

Princess Campbell

■ Biography

Date of birth: 9th July 1939

Place of birth: Kingston, Jamaica

Date of arrival in Bristol: 1962

Princess Campbell arrived in Bristol as a teenager. Her first priority was to look for work. She applied to Wills Tobacco Factory, which was a very prestigious factory but Black people did not get jobs there. In the interview she was asked, 'Why did you leave your country to come here?' Princess answered that, as a girl in Jamaica, she had heard pleas on the radio to come to England because "The Mother Country needs you". Princess Campbell was given the job, and became the first Black person to work in the Wills Factory.



Princess Campbell in her nurse's uniform
Photo courtesy of Princess Campbell

After nearly two years she decided she would rather train as a nurse. After six weeks' training she was given a ward to work in at Glenside Hospital which is on Blackberry Hill in Fishponds. She remembers the Black staff were given an unfair amount of evening and weekend work which meant they had little time with their families, and were given the most difficult work in the hospital. Many Black nurses became depressed and left.

Her goal was to become a ward sister. She went on to do further nursing training in psychiatry in order to achieve this. Most Black nurses left for other jobs after their training because they knew they would not get the post of ward sister.

When a position as ward sister was advertised, Princess applied. Two nurses were shortlisted. The white, younger, less qualified and less experienced nurse was given the job. This injustice caused much dismay and anger in the hospital and eventually Princess was called to the office and given an apology. They admitted it was unfair and a wrong decision. A few years later, she was promoted and became the first Black ward sister, setting high standards in nursing care until she retired in the 1990s.



Glenside Hospital, Fishponds, Bristol

Black people were also discriminated against in housing. Princess was involved in setting up a Housing Association to provide affordable housing. The association also built a multicultural sheltered accommodation for elderly people called Mary Seacole Court, which is on Mina Road, St. Werburgh's.

Over many years Princess gave advice to many people from the Caribbean. She is still an active member of the local community and the Older People's Forum, campaigning successfully for free bus passes for the over 60s nation-wide. She is also involved in films and drama with a group of other older people called the Malcolm X Elders.

In 2006 the Lord Mayor of Bristol presented her with her One Person Can Make a Difference Award. In July 2007, she met the Queen at Buckingham Palace.



Princess Campbell receiving her One Person Can Make a Difference Award from the Lord Mayor
Photo courtesy of Dennis Perry

Princess's message is

“ Use determination and your self-esteem; value yourself and let no one crush you. When you come up against challenges and adversity, don't run away; stay and fight if you want to change things. Education is a most powerful tool and it opens doors. ”

Princess Campbell

■ Teachers' Background Notes

Princess Campbell came to Britain as a teenager in 1962. Arriving in Britain was a steep learning curve, as she found it difficult to find accommodation and saw notices such as “No Blacks, no dogs, no Irish”. She remembers that jobs for Black people were dead-end ones such as putting tops on pens or cleaning in hospitals. At the time, National Assistance existed to help “immigrants” to pay rent and buy food. Jobs were also offered but if people refused one they were automatically suspended from any support for six weeks.

Princess didn't go to the Labour Exchange (Job Centre) but sought jobs on her own. She went to Wills Tobacco Factory and though they rarely employed Black people she was interviewed. However, she was asked a question not related to the job: ‘Why did you leave your country to come here?’ Princess answered that as a girl in Jamaica she had heard pleas on the radio to come to England because ‘the Mother Country needs you’ and she got the job. On her first day at Wills, everyone came over to her machine, as they had been told a princess was coming to work there! However everyone loved her because of her extrovert personality and attitude. After a year at Wills she decided to leave and become a nurse.

Princess was accepted as a student nurse at Manor Park Hospital. Once she completed her general training she wanted more than one qualification so went into psychiatry. She was accepted as a postgraduate student at Glenside Hospital. While training there she realised that Black nurses were not being promoted. Princess and another Black student nurse went to the principal tutor and ask him why this was so. He said white nurses wouldn't work under a Black ward sister. Although other Black nurses left because of this discrimination, Princess decided to stay and fight it.

