Old School Libraries of Lancashire: a Continued
History 1885 - 1978
by
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A Master's Thesis
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FOREWORD

This account could not have been written without the assistance and forbearance of the heads of the schools considered, members of their staffs, and particularly the school librarians. They are too numerous to mention here but are named in the list of references for the particular schools, and I should like to record my thanks to them and to the various private individuals who have replied to my questions, often at great length. I am also grateful to the staffs of the different libraries and record offices who have done their best to help me, and to Dr. N. Beswick for his supervision of my work.

All work is original unless otherwise indicated, including maps, diagrams and photographs.
Fig. 1 Distribution of known pre 1750 Lancashire Grammar Schools and School Libraries.
CHAPTER I
INTRODUCTION

'... as well as for great poverty of the common people there as also by cause of long time passed, the teaching and bringing up of young children to school, to the learning of grammar, hath not been taught there for lack of sufficient Schoolmaster and Usher there, so that the children in the same county having pregnant wit, have been most part brought up rudely and idly, and not in virtue, cunning, erudition, literature and good manners'.

Thus Hugh Oldham, founder of Manchester Grammar School in 1575, described the state of education in Lancashire at the time (Mumford, p.10). Indeed Lancashire lagged far behind the rest of the country in this great period of school foundation, but it was to catch up and eventually become the best served area in which no-one was more than ten miles from a grammar school (Brown, p.13). This is illustrated by the map (fig.1), which shows the provision of grammar schools in the county about 1750, as given by Wallis (H.S.L.C. 120, 1969, pp.10-17).

Many of these schools were destined to be short-lived but their foundation normally represented, as in Hugh Oldham's case, the desire of individuals to improve the educational opportunities of an area, and this desire expressed itself also in the provision of libraries. Books were of course far less accessible than they are today, even though forming the basis of contemporary learning, and in many cases were made available to grammar school boys in the form of bequests or donations which became the school libraries. Clearly the term library here meant the collection of books, not necessarily implying
any special housing for them, although this did occasionally exist.

Much is now written about school libraries; investigations are reported, comparisons are made and statistics produced by individuals and government departments relating to their nature and function, but such activity is comparatively recent and related to contemporary public concern with interest in education generally. The Bullock Report of 1975, for example, considered school libraries and found only 1% of its secondary school sample to be without a library of some sort (Bullock, 1975, p.423), whilst the Newsom Report of 1963 found that, 'Roughly two-fifths have libraries built for the purpose; two-fifths have improved libraries, and one-fifth no library at all (Newsom, 1963, p.255). Every source consulted for the early period gave a different figure but by about 1750, the date qualifying libraries for consideration here, there seem to have been in Lancashire some 70 grammar schools and at least 12 school libraries, giving 17% with libraries in 1750 compared with the national figure of 80% and 99% in 1975. Thus the number of libraries and the interest taken in them have been growing, but although school libraries have frequently been mentioned since their beginnings in the sixteenth and seventeenth centuries this has mostly been as adjuncts of their schools. Rarely have they been considered separately until the twentieth century, and thus it is interesting to find an account of Lancashire school libraries written in 1685, and at the same time understandable that it should have been concerned with these libraries as collections of books of note in themselves, rather than as an aspect of educational provision within the schools.

The book referred to, The Old Church and School Libraries
of Lancashire by Richard Copley Christie, published in 1885 by
the Chetham Society of which he was then president, contains,
in his words:

' ... all the information which I have been able to collect
respecting the old Church and School Libraries of Lancashire
which were in existence before the year 1750.' (Christie,
p.iii).

He suggested that more information might be found by
prolonged research, and indeed some additional material has
come to hand and been included, but the aim here has not been
to further Christie's research, but to accept his findings in
general and extend the work by discovering what has become of
these school libraries since his study was published. They
have been taken one by one in the manner in which he considered
them, but in so doing the term library has been used in its
modern sense, covering various aspects of accommodation, stock,
administration and use, not in the more restricted sense of a
collection of books. His account did not claim to be exhaus-
tive, and nor does this. It has been impossible to follow up
all the available lines of enquiry for each of the libraries
within the scope of this thesis which has therefore been
limited to an attempt to produce at least an outline history
for each one, to enable comparison to be made and to provide a
record of what must be a reasonable sample of library develop-
ment within our rapidly disappearing grammar schools.

In most instances the problem has been too much information.
The limitation of overall length coupled with the wish to con-
sider each of the libraries has effectively determined the
length of each chapter, although this has been modified to some
extent by the existence of a few schools for which there was
found to be very little information. Limited length has also
led to the exclusion of junior libraries and the libraries of associated girls' schools where these existed.

Sources found included normal library documents, school publications, archive collections within the schools and in local record offices, general school documents, published school histories and correspondence or conversation with past and present librarians, members of staff and occasionally pupils, and only where information was very meagre was it deemed necessary, or indeed could time be found, to consult all the possible sources for any one school. Those consulted have been listed at the end of the appropriate chapter as well as being given in the complete list which concludes the work.

One of these sources, school documents, has remained largely untapped in the case of existing schools. These documents must contain a great deal of information, particularly in governors' minutes and accounts, and would need to be consulted for a full study of an individual library, as would official reports, but this was not thought necessary in this case. The documents in question would naturally have been less readily available than those used and there was considered to be enough information without recourse to them. Similarly, former members of staff and pupils were not normally consulted without a specific reason, although a high proportion of the information has been obtained from people rather than from written records. It became clear from this that in many instances knowledge has unfortunately been entirely lost, having gone un-recorded and died with the individuals involved.

Where they exist, books have been used to provide outline histories of the schools since they were considered to be incidental to the library histories. Most of the information for these has been obtained from the schools themselves.
The most fruitful and comprehensive printed source was found to lie in the various school magazines, a fact which justified the labour involved in going through the hundreds of issues, many of them unfortunately without index or contents page. It was not normally possible to borrow these, or other school documents, and thus many hours had to be spent in the schools. Each one was visited at least twice, most more often, and the same questions were asked in each case under the headings finally used. Direct comparisons turned out to be very difficult because of disparity in the systems and in the nature and extent of the information available. An actual questionnaire was formulated but not used, partly because one school indicated an objection to this (clearly stemming from past experience), and partly because of the difficulty of applying an inflexible set of questions to what turned out to be quite diverse establishments.

A further problem was presented by closed schools in which some difficulty was found not only in finding information according to the desired pattern, or indeed any information at all, but also in the first instance in tracing the schools themselves. Official bodies proved curiously unsatisfactory in this respect, and although the two schools lost in the re-organisation of secondary education were located relatively easily through the heads of the new comprehensive schools, the one which had long been a primary school was initially identified by inspecting the site indicated by an early map of the county.

Several of the schools in question have recently been re-organised under the comprehensive system, and some are no longer in Lancashire as a result of the new county boundaries.
but in the interests of consistency the latter point has been ignored and the former dealt with where practicable by terminating the accounts at the point where the schools ceased to be grammar schools.

In the concluding chapter an attempt has been made to compare the histories of the twelve school libraries and assess some of the factors which have affected the survival of the old libraries and the development of the present ones. A more general study of school library history in roughly the same period was carried out by H.M. Ellis in 1973, in an M.Ed. thesis entitled The Evolution of the School Library 1860-1870, and some reference has been made to this where it seemed relevant. Close comparison was felt to be beyond the scope of this work and also difficult in that Miss Ellis' thesis covered mainly state education at primary and secondary level, and the approach was principally via official documents and publications, rather than through the schools themselves.

Christie made passing reference to school libraries at Chipping, Huyton, Standish and Tunstall, and gave details of twelve others. It is the story of these twelve grammar school libraries: Bolton, Burnley, Bury, Hawkshead, Heskin, Kirkham, Lancaster, Leigh, Manchester, Rivington and Blackrod, Wigan and Great Crosby that is to be told here. Great Crosby School was placed out of order by Christie because of the late arrival of information, but it has here been placed in its correct alphabetical order under the title of Merchant Taylors' School, Crosby, by which it is now known. A brief history of each school precedes the account of its library so that the latter may be seen in context, and the map (fig.1) shows their locations.
Fig. 2 Bolton Grammar School 1656 Building.
(Brown, p.49)

Fig. 3 Bolton Grammar School 1883 Building.
(Brown, p.113)
2.1. THE SCHOOL

The origins of Bolton School are obscure but there seems to have been a school in some form from at least 1516, certainly re-founded as a grammar school in a new building in 1656, by the will of Robert Lever (fig.2). It suffered in the general decline of schools in the eighteenth century, but was kept going until the 1780s by sound financial management. Thereafter it went steadily downhill, particularly in the face of the development of other schools, and was saved only by an increase in the value of the farming lands with which it had been endowed.

The dilapidated old building was replaced in 1883 (fig.3), the school having occupied temporary premises for three years during its construction, but not until 1898 was there a real revival when agreement was given to a merger suggested by the Bolton High School for Boys and the school virtually refounded by Lord Leverhulme. It flourished from then on, with his continued financial support, in the fashionable suburb of Westbourne to which it had moved, and by 1902 had 166 boys.

In 1915, again at the instigation of Lord Leverhulme, the existing Bolton School was founded to incorporate the Grammar School as the Boys' Division, and the Girl's High School as the Girls' Division. Building on the Westbourne site was held up by the war, and in fact not completed until the 1960s, the two divisions remaining separate, their impressive buildings being mirror images connected by a central arch and tower (fig. 4). Although they are both parts of the same independent school, they have retained their autonomy, and it is therefore
possible to consider the Boys' Division of some 800 pupils as a separate entity.

2.2. THE 1885 LIBRARY

There is little to add to Christie's account of the library at this time. He gave a brief history, mentioning the first recorded purchase of a book for the School in 1661, and gifts of 10 books prior to 1682 when their donor, Thomas Boardman, gave in addition lands and property for, 'the erecting, purchasing, and maintaining of a Library ...'. He noted that in 1828 the Charity Commissioners could find little sign of the income having been used for this purpose, although he recorded the existence of a small collection of books and a room for them in the old building which had been demolished two or three years before his enquiry. He stated that there seemed to be no provision for the maintenance of a library under the new scheme then just sanctioned by the Charity Commissioners, and completed the account with detailed comment on the Chained Library which the school has had since 1694, when it was donated by James Leaver.

Accommodation and Furnishings

Two years before the publication of Christie's book, the prospectus for the re-opened school of 1883 offered use of the Reading Room and Library (Brown, p.98), so it may be assumed that a special room existed as it had done in the previous building (Ch. Com. 1828, p.165), despite the comment made by him that no provision for a library had been made in the new scheme. It may also be assumed that at least some of the books were housed in the Chained Library, which has clearly always moved with the school, and perhaps others in the book-case known to have been bought for library books in 1845 (Brown, p.85).
Stock

The prospectus mentioned above described a library of 600 volumes, clearly more than could be accommodated in the Chained Library, which is the only collection mentioned by Christie. He listed the books known to have been there in 1735 when they were chained, and showed 18 of them as still being there, together with 56 volumes from Chetham's Church Library, and three other named works, a total of 77. He mentioned the addition of a few other unspecified books, but it would seem that he did not see, or chose to ignore, other books forming part of the school library. At least a lexicon and several companions to classical studies are known to have been purchased in 1843, and there may well have been others from time to time to make up the 600 (Brown, p.85).

Classification & Cataloguing

According to Christie the book list of 1735 appeared in the School's minute books which have not been inspected and may well contain further details, although nothing was noted by Sculthorpe when he wrote about the library in 1948. Otherwise there seems to be no information available about either of these aspects.

Additions

Again, lists of additions may appear in the school records since it is likely that books were added, even in what was a period of decline in the school. Certainly in 1899, the year of the final move, the first issue of the school magazine recorded additions and requested donations of books from leavers as if this was not unusual (Boltonian, May 1899, p.2).

Administration & Staffing

The library was certainly the concern of the usher in 1845, and presumably this pattern continued. There could only have
been about 70 boys in 1885, and by 1889 there were fewer than 40, so administration can hardly have involved very much (Brown, pp.85, 98, 106).

**Regulations & Use**

Again the prospectus provides the very limited information; in 1883 use of the Library and Reading Room were optional extras at 2/6d (12%p) a term. This suggests money raising rather than encouraging the use of books.

**Finance**

As early as 1828 the Charity Commissioners noted that the funds provided for the library had been mixed up with other monies (Ch. Com. xix, 1828, p.165), and they seem never to have been re-applied to their original purpose. Early entries in the Boltonian show the library to have had no income in the early 1900s when the school was beginning to prosper, and it seems fair to assume that, with the possible exception of some of the 'optional extra' money, it had no regular income in 1885.

**Summary**

Thus there was a book collection, probably larger than that indicated by Christie, but not more than 600 books including those in the Chained Library. Use was probably little and income nil, but considering the numerous moves and changes of fortune associated with the school, it is perhaps surprising to find the library continuing at all.

**2.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT**

**Accommodation & Furnishing**

A brief history of the library given in the Boltonian stated that in 1926 the school library was a collection of about 200 books in a dim recess beneath the staircase of one of the three private houses then occupied by the school (Boltonian, Dec. 1937, p.19), presumably in locked bookcases
as there was mention in the minutes of a broken lock (MB.1, 1917). The statement was repeated by a later writer (Brown, p.175), and it was suggested that the modern library grew from this, but there is some conflict here with other information.

The school's last move took place in 1898, and there were several references to a library between that date and 1926. The most reliable of these was a Charity Commissioners' Report (Brown, p.118), which spoke of, 'the remainder (of the N. front of the new building) being a single room in which the ancient school library is now lodged.' In 1918 the governors furnished the library with a large oak table and a dozen chairs (Soltonian, Dec. 1918, p.36). All these entries and several others suggest the existence of a reasonable collection of books and a room to house them, quite possibly that noted by the Charity Commissioners as the home of the Chained Library. Other entries suggest inadequate teaching space at an early date and it is possible that increased numbers led to the use of the room as a classroom with its subsequent disappearance as a library, but this is not the only possibility indicated.

In 1920 a branch library was opened in one of the former private houses occupied by the school, apparently to give more room and cater for the needs of junior boys (Boltonian, Mar. 1920, p.24), and in 1932 the middle school section of the library was said to be the remains of the old library, and at the foot of a staircase (Boltonian, July 1932, p.34). This would suggest that the writer of 1937 was unaware of the previous existence of any other collection, which would by then have been absorbed into the present library opened in 1929, and assumed the middle school library which indeed may have been the original lending section, to be the origin of
Fig. 4  Bolton School 1979.

Fig. 5  Bolton School Library.
the entire collection. This theory is weakened by the fact that Mrs. Saxelby, the librarian about whose work he was speaking, held office from 1926 to 1946 and presumably was consulted, but the matter remains in doubt. What is clear, however, is that the Middle School Library developed as a separate entity, not to be considered here, and that there was a tremendous growth of the main library following the opening of the present room in the early phase of the building.

This library was purpose built, and one of the first parts of the present building to be occupied, perhaps an indication of the value placed upon it, not simply an accident of design. As was the rest of the school, it was built of the best as Lord Leverhulme had intended. It was furnished by Gordon Russell and it has been claimed that, 'his most striking work was done in the libraries of the two divisions and in the laboratories. The libraries are exceptionally fine, with Russell shelves as well as tables and chairs' (Brown, p.177). Miss McGavin reported the scornful comment of a visiting County Librarian during her time as library clerk, 'Ah: , an architect's library', but it is indeed a fine room.

The main room, the original library, is on the first floor. It is entered by double doors at the east end, and has steps at the west end leading to the tower room over the schools' main entrance, which connects it to the Girls' Division library on the other side, (fig.5). Although there is little communication between the libraries, the tower room, about one third the size of the library and designated a general studies room, provides working space for up to 28 upper sixth boys and girls, and houses some books, although not properly a part of the library.

The original adjustable shelving is about 3m. high, and
access is provided by two pairs of steps in matching wood. The bookcases line the walls between the tall windows which overlook the courtyard on one side and the main road and entrance on the other, and are curtained in red velvet. Although one side faces north, the windows admit plenty of light, and the high ceiling and yellow painted walls add to an almost false air of spaciousness. In fact the room is quite crowded.

As early as 1935 demands were being made for completion of the wall shelving to accommodate the books (Boltonian, Dec. 1935, p.31). Many of the science books were housed in the science department by 1936 (Boltonian, Jul. 1936, p.33), and the shelves were again full in 1939 (Boltonian, Dec. 1939, p.18). Bookcases were added at various times, but there were again complaints about lack of shelf space in 1956 when the whole question was referred to the Staff Council (MB 3, Jan. 1956). Some of the stock was temporarily housed in the tower room in 1959, and the area was furnished for private study in 1964 although there is a problem in that this room, the only physical link between the two divisions, cannot be used independently by either of them. Theoretically it might be possible to turn this room and the two libraries into one large library complex, but the integration of schools and facilities, even in relation to the different parts of one foundation, is never an easy exercise. Other action taken in 1964 involved the acquisition of a large bookcase placed in the corridor outside the library, and still there today, and the occupation of additional rooms in the library corridor, one of which now doubles as a sixth form room and the fiction library. Despite this expansion, however, the shelves in the main area remain quite full and the six island bookcases limit
Fig. 6 Bolton School Chained Library c.1885.
(Christie, frontispiece)

Fig. 7 Bolton School Chained Library 1978
the space available so that there is seating for only 44 in addition to the librarian and a member of staff on supervision duty. All chairs are upright, although with padded seats, and match the two large and six small tables which are of the same medium shade as the rest of the woodwork.

