afterwards commenced trading on his own account, and is now a prosperous and influential tradesman at Lagos, employing upwards of 100 of his fellow-countrymen, and trying to improve their moral and intellectual status.

There was a large wedding party, including about twenty Africans. The bride was attended by sixteen bridesmaids, of whom four were ladies of colour.





Nomis

To search local and national data from past censuses (see Lesson 1 for guidance)

www.letscount.org.uk/resources-for-teachers/access-local-census-data

Access to census data 1801 - 1901

<https://webarchive.nationalarchives.gov.uk/20160110200232/http://www.ons.gov.uk/ons/guide-method/census/2011/how-our-census-works/about-censuses/census-history/census-1801-1901/index.html>

Access to census data 1911 - 2011

<https://webarchive.nationalarchives.gov.uk/20160110200234/http://www.ons.gov.uk/ons/guide-method/census/2011/how-our-census-works/about-censuses/census-history/census-1911-2011/index.html>

2011 Census: Key Statistics for England and Wales, March 2011

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011censuskeystatisticsforenglandandwales/2012-12-11#key-points>

2011 Census analysis: Immigration Patterns of Non-UK Born Populations in England and Wales in 2011

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/articles/immigrationpatternsofnonukbornpopulationsinenglandandwalesin2011/2013-12-17>

Steamships in the early 1900s

<https://classroom.synonym.com/steamships-early-1900s-17582.html>

Barnardo's Black History Month

<https://www.barnardos.org.uk/black-history-month>

Our Migration Story

<https://www.ourmigrationstory.org.uk/oms/the-lascars-britains-colonial-era-sailors>

Royal Museums Greenwich,

<https://www.rmg.co.uk/discover/explore/lascars-and-east-india-company>



Isle of Dogs – Past Life, Past Lives

<https://islandhistory.wordpress.com/2015/04/14/the-lascars/>

Why Lascar seamen came

<https://www.bbc.co.uk/bitesize/guides/z8bbtyc/revision/1>

Ethnic, national and regional identity

<https://www.bbc.co.uk/bitesize/guides/zwpx39q/revision/1>

BBC News

Sarah Forbes Bonetta: Portrait of Queen Victoria's goddaughter on show

www.bbc.co.uk/news/uk-england-hampshire-54445289

British Library

South Asians in Britain

<https://www.bl.uk/asians-in-britain>

Windrush Stories

<https://www.bl.uk/windrush>

Freedom is Mine Official Queen Victoria's Black Goddaughter

<https://www.youtube.com/watch?v=ihUAMx1tAIU>

Gov.uk Ethnicity Facts and Figures

<https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups>

Our Migration Story

<https://www.ourmigrationstory.org.uk/>