She applied for management courses, as she realised she had to achieve more than her white colleagues to get promotion. If a ward sister was ill, she would cover for them. After two years she was interviewed for a ward sister's post but the job was given to a white nurse who had not been registered with the General Nursing Council. Other nurses started to grumble about this appointment and it was reported to the Nursing Office. The matron then apologised for making an inappropriate appointment and promised Princess the next available sister's post, as she had already been interviewed.

After two years, she became the first Black ward sister in Bristol setting high standards in nursing care until she retired in the 1990s. Black nurses were not treated equally so Princess wanted to stop them being given the most unpleasant

jobs. She also wanted them to receive their entitlement to weekends and bank holidays so they could spend quality time with their families.

At that time there were also problems with housing and so when someone from the Caribbean had a house everyone tried to rent a room there. Often one room served as bathroom, bedroom and reception. Sometimes six or seven people shared a room. Not everyone had a television so people would gather together to watch it. Princess had to move around many times because housing was so bad. When living at Brighton Street, she was encouraged to apply for re-housing. She got a new flat in Beggarswell Close, after which she bought her own house in Morgan Street, St. Paul's.

After those experiences, Princess became involved in setting up the United Housing Association, formed by a group led by Pastor Edmonds. This was a response to Black people being denied housing. The United Housing Association was based at the Coach House, St. Paul's and built affordable houses at affordable prices. They then became concerned about nursing homes for older people. They also built a multicultural sheltered housing home, Mary Seacole Court, named after the pioneering Jamaican nurse who went to care for British troops during the Crimean War.

Princess was also involved in the West Indian Parents' and Friends' Association. She helped to give advice about benefits, hospital care and form filling, especially in 1962 when people from the Caribbean lost their British nationality and had to reapply for it.

A well known activist, Princess is a member of Bristol's Older People's Forum and fights for the well-being and quality of life for older people. The Forum has achieved free bus passes nation-wide for the over sixties and is now campaigning to keep public toilets open. She has been involved with the films *Many Rivers To Cross* and *The Elders* and is a member of the Malcolm X Drama Group.

Princess received the One Person Can Make a Difference Award in 2006, the International Women's Day award in February 2007 and visited Downing Street in January 2007 at a special reception to commemorate the abolition of the Transatlantic Slave Trade. She was also invited to meet the Queen at Buckingham Palace in July 2007.

Princess's message is:

"Use determination and your self-esteem; value yourself and let no one crush you. When you come up against challenges and adversity, don't run away; stay and fight if you want to change things. Education is a most powerful tool and it opens doors."

Princess Campbell

■ Suggested Activities

These are suggested activities based on Princess Campbell's biography. The activities in bold print have a detailed lesson plan on following pages. Watch the DVD to see Bristol pupils from Glenfrome Primary and the City Academy interview Black Bristolian Princess Campbell.

Foundation Stage/ KS1 Activities	KS2 Activities	KS3 Activities
<p>Jamaica Tell Princess Campbell's story and show the pupils a picture of her. Locate where she comes from on world map. Share pupils' and parents' experiences of Jamaica.</p>	<p>Life in Bristol for Black people in employment in the 1960s. Read biography. Interview Princess Campbell and discuss personal qualities. Drama.</p>	<p>Charles Drew and Princess Campbell. Compare biographies and work of Princess Campbell with Charles Drew. on breazshare.net* (History/Science)</p>
<p>Challenging stereotypes Discuss who can be a doctor or nurse. Pictures of people in the medical profession who challenge stereotypes (race, gender, age and disability).</p>	<p>Racism now and then After reading biography remind children of racism that Mary Seacole encountered. Have things changed? Interview Black and minority ethnic medical professional.</p>	<p>Charles Drew Use Charles Drew ABC game to learn about his life (on breazshare.net*) (History/Science)</p>

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*See the resource list for details