One of the advantages of the changes made in 1964 was the provision of an office for the library clerk, a rather dark but reasonably spacious north facing room just outside the library door. It is about 6½ metres by 4 and equipped with desk, typewriter, bookcases and shelves (and temporarily a harpsichord) and provides useful work and storage space.

Also outside the library, and in fact on the ground floor below it at the foot of the staircase, is the Chained Library (fig.7), which in appearance is as described in 1948. 'The almery bears the inscription "The gift of Mr. James Leaver citizen of London 1694". The desk and cornice have been restored, but an illustration which forms the frontispiece of Christie's Old Lancashire Libraries (fig.6), shows the old desk hacked with schoolboys' knives. So far as the desk is concerned the restoration has been accurate, but the front moulding of the present cornice differs from that there shown. The height from the floor to the top of the cornice is 6'6" (1.98m), the width (excluding the overlap of the almery cornice) is 6'4½" (1.94m), and the depth of the almery front to back is 1'6" (0.46m). The legs which support the front edge of the desk stand out 11½" (0.29m) overall from the almery. The rods are looped at the end and are fixed to the sides of the almery by staples passing through these loops. The rods from each end rest, at the middle, in slots in the central upright, and are held there by a locked hasp 3½" (0.09m) long by 2½" (0.07m) wide. A curious feature is the keyhole, which is pierced through the hasp to give access.
to the lock. The chains are in the same style as at Hereford, with the swivel in the middle.' (Sculthorpe p.1).

This library has been moved about several times; from building to building and then within the present one. At one time it was used to restrict the main library exit in an attempt to reduce book losses, it was moved out in the space making activities of 1964, and it is about to be moved again as explained below.

Overall, then, the library has many parts, but the main section, and that on which the others are based, is still housed in the fine room provided in 1929.

**Stock**

It is impossible to give precise information about the size and scope of the stock, either in 1885 or now. The conflicting information about the earlier period has already been discussed and at the present time many of the books are not housed in the library or on the shelves within it, and reorganisation is taking place. Thus whilst figures may be arrived at for the present period, they are of limited application and may not satisfactorily be compared with those of the other libraries investigated.

A rough count revealed about 800 books in the fiction library and about 8,500 books on the shelves in the main library, grouped as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General reference</td>
<td>2%</td>
</tr>
<tr>
<td>Maths &amp; Gen. Science</td>
<td>10%</td>
</tr>
<tr>
<td>German</td>
<td>6%</td>
</tr>
<tr>
<td>Economics &amp; Social Science</td>
<td>6%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4%</td>
</tr>
<tr>
<td>History</td>
<td>20%</td>
</tr>
<tr>
<td>Sports &amp; Pastimes</td>
<td>3%</td>
</tr>
<tr>
<td>English</td>
<td>12%</td>
</tr>
<tr>
<td>Classics</td>
<td>4%</td>
</tr>
<tr>
<td>Russian</td>
<td>1%</td>
</tr>
<tr>
<td>Music</td>
<td>2%</td>
</tr>
<tr>
<td>French</td>
<td>10%</td>
</tr>
<tr>
<td>Geology &amp; Geography</td>
<td>9%</td>
</tr>
<tr>
<td>Theology</td>
<td>2%</td>
</tr>
</tbody>
</table>
The list follows the order in which the subjects appear; an as yet unresolved legacy of the earlier arrangement according to the teaching department of the person who recommended the book, and since many of the spines are unmarked, finding the desired shelf area is initially very difficult. This problem is currently being dealt with, as is that of too many outdated books on the shelves, although the latter problem is less pressing. Limited space seems to have encouraged careful rejection, although support for this impression was found only in one report (Boltonian, Jul. 1947, p.3). Inspection of the stock reveals it to be well suited to its purpose: the provision of reading and study material for an academic upper school. More attention to repair and binding might improve the appearance of the books, but on the other hand the French section of the modern languages, renowned in Mrs. Saxelby's time and associated with her fame as an innovator of modern teaching methods in these subjects, is better than some. Many of the books '... bought at her own expense in France every summer' and 'bound in uniform blue' (Brown, p.175), are still to be found and compare very favourably with the tattered and yellowing paperbacks of the same period still found on the shelves of other schools. All new books are covered. The general impression is that the stock is good, but suffers from the arrangement.

The figure of 8,500 books in the library is in no way representative of the true size of the stock. Indeed the library had reached that size by 1955 (Boltonian, Jul. 1955, p.2), having almost doubled in size in the previous twenty years, an average increase of about 200 books a year. Unfortunately, it was impracticable to attempt a count of...
the stock held outside the library, of which there is clearly a large amount. As early as 1927 all natural history books were handed over to the newly formed Science Society, and by 1936 a large number of science books, probably including these, was kept in the science rooms (Boltonian, July 1936, p.33).

Today all new physics, chemistry and biology books go straight to these departments, and hence only general science is to be found in the main library. There is some mention of the formation of departmental libraries in 1928 (Boltonian, Dec. 1928, p.39), and books from the English and history sections have been moved out at times. Since the fiction was moved out in 1964, there are at least four whole sections missing, and parts of others. The librarian feels that this is unsatisfactory, but in view of the lack of space, there seems little that can be done immediately.

Also part of the library stock, although of little use and rarely seen by the boys, are the contents of the Chained Library. When the books were chained and listed in the school minute book in 1735, there were 47 of them. Christie identified 18 of the original 47, and when Sculthorpe wrote his account he listed at least 14. Christie also discovered 56 volumes from Chetham's Church Library, formerly believed lost, and these too, Sculthorpe claimed were still there in 1948 although only 33 of these 56 can positively be identified by comparison of the two lists. Christie listed 77 books in all, Sculthorpe 108, and 47 of them can be readily identified as appearing in both lists.

Two other accounts also exist: Streeter, The Chained Library, 1931 and Barton, Historical Gleanings of Bolton & District, 1881, but these have not been consulted. A more recent study was made in 1976 by Bolton's Principal Librarian. He advised removing some of the volumes to allow the rest to 'breathe', and moving
the chest itself, possibly of greater monetary value than the books, to a warmer and less draughty spot to lessen the rate of deterioration of the volumes. Thus there are now only fifty volumes chained and three loose on the shelf across the top. These include the 16 works picked out by Mr. Thomas Dunne, Bolton's Bibliographical Services Librarian, as being the most significant now in the library, and these are listed below and their origins indicated where known.

<table>
<thead>
<tr>
<th>Title</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th (1684) folio edition of Foxe's Book of Martyrs</td>
<td>1735 Chetham Addit.</td>
</tr>
<tr>
<td>Ainsworth's Thesaurus Linguae Latinae Compendiarus</td>
<td>X</td>
</tr>
<tr>
<td>Reynolds Treatise of the Passions and Faculties of the Soul of Man</td>
<td>X</td>
</tr>
<tr>
<td>Blake Vindiciae foederis</td>
<td>X</td>
</tr>
<tr>
<td>Blake The Covenant Sealed</td>
<td>X</td>
</tr>
<tr>
<td>Featley Grand Sacrilege of the Church of Rome</td>
<td>X</td>
</tr>
<tr>
<td>Collings Cordial for a Fainting Soul</td>
<td>X</td>
</tr>
<tr>
<td>Hindlesham Lecture on the Psalms</td>
<td>X</td>
</tr>
<tr>
<td>Cartwright Confutation of the Rhemists</td>
<td>X</td>
</tr>
<tr>
<td>Morney Mystery of Iniquity</td>
<td>X</td>
</tr>
<tr>
<td>Gataker Certain Sermons</td>
<td>X</td>
</tr>
<tr>
<td>Fuller Holy War</td>
<td>X</td>
</tr>
<tr>
<td>Taylor Works</td>
<td>X</td>
</tr>
<tr>
<td>Galvin Institutes of the Christian Religion</td>
<td>X</td>
</tr>
<tr>
<td>Arndt De Vero Christianismo</td>
<td>X</td>
</tr>
<tr>
<td>Rogers Seven Treatises</td>
<td>X</td>
</tr>
</tbody>
</table>

The question of a full valuation and the gradual rebinding
of the books is under consideration, and meanwhile the books removed from the chest have been housed temporarily in the library clerk's office. The chest itself is to be moved up to the library corridor.

The clerk's office is in fact the home of several hundred other books waiting to be dealt with, many of them placed there in the time of previous library staff, and adding to the confusion over the size of the stock. Again there is the cupboard in the corridor which contains several hundred volumes, mostly 19th century according to the records (MB 3 Oct. 1964), and these, too, are awaiting attention.

In addition to books the library also has periodicals which were apparently a new venture in 1907 when the Guardian, Daily Graphic, Spectator, Punch, Illustrated London News, Je sais tout, and Die Woche made their appearance (Boltonian, Mar. 1907, p.31). The minute books show that they have been altered and reduced in numbers many times, as in the cutbacks of 1967, and there are now 8 purchased, excluding newspapers. As seems to have been customary from very early years, there is a regular supply of magazines passed on by governors as well as those from school societies. Thus there is a reasonable and expected range from the Listener and Scientific American to Climbing Magazine.

The library possesses a small archive collection, again kept in the library clerk's office and waiting to be sorted out. Some of the documents relating to the library's history have already been mentioned, but there are also some photographs of the Chained Library including that used by Christie as a frontispiece, and what appear from comparisons of their text with that of the publication, to be Christie's own notes on the books from Chetham's Church Library found in the school library. The notes are unsigned and marked as found amongst other papers.
in 1924.

The library is only really concerned with books, other materials being held elsewhere in the school, including a collection of slides and filmstrips organised by Mr. D. Allen of the Geography Department. Reprographic services are also available, and in addition there is a school press which includes the printing of library tickets for the middle school amongst its services.

Classification & Cataloguing

The present library is classified under a modified Dewey system, the adoption of which was agreed upon in 1929 with the opening of the new library (Boltonian, Jul. 1929, p.34) although the modifications came later following discussion of the retention of the system in 1946. Miss McGavin explained that she was obliged to adapt the system to suit the masters, particularly in that history and geography were not to be shelved together, and some details of the changes were recorded in the minutes (MB 2, Nov. 1946). One modification still followed is that geography follows geology at 559 with the addition of area codes, thus European geography becomes 559.4. Numbers were not put on the spines because the system was considered to be experimental, and books were not shelved numerically, but according to the departments through which they had been ordered. This continued until 1976 when spine labelling was begun and the library committee agreed to numerical arrangement (MB 5, Dec. 1976). The task of re-classifying, labelling and re-arranging the books, now in the library, apart from those elsewhere in the building, is clearly enormous and unlikely to be completed in the near future with the staff available: the librarian with a small allowance on his timetable, and the library clerk.

Although nothing was seen of early catalogues, attention
seems to have been given to them from about 1919 when the first one was made for the reference library, (Boltonian, Apr. 1919, p.23), followed by a loose leaf catalogue of the lending section compiled in 1920 (Boltonian, Jul. 1920, p.23). It seems that from the beginning of the card catalogue in 1929 (Boltonian, Dec. 1929, p.34), all library books have in theory been catalogued in the main library, even if shelved in departments, although, regrettably, the system seems to have lapsed in about 1971, and only recently been revived. Prior to the division into dictionary and classified catalogues in 1954, the catalogue seems to have been used primarily by librarians for stock checks, but with the change, the former began to be used by boys (Boltonian, Dec. 1954, p.2). A title index of fiction is currently being compiled and should be finished shortly.

Additions

It has already been said that the library had no regular income in 1885, and it was clearly dependent on gifts for its expansion for some time after that, and certainly up to 1905 (Boltonian, Apr. 1905, p.25). The first minute book, although unfortunately only a very limited record of the period 1910 to 1924, shows books purchased only occasionally, whilst many gifts were recorded in the Boltonian. The magazine also contained many requests for the donation of books by past and present members of the school, including some in this decade. These requests do not appear to have been in vain, so that early popular boys' authors such as Henty, Reid and Haggard soon appeared, and gifts generally seem to have been fairly readable.

With the exception of the period 1924 to 1946 for which no record was found, the minute books show clearly the activities of the committee in respect of the addition of books and
periodicals. All changes and additions have had to be justified, and all books bought with approval have been listed. The constitution of the committee has varied from time to time, and occasionally sub-committees have been appointed, as in 1949 when books were found to have been bought without agreement because of the length of time between meetings. The committee still controls additions, and not the least interesting of the recent entries in the minutes are the present librarian's criteria for book selection, formulated in the face of the increasingly difficult distinction between text and library books resulting from modern teaching methods:

1. Is it a book that will, or should be, used?
2. Does it add significantly to the materials available in course books?
3. Does it add significantly to the material available in other books in the Library?
4. Is it value for money?
5. Will one, or at least two copies be adequate?

Although these questions make little allowance for what may be termed recreational reading, they seem to offer a good basis for the selection of academic material when money and space are limited.

Administration & Staffing

The general administration of the library through a committee has already been mentioned. The first minute book began in 1910, but the first library report in the Boltonian showing the constitution of that committee did not appear until 1917 (Boltonian, Dec. 1917, p.28). At that time there was a master, Mr. Preston, as Chairman, a boy as librarian and six boys as assistant librarians. Changes in staff were given in the minutes in the intervening years, but never the whole
committee, and in fact these earliest minutes are not very informative. There is little detail of activities and matters were often entered as referred to the Headmaster and subsequent decisions not reported, and although this demonstrates the lack of autonomy at this period it can prove irritating, as can some of the poor writing in this first handwritten notebook. The later books were typed and much more comprehensive, and it is unfortunate that there appears to be at least one missing.

In the early period boys appear to have taken a far more active part than they do today when the duties of the half dozen or so assistant librarians are mainly confined to keeping the place in order. They are not involved now, as they clearly were then (Boltonian, Jul. 1920, p.23) in cataloguing and classification. This is perhaps because the present activities in those areas are at a stage when unskilled labour could be rather more hindrance than help, and because of a fundamental change in 1946 which introduced some permanent staffing. The boys still carry out termly shelf checks, however, as they have always done, and that is no mean task.

Mr. Preston was followed in 1918 by Mr. Rankilor, who seems to have called on the assistance of other members of staff in what was termed a "difficult post war period" (Boltonian, Mar. 1926, p.24). In particular Mr. Rankilor enlisted the aid of the lady members of staff, their presence itself unusual and perhaps a sign of the war period, including that of Mrs. Emma Saxelby. She took over the library from him in 1926, and was therefore in charge in the great period of growth associated with the opening of the present library. Although she was a noted linguist and involved in many spheres of school activity apart from teaching, her husband wrote that 'in later years, her great work was the school library', (Saxelby, p.60).
Brown reported that: 'She took very seriously her main additional responsibility, the school library. There were only 200 books when she took it over in 1926, and it was built up to over 6,000 by the time of her death in 1947. She bought many books at her own expense in France every summer, and had them bound in uniform blue: they form a French collection superior to those of many college libraries. In the dinner hours she supervised the readers and borrowers and guided their reading.' (Brown, p.165).

This extract repeats the statement that there were only 200 books in 1926, upon which doubt has already been cast, and in fact Mrs. Saxelby died in 1946, not 1947, but there is no reason to doubt that the library developed considerably under her care, and that the number of books grew rapidly.

With Mrs. Saxelby's death came a major change, possibly because those obliged to fill the gap were less willing or able to sacrifice the extra time and energy which she had devoted to the library, and because her activities and the library's considerable growth had shown part-time staffing to be inadequate. At any rate there was a short interval during which Mr. Brown, the senior history master, ran the library with assistance from boys, before Miss McGavin, who had secretarial rather than library training but had been senior library assistant in her own school, was appointed as library clerk. Mr. Brown retained the position of librarian for 20 years, but Miss McGavin, to use her own words:

'... was entirely responsible for the running of the library. Mr. Brown and (later) Mr. Wilkinson were the librarians in my day, and I discussed with them policy and problems, including discipline. I sat at a desk in the library so that I could be consulted by the boys if need be, and I supervised their
behaviour.'

When Miss McGavin left in 1971 Mr. Booth, formerly head of English, became full time librarian until his retirement in 1976. At that time the system of a librarian and a library clerk was revived and the present holders of these posts, Mr. M.J. Welch and Mrs. A. Nightingale, took over. Mrs. Nightingale, although holding no library qualifications, has worked in the public library service. Her duties are much as Miss McGavin's, but the librarian takes an active part in the running of the library, including classification and cataloguing, and in addition to her other duties the library clerk is responsible for clerical work for the middle school library, and for assistance with the issue of books there during time-tabled library periods.

The main library is normally supervised by masters during lesson times so that Mrs. Nightingale is able to work in the office, perhaps a mixed blessing since there is no view of, nor direct access to the library from it.