Foundation Stage/ KS1 Activities	KS2 Activities	KS3 Activities
<p>Nursing Now and Then Use photographs to compare uniforms of nurses now and then. Visit from Black and minority ethnic medical professional to be interviewed. Investigate bag of 'tools'. Separate FS and KS1 lesson plans.</p>	<p>Role play Role play a group of nurses discussing the unfair situation in their hospital - what they are going to do about it and what they are going to say to the Principal Tutor.</p>	<p>Princess Campbell Fortune Line.* Thinking skills activity plotting her emotions on a time line. (PSHE/History)</p>
<p>Nurse and doctor play Convert role play area in to health centre, hospital, or doctor's surgery. Link with work on Mary Seacole and Florence Nightingale.</p>	<p>Race Relations Act Explain that the Race Relations Act (RRA) means that this sort of discrimination could not happen now. Share simplified statement of RRA (resource included). How do we deal with discrimination now?</p>	<p>Malcom X Elders Visit to or from the Elders. Interviews on issues such as memories of the Caribbean, settling in Bristol. See Many Rivers to Cross Pack - stories of their journeys to Bristol from the Caribbean*. (History/Geog/PSHE)</p>

*See the resource list for details

Princess Campbell

■ Lesson Plan: Nursing now and then

(K&U, CLL, PSED)

FS

2:3

Learning objectives

- To know that pictures can inform pupils of the past.
- To use descriptive and comparative language.
- To ask relevant questions.
- To learn more about the role of nurses/doctors/health visitors.
- To know that members of the Black and minority ethnic (BME) community have contributed to the medical field now and in the past.

Key words/phrases	Resources	Organisation/Grouping
Nurse Doctor Uniform Hospital	Biography and picture of Princess Campbell.	Whole class Pairs
Question words Descriptive and comparative vocabulary	Use search engine to find pictures of how nurses' uniforms have changed. Use BME medical professional images.	Small groups

Suggested activities

- Show pupils the picture of Princess Campbell and talk about it. Tell them the story of her life, responding to questions and generating discussion.
- Give groups pictures of nurses (including Princess Campbell) in their uniform. Pupils to describe and compare what they can see. How does this relate to their real life experiences?
- Invite a Black and minority ethnic medical professional to the setting, ask them relevant questions about their job. Photograph interview and use to record questions and answers. Make a class book about the medical professional.
- Share bag of 'tools' (old and new) that relate to the medical profession, talk about what they might be used for and use them in role play.

Opportunities for child initiated experiences

- Role play – health centre/hospital/doctor's surgery.
- Pictures/puzzles of Black and minority ethnic role models in other professions to generate discussion.
- Provide a mixture of old and new 'tools' to use in role play.

Recall – Recall with pupils what they have learnt.

Learning outcomes/Success criteria

- Pupils can use pictures to find out about the past.
- Pupils will have experienced descriptive, comparative and questioning language.
- Pupils will know more about nurses' jobs and medical equipment, and have contributed to a class book.
- Pupils know about the life of Princess Campbell and her contribution to Bristol.

Parent/Carer involvement

Ask parents/carers about their experience of nurses/doctors and hospitals.

*See the resource list for details

Princess Campbell

■ Lesson Plan: Nursing now and then (History)

Learning objectives

- To know that pictures can inform pupils of the past.
- To learn more about the role of nurses/doctors/health visitors.
- To know that members of the Black and minority ethnic (BME) community have contributed to the medical field now and in the past.

Key words/phrases	Resources	Organisation/Grouping
Nurse	Biography and picture of	Whole Class
Doctor	Princess Campbell.	Mixed ability groups
Uniform	Use search engine to find pictures	Pairs
Hospital	of how nurses' uniforms have	
Question words	changed. Use a range of BME	
	medical professional images.	

Suggested activities

- Tell pupils about Princess Campbell and show them her picture.
- Give groups pictures of nurses (including Princess Campbell) in their uniform. Pupils to describe and compare uniforms and sequence chronologically.
- Interview Black and minority ethnic medical professional about their job.
- Interviewee to share bag of medical equipment.
- Pupils/teacher to photograph interview and use to record questions and answers. Make a class book about the medical professional.

Plenary

- Recall with pupils what they have learnt about nursing now and in the past.

Learning outcomes/Success criteria

- Pupils can use pictures to find out about the past.
- Pupils will know more about the job and medical equipment of nurses, and have contributed to a class book.
- Pupils know about the life of Princess Campbell and her contribution to Bristol.

Assessment opportunities

Questioning abilities.

Homework task or Parent/Carer involvement

Interview parents/carers about their experience of nurses/doctors and hospitals.

Princess Campbell

■ Lesson Plan: Life in Bristol for Black people in employment in the 1960s. (History)

KS2

2:3

Learning objectives

- To have some understanding of the discrimination that Princess Campbell experienced.
- To know how racism was part of Black people's experiences in England in the 1960s.
- To understand how Princess Campbell overcame this injustice with her personal qualities.

Key words/phrases	Resources	Organisation/Grouping
Discrimination	Biography and picture	Whole class
Racism	Photograph of Glenside Hospital	Mixed ability groups
Injustice	(see biography) Dictionaries/thesaurus	

Suggested activities

- Remind pupils of Mary Seacole (learning in KS1).
- Class to read and discuss Princess Campbell's biography.
- Teacher to lead discussion around discrimination, racism and injustice.
- Groups to write a list of personal qualities that Princess Campbell demonstrated in her fight to become a Ward Sister.
- Use dictionaries and thesaurus to expand list. Share as a whole class.
- Individual pupils/pairs/groups to write a poem based on the lesson using the list of personal qualities.

Plenary

- Share poems with the class.

Learning outcomes/Success criteria

- Pupils can express issues discussed in a poem.
- Pupils know that Princess Campbell's personal qualities helped her overcome racism.
- Pupils know about the life of Princess Campbell and her contribution to Bristol.

Assessment opportunities

Speaking and listening in group work.
Use of vocabulary.

Homework task or Parent/Carer involvement

Interview family and neighbours about their experiences of discrimination in the 60s and how they overcame it. Share with class.

Princess Campbell

■ Lesson Plan: Princess Campbell Fortune Line

(Thinking skills/History)

Learning objectives

- To explore and discuss attitudes in the past, and how they affect people.
- To put events into chronological order.
- To reason, justify and evaluate.
- To know that Black and minority ethnic people have contributed to the field of medicine.

Key words/phrases	Resources	Organisation/Grouping
Range of emotions words from ecstatic to depths of despair. Fortune line, prejudice, chronological, interpretation	Biography/Picture Statements* Fortune Line graph*	Whole class Pairs

Suggested activities

- In Fortune lines, pupils are asked to suggest a scale and then to plot the fortunes or emotions of one or more individuals over a sequence of episodes in time, and then to justify their decisions.
- As a starter, pupils are asked to sort 4 events from the day before into chronological order. Agree this order with the class and ask for reasons to justify this order. Remind pupils that events in history are experienced by people. Pupils suggest a range of words to describe feelings and put on the vertical axis of a simple fortune line. Model how to plot yesterday's events (on horizontal axis) against feelings.
- Read Princess Campbell's biography to the class. Pairs of pupils should use it to sequence the events on the statements and place them along the horizontal line of the graph in chronological order. On the vertical line add words/synonyms to show feelings moving from ecstatic to depths of despair. Pupils then complete the graph for Princess Campbell's statements. Pupils should understand that there is no right or wrong answer but that they should use the biography and any historical evidence they have to justify their decision. Pairs have to reach agreement, then join with another pair to discuss their decisions.

Plenary

- Ask pupils for feedback and discuss.
- Ask pupils to justify their decisions and talk about how they arrived at that decision within the pair. Pupils should be using key vocabulary and a possible speaking frame could be 'I think PC was feeling... because...'