**Regulations and Use**

An entry in the first minute book shows that in 1914 the library was open twice a week, and the same source reveals that by 1919 it was three times a week, and that boys were allowed to borrow one fiction book and one other. Also in 1914 an entry in the *Boltonian* explained the situation regarding reference books in that they were available to any of the 200 or so boys then in school, and this implies the existence of separate collections (*Boltonian*, Apr. 1914, p.24). Entries from then until 1927 all reported increasing use of the library, and in 1924 there was mention of surveys of borrowing figures and a weekly turnover of 90 books noted (*Boltonian*, Apr. 1924, p.24). In 1928 there was a reference to borrowing graphs on
the library notice board, unfortunately without details (Boltonian, Mar. 1928, p.22), and generally there seems to have been a fair amount of activity, and this mostly before the reign of Mrs. Saxelby.

By 1936 the middle school library was established and the main library became the province of the fifth and sixth forms as it is today (Boltonian, Dec. 1936, p.32). At this time the school's rate of growth was exceeding that of its buildings, there being 550 boys in a building for 300 in 1939, including a sixth form of 118 (Brown, p.240), and this had its effect on the library. By 1943, in addition to having private study periods in the library, different forms were being allocated to different lunch hours to prevent overcrowding (Boltonian, Jul. 1943, p.2), and two years later there was news of increasing use of the library for meetings and as a classroom (Boltonian, Dec. 1943, p.8).

In 1946 the library committee introduced rules regarding behaviour in the library, particularly at lunchtime, and the numbers of books which might be borrowed by different groups of boys, namely upper sixth, 6; lower sixth, 4; fifth forms, 2. Fines were incurred after one month (MB 2, Nov. 1946). It was later agreed that fourth forms might borrow through masters.

The discussion of rules foreshadowed the problems inherent in large numbers of boys inadequately supervised: from 1948 onwards the minutes were full of reports of bad behaviour in the library. The greatest problem, however, has clearly been the loss of books, first mentioned in 1936, but particularly bad since the late 1950s. The effect of this included the introduction of lockable bookcases in Miss McGavin's time, and strong words in the Boltonian on several occasions. The following extract appeared in March 1970 when gifts were
acknowledged, and it was pointed out that missing books could not be replaced at current prices, and that the stock was liable to deteriorate:

'We are most fortunate to receive these generous gifts but do we really deserve them? Losses are still far too numerous and are mainly due to borrowers taking books without signing for them', and despite this, the loss of 294 books was reported in the following year, an indication of the size of the problem. There have also been several changes in the issue system in connection with this matter, of which the most recent is the current introduction of book issue cards. Before 1946 there was a simple entry book, followed by a voucher system which was later simplified, and then altered by the addition of carbon copies to allow for filing by boy as well as book. The adoption of the normal ticket issue system as proposed in 1961 was never begun.

The fifth forms may only use the library at lunchtime and not normally during the library clerk's lunch break. The upper sixth may use it during private study periods if they wish, and the lower sixth must spend a proportion of their private study periods in the library, these periods being supervised by masters. Borrowing figures are not available but demands are said to be increasing with the greater size of the sixth form, now about 230 boys (Boltonian, Mar. 1973, p.4).

In 1964 the headmaster decreed that school societies should not meet in the library if this could be avoided (MB 3 Oct. 1964), and this is now the case, although it was not so in 1929 when the present library was opened, nor for some time afterwards. There were mentions in the Boltonian of lantern lectures held there, of cricket teams assembling, of old boys gossiping over coffee and so on, but these are things of the past. Exhibitions...
of one kind and another were regularly held in the library at one period, including in 1948 'The Development of the Book', using the Chained Library augmented from outside sources including the Rylands Library, but they seem to have been discontinued in the early 50s. The only extra activities which take place there now appear to be meetings of adult societies connected with the school, and occasional parents' meetings.

Finance

The librarian feels that the present sum allowed for the senior library is adequate, but only as long as book prices remain the same and care is taken in the choice of books, and particularly in the exclusion of course books and multiple copies. The sum was about £700 in 1976, immediately prior to which there had been several increases. A curious factor was a temporary reduction in the grant in the late 1960s, for which there was no reason given, which forced the committee to look carefully at its own allocations. The system seems always to have been that the governors made the initial grant, and that its division between the senior, middle, and at first junior libraries, was and is the province of the library committee.

Additional income has come in the form of gifts from the very beginning, from fines since about 1917, profits from the sale of Christmas cards for many years, and more recently profits from other school activities and organisations. There seem to have been no subscriptions or charges since the brief period of the library's existence as an optional extra in the 1880s. Although the grant from the governors is now easily the main source of income, this has arisen only gradually since the days when the library was entirely dependent on gifts, as indicated by the first balance sheet which appeared in the Boltonian in 1921, which showed the following receipts:
<table>
<thead>
<tr>
<th></th>
<th>£.</th>
<th>s.</th>
<th>d.</th>
<th>£.</th>
<th>p.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td>(27.)</td>
</tr>
<tr>
<td>Governors</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td></td>
<td>(10.00.)</td>
</tr>
<tr>
<td>Lord Leverhulme</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td></td>
<td>(5.00.)</td>
</tr>
<tr>
<td>Fines</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td>(0.52.)</td>
</tr>
<tr>
<td>Money found</td>
<td>8</td>
<td>9</td>
<td></td>
<td></td>
<td>(0.44.)</td>
</tr>
<tr>
<td>Carried forward</td>
<td>23</td>
<td>8</td>
<td>9</td>
<td></td>
<td>(23.44.)</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>13</td>
<td>5</td>
<td></td>
<td>(39.67.)</td>
</tr>
</tbody>
</table>

(Boltonian, Mar. 1921 p.23)

Expenditure was not specified, only the names of the persons spending the money being supplied. The entry does show that a grant was being made to the library by this time, but other entries suggest that it was fairly new, and the publication of the figures may well have been the result of its commencement. Despite an increase in the grant to £25 in 1928 (Boltonian, Dec. 1928, p.39), the average annual income, including sums carried forward, remained at about £30 for at least the next twelve years.

In 1937 the grant became £100 and it was not increased again until 1948 when it became £120. In the following year an extra £100 was allowed for the expansion of the fiction section, but there was not really any substantial increase until the late 1950s. Since then the amount has been increased gradually, apart from the temporary reduction mentioned above, and money seems to have been made available for extras as and when required, as in the current purchase of new issue cards.

2.4. SUMMARY

Bolton School Library is basically sound in that it is a good book collection. Although books have been withdrawn over the years there is a fair range of both old and new stock to provide the width and depth that its users require, and there
<table>
<thead>
<tr>
<th></th>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of school</strong></td>
<td>Endowed grammar</td>
<td>Recogn. sec</td>
<td>Direct grant</td>
<td>600*</td>
<td></td>
<td>Indep.</td>
</tr>
<tr>
<td><strong>Size</strong></td>
<td>70</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
<td>800</td>
</tr>
<tr>
<td><strong>ACCOX.</strong></td>
<td>Room &amp; chained case</td>
<td>Library &amp; case</td>
<td>New lib. &amp; case</td>
<td>Addit rm, office</td>
<td>Lib, case, addit rm, office</td>
<td></td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td></td>
<td></td>
<td></td>
<td>180m²</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seats</strong></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STOCK</strong></td>
<td>Old books</td>
<td>Ch. case</td>
<td>77</td>
<td>108</td>
<td></td>
<td>53+ Ch. case, office</td>
</tr>
<tr>
<td><strong>Loc.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9,000+</td>
</tr>
<tr>
<td><strong>Mod. books</strong></td>
<td>500</td>
<td></td>
<td></td>
<td>6,000</td>
<td>9,000*</td>
<td></td>
</tr>
<tr>
<td><strong>Non bk</strong></td>
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<td></td>
<td></td>
<td>Periods.</td>
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</tr>
<tr>
<td><strong>Other</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dep.libs</td>
</tr>
<tr>
<td><strong>CL/CAT.</strong></td>
<td>List</td>
<td></td>
<td></td>
<td>Dewey Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADDITS.</strong></td>
<td>Gifts</td>
<td></td>
<td>Purchase Librarian &amp; com.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Source Method</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>ADMIN.</strong></td>
<td></td>
<td>Master boys</td>
<td>Mistress boys &amp; com.</td>
<td>Master Com., clerk &amp; boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Libr. Assist.</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>USE</strong></td>
<td></td>
<td>All Access</td>
<td>All Restr. of Access, Exhibs., meetings, teaching</td>
<td>5th &amp; 6th Access</td>
<td>Exh. of Access, meetings, teaching, All day meetings PS</td>
<td></td>
</tr>
<tr>
<td><strong>Age gp.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINANCE</strong></td>
<td></td>
<td>Nil</td>
<td>£40</td>
<td>£120</td>
<td></td>
<td>£700+</td>
</tr>
<tr>
<td><strong>Sun Source</strong></td>
<td>Subs</td>
<td>n/a</td>
<td>Govs., gifts</td>
<td>Govs., gifts, fines</td>
<td>Govs.</td>
<td></td>
</tr>
</tbody>
</table>

Figures are approximate.  
* indicates an estimate.  
- indicates no information.  
A blank indicates a continuing state.  

Fig. 8 Bolton School: summary of development.
seem to be adequate funds to maintain this state. It suffers as a central collection in having several sections missing because of the existence of departmental libraries, and from the shortage of space which has contributed to, but not been entirely responsible for, this situation.

The administration by committee seems to have worked well over the years as far as book stock has been concerned, and in maintaining interest in the library within the school. It may, however, have contributed to some of the organisational problems by allowing non-specialists to overrule those most concerned with active administration, as in the enforced modification of Dewey in 1946. Against this are indications that strong personalities have still been able to influence the path the library has followed. The present problem of reorganisation is massive, and although it is being tackled with enthusiasm, is unlikely to be solved for some time yet. This is mainly because of the lack of time available to the staff, although the system of librarian and library clerk seems to be one which works well for routine activities.

There was considerable activity before the opening of the new building in 1929, and progress seems to have been accelerated following this. Some changes took place in the late 1950s as a result of acute shortage of space, and some more recently following the appointment of new staff, but on the whole development has been fairly even, consistent with the general progress of the school (fig. 8).

Much of what Christie investigated remains intact, but is a small and insignificant part of the present organisation.

2.5. SOURCES

Books:

Christie, R.C. Old church and school libraries of Lancashire. Manchester, 1888, pp.111-120.


School documents and publications

Minutes of the library committee. 5 vols., 1910-1924, 1946-


Unpublished account by a pupil librarian.

Conversation or correspondence with:

Miss M. McGavin, library clerk 1946-1971.

Miss A. Nightingale, library clerk.

Mr. M.J. Welch, senior chemistry master and librarian.
Fig. 9. Burnley Grammar School c.1900
(Burnley Public Library).

Fig. 10. Burnley Grammar School. 1979.
3.1. THE SCHOOL

The school began as a chantry school, known to have existed before 1532 (Bennet (2), p.5), and was first endowed as a grammar school in 1559. It seems to have occupied three different buildings prior to 1693, when it was moved to a central site in the town, principally because of religious differences amongst the trustees.

The school seems to have existed without much incident for the next 100 years, although not well endowed and gradually becoming less satisfactory because of it. With the rapidly increasing population of the town in the 1800s, however, from 3,918 in 1801 to 97,043 in 1901, the problems became acute and action was taken to transfer control of the school from the governors to the town, thereby gaining financial assistance. The school had been moved out of its dilapidated building to temporary premises in 1871, and the first notable result of its change in government was the opening of a new building in 1874 (fig.9) which was extended in 1889 and not entirely vacated until 1959, when the school moved to its present site on the outskirts of the town (fig.10). The 1693 building was demolished in 1872.

The school remained small for much of its life, the pupils not numbering 100 until the end of the 19th century, even though girls were admitted at times. There are now about 550 boys aged between 13 and 18 as it is an upper school within the town's comprehensive system. It may not remain so, however, as this system is itself under review at the present time.
3.2. THE 1885 LIBRARY

A paper on the school library was read before the Burnley Literary and Scientific Club in 1881 by the then headmaster J.L. Ward, Esq., M.A. He was still the headmaster in 1885 and available for consultation, and perhaps because of this Christie's account of the library was fairly full and less restricted to the books themselves than were many of the others. Most of the information given below is from this source.

Accommodation and Furnishing

The library was housed in a separate room on the ground floor of the building, some of the fittings of which had been made from oak from the old school.

Stock

The library originated in the bequest of Henry Halstead in 1728, was augmented shortly afterwards from the library of Edmund Townley, and had very few additions thereafter. There were 1,040 books seen by Christie in 1885, mostly theological but with, 'a good sprinkling of classical, medical, legal and political works'. They were in poor condition and some of the reasons for this were given; being habitually used as missiles in an earlier period by boys sent to the library as a punishment; being carelessly stored in a room over the fire-station during the rebuilding of the school in 1872; being slid down a plank into a waiting cart to be carried to the new school four years later and finally, being left in a heap for two years before a bookcase was built. Clearly the misuse and neglect of books is nothing new. The books themselves were described in some detail, as were the manuscripts which the school also possessed.

Cataloguing and Classification

Halstead's will mentioned a catalogue of his books which
was probably lost by 1842 when the trustees ordered a new one to be made. According to Christie this was, 'a model to catalogue makers of what to avoid', the books being arranged initially by size and then by language, and numbered consecutively. There were 1,046 books listed. This catalogue was obviously still in use and had been amended twice; by a Mr. Thomas Shore in 1872, probably when the library was displayed to the public on the last day of the old school (Bennet (1) 4 p.190), and by Mr. Ward in 1880. Mr. Ward had also expressed the intention of preparing a full and accurate catalogue.

Additions

Christie stated that only two books had been added to the library since 1729, but this is quite likely to mean that nothing which he considered worthwhile had been added to this particular collection. In other cases he ignored modern works in the school, and Burnley too may well have possessed other books, although nothing has been found to show this.

Staffing

The headmaster himself was clearly involved with the library at this time.

Regulations and Use

Nothing has been found.

Finance

Nothing concrete has been found although Christie's mention of the absence of additions and no attention given to repair or binding suggests that there was no money.

Summary

In the absence of almost all information other than that provided by Christie it is impossible to be precise, but it seems that there was at least an old library of about 1,000 books, in a room for that purpose. There may have been other
Fig. 11 Burnley Grammar School Library showing the original (1956) area.

Fig. 12 Burnley Grammar School Library showing part of the 1973 extension.
books, they may have been used, but the general impression is of a long period of neglect which was being brought to an end.

3.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

Although the school has retained its name and building, strictly speaking this account should end in 1973, the date of reorganisation. This was felt to be impracticable, however, since the only real change has been the extension of the accommodation which has not in itself provided a sufficiently clear distinction between one period and the next.

Accommodation and Furnishing

In 1956 the school began to occupy its new premises, including the library, which is therefore relatively modern although it was extended about 1973 when reorganisation temporarily reduced the numbers and gave more room. Thus it now occupies its original site on the first floor (fig.11), and the classroom which was next door to it, the connecting wall having been knocked down. Part of the additional area, which is about the same size as the original, is also shown (fig.12).

The whole area is about 22m. x 8m., narrower where the new room has been added since the corridor completing the rectangle formed by the two rooms has been retained. Thus there are three doors into the library, one at the end and one facing it half way down the room and giving onto the corridor, as well as the former entrance to the second room.

The original room contains island bookcases about 2m. high, arranged so that they virtually continue the corridor within the library, with bays on the other side, containing tables. There is some rather lower shelving across the far end of the extension, and against the corridor wall, but the long walls are almost entirely windows, consistent with the design of the building. Pictures and posters decorate the walls above the
bookcases and the whole area is carpeted. The library is furnished with a mixture of wooden chairs and tables in light oak to match the shelving, and more modern metal and plastic seating. The total seating capacity is sixty, of which just under a third is supplied by easy chairs. There are racks for periodicals and newspapers, together with catalogue cabinets and an issue desk. The desk is by the door to the corridor, neatly utilising the junction of the original two rooms and well placed for both, although rather a long way from the librarian's office.

This office is to the side of the original entrance and is entered by a door from the library, although it is really an adjacent room, glassed on the library side. It is about 6m. x 4m., well supplied with shelves and cupboards and a large desk, and with its own small, lockable storeroom.

Thus the library is effectively new, in a new building and with no obvious connection with what it replaced except that it was supplied in part to house a book collection which already existed. Apparently the books were kept in a classroom prior to the move, but this had not always been the case, and the earlier arrangements have some interest.

Christie mentioned a room set apart in 1885, and although nothing has been found to prove this, it seems to have continued in this way until the early 1920s when a report in Brun shows books being distributed to formrooms to encourage reading (Brun, 13, 1923, p.12). The report is headed 'The Library' and suggests that this move is in the nature of an experiment, the main collection remaining in room 1. Twelve months later the scheme was hailed as a success and the reports of four separate libraries appeared under the main heading. By 1929 the heading had become 'School Libraries' and seven were named, but there
was no mention of a general collection. To complete the circle 1938 saw the gathering together of all the books and the re-establishment of a central school library, this time in room 4, which was equipped with shelves and tables (Brun, 59, 1938, p.3).

Information ends at this point, but the books are said to have been in a classroom prior to the move, and it is presumably this re-established library which the present one replaced.

Stock

The school appears to have had a central library prior to the dispersal of 1924, and activity in 1920 suggested that it had been much neglected;

'Many changes have been effected and are still in progress with the school library. Old volumes, so torn and dirty as to be useless, and even dangerous, were first weeded out and sold as waste paper, and the librarians undertook the onerous task of indexing and re-numbering the remaining volumes'. (Brun, 3, 1920, p.17).

Unfortunately, the lengthy account from which this extract has been taken gave no indication of the size of the stock or of its nature. It is tempting to suggest that some of the books from the original library may have been disposed of at this time, but in fact it seems that the old library was kept as a separate collection, and left alone. Christie found 1,040 books in 1885, there is a catalogue believed to have been compiled about 1900 which lists only 840, but Bennet, in 1940, put the number at about 1,000. The probable inaccuracy of some of these listings is borne out by the recent acquisition by the present librarian of a book which seems to have belonged to the old library, but is not in the 1900 catalogue of which he has a copy. Nevertheless, the conclusion is that few of the books, of which very many must have been in poor condition, could have been disposed
The collection was certainly transferred as a whole when the new building was occupied in 1956, and was housed on the open shelves facing the passageway they formed between the two library doors. This was felt to be unsatisfactory, and in 1966 the books were transferred to Burnley Public Library. There, most of them have been rebound, but not catalogued, and since they were not available for inspection, it is not possible to say exactly what remains, although the Burnley librarian spoke of about 1,000 books and some manuscripts. In January 1979 the complete collection was transferred to Lancaster University on permanent loan.

Thus the fate of the greater part of the books inspected by Christie can be traced, but the parallel growth of the present collection is much more difficult to follow.

The report from which the extract quoted above was taken went on to say that books of 'adventure, travel, standard novels, essays, criticism and intellectual literature - all kinds', were being bought to provide reading for all ages and tastes, 50 new books being anticipated. The general impression that the library had been long neglected is reinforced by mention of what were obviously new efforts to provide books, and of the reopening of the library.

In 1923, however, came the beginning of the dispersal of books to classrooms. This began with reading clubs providing newspapers and periodicals, which presumably the library did not, but later each year group was supplied with a dozen or so library books as a nucleus to promote reading, although the fourth and fifth form library seems to have been based on the existing school library to which all books were eventually returned 15 years later, with the same end in view. These
divided libraries seem to have had 200 or 300 books each, but nothing has been found to give a clear indication of the overall number or type. It may be assumed, however, that there was considerable variety when the library was re-formed, both from the intentions expressed in 1920, and from the fact that it was an amalgamation of the libraries of the different age groups within the school, all of which it continued to serve. This is still the case, and although the pattern might be expected to have altered somewhat with the raising of the lowest age to 13 from 11, the corresponding change in the range of ability might equally well be expected to offset this.

The present library, then, caters for 600 boys of 13 to 18. The librarian estimates the stock at 12,000, but a rough count and comparison with other libraries suggests it to be rather less, and in the following proportions:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>3%</td>
</tr>
<tr>
<td>German</td>
<td>3½%</td>
</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>5%</td>
</tr>
<tr>
<td>French</td>
<td>4%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6%</td>
</tr>
<tr>
<td>Classics</td>
<td>2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2%</td>
</tr>
<tr>
<td>Spanish</td>
<td>½%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>3%</td>
</tr>
<tr>
<td>History</td>
<td>20%</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>3%</td>
</tr>
<tr>
<td>Geography</td>
<td>5½%</td>
</tr>
<tr>
<td>Arts &amp; Recreations</td>
<td>6%</td>
</tr>
<tr>
<td>Fiction</td>
<td>19%</td>
</tr>
<tr>
<td>English</td>
<td>16%</td>
</tr>
</tbody>
</table>

In looking at these figures it must be remembered that the books are for the whole school, not just the upper forms, a fact perhaps reflected in the high proportion of fiction and of recreation other than art or music, which is about 2%.

The books themselves are for the most part new or newish which suggests two things; a general clear out of the stock when the move was made, or only a small library to be moved. That the older books were moved can be seen by the presence of some
of them on the shelves, and about 600 more on shelves in the librarian's office awaiting disposal. About half of these are classics books, since the subject is no longer on the timetable, which explains the surprisingly low number of these books on the open shelves.

Only books which have fallen to pieces have been disposed of in recent years, that is since 1964, and the impression is that although some volumes may have been thrown away during the move, it is likely that the majority of the books then forming the library were simply transferred as the nucleus of this one, and were relatively so few in number as to be absorbed by the far greater number of obviously recent additions. The high proportion of philosophical and religious works seems to reflect the inclusion of an older library of which they would normally have formed a sizeable part.

Periodicals are available in the library. In addition to the expected publications such as Punch and New Scientist there are more recreational ones such as Cycling, and a local paper is available as well as national ones. Back copies of some of the periodicals are kept, and the New Scientist at least is bound.

Cataloguing and Classification

Since the books were indexed and renumbered in 1920 (Brun, 3, 1920, p.17), they must have been numbered at an earlier date, perhaps when the catalogue of the old library was revised by Mr. Ward in 1880, but no details have been found which refer to the whole collection. Nor has anything been found to confirm the existence of the catalogue which the librarians of 1920 intended to make available to boys, and it may be that the dispersal of the libraries put an end to the scheme. During the period 1923 to 1938 the separate libraries appear to have been run independ-
ently, and thus, as indicated by one report which speaks of an uncompleted attempt to catalogue the second form library (Brun, 44, 1933, p.35), there can have been no overall scheme. It is not unreasonable to suppose that the re-gathering of the books in 1938 involved some new form of arrangement, but in the absence of any real information it is only possible to move straight to the present situation.

The Dewey classification system is in use, and has so been since the present library opened, and there are three catalogues; author and classified as might be expected, and also a title index. The books are classified by the librarian or by senior boys and checked by him. There is an additional printed catalogue of the old library which lists 840 books arranged alphabetically with cross references. Unfortunately it is neither signed nor dated, and although it could perhaps be the catalogue promised by Mr. Ward, who retired in 1897, the District Librarian thinks it to have been published somewhat later than this, between 1900 and 1910.

Additions

The first note of additions found related to 1919 when a few books for younger boys were selected and purchased by Mr. Moar, the treasurer. The entry indicated lack of money for purchases. In the same year the library report asked for books and money, and recorded the gift of only one book, which suggests that generally additions were few, and indeed the 1920 report showing the addition of 50 books gives the impression that it was an exceptionally large number.

The dispersal of the books seems to have produced some gifts, boys donating books more readily perhaps to their own form libraries, and by 1925 the sixth form library was reported as having no space left. At the same time the school was growing.
rapidly, from 270 in 1920 to 400 in 1930, and by the latter date additions were clearly not meeting the demands made on any of the seven year group libraries. The report of 1931 is little more than a long plea for new books, but in 1933 the second form library reported the first new books for three years.

This lack of additions seems to have ended in 1938 with the reorganisation of the library in one room, and for the first time clearly under the control of a master, Mr. H.G. Leaver. From the provision made it seems that money had at last been made available for the purchase of books, although gifts were still recorded.

At the present time there is a generous book allowance which the librarian spends as he wishes, except that he must use the county's nominated supplier. About half the money is spent on books suggested by departments to support sixth form work, and the rest goes on books for more general use. Gifts are still received, but they seem to be rather fewer in number than in some of the schools studied.

Administration and Staffing

Mr. Ward clearly took a personal interest in the library in his time as headmaster, which ended in 1897, but what happened after that seems to have gone unrecorded. The activity of 1920 apparently originated with two boys, W. Jackson and J.K. Sanders, although the library monies appear to have been held by a master. At this time the school was still small, about 270 boys, which would perhaps have allowed for more individual enterprise. At any rate boys seem to have operated the library for much of its life, librarians normally appearing in the list of school officers.

It was, however, a master, Mr. W. Howarth, who seems to have been responsible for the dispersal of the central collection,
initially in connection with his teaching of English. Brun reports after that time, 1921, give an impression of gradual loss of interest on the part of the boys, parallel to the declining interest in the main library as the form libraries developed. Mr. Howarth seems to have taken over eventually, his initials appearing on the report for 1923. Boys still held positions as librarians in all the new divisions, but disappeared from the list of school officers, not to reappear until 1932, with the advent of another enthusiastic and active librarian, J.C. Southgate. He seems to have done his best to encourage reading and the proper use of books, but apparently to little avail.

By 1938 there was again a master in charge, Mr. H.G. Leaver, and he it was, assisted by boys, who re-established the central library, so forming the nucleus of what is there today:

'The task of collecting and arranging in one room the books which in the past have been based separately in the various form libraries is now almost completed ... The eagerness with which boys generally are taking advantage of the facilities now available, is very gratifying.' (Brun, 59, 1938, p.4).

A master has been in charge since that time, but the post has not necessarily been allied to that of head of English, as is now the case.

The present librarian, Mr. Mitchell, was not involved with the library on his appointment to the school, but took over when his predecessor retired. He had some experience of library work in the forces after the war and has spent a week on a D.E.S. course. He is assisted by about 14 boys recruited at the end of their first year in school. They carry out duties at lunchtimes and work after school on a rota system, organising their own activities. There is a weekly committee meeting which the
There is no clerical assistance.

Regulations & Use

In 1919 the school had a subscription library, open after school on Mondays, Wednesdays and Thursdays, with about 60 members out of a possible 270, not a very impressive figure, (Brun, 2, 1919, p.18). The librarians at that time were making great efforts to attract more readers, and to finance the library, and some changes were introduced. Appeals were made, new books were purchased and all members of school made members of the library and therefore liable for subscriptions. Oddly enough, opening was more restricted. Synonymous with these changes was the appearance of the new form reading clubs, and the librarians expressed the fear that they might have an adverse effect on the improvements following reorganisation. They were unfortunately justified in their fears, not so much because of the clubs, but because of their extension, firstly into collections of prescribed reading drawn from the library, and eventually into year group libraries. These were presumably much more accessible, and subscriptions voluntary, and were apparently very successful at first although the main library continued to hold interest for about another three years:

'Many boys come as often as twice a week, having read a book in the interval' (Brun, 10, 1922, p.15).

This suggests not only that the library was being used, but also indicates that the rule about different days for seniors and juniors was not strictly adhered to, and that boys were only allowed one book at a time.

The whole system gained the approval of the Board of Education inspection in 1922, which spoke of 'exceptional activity' in the library (Brun, 9, 1922, p.1). Soon, however,
the main library declined and smaller libraries expanded, but
by 1924 they too, were reporting difficulties in the form of
poor use, damaged books and for the first time, overdue books.
The demand for books increased with the increase in pupils, but
the impression is that the demand was probably restricted to new
books and that many other remained untouched and unread. This is
supported by a report of the fourth form library in 1932 which
pointed out that the books were in double rows, but that the
second row remained hidden since boys did not borrow from the
first (Brun, 40, 1932, p.22). The whole system seems to have
disintegrated about this time; there were requests for books
to be returned promptly, to be handled with more care and not
left lying about, and the sixth form were first requested not
to use books for ping-pong nets, and finally threatened with
the locking up of the reference books (Brun, 46, 1934, p.25).
There were also complaints about books which should have been
read in connection with studies remaining untouched on the
shelves, and the whole picture is one of neglect and lack of
interest on the part of the borrowers.

This had to end, and the conclusion was the recall of the
books and the re-establishment of a central library in its own
room with a master in charge and regulations for its operation
which were displayed on the library notice board and not, unfor­tunately, repeated in the magazine (Brun, 59, 1938, p.4).

A year later the timetable was changed, giving boys in the
upper school more periods for private study, and these were spent
in the library, thus establishing it as a place for housing books,
reading and study. What happened between 1940 and 1956 has not
been discovered, but the pattern today is similar to the earlier
one.

When the present library opened it offered study space for
the sixth form in addition to basic reading and borrowing facilities, and lessons were spent there by junior forms. Surprisingly, perhaps, this is no longer so, and the librarian feels that use decreased rather than increased when the library was extended, not through any fault in provision, but rather as a result of the change in the nature of the school which took place about the same time.

Books may be borrowed freely by the sixth form who have their own borrowing sheets, but the rest of the school may only borrow through librarians at lunchtime and after school. The rules suggest considerable pressure at lunchtime. The principal ones seem to be: no bags, which suggests book losses; only quiet talking, and no eating, which are fairly normal; but also boys are told where they should queue for admission, and working is forbidden unless library books are being used, both points being indicative of accommodation problems.

The library is operated by boys, supported by the presence of the Librarian.

Finance

Very little has been found relating to finance, but in 1919 the library was clearly dependent on the money from subscriptions and fines which was held by the treasurer who was a master. The subscription was 2d (1p) a year but the rate of fines was not given. The figures for 1919 suggest that it was not high:

<table>
<thead>
<tr>
<th></th>
<th>£. s. d.</th>
<th>(£. p.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members subscriptions</td>
<td>8. 4.</td>
<td>( 42 )</td>
</tr>
<tr>
<td>Fines</td>
<td>1. 2.</td>
<td>( 6 )</td>
</tr>
<tr>
<td>Bal. from previous year</td>
<td>16. 1.</td>
<td>( 80 )</td>
</tr>
<tr>
<td></td>
<td>1. 5. 7.</td>
<td>(1.28 )</td>
</tr>
</tbody>
</table>

(Brun, 2, 1919, p.18)
<table>
<thead>
<tr>
<th>Year</th>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school</td>
<td>Endowed grammar</td>
<td>Maint. grammar</td>
<td>280</td>
<td>450</td>
<td>13 to 18 comp.</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>100+</td>
<td>150</td>
<td></td>
<td></td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>ACCOM.</td>
<td>Library</td>
<td>Dispersed</td>
<td>Classroom</td>
<td>New library, office</td>
<td>Extended library, office</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New lib., office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Seats</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STOCK</td>
<td>Old bks 1,040</td>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loc.</td>
<td>Library</td>
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<tr>
<td>Mod bks</td>
<td>8 mss</td>
<td></td>
<td>2,000*</td>
<td>1,000+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non bk</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>7 small</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>libraries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL/CAT.</td>
<td>List</td>
<td></td>
<td></td>
<td>Dewey Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDITS.</td>
<td>Source</td>
<td>Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMIN.</td>
<td>Libr. Head.</td>
<td>Boys</td>
<td>Boys</td>
<td>Master</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist.</td>
<td>n/a</td>
<td></td>
<td></td>
<td>Master</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USE</td>
<td>Age gp.</td>
<td></td>
<td></td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCE</td>
<td>Sum</td>
<td></td>
<td>Subs, fines</td>
<td>Grant</td>
<td>£900</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig 13 Burnley Grammar School: summary of development.
Gifts of money as well as books were occasionally sought and received, and there were infrequent extras such as a collection made for the library in lieu of charging admission to a science club exhibition. This was in 1920, and in the same year all boys were declared members of the library, but not surprisingly, their subscriptions do not seem to have been very readily forthcoming. Something over £10 was raised about then, however, with what seems to have been considerable effort, and both boys and parents were thanked for money (Brun, 11, 1922, p.18). The lack of money seems to have continued for some time, and as late as 1931 there was a suggestion in the magazine that the librarians were allowing fines to accrue rather than retrieving books, since no fines meant no new books (Brun, 36, 1931, p.28).

Once more evidence is lacking, but the cessation of protests and demands for money following the re-establishment of the library in 1938, and the provision of books and furniture at that time, suggest that some allowance was finally made for the library.

The library now receives a relatively high annual allowance of about £900, and it is clear from its appearance that a considerable sum of money has been effectively spent since its opening in the new building.

3.4. SUMMARY

The Burnley Grammar School Library investigated by Christie is no longer in the school, although still belonging to it, and has been kept more or less intact, despite the depredations of generations of schoolboys.

Alongside this, a further library has developed so that the school now possesses a comprehensive, attractive, well arranged and well cared for collection of useful, primarily modern books.

Although a thriving central library was being operated by the boys by 1923 this had disintegrated by 1930, oddly enough as
a result of active encouragement of the use of books arising from contemporary educational theory. It was revived in 1938 and developed gradually until 1956 when it was properly established by the provision of a purpose-built room. This sufficed until the school became comprehensive in 1973, which brought a further change (fig.13).

The grammar school library seems to have retained its character despite the changes within the school, since it was able to meet them, but it may well be lost by further proposed reorganisation which would demand the redistribution of its stock to other establishments.

3.5. SOURCES

Books:


School documents and publications:


Printed catalogue of the old library, undated.

Correspondence and/or conversation with:

Mr. K.A. Panter, headmaster.

Mr. J.D. Mitchell, librarian.

Burnley Public Library.
Fig. 14. Bury Grammar School. Extended 1631 Building. (B.G.S. Anniversary Booklet).

Fig. 15. Bury Grammar School. 1979.
CHAPTER 4
BURY GRAMMAR SCHOOL

4.1. THE SCHOOL

Bury Grammar School has been in existence since at least 1625 and was well endowed by the Rev. Henry Bury in 1634. Unfortunately the careful arrangements which he had made were not proof against civil war, and most of the money was lost. The school continued however, supported by the fees of its scholars and boarders, and was refounded as a free school in 1726 by Roger Kay, a former pupil.

The school suffered setbacks in the mid nineteenth century associated with a rapid population growth which made demands for expansion that the old endowments could not meet, and with the desire for more commercial education. Some changes were made including extensions to the 1634 building in 1861 (fig.14), but the school remained rather unsatisfactory until it was revived by the activities of a new headmaster, Mr. W.H. Howlett, who took up office in 1879.

The school expanded rapidly under his care, occupied new premises in 1907 linked to those of the Girls' School, and by the time of his departure in 1919 there were about 200 boys, compared with about 70 at the time of his arrival, and facilities and activities had been considerably increased.

The school flourished thereafter, although inevitably outgrowing its facilities to the extent that its existence was again threatened as recently as the 1950s. Its future was secured by the provision of a completely new building (fig.15), opposite the old one which was left to be occupied entirely by the girls. It was by this time a direct grant school and has since become independent. There are at present 660 boys, the
Girls' School remaining a similar but separate establishment.

4.2. THE 1885 LIBRARY

The library originated in 1726 under the statutes drawn up by Roger Kay when he refounded the school. He decreed that £4 should be spent annually to provide books for poor boys, but in fact the purchases, dismissed by Christie as 'merely school books', were used to build up a library (Ch.Com.XIX, 1828, p.223), together with books given to the school.

Accommodation and Furnishing

Christie reported that in 1880 Mr. Howlett had gathered together the books found in cupboards about the school and placed them in his house, and that they were there in 1885.

Stock

There were said to be 300-400 books in 1880, classical, mathematical and theological. Apart from the obvious purchases some had once formed part of an ecclesiastical library, some had certainly belonged to the founder, Henry Bury, and others might have done so, perhaps being the remnants of the library which he gave to the town in 1636. There is no clear record of his giving books directly to the school. Christie mentioned only three books which he believed to have belonged to Henry Bury and four others which might have done so. He also recorded the information supplied by the headmaster that some of the theological works had been transferred to the Conservative Club and were still there. No figure was supplied but the implication is that the library was therefore smaller than it had been in 1880, and that the older books were already beginning to disappear from it.

Classification and Cataloguing

Nothing has been found beyond a mention by Christie of some numbering in the books which he noted.
Additions

The additions seem to have been purchases of classical and mathematical texts to add to the basic collection of theological works, probably discontinued by 1885.

Administration and Staffing

Since the headmaster himself found the books and gathered them from cupboards in the schoolroom it would seem that they had been receiving no particular attention immediately prior to 1880, and were his concern in 1885.

Regulations and Use

As the books had remained in the headmaster's house for five years, apart from those transferred to the Conservative Club, it would seem that little use was being made of them although they may perhaps have been accessible to the boarders in the house.

Finance

It is not clear whether the founder's annual £4 was still being spent, although presumably it was still available. The last note of it seems to be an entry in the Trustees' Minute Book which ends in 1867.

Summary

Although there were probably 200-300 books constituting a library for the school of 163 boys, they seem neither to have had much practical value nor to have been given much attention, despite the fact that a small sum of money may have been available.

4.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

There seems to be little information available concerning the period immediately following Christie's visit. The early school magazines made no mention of a library and there was an unfortunate and unexplained gap in the publication between 1916 and 1948. In addition, the school documents in the Record Office offer virtually nothing of relevance.
Fig. 16. Bury Grammar School Library, 1979.
The headmaster who gathered up the old library remained until 1919, by which time the school had moved into a new building. Apparently the books moved also since there are what appear to be the remnants of the collection housed in the present headmaster's office although the Charity Commissioners made no mention of a library in their description of the school in 1907 (Copy of Report 1907).

Mr. A.H. Shaw, a classics master, is believed to have established a new library in 1927, named the Strangeways Library in 1936 after a former headmaster. This existed until the school moved into new premises, followed by the opening of the present Walmsley Library in 1965.

**Accommodation and Furnishing**

The present library, which is on the first floor overlooking the main entrance and the playground, is really a library complex. The main part is L shaped and on two levels, the corner being filled by a librarian's office overlooking both areas which are joined by three diagonally placed steps (fig.16).

The lower area into which the entrance opens is fairly formal with large tables set in bays formed by the bookcases. It is about 6m. by 9m., and seats about 24 at the tables and more on bench seats under the windows.

The upper area is about the same size and seats about the same number, at small tables and easy chairs. This area also contains wall and island bookcases, a map cabinet, periodical racks, the catalogues and an issue desk, and the entrance to the librarian's office. The office is a reasonable size, about 3m. by 3m. and suitably furnished.

The rooms described so far formed the original library but an extension was opened in 1976 as a resources area. This involved the addition of another room beyond the upper area,
access being given by a door and steps down, although there is a second entrance on the normal floor level. So far it includes a reprographic area, three audio booths and study carrells, as well as ordinary seating which here is tubular framed, matching the metal shelving. It will seat about 30, and thus the entire capacity of the library must be about 90.

The whole area is carpeted, the windows are curtained and the locally built furniture and fittings in the two original areas, in light wood and green upholstery, are remarkably fine. The overall impression is of a bright, attractive, modern library.

Of the old Strangeways Library there is now no trace. It was specially constructed by filling in the space beneath what was originally a bridge between the outer parts of the old building, but it has disappeared in the alterations made since the entire school was occupied by the girls in the 1960s. Some information about it remains, however, in the pages of the Clavian.

The earliest shelving was wall and island and the islands could be swung back to give space for meetings (Clavian, 5, 13, Jul. 1949, p.8), but this was entirely replaced in 1954 by higher, adjustable, oak wall shelving, using £500 of money given to the school by a Major Peacock (Clavian, 6, 7, Jul. 1953, p.10). In 1956 the area was extended and new tables and chairs supplied, but the end was approaching and in 1964 the headmaster was anticipating:

'a large well-equipped new library in keeping with the size and academic work of the school' (Clavian, 10, 1, 1964, p.5).

This, the present Walmsley Library, named after the Bury firm which provided the money for it, designed and later extended in consultation with the then librarian, Mr. D.S. Hodgkiss, was opened in 1965.
Stock

There are now some 8,000 books in the library. Mr. Hodgkiss recalled a preponderance of classics books as late as 1953, but this has now gone as the figures illustrate:

<table>
<thead>
<tr>
<th>Reference</th>
<th>10%</th>
<th>German</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>3%</td>
<td>French</td>
<td>3%</td>
</tr>
<tr>
<td>Philosophy &amp; Mathematics</td>
<td>3%</td>
<td>Classics</td>
<td>1%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>41%</td>
<td>Geography</td>
<td>4%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>5%</td>
<td>History</td>
<td>18%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3%</td>
<td>Biography</td>
<td>1%</td>
</tr>
<tr>
<td>Art</td>
<td>3%</td>
<td>Senior Fiction</td>
<td>9%</td>
</tr>
<tr>
<td>Music</td>
<td>1%</td>
<td>Junior Non-fiction</td>
<td>9%</td>
</tr>
<tr>
<td>English</td>
<td>8%</td>
<td>Junior Fiction</td>
<td>11%</td>
</tr>
</tbody>
</table>

The figures also illustrate the fact that the library provides for the whole school, 20% of the stock being primarily for juniors and kept in separate bookcases. There was a separate library for a short time during the transition period, since the junior boys were the first to move across to the new school, but this was incorporated into the main library when it opened.

Comparison of these figures with those of other schools is difficult since the Dewey classification system is not used, and therefore the subject divisions are not parallel, but comparison of one area with another is reasonably possible and of note here is the unusually low number of English Literature books. English was reported as being poorly provided for in 1954 (Clavian, 6, 9, 1954, p.8), as were religion, travel and topography, and although the report shows a deliberate policy of filling in gaps, it seems that not all the weaknesses have as yet been eradicated.

The stock is in good condition and evidence of earlier care is given by a report in 1953 which claimed that all old stock had been rebound or replaced (Clavian, 8, Dec. 1953, p.11). As well
as this, unwanted books are shown to have been transferred to departments from time to time. An insurance check in 1956 gave the number of books as 3,500; by 1960 there were 6,000 and since there are now 8,000 it is obvious that the greater part of the stock is of relatively recent date. Older books are to be found in the expected areas such as local history, but the overall impression is of up to date stock, in good condition and well arranged and labelled. There is sufficient space for books to be attractively displayed.

As already mentioned the remains of the old library are in a bookcase, in the headmaster's room. There are about 60 rather dilapidated books, and only one of those mentioned by Christie, Jewel's Defence of the Apology, seems to have survived. They are mostly classics books, and seem to have been in, if not exactly part of, the library until comparatively recently:

'The small collection of books belonging to the old school library, which have never been incorporated in the present library before, but have been accumulating dust in the cupboards or on shelves eight feet or more from the ground, have also been examined, and some few are now on the shelves. There is not much of real value among these but one book with "Henry Bury" and another with "Roger Kay" on the title page have been unearthed and are in the display cabinet. The rest will, in due course, be "returned to store".'

(Clavian, 9, April, 1954, p.8).

In addition to books the library offers the usual selection of newspapers and periodicals ranging from Look and Learn to Punch and New Scientist, and subscribes to Keesings Archives. History Today is bound.

The resources area has been open for less than twelve months, that is since September 1977, and is still to be expanded. So far
it provides a reprographic unit and facilities for listening to and borrowing records.

Classification and Cataloguing

Mr. Carter, a former member of staff, is thought to have begun the present classification when the library was still in the old building, adopting the Brown system which is still in use. Changing to Dewey was considered by his successor but some dissatisfaction with the system coupled with a professional estimate of the time required to complete the operation, was sufficient to prevent the change. The Brown system has been modified to some extent, for example, the 0 for history, plus 95, gives Bury Grammar School, but there are notices to explain the classification and the use of the author and subject catalogues in connection with it.

The card catalogue was being compiled in 1948 and by 1951 it was complete and awaiting cabinets to house it (Clavian, 6, 3, Dec. 1951, p.13). Nothing has been found to suggest the existence of earlier catalogues.

Additions

In the early history of the present library additions seem to have been primarily in the form of gifts or bequests of which several were said to be substantial, although details of them are not available. They included particularly those of a former governor, Bishop J.C. Hall, and a former classics master, Mr. G.N. Woodd, but the most notable seems to have been that of the former headmaster, Mr. R.L. Strangeways, who died suddenly in 1936 and after whom the library was subsequently named. Reports in the Clavian and verbal accounts of the money raising activities of at least one of the masters in charge of the library show that some books were always acquired by purchase, and in the Autumn term of 1950 these were shown to have been spread over eight
different areas. Some of the additions were reviewed in the magazine by the librarians, and complete lists seem to have been available from the library at some time (Clavian, 6, 4, Jul. 1952, p.13).

In 1955 there was an expressed policy of buying books for the general reader and those calculated to encourage middle and lower school reading, and in 1956 a new section, geography, was begun. Thus apart from the influence of gifts which is said to have left the library heavily biased towards the classics until the 1950s, there has clearly been a deliberate policy behind the additions, designed to create a balanced library for the school.

Under the present system staff and boys fill in recommendation cards and these, together with the librarian's own selections, form the basis of additions for which he is entirely responsible. They are now made at the rate of about 400 books a year.

Administration and Staffing

There may have been activity following Mr. Howlett's interest in the library and responsibility for it as headmaster in 1880 which has gone unrecorded, but it seems that Mr. A.H. Shaw, a classicist, may well have created the post of librarian in 1927 when he is believed to have re-created the library a year after joining the staff. He seems to have been followed by a Mr. Carter, another classicist, then by a member of the English department and then by Mr. Hogkiss who took over about 1962. He is a historian who resigned from the position of librarian on becoming second master, and has been followed by Mr. M.J. Hatley who is a modern linguist. Thus there is here no tradition of the post of librarian being associated with any particular subject, only that it has always been held by a fairly senior member of staff.

The present librarian has some allowance made in his timetable, about five periods a week including one afternoon when
there is no teaching and boys are available to help him. Apart from working at this time the sixth form librarians, of whom there are about two dozen, operate and supervise the library during the lunch hour, working in threes because of the three rooms. There are also some junior assistants supervised by them.

The library reports in the Clavian show boys to have been involved from at least 1948, and to have had considerable responsibility. The few early reports which were signed seem to have been written by boys, as were the book reviews incorporated in them. Only in the late 1960s was the principal boy librarian's title changed from Head Librarian to Chief Assistant Librarian, which perhaps reflects a gradual increase in direct staff involvement.

The present boy librarians operate the resource centre as well as the library proper, but another master is responsible for this, currently Mr. J.B. Thorpe.

There is no clerical assistance.

Regulations and Use

The present library is available to all boys throughout the day with the exception of the resources area which is reserved for the use of sixth formers. It is unsupervised but is normally fairly quiet as the sixth forms have alternative accommodation. It is normally very busy at lunch time which is the only time when books may be borrowed.

The Strangeways Library was open for half an hour each day at lunch time and again after school in the late 1940s and early 50s, but it is not clear if boys had access to it during the day.

The issue system was reported as having been changed in 1951 and again in 1959, but no details were given. The present system uses tickets, five for the sixth forms and three for the rest, and
all books are issued by librarians. Losses seem quite high, possibly connected with the temptation to borrow during the day in the absence of librarians, but the problem seems to be as old as the records and would doubtless exist in any case. Termly stock checks are carried out and these revealed an apparent loss of about 100 books in 1977, although many of these are expected to reappear.

Books may be retained for three weeks, after which fines, introduced in 1963, are charged at the rate of 2p per week. Records may also be borrowed on payment of 5p, but must be returned in two weeks. Records may also be listened to in the lunch hour provided that the fifteen minute session allowed has been pre-booked. This is obviously to prevent any undue pressure or argument, and to avoid the need for conversation in the resources area in which silence is maintained in contrast to the rest of the library where quiet talking is permitted. This may seem something of a contradiction, but its physical isolation, its individual audio booths and study carrells, and the fact that it houses the reference books and the senior fiction, define it quite clearly as an area for individual activity.

Although there is no formal instruction in library use boys are introduced to the library by the librarian during their first year in school, and forms are brought in by other members of staff to do project work. It is quite definitely a library and not used as a classroom, although that was one of its problems in the old building in 1948. At that time the library was also the home of many school societies such as the Literary and Debating Society, and the venue for film shows and lantern lectures hence the movable bookcases and the provision of blinds.

Apart from criticism of the poor reading habits of the middle school, the Clavian reports reveal no concern about lack of use
<table>
<thead>
<tr>
<th></th>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Endowed school</strong></td>
<td>Endowed grammar</td>
<td>Direct grant</td>
<td>Library</td>
<td>New lib., office</td>
<td>Ext. lib/ resource centre</td>
<td>Indep.</td>
</tr>
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<td>200</td>
<td>400</td>
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<td>660</td>
</tr>
<tr>
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<td>Library</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td><strong>Type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110m²</td>
</tr>
<tr>
<td><strong>Seats</strong></td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60*</td>
</tr>
<tr>
<td><strong>STOCK</strong></td>
<td>Old bks</td>
<td>New</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td><strong>Loc.</strong></td>
<td>Head's house</td>
<td>Library</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8,000</td>
</tr>
<tr>
<td><strong>Mod bks</strong></td>
<td>House</td>
<td>Library</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,000*</td>
</tr>
<tr>
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<td>Govs, fines</td>
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</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

**Fig.17** Bury Grammar School: summary of development.
of the library, although there seems to have been something of an advertising campaign in 1963. The general impression is that once the library had been properly established it developed quite satisfactorily, and is still doing so.

Finance

Apart from the money that Kay directed should be paid, nothing concrete has been found in relation to early library allowances. The provisions of Kay’s Foundation were altered in 1899 (Ch.Com.Report 1907), and the £4, of which there is no mention in the report, may have been discontinued at that time.

Mr. Hodgkiss reports that Mr. Shaw ran the library primarily on the proceeds from the sale of text books in school, and from the tuck-shop which he also ran.

4.4. SUMMARY

Thus Bury Grammar School has a fine new library which includes the beginnings of a resource centre. There is an adequate stock of relatively new books for its 600-700 boys, and as a result of a history of care and attention it is reasonably comprehensive, but not encumbered by a multitude of out-dated volumes.

The area is attractive and well laid out, and has the appearance of being well-used and effectively organised. There is heavy dependence on pupil assistance, since the librarian’s time is limited, but financial support seems to be adequate.

Effectively it dates from 1927 and was the result of the interest and efforts of one master, although by 1936 it had become sufficiently established for a room to be constructed for it. The occupation of a new building saw the library expanding to match it, and principally as a result of the concern of an individual, but also in connection with further building, 1976 saw further extension and the beginnings of a resources
centre (fig. 17).

Its connection with Christie's enquiry lies in little more than name since it has been impossible to trace true continuity from that time. Although some of the old books are still in school, and were kept in the developing Strangeways Library for some time, they have, themselves, no real connection with the present library.

4.5. SOURCES

Books:

Christie R.C. Old church and school libraries of Lancashire. Manchester, 1885, pp.139-142.

Periodicals:

Lancashire Life. 2.11.1952. p.190.

School Publications:


Bury Grammar School Prospectus

Fig. 18
Hawkshead Grammar School c.1890.
(Cowper, p. 505).

Fig. 19
Hawkshead Grammar School.
1979.

Fig. 20
Hawkshead Grammar School Library.
1978.
5.1. THE SCHOOL

Hawkshead, now a popular tourist centre but otherwise of little importance, was at one time a thriving town and local centre befitting one of the judicial and administrative centres of Furness Abbey. Its prosperity finally disappeared with the industrial revolution, but when the Grammar School was founded in 1585 by Edwin Sandys, later Archbishop of York, it was to meet the needs of the then thriving and prosperous community from which he came, there being no grammar school within 20 miles.

The school prospered until the late eighteenth century, boarders being admitted by then as well as local boys, but the declining importance of Hawkshead in the nineteenth century, coupled with mis-management in the eighteenth, contrived to close the school. At its best it offered a high standard of education but was never very large; something over a hundred boys being the maximum. Several attempts were made to revitalise it, including changing the statutes and setting up a separate elementary school, and numbers fluctuated accordingly. There were over 100 boys in 1792, as few as 40 in 1820, and again 100 in 1875. This seems to have followed the appointment of an energetic headmaster who included amongst his activities successful attempts to regain some of the lost endowments commented upon by the Charity Commissioners who found the school documents in a neglected heap in the school chest in 1817 (Ch. Com. 111 1822, p.205). All attempts to revive the school failed, however. In 1902 there were only 6 boys, and it closed in 1909, still in its original building (fig. 18).

Today that building (fig. 19) is a museum, an interesting
example of an early grammar school which attracts particularly
followers of Wordsworth, as apparently it did even before its
closure.

The endowments continue, as does the board of governors,
currently under the chairmanship of a descendent of the founder.
The income is used to maintain the building and its contents, and
to assist in the provision of higher education for local children.

5.2. THE 1885 LIBRARY

Christie's account of the library, mostly in fact the work of
Mr. John Cree according to the introduction, was quite comprehen­sive. Much detail was supplied in the notes to it, the main part
consisting primarily of book lists. An outline of the history was
given, including its unusual beginning in an initial donation of
books made by Daniel Rawlinson about 1669, augmented by gifts which
he himself persuaded others to make. This amounted to about 114
books from 75 different people. The later bequest of books from
Thomas Sandys in 1717 was noted, as was the fairly successful 1788
scheme of Thomas Bowman, then headmaster, to introduce subscriptions
and persuade leavers and former pupils to present books. There is
in fact little to add, partly because the account is comprehensive,
and partly because not much has been found in the way of other
sources. Little seems to have been published and any other
information must lie in the school's and the governors' records,
which are assumed to exist, but were not made available.

Accommodation and Furnishing

In 1885, or more accurately 1884, when the inspection was
made, the library had been moved from its original home, the
'presse' given for that purpose by Edwin Sandys in 1670, and the
books were housed in an upstairs room of the school in a bookcase
open at the top where the larger books were kept, but with doors
to the lower part. This was thought to be the bookcase erected
by Thomas Bowman in 1789, at which time the books were arranged according to size. Mr. Cree reported that:

'No fire had for a long time been possible on account of the chimney smoking, and the library seemed entirely given over to the ravages of the enemies of books.'

**Stock**

The library was also said to be, 'in utter confusion' and, 'under an extraordinary accumulation of dust' with bindings, 'generally very much out of repair', and not surprisingly no indication of the number of books is given, although there must by then have been something approaching 1,000. Several uncatalogued books were mentioned, and the expressed belief that a detailed examination might reveal more books of interest implies that the general state of the stock at the time prohibited this.

**Classification and Cataloguing**

Two lists of the books given or obtained by Rawlinson were mentioned as existing in the account books of Daniel Rawlinson's Charity, as were further lists in the same records following Thomas Sandys' bequest, dated 1785 & 1788. In each case the more comprehensive list was studied, some of the books being marked as located in the investigation in 1884. There is also a note that the books were catalogued in 1788 and re-arranged in a new bookcase, each shelf being given a letter, and the contents of the shelf then being entered in the catalogue. This catalogue was still available then as it was described as having very brief entries, not always easily understood.

**Additions**

There was mention of a gift of £100 from the Reverent William Wilson in 1817, the interest of which was intended for library books or for prizes, but there is no mention of its having been spent. Although there were only 253 books in the 1788 catalogue,
uncatalogued books were found in 1884 and there were said to be 1080 in 1889 (Cowper, p.504), and 2,500 in 1914 (VCH, 8, p.375). Thus additions had been made, and indeed it seems that payment for use was still applicable in the early nineteenth century (Carlisle, p.663), although the account of neglect suggests that little was happening at this time.

Administration and Staffing

No information was found about either of these points other than that the writing master seems to have had charge of the library at times, as when the catalogue was made in 1788.

Regulations and Use

There is little to suggest that the library was in use at all at this time. It was said of Wordsworth, who left in about 1787, that:

'He was one of the very few boys who used to read the old books in the School-Library (Thompson p.344).

In 1822 the Charity Commissions reported the existence of 250 books in good order in an upper room, occasionally used by master and scholars (Ch. Com. 111, 1822, p.205), and by 1878 the library was already being shown to visitors. These were by no means local since one of a party of Americans is said to have stolen a piece of the binding of Archbishop Sandy's Bible, subsequently locked up as Mr. Cree found it. Perhaps increasing concern for the continued existence of the school itself in view of declining standards and numbers, simply allowed the library to be forgotten.

Finance

Beyond the fact that there should have been money available from Wilson's gift for the purchase of books if required, very little information has been found. Rawlinson's money was lost very early by a bankruptcy, and the school had financial problems resulting from neglect and mis-management of its endowments.
generally. There may have been some payments made by pupils at the rate of 5/- (25p) per an., but Christie reported the governors as saying that they had no money to put the library to rights. He also reported the headmaster, the Rev. R.M. Samson, as saying that a descendant of Rawlinson had expressed interest in repairing the books, but there is nothing to show if anything came of this.

Summary

Thus Christie, or rather Cree, seems to have been confronted with a dusty and neglected library of approaching 1,000 books in an upper room of a dying school.

5.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

Accommodation and Furnishing

The library is still to be found in an upper room of the school, presumably the one which it has always occupied, that is the room to the left of the sundial in the photographs (figs.18 & 19), there being three rooms altogether on this floor. The room is about 6.5m. by 5m. and still contains a fireplace, although it is now equipped with a storage heater and a humidifier. These did not seem to be in operation when the library was inspected, and there is nothing to show when action was taken to preserve the books so threatened by decay in 1899 (Cowper, p.503). Cowper also stated that the books were kept on open shelves 'with the exception of a few rare volumes which have recently been put under lock and key', and this is no longer true. Most of the books are housed in seven locked, wire-fronted bookcases, each with its separate set of keys, and in a shelved alcove containing several of the larger books, which is again well secured. This was said to have been done some time ago for insurance purposes, but the date was not given. The cases are about 2m. high and some idea of their appearance, and of the wiring, may be obtained from the photograph (fig.20).
Not all the books are in the library. Twenty or so of the more interesting volumes are on display in a large glass case in the schoolroom below, probably put there in the last five, or possibly ten years, during which attempts have been made to make the school more interesting to visitors, including enlisting the aid of Abbot Hall, the Museum of Lakeland Life and Industry in Kendal. The Archbishop's Bible is also downstairs, still displayed in the inscribed, glass-topped, oak case which was provided for it by Major T. Myles Sandys in 1878, to protect it from further damage.

Stock

Cowper claimed 1080 books in 1899, their subjects being, 'travels, theology, classics, and others'. There now seem to be about 1,400 of which 100 to 150 are relatively modern school text books, and to be discounted. They are stored on the top shelves of the cases, presumably for convenience, and give the impression that when the school closed all remaining books and papers were put into the library and left there. The papers are mainly relating to the various schemes submitted to the Charity Commissioners.

As far as the main part of the collection is concerned, the chaos has gone. The books are neatly arranged and clearly many have been rebound. The result is an impressive array of mainly seventeenth and eighteenth century books in good order, very different from some of the mouldering collections seen elsewhere.

Classification and Cataloguing

Not only have the books been repaired and re-arranged, they have also been re-catalogued. This was said by Mr. Brownson to have been done sometime between the wars by a Mr. Thompson who had retired to Hawkshead. The immediate thought that this might be the Thompson whose book has been used as a source is not
adequately supported by dates, however, and the question of its compilation remains unresolved. This leather-bound, two-volume catalogue, handwritten, but not signed or dated, is kept on the old master's desk in the library. In it the books are entered alphabetically by author and subject, and shelf marks are given so that they may be found. The system works well since the books are where they are supposed to be, and it was easily possible to locate some of those listed by Christie as being in the library, and to find others from the original lists which must then have been lost in the chaos.

Additions

Inside the catalogue mentioned above is a note, dated 1931, regarding 8 books added to the library by J.H. Barnes of Brathay Vicarage, which explains the insertion of details of these on the left hand page instead of in sequence on the right. This also shows the catalogue to have been compiled before this date. There is some suggestion that the additional books may originally have come from the school, but apart from this, and the collection of schoolbooks housed with it, the library has obviously received no additions since 1909, and as it is in effect fossilised, it is never likely to do so.

Administration and Staffing

It can only be assumed that as long as the school was open the library was in the care of the master or his assistant, although this was not written into the statutes as in some schools. With the closure of the school, however, responsibility must have passed directly to the governors, who now control it. The building has a caretaker, normally there daily in summer to open it to the public, and checking it about three times a week in winter - weather and 'buses permitting since he lives in Coniston. Otherwise it is not staffed.
<table>
<thead>
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<th>1905</th>
<th>1925</th>
<th>1945</th>
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Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig. 21 Hawkshead Grammar School: summary of development.
Regulations and Use

The library is no longer used as such except by students of one kind and another, with the prior consent of the governors. It is not open to the public apart from the volumes kept in the schoolroom. This has been a museum since at least the end of the first world war, attracting visitors interested in seeing where Wordsworth went to school, and still contains much of the old furniture.

Other parts of the building are used, however, notably by the Girl Guides who meet there regularly and seem to have overflowed from their upstairs room into the library, which was in fact rather cluttered, to its detriment. It is said to be used as a meeting room occasionally, but it seemed to be in danger of degenerating into a general storeroom.

Finance

There is still income from investments which include property in Hawkshead, and there seems little doubt that the foundation is able to support the library if need be.

5.4. SUMMARY

Hawkshead was a rural grammar school which was closed by a combination of financial difficulties, outmoded education and increasing remoteness in the face of the industrial revolution. The situation may have been complicated by continuing endowments and local interest, but in the first place its survival, and thereby that of its library, appears to have been a result of the merest chance - that of having had Wordsworth as a pupil which meant that it became worthwhile to turn a decayed school into a museum.

As a result of this the library can be little different from that investigated by Cree on Christie's behalf, except in its improved condition and arrangement. Not only that, but it can be
little different from the original library since the first collection was given only a year or two before the school was rebuilt in 1675. The bookcases are different, additions have been made, and doubtless losses occurred, and the cataloguing and arrangement are relatively recent, but otherwise it has been the same collection of books in the same room in a virtually unaltered building for about 300 years (fig.21). Apparently Lancaster University has shown interest in acquiring the collection, but the governors have decided that it shall remain in its proper place.

As the information sheet for visitors says: 'Experts state that the library is the finest example extant of a medieval grammar school library'.

5.5. SOURCES

Books:


Cowper, S.H. Hawkshead. 1899.


Victoria County History of Lancaster. 8.1914.

School Documents:

Miscellaneous papers in the library.

Visitors' Information Sheet.

Correspondence or conversation with:

Mr. R.D.L. Brownson, solicitor and clerk to the Governors.

Mr. B. Hornsby, caretaker.

Major M.E.M. Sandys, descendent of the founder and Chairman of the Governors.
Fig. 22. Heskin School 1979. Part of the present building on the left and the reconstructed old school on the right.
CHAPTER 6
HESKIN GRAMMAR SCHOOL

6.1. THE SCHOOL

The school was founded in 1597 by Sir James Pemberton who made the Goldsmiths' Company and Brazenose College the main trustees. The Charity Commissioners saw this as a reason for not investigating it, Carlisle ignored it, and no full account seems to have been written. Thus there is little information available for the 1800s, although articles and letters concerning it appeared in a local paper towards the end of the century and have been preserved in a collection of cuttings in Chorley Public Library (Bannister, pp.255-257). These showed that it had fallen into decay, been repaired and altered, and officially declared an elementary school in 1875, although said to have been by 1865: 'an elementary school of a humble order ... The master did not know Latin, and it is probable that for many years before that date the school had given nothing beyond an elementary education.' (V.C.H., p.609).

Reasons for its decline would perhaps be revealed by inspection of the school records, but these, and indeed the school itself, proved difficult to locate. The records, which are at present held by the Rev. T. Walker and are now to be transferred to the Diocesan Registry Office in Blackburn, were not in fact traced in time to be consulted personally.

Whatever the particular reasons the school never regained its secondary status, although new buildings were provided in 1896. It is now a rural primary school occupying that second building close to the old one which was sold and converted to a dwelling house about four years ago, and is no longer recognisable as the old school (fig.22). The only obvious link with the old
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<td>Head</td>
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</tr>
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<td></td>
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</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig. 2.3  Heskin Grammar School: summary of development.
foundation lies in the retention of the title of grammar school for what is now Heskin Pemberton's Grammar School (C. of E. Primary Aided).

6.2. THE 1885 LIBRARY

Christie outlined the growth of the library from its promising beginnings in the bequest of the master, Richard Radcliffe, in 1623. His extracts from the governors' accounts and minutes, which included catalogues, showed that it must in the end have reached a total of only about 150 books by 1800. He found 48 volumes remaining in 1885. These were in poor condition and obviously disused since they were discovered in a chest at the school as a result of his enquiries.

6.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

Unfortunately this enquiry has not been attended by the same success as Christie's; the school managers know nothing of the fate of the library books; their chairman, the Rev. T. Walker, has been able to find no recent reference to them in the records; and the status of the present school does not qualify it for further consideration.

6.4. SUMMARY

This school reflects the influence of local environment in comparison with that of Hawkshead. In many respects the schools were similar; small, remote, rural grammar schools which could not compete with urbanisation, but where the one closed and was preserved with its library intact, the other degenerated into an elementary school and finally became a primary school, in the course of which transition its library was entirely lost. (fig 23)

6.5. SOURCES

Books:


Leach, A.F. Schools. Victoria county history of Lancaster. 2. 1908, p.609.

Correspondence and conversation with:

The Rev. T. Walker, Vicar of Wrightington and Chairman of the Board of Managers.
Fig. 24  Kirkham Grammar School 1900. (Shaw, p. 464)

Fig. 25  Kirkham Grammar School 1979.
Kirkham Grammar School is said to have begun as a chantry school in 1549 (Lancashire Life. 5.12.57, pp.44-45), although there seems to be little record of its early history. In 1584, in order to support the school, money was given to and collected by a group of local administrators known as the Thirty Men, and although the school suffered in the civil wars as a result of disagreements among the trustees, even closing for three years, it did survive. Its continuance was ensured by later endowments of which the first of note was that of Henry Colbrun in 1665. This was vested in the Drapers' Company, and with it control effectively passed to London. This led to difficulties later, principally in that the money passed to London also, but at first, with the change in government and additional endowments, notably those of James Barker in 1670 and William Grimbaldston in 1725, the school flourished.

With the development of other types of schools its existence was again threatened, despite the erection of a new building in 1807 (fig.24), and it was still declining in 1885 at the time of Christie's enquiry. In 1898, however, some local control was regained, and by the partial amalgamation of several educational charities in the area, the school became integrated with the local system under what was known as the Kirkham Education Foundation. A new building was provided by the Drapers' Company in 1911 (fig. 25), and this is still occupied, together with extensions, including that built in 1937 which houses the present library.

The school, which has only 470 boys including about 50 boarders, and has retained the character of a rural grammar school,
became a voluntary aided day and boarding school for boys in 1944. It has recently elected to become independent with effect from September 1979, at which time it will also become co-educational as it was until 1701.

7.2. THE 1885 LIBRARY

Dr. Grimbaldeston gave money for the purchase of books in the provisions of his will in 1725, and Christie recorded this and said that a library seemed to have existed before this time. Further evidence for this is given by the statutes of 1675, of which section 10 contains rules for the governance of the library.

Accommodation and Furnishing

The school was at this time in the now demolished 1807 building, the books being kept in two cupboards in one of the schoolrooms.

Stock

There were about 300 volumes, in good condition, some theological but mainly classical. Only four were noted by Christie as being of interest:

- Fulke's Rheinish Testament
- Brown's Tertulian
- Fox's Martyrs
- Morton's Catholic Appeal

Many of the books were said to be comparatively modern, and these probably numbered about 100 since the Charity Commissioners had reported there to be about 200 in 1824 (Ch.Com.XI, 1824 p.236).

Classification and Cataloguing

Christie described a catalogue made in 1848, but gave no source for the date which he presumably obtained from the item itself. It was criticised for being merely a list of titles, but even so it seems odd that in 1850 the trustees were instructing...
the headmaster to list the books in the library and in the school (Shaw, p.534), and that this list was not mentioned. The catalogue has not been found, nor has any list, so it has not been possible to check the date.

Additions

The headmaster, the Rev. W.S. Mathews, M.A., reported no additions since his appointment in 1798, but the figures suggest that there had been some prior to that date, probably about 1840 when money was made available.

Administration and Staffing

This is hardly applicable since nothing was happening, but under the original statutes, and as late as 1850, the headmaster was directly responsible for the library.

Regulations and Use

The headmaster reported that the books were used only by him, a similar situation to that reported by the Charity Commissioners some 50 years earlier. The statutes forbade the removal of books from the library.

Finance

The statutes provided for play-day payments to be used to buy books, and Grimbaldeston's bequest also provided money for this purpose, but no clear distinction was made between school books and library books until 1840, although the Charity Commissioners said that some library books had been bought.

In 1840, £20 a year was made available from Barker's Charity and boys were required to pay 5s (25p) each half year for use of the library, but it seems that this system had lapsed by 1885. The records show frequent changes in the provisions of the various trust funds in the mid 1800s, and this may have had something to do with it, as may the fact that the school was not too successful at the time.
Fig. 26

Summary

Kirkham seems to have had about 300 library books in 1885, but neither they, nor the money once available for the purchase of more, appear to have been in use. The impression is that there were books supplied by the school, that these were text rather than library books, but that they were adequately serving the needs of the school which by then had dwindled from over 120 to only 44 boys.

7.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

Accommodation and Furnishing

The library seems to have remained virtually unused in its two cupboards for some considerable time, and not until 1907 was there any noticeable attempt to do anything about it. At that time the school was inspected and amongst other things, 'It was also suggested that the governors consider the advisability of opening a library for the use of the school.' (Letter from Chairman of the Governors, April 1907).

This seems to have had little result in that the new building was erected three years later without a room for a library, but then the school numbered only about 80, and two oak bookcases to house the library were presented by the old boys at the time and were kept in the hall. As the school grew this was seen to be unsatisfactory, and again reported as such:

'There is, however, no library proper, and considerable deficiencies exist in the matter of books of reference. There are, for instance, no good dictionaries belonging to the school. These and other indispensable volumes should be collected, but the existing nucleus of books can scarcely grow, as it should, so long as there is at the school no place where the books may be stored and consulted.' (Board of Education Report. June 1930, p.3).
This report seems to have had more impact than the one mentioned previously in that a library was included in the next new building:

'In 1937 another large wing was erected, containing, besides classrooms, a very beautiful panelled library, in which is a stained glass window bearing heraldic designs connected with Kirkham and its School.' (Shaw, p.577).

This library (fig.26), built for a maximum of 275 boys, is still in use for the present 470, and thus there is a problem of space for both books and boys, which led to the removal of the old bookcases and the redistribution of the old books as recently as 1968 (Kirkhamian IV, 7, 1969, p.323).

The room is about 10m. x 10m. with windows on the two sides overlooking the playing fields and adjustable bookshelves about 2m. high on the other two. There are also two island bookcases and a periodicals rack, and a librarian's table and issue desk in addition to eight tables for readers. The shelves hold about 5,000 books and the total seating capacity is about 50, but under cramped conditions. There is also a catalogue cabinet, and all shelves and sections are clearly labelled to guide users.

Plans for the future expansion of the school include the possibility of converting the present assembly hall into a new library.

Stock

The 5,000 or so books accommodated in the library form only half of the present stock which has been increasing rapidly since 1952 when there were only about 3,000 volumes. The librarian at that time, Mr. B. Coates, concentrated on providing books for the expanding sixth form, and junior fiction in addition, and recalled an Inspectors' Report of the 1960s which said that it was a good library for the size of the school, but limited to an
academic upper school.

At present it is virtually impossible to judge the real nature of the stock since limited space has meant the development of departmental libraries, of which there are at least four large ones, sciences, history, geography and economics, which of course take the new books. The main library contains a junior section which seems to have about 10% of the whole stock, another 5% is senior fiction and 2% reference, but generally there are too many books kept elsewhere for figures to have much value.

The general condition of the stock reflects the fact that most of the new books go elsewhere, even though recent additions, many of which are paperbacks bought to improve provision quickly, are backed, and there are accounts of old stock being withdrawn and auctioned off in the 1960s (Kirkhamian, 111, 9, 1964, p.419).

In 1968, when the old bookcases were removed, the books from the old library were distributed on the lower shelves of the present one, and about 30 of them are still to be found there. Some of the books were taken to the Harris Library to be valued and found to be interesting, but not worth much on the whole, and although one or two are said to have been locked away, the majority are in boxes in various parts of the school. Including the ones still in the library, there are in all about 100 books, a few 17th century, but mainly 18th. They include two of the works mentioned by Christie, Brown's Tertulius and Fox's Martyrs, which are in poor condition. The other two are listed in the old catalogue found, which seems to have been made during the early life of the present library, and so they must have disappeared comparatively recently.

The current stock was formerly increased by loans from the county, but this facility has been withdrawn from grammar schools, and books have been obtained from Kirkham Library.
Periodicals are available in the library in addition to books, *New Scientist*, *Economist* and so on, but it offers no other material.

Classification and Cataloguing

Apart from what seem to be shelf marks in some of the old books, the earliest record found is an old catalogue, unfortunately undated, but presumably later than 1937 since it lists the old books as a separate collection within a much larger library. It is in the form of an indexed book in which each subject has been given a letter and the appropriate books listed by author, with gaps left for further additions. There is now a card catalogue.

The Cheltenham Classification system was introduced shortly before Mr. Coates took over in 1952, and probably therefore in 1949, since the labelling of the books with an electric stylus is recorded at that time (*Kirkhamian*, 1, 3, 1949, p.88). He contemplated introducing the Dewey system but decided against it in view of the work involved for 7,000 books, but was responsible for the completion of author and subject indexes.

The Cheltenham system is still in use, modified in some areas, particularly English since that is the present librarian's subject, and all cataloguing and classification are done by him. He, too, has considered adopting Dewey but has not done so.

The system in use is explained by notices in the library.

Additions

Apart from the lists of additions occasionally published in the magazine from its beginning in 1948, which offer little in themselves, nothing has been found to show what was happening prior to 1952, by which time there were 3,000 books. In 1964 this figure had been doubled on the lines already indicated; junior fiction to encourage readers, and specialist works for the increasingly large and academic sixth form.
This high rate of additions seems to have continued to the present time, shown by the fact that 1,300 books have been added in the last three years. There seem to have been relatively few donations to the library, although boys have given books recently, and some donations are recorded in the Kirkhamian.

Only a small proportion of the books is purchased by the librarian: generally they are purchased by departments and given to the library.

Administration and Staffing

Nothing has been found to show how, or by whom, the library was operated when it came back into use in the early 1900s, or when it opened in the new building.

The first clear evidence is an entry in the magazine as recently as 1950 which speaks of a committee formed in the previous September, giving the membership as three masters and eleven boys (Kirkhamian 1, 5, 1950, p.14). Mr. Coates, who prepared for the post by attending an evening course for librarians run by the county, assumed responsibility in 1952 and held the position until he became head of history about fifteen years later. It was during his time that the library had its greatest period of expansion, and he seems to have been responsible for many improvements, including the provision of a card catalogue.

Mr. Coates was replaced by two members of staff, Mr. S. Crane and Mr. S.C. Cook, about 1970. For a short time they operated the library between them, being responsible for different aspects, but for about four years the post has again been held by one master, Mr. R.J. Watson, the present librarian and a member of the English department. His duties involve organisation and administration, cataloguing and classification, but not the general purchase of books. It is anticipated that a qualified librarian may be
appointed in association with the proposed expansion of the school and the library.

There are about sixteen boy librarians who carry out routine duties which include lunch time supervision and clearing up after school. The senior boy represents the library on the general school committee as well as serving on the library committee. According to the constitution, the library committee may make suggestions on such matters as rules and the provision of periodicals, but not, it would appear, books. The master responsible for the library is not a member of the committee, but supervises its activities.

Regulations and Use

In 1950, following the formation of the committee in the previous year, the magazine carried reports of increased activity and of advertising, all designed to promote greater use. Tickets were introduced at this time and the library was open twice a week after school. It was then that private study also began to take place in the library, and the system soon became one in which sixth form boys might borrow as and when they wished, but had to return books when there were librarians present. The rest of the school still had tickets and limited access. By 1970 the library was open every lunchtime, under the same sort of system, and this is still the case.

Complaints in the magazine suggest that increased use for private study also increased misuse, and there are several comments on behaviour and care of books, and particularly in connection with missing books: 14 was thought to be excessive in 1960, but by 1970 the number was 200, and it is still said to be high.

In the 1960s the inspectors criticised the fact that the library was normally supervised, and for a short time their
advice was followed and the boys left to themselves. Chaos ensued, and supervision was reintroduced and remains for all teaching periods. The sixth forms have alternative accommodation and in the last two or three years a great effort has been made to ensure that they do not use the library as a common room. Boys may be banned from the library for bad behaviour, and for failure to return books following a period of fines at an initial rate of 2p a day.

Junior boys are introduced to the library in their English periods, and then gradually left to use it for themselves.

During the short period recorded here, use seems to have increased steadily, judging by the issue figures which were reported fairly regularly. There were, for example, 1848 loans in 1950-51 (Kirkhamian, 1, 7, 1952, p.13) and 3080 in 1961-62 (Kirkhamian 6, 3, 1962, p.265). More use by scientists was reported in 1964, but by then the library had reached its full shelf capacity, and thereafter there are signs of the effects of developing departmental libraries in an apparent decrease in use overall, offset to some extent by increased loans from the English and fiction sections which remained part of the central collection and were therefore included in the figures.

The library is not used for teaching, but occasionally for meetings, as that of the school committee pictured in Lancashire Life last year (Lancashire Life 26, 5, 1978, p.67).

Finance

The alterations in the provisions of the various trusts which occurred in the 1880s seem to have effectively obscured the fate of the library fund beyond the fact that something remained, since some of the money was redirected to provide for the teaching of French in 1898, (Shaw, p.557), perhaps a reflection of the lack of importance accorded to the library at that time. The next fact
<table>
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<tr>
<th></th>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
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<tr>
<td><strong>Type of school Size</strong></td>
<td>Endowed grammar</td>
<td>44</td>
<td>80*</td>
<td>Vol. aided day &amp; bdg 300</td>
<td>-</td>
<td>Indep. 470</td>
</tr>
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<td><strong>ACCOM.</strong></td>
<td>Cupboards</td>
<td>Bookcases</td>
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<td><strong>STOCK Old bks Loc.</strong></td>
<td>300 Cupboards</td>
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<td>-</td>
<td>Sep. coll. in lib. 3,000*</td>
<td>7,000</td>
<td>100 In store</td>
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<td><strong>Mod bks Mon bk</strong></td>
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<td>-</td>
<td>-</td>
<td>10,000 Periods.</td>
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<td>-</td>
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<td>Cty lib. loans, dep. lib</td>
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<td>Purchase</td>
<td>-</td>
<td>Heads of deps &amp; librarian</td>
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<td></td>
</tr>
<tr>
<td><strong>ADMIN. Libr. Assist.</strong></td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>Master Com. of masters &amp; boys Boys</td>
<td></td>
</tr>
<tr>
<td><strong>USE Age gp. Access</strong></td>
<td>Head</td>
<td>-</td>
<td>-</td>
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Fig. 27 Kirkham Grammar School: summary of development.
discovered was that by 1948 the library was in receipt of an annual grant of £60 from the county (Kirkhamian, 1, 1948, p.33). An extra sum of £580 was given in 1961, but has not been accounted for, and in 1966 the library had a reasonable income of £400: £100 from the county, £150 from general school funds, and a further special grant from the county of £150 (Kirkhamian, IV.1.1966, p.14).

The present allowance is about £50, but this is for equipment rather than books, since the books are mainly provided by departments from their own allowances. The basic £50 is augmented by about another £50 raised each year from fines, and money also comes from other sources such as the Friends of the School group, plays, fetes and so on.

7.4. SUMMARY

Although about 100 books still survive from the library investigated by Christie, they have more or less been discarded and have little connection with the present establishment, principally as a result of the lack of space. The 1937 library, attractive though it is and purpose built, is not large enough for the present school, and certainly has no room to store old volumes.

The library was at first given little attention despite comments made by inspectors in 1907 and 1930, and did not really begin to function until a room was provided for it in the new building. Even then no great activity was recorded until the 1950s when a member of staff was appointed as librarian, and there has been a renewal of activity recently, again following the appointment of an enthusiastic librarian (fig.27).

The library is now a well organised, developing establishment, catering principally for the sixth form, although the junior library is contained within it. Its main problem is inadequate accommodation but there are plans to deal with this.
7.5. SOURCES

Books:


Periodicals:

School documents and publications:
Catalogue, early undated.
Inspectors' Reports. 1907 & 1930.
School Magazine, incorporating K.G.S. Chronicle, Kirkhamian 1948-
School Statutes of 1675, 1701.
Trust fund papers etc.

Correspondence or conversation with:
Mr. B. Coates, head of history, librarian 1952-1970.
Mr. M.J. Sumerlee, headmaster.
Mr. R.J. Watson, librarian.
Fig. 28  Lancaster Royal Grammar School in 1852. (Murray, p. 99)

Fig. 29  Lancaster Royal Grammar School in 1979.
8.1. THE SCHOOL

Lancaster Grammar School is said to be the oldest in the county, dating back to somewhere between 1193 and 1235. As might be expected it was an endowed school, but as a result of the religious troubles of the 1530s, control passed to the mayor and burgesses of the City of Lancaster who rebuilt it in 1682, and continued to maintain it until as late as 1835. Thus since the town and its port were prosperous, and the school well staffed, it did not suffer in the general decline of grammar schools in the eighteenth century, only later being troubled by lack of financial support. Compared with 64 boys in a good building, as reported by the Charity Commissioners in 1826 (Ch.Com.XV, 1826, p.262), there were by 1850 only 8 boys in a building so dilapidated that it was demolished some two years later, and its furnishings burnt.

The new building which replaced it (fig.28) was the result of signs of revival under the influence of a new headmaster, Dr. T.F. Lee. The early period of his rule also saw the acquisition of the Royal Warrant in 1851, and the introduction of boarders in an attempt to alleviate the financial problems, but these problems continued as a result of enforced dependence on an unco-operative, and indeed at times, obstructive local council.

The school survived, however, and its buildings and curriculum were extended to support the growth of what has long been a successful and respected school. There are now about 800 boys, a quarter of whom are boarders. The 1852 building is still occupied, but the school has taken over and adapted many of the adjacent properties as well as erecting buildings of its own, so that it now spreads for a considerable distance on both sides of...
the road, towards the site acquired for the development prevented by financial restrictions imposed by the government in 1964 (fig. 29).

The school is a voluntary aided county grammar school, but this is soon to change. In 1978 it was announced that it is to become independent.

8.2. THE 1885 LIBRARY

Christie, in his account, outlined the early history of the library as recorded by the Charity Commissioners (Ch.Com. XV, 1826, p.262), and Carlisle (i, p.665), information which was expanded by Murray who stated that the library was founded in 1681 with a gift of 50 books from a Thomas Foster (Murray, p.48). Christie ended what was his shortest entry with the words of the then headmaster, the Rev. W.E. Pryke, M.A.: 'We have no library or anything else of antiquarian interest'. Since Pryke had an interest in libraries extending to activity in connection with the establishment of a town library, it would seem that he should be believed, but there was in fact some sort of library.

Accommodation and Furnishing

An account of the school buildings at about this time mentioned a library (Murray, p.185), as did two letters in the first volume of the school magazine in 1888 (Lancastrian, Sep. 1888, p.83). There was no detail supplied, but apparently there was a room containing a few books, and also a piano! The impression is of a common room in which there were some books.

Stock

The size and nature of the stock was indicated to some extent by the letters mentioned above; the first bemoaned the fact that the library was such in name only, the second that it had few books and little of general interest. In fact the second writer mentioned two libraries, the school library and the sixth
form library, in the same terms, but no locations were given. Apparently there were about 300 books in 1817 (Carlisle, p.665), mostly believed lost in the move of 1852, but since 6 of these were at the school in 1951 (Murray, p.104), there must have been at least a small collection when Christie made his enquiries, although it may well have been considered unworthy of the term library for the purposes of his work.

Cataloguing and Classification

If there was a catalogue it has gone unrecorded, although lists of the original library were still available, and in fact were printed about ten years later (A.S.L.C. XIV, 1896, pp.37-42).

Additions

The letters to the school magazine indicated that additions were not being made.

Administration and Staffing

The statutes of 1802 made the usher responsible for the library, including keeping a catalogue and transferring it and the books to his successor (Carlisle p.668). Since at times the school had been without an usher, it may well have been that by 1885 there was no-one directly responsible for the books.

Regulations and Use

The second letter in the Lancastrian reported the library as being 'seldom open in the last few years', and although the older books show the time allowed for reading them to have been one or two weeks, with fines at the rate of 1d (1p) a day (Murray, p.104), it is not possible to ascertain when these regulations were in force.

Finance

Nothing has been found regarding income save the mention of fines, and considering the financial problems of the school it may well be assumed that nothing was being spent on the library.
at this time.

Summary

Murray referred to various school documents and the Corporation Records which have not been inspected and might provide more information, but the impression is that there is really little to add to the 1885 account. There were probably a few neglected books, including some of the original collection, kept in a room known as the library but used for general purposes, and effectively, as the headmaster said, the school no longer had a library.

8.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

Accommodation and Furnishing

In 1888, following upon the earlier correspondence regarding the lack of library facilities, there was a report in the Lancastrian of the opening of a new house library, based on the original sixth form library and housed in a new sixth form classroom. It seems to have been unsuccessful, however, and in the same year there were further attempts to provide library facilities, again doomed to failure, although the house library, presumably that of the boarding house, seems to have had more support and held interest longer than the school library (Murray, p.196). Yet another attempt was made in 1903 by Mrs. Watson, wife of the new headmaster. A room was set aside as a reading room and furnished from library funds, and an appeal was made for gifts to provide extra comforts such as floor covering in addition to books (Lancastrian, V, 1904, p.206), but this enterprise also failed. This has been attributed to lack of money (Murray, p.218), and doubtless this played a part also in the earlier failures, but the erratic progress made by the library suggests also a part played by the necessarily temporary presence of enthusiasts, unsupported by a continuing overall policy. Whatever the reasons,
Fig. 30  
by 1911 the headmaster in his speech day report could only say, 'Over the Library I would gladly draw a veil ...' (Lancastrian, VII, 1911, p.206). He also expressed the hope that something would soon be done, and indeed in 1918 a further building was acquired, re-named Gardyner House, in which provision was made for a library. This was to prove a more successful venture, and although replaced as the school library in 1930, at which time it became the home of the junior library, it seems to have flourished until that time.

1930 saw the opening of a purpose built library in a newly erected building, the first to be occupied on the south side of the road. This library (fig.30), known as the Memorial Library because of its origin as a war memorial, is still in use today, and although a fine room, is quite inadequate for its purpose, as indeed it must have been almost from the beginning.

The room itself, on the first floor of the building, is a mere 9.5m x 7m, entered by double doors from the corridor on the north side. The south wall is mainly occupied by windows of which the centre one is a bay containing stained glass panels. Light is provided by these, by glass in the ceiling and by a decorative lantern over the doorway in addition to ordinary lights over the side aisles. On the east wall is a small shrine which once held a lamp of remembrance, and facing it on the west wall are memorial plaques. These features are joined by an aisle which forms a cross with that leading from the door to the window, in the four angles of which eight double sided bookcases are symmetrically placed. These bookcases are in walnut, about 3m. high with carved cornices and linen-fold panelling on the ends to match that of the walls, which is of the same height. The room was originally equipped with one long table, one short one and eleven chairs (M.B.1930), and now has one long table, which may or may not be the original,
in the north-south aisle with a librarian's desk across the end of it in front of the bay window. There are 14 chairs, not the originals but some once used by the staff in assembly, although the desk and table together could only comfortably hold about ten people. The floor is wooden, although according to the plans in the minute book it was to have been of green marble.

The nature of the room has brought its problems, of which the principal one was and is the lack of space. There were already 500 boys in the school when the library was opened in 1930, and even with the early restriction of use to the upper forms, eleven seats were clearly not going to be enough. Added to this, the bookcases were of necessity placed fairly close together so that in the side aisles a person of average height can barely see the books on the top shelves let alone reach them, a problem accentuated by the excessive depth of the shelves. These cases, the only shelving, can hold no more than about 6,000 books, and worst of all, no provision was made for further expansion. Thus the library can only accommodate about half of the present stock.

The planners must bear some responsibility for present problems because of their lack of foresight, but at the same time, the reasons for the particular form the library took must be understood and respected. It was to be a memorial to the fallen, and the words of the headmaster, the Rev. J.H. Shackleton Bailey, recorded in the minutes of the first meeting of the library committee, indicate the light in which it was viewed:

'(Its) object was primarily a War Memorial ... The School had no Chapel, and a Library, failing a Chapel, was an ideal memorial to those Old Lancastrians who had fallen.'

This attitude is clearly reflected in the sombre, chapel-like atmosphere which still pervades the room, and in the fairly
lavish spending on ornamentation rather than on functional fittings at a cost then of about £1,400 (M.B. 1928). Slight alterations have been made over the years in deference to its use, for example the provision of shelf labels at an early stage (M.B. 1930), followed by bookcase labels, both designed to match the cases, and more recently, additional shelving, 'to crowd yet further an overcrowded room' (Lancastrian XX, 1968, p.347). Catalogue drawers have been built into the shelving near the window, presumably to save the limited floor space and preserve the symmetry, and lockable glass fronts have been added to one or two of the shelves in the same area. Obviously attempts have been made to improve the facilities, but basically the library was built as a complete entity, and all that could be done seems to have been done, unless the memorial is to be destroyed, or abandoned as the school library. As another former headmaster, Mr. R.R. Timberlake, wrote in 1969, reflecting on the decision made by his predecessors to build the library within a building rather than to build a separate one for it:

'Although the result was a very worthy memorial to the fallen, the decision has prevented the library from developing into the workshop that modern ideas demand and kept it as what, in fact, its sponsors wanted it to be, "a thing apart".'

The school has long acknowledged the problem, and even in 1963, when plans were well advanced for a completely new library incorporated in the later phases of the general building scheme, some action was being taken in the provision of a nearby store-room, only 3m. by 2m., but offering some working space for librarians, and a home for their equipment, which the library has never, of course, provided. The new library was to have been a split level library complex, including separate lending and reference sections, studies and tutorial rooms, the whole on a
fine site overlooking Morecambe Bay. Sadly, this was not to be. Being voluntary aided, the school could expect an 80% grant from the county council, subject to D.E.S. approval. This approval was withheld by the new labour government in 1964, and building ceased.

Unfortunately this was believed to be merely a postponement, and an alternative scheme to extend the library into the two adjacent classrooms was rejected. This is no longer viable because of general overcrowding within the school, which has not only prohibited use of the classrooms but also entailed sharing the storeroom with the languages department. Thus there seems to be no immediate solution to what is nevertheless recognised as a pressing problem.

Stock

The same correspondent who complained in the Lancastrian in 1888 about the lack of library facilities was apparently not satisfied by the stock of the new library which his comments had helped to create. He was soon to lament the loss of Dickens and Scott in favour of Marryat, Mayne Reid and the like (Lancastrian 1, 1889, p.169), but the first library report which appeared in the magazine in 1893 showed him to have had little impact. Additions were listed and contemporary light fiction was shown to have predominated, together with books on nature study, travel, exploration and so on, all indicative of the breadth of the library, but very far removed from the classics which he had been missing. Unfortunately reports did not appear regularly until much later, perhaps because there was little to report.

Again the Corporation Books consulted by Murray may contain more information but within the limits of this enquiry it is only possible to state that additions continued to be made. Although the use of some of the memorial fund for a library indicates that
the need for some change was felt in 1928, the library set up in Gardyner House in 1918 seems to have developed quite successfully until that time. A fairly full account of it appeared in the library committee minutes prior to the opening of the Memorial Library, and this also provided the information that there were additional reference libraries for the classical, science and modern sixth, of which details were not given.

The main library at that time contained about 1,000 books; 360 fiction, 120 essays and criticism, 55 poetry, 60 biography, 175 history and economics, 60 geography and travel, 40 natural history, and 30 termed miscellaneous and said to be mostly dictionaries together with a few war books and some small old classical books. The latter may well have been the remains of the old library, including amongst them those books seen by Murray in 1951:

Remains of a set of Shakespeare presented in 1797.

*Historiarum Totius Mundi Epitome* Johannes Chuvenes 1668.

The first volume of the first edition of Clarendon's History of the Rebellion.

The Late Rebellion in Morocco.

Voltaire's History of Charles XII 1780.

Volume two of the eleventh (1812) edition of Goldsmith's History of Rome.

(Murray p.104).

Comments about the stock recorded in the minutes show a desire for more contemporary works in several fields, and there are some interesting illustrations of the parallel between the library and education within the school. More geography books were wanted to support the increase in its study and Spanish books were wanted to support its study in connection with business and commercial courses, both of which were in turn reflecting the influence of external matters on the school.

The books as a whole were deemed to be generally unsuitable.
for junior boys and were therefore transferred to the Memorial Library as the nucleus of the present stock, and the junior library was established in 1930 in the vacated room.

The Memorial Library opened with about 3,000 books and space for 3,000 more, but the first signs of books being housed elsewhere because of lack of space were already appearing in the 1940s (Lancastrian XIV, 1941, p.162). Certainly by 1950 the shelves were full and many books housed in departments. Additions were made quite regularly once the library committee came into being and the problem was lack of space, not lack of books. By 1957 the stock was over 10,000 and it is now well over 12,000, although only about one-third of the books are accommodated in the library. This made inspection difficult, as did the fact that there was a stock check in progress when the library was visited, and the librarian has kindly provided much of the information.

About 2,000 books are in store in an attic, 6,000 or so are in the library and the rest are held by departments on long loan. Effectively this means that they stay there, and thus even such reference works as the D.N.B. and Keesings are not to be found on the library shelves, although they are in fact in the school. Most subjects are represented in the library but of those normally studied in school only three seem to have a complete range of stock; modern languages, religion, and English including fiction. Between them these three occupy about half of the available shelf space, history and biography books occupy almost another quarter, social sciences, general science and philosophy are significantly represented, but everything else is negligible. It seems clear that most new books in almost all subjects go straight to the departments concerned in their purchase, and the resultant preponderance of older books tends to conceal the
existence of the good, modern stock which is in fact to be found there.

Some of the books from the old library may still exist. A former headmaster had a small number of books valued but these were then locked away and were not available for inspection.

The book stock is augmented by loans from the county library, both on a regular basis and in the form of group loans for projects.

At first periodicals were available in the Memorial Library but they soon became a problem, again in association with lack of space in that they were said to cause congestion. Within a year they had been moved out altogether and the school developed a separate reading room for newspapers and periodicals, which it still has.

**Classification and Cataloguing**

The earliest information found was in the minutes and related to the Gardyner House Library. Books were entered in an indexed book under alphabetical order of authors within subject divisions, and presumably were arranged on the shelves to match. Alternative methods were suggested at the meeting during which this system was described (1929), and a loose leaf catalogue was brought into use as a temporary measure before the adoption of a card index system as a feature of the new library, not then completed. This was to be a 'double card index system', apparently one for authors and one for titles. The compilation of a subject index was also suggested in 1930, but action was deferred in view of the labour involved, and this was not provided until 1966.

Shortly after the library opened in 1930 the books were provided with gummed slips indicating the case and shelf to which they belonged, but no marks appeared on the book spines in
the period recorded until the 1940s, when a stylus was acquired and the present system of labelling introduced.

Books were classified by the Cheltenham system from an early stage, and remained so until 1976 when the Bliss system was adopted in line with its use at Lancaster University and St. Martin's College. The extra work involved was undertaken by two interested members of staff, Mr. A.F. Newton and Mrs. A. Woolerton.

All new books are catalogued in the library, wherever they are to be housed, thus diminishing to some extent the obvious problems arising from the books themselves being housed in different, and possibly distant parts of the school, and not, therefore, readily available for consultation.

Additions

The Lancastrian recorded additions made to the library from 1893 and their irregularity seems to be a reflection of the fluctuating fortunes already noted. Occasional appeals were made asking for gifts, especially from leavers, and the impression is that there was no provision for library books for a considerable time.

By the 1920s, however, the situation had clearly changed, and purchases from money supplied by the governors were reported, as well as numerous gifts (Lancastrian X, 1923, p.194). The same edition also recorded tuck-shop profits being used to buy books. The rate of additions seems to have increased rapidly following an appeal in 1922-1923 (Murray, p.223), which served to double the size of the library in twelve months or thereabouts, so that by 1924 there were over 1,000 volumes, mostly provided by the governors. 1928-1929 saw an increased appeal associated with the establishment of the Memorial Library, raising the number of books to 3,000 by the time it opened, and it seems to have grown at the rate of about 300 a year since then. In 1956 and again in
1964 additions were greatly increased by extra allowances authorised by visiting inspectors.

One of the main functions for which the library committee was formed was to make decisions on book purchase, but this aspect seems to have been neglected quite quickly. In the earliest meetings allocations of money were made to various areas: science, foreign authors, geography and general literature, and masters were made responsible for obtaining books for these sections. The next step was for suggestions to be listed, discussed and decided upon at the meeting, and one master left to do the purchasing, and finally, by the end of the first year of the new library's existence, the master in charge of the library was given suggestions and left to sort them out himself, adding what he felt to be necessary. Basically that is what happens today.

Books are normally purchased locally by the librarian. The library has always been geared to an academic upper school and the librarian stated that his policy, since he took over in 1957, 'has been to buy as for a reasonably learned library - i.e. for sixth form specialists'.

Administration and Staffing

Although little specific information has been found, the general impression given of the early period, that is between 1885 and the 1920s, is that boys were generally responsible for what library facilities were available. There may have been an adult responsible for the financial aspects and in charge of the whole thing from time to time, as in the case of the headmaster's wife in 1903, but the whole organisation seems to have been quite haphazard prior to the opening of the Memorial Library. The list of school officers for 1926 gives the names of boys as school librarian and house librarian, and it is a boy whose account of
the library in Gardyner House is recorded in the minute book.

The first member of staff fully involved seems to have been a Mr. English, oddly enough the English master. He shared with the headmaster, Mr. Shackleton Bailey, who seems to have been the driving force behind the creation of the Memorial Library, the task of obtaining the extra stock for its inception. Despite the fairly large library committee, most of the work and the responsibility seems to have devolved on him quite rapidly. The committee was in fact formed to spend the available money:

'A committee of five masters and five boys under the chairmanship of the headmaster was formed to purchase books with the £500 subscribed for this purpose and it has met regularly ever since' (Spencer, p.25), but it was soon involved in the general administration of the library and the boys continued to have considerable responsibility:

'The post of "Assistant-Librarian", held by a boy, became one of great prestige and responsibility.' (Spencer, p.25).

Supervision of the room itself was at first the job of the porter in his capacity as caretaker of the building, a fact which put a very early end to Saturday afternoon opening since it was decided by 1930 that the little use made of the facility did not justify the loss of his holiday. This appears to have been the beginning and end of active adult supervision on a regular basis.

The matters discussed by the library committee are well recorded, and cover all aspects of library administration, including the appointment of officials. Some of the problems seem very strange after fifty years have elapsed: the merits of the new vacuum cleaning machine versus the skills of the school servants with sawdust to clean the books during the holidays occupied them for some time, and books were not labelled at one stage since no one knew where to obtain transfer tape for the
stylus. These points perhaps indicate changes in material aspects, others merely serve to demonstrate the continuity of more human problems: there were already boys 'loitering' in the library.

The constitution of the library committee has varied over the years, although in numbers rather than in the areas and interests represented, and it now has six members. These are the headmaster, or in his absence, the second master, the superintendent librarian, the head librarian, the junior librarian, a master to represent the science departments and a master to represent the arts departments. It meets two or three times a year, principally to select and appoint librarians, to hear their reports and discuss them and any other relevant matters. Book purchase is the province of the superintendent librarian. This post is associated with that of head of English, an apparent legacy from the days of Mr. English, and although the present librarian, who has held the position since 1957, has twice attempted to disassociate the two, he has been unsuccessful. There appear to have been only three librarians, or more properly in this case, superintendent librarians, Mr. English, Mr. Palmer, and now Mr. Watkins. He receives some help with cataloguing from a member of the history department, but on a voluntary basis, and feels that a separately appointed librarian would be an advantage.

The day to day operation of the library is carried out by boys.

Regulations and Use

Little has been found to show how the library functioned prior to the Memorial Library. That it did operate is demonstrated by complaints in the Lancastrian about books being kept out too long, reports of additions, and even a record of borrowing figures for the period from September 1926 to March 1927 (Lancastrian XI, 1927, 107.
p.191) showing a total of 612 borrowings by 59 different boys in
a school of 430 (Murray, p.223). Nevertheless it is only really
possible to consider the changes which have taken place in the
Memorial Library, partly because of the lack of information, and
partly because it was a replacement for, rather than a development
of, what had gone before. In fact the changes have been very few.
The rules drawn up in 1930 were as follows:
1. Silence must be observed as far as possible.
2. The Library is only to be used by members of the teaching
   staff and boys in the upper school.
3. Books may be taken out of the Library from 4.15 - 4.45 p.m.
   on Monday and Tuesday and between 12.00 and 12.30 p.m. on
   Friday, during which time a librarian will be present, except
   in so far as provided by rule 4.
4. During school hours books may be taken out at the suggestion
   of any master on condition that such books are entered in
   the register of books borrowed, or returned at the end of
   the teaching period.
5. Books returned to the Library must be given personally to a
   Librarian and not returned to the shelves by borrowers.
6. The Library will be open for reading from 12.00 - 2.00 p.m.
   and 4.14 - 5.30 p.m., Monday, Tuesday, Thursday, Friday, and
   from 2.00 - 5.00 p.m. on Wednesdays and Saturdays. All books
   taken from the shelves for reading in the Library must be left
   on the Librarian's table and not returned to the shelves.
   Books may not be removed from the Library during these
   periods.
7. No boy is allowed to have more than six books out of the
   Library at once nor may he retain any book longer than two
   weeks from the date of borrowing.
8. A list will be kept upon which any borrower may request to
have the loan of a library book which is at that time in the hands of another borrower. In that case this will constitute a claim to have the loan of that book as soon as it is returned.

9. Books of reference may not be removed from the Library except in so far as members of the teaching staff may desire to consult them in their classrooms.

10. No borrower will use ink in the Library.

Any breach of the above rules will render the offender liable to be suspended from the use of the Library for such period as the headmaster may determine.

(Minutes Book, 1930).

Apart from changes in such details as borrowing