Learning outcomes/Success criteria

- Pupils can order chronologically.
- Pupils can identify what a historical character might have been feeling and offer reasons based on a source.
- Pupils know about Princess Campbell and her contribution to Bristol.

Homework task or Parent/Carer involvement

Pupils to create own Fortune Line based on an eventful experience in their life.

*See the resource list for details

Princess Campbell

■ Lesson Plan: Charles Drew & Princess Campbell (History/PSHE/Citizenship/Science)

KSS3

2:3

Learning objectives

- To explore the lives of Charles Drew (USA 1904-1950) and Princess Campbell (Bristol, England 1962-1990s) as professionals in the medical field.
- To know how they had an impact in the medical field and also in the area of Race Relations.

Key words/phrases	Resources	Organisation/Grouping
Blood bank Racism Discrimination Prejudice Race Relations	Princess Campbell's biography and pictures Charles Drew biography*	Mixed ability groups

Suggested activities

- Give different groups the biographies of Charles Drew and Princess Campbell.
 - Groups to read and discuss the biographies. What impact did these people have on the lives of people in America and Bristol both medically and in other areas of life.
 - Groups to develop role play based on their lives and present to other groups to inform them.
 - Pupils to ask questions about issues raised in the presentations.
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Plenary

- Discuss how Princess Campbell and Charles Drew had an impact on medical practice in the USA and Britain with whole class and cover any issues that have arisen.
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Learning outcomes/Success criteria

- Pupils will know the impact that Princess Campbell and Charles Drew have had on the medical profession.
 - Pupils know about the life of Princess Campbell and her contribution to Bristol.
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Homework task or Parent/Carer involvement

Research medical advances developed by Black and minority ethnic people since the 1960s.

*See the resource list for details

Princess Campbell

■ Resources

- Information on Charles Drew is on breazshare.net – resources biography and ABC game.
- Example of Fortune Line graph included.
- Race Relations Act 1976 included.
- See Many Rivers to Cross Pack – Malcom X Elders’ Forum personal stories of their journeys to Bristol from the Caribbean. Supported by Bristol Community Education, UWE, Beacon Centre.
- The Journey Pack. Resources - books, CD, poster, map, teachers’ handbook etc about the journey of Caribbean people to UK. Published by Primary Colours.
- Pictures of nurses in uniform across time, use search engine to ensure range of ethnicities.
- Some themes/subjects covered during her interview featured on the DVD are: difficulties faced in Bristol during the 1960s, female role models, being a Black nurse in the 1960s and determination to achieve.

Contact details

Name: Princess Campbell

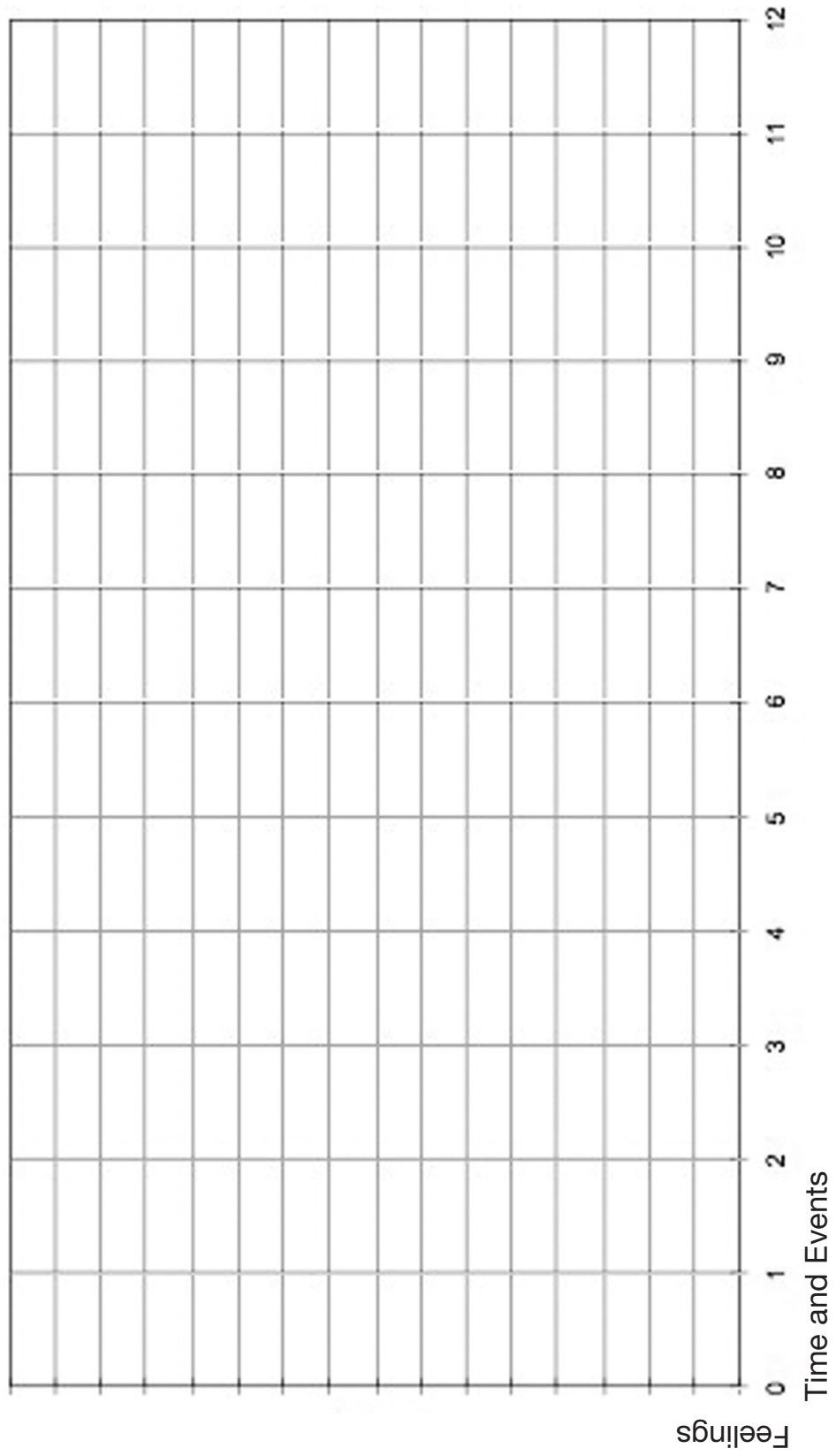
Tel: 0117 935 4439

Willing to be contacted by teachers for further questions? Yes

Willing to come into school to talk to pupils? Yes

Princess Campbell

■ Resources: Fortune Line graph



Princess Campbell

■ Resources: Statements from biography

- 1 Princess Campbell came to Bristol in 1962 from Jamaica.
- 2 She applied to Wills Tobacco Factory in Bristol. It was a prestigious place but everyone knew that Black people did not get jobs there.
- 3 Princess Campbell was the first Black person to work in the Wills factory.
- 4 After six weeks training she started work in a ward at Glenside Hospital.
- 5 The Black staff were given an unfair amount of evening and weekend work which meant that they had little time with their families, and were given the most difficult work.
- 6 The Principal Tutor said that white nurses would not work under a Black ward sister.
- 7 The Black staff were told that they had to accept this racist situation.
- 8 The white, younger, less qualified and less experienced nurse was given the job.
- 9 They admitted it was unfair and a wrong decision.
- 10 Princess Campbell was promoted to the post of ward sister.
- 11 Princess was involved in setting up a Housing Association providing affordable housing.
- 12 In July 2007 she went to Buckingham Palace to meet the Queen.

Princess Campbell

■ Resources: The Race Relations Act

The Race Relations Act of 1976 made it illegal to discriminate against anyone because of their race, colour, and nationality, ethnic or national origins. It applied to jobs, housing, services, training and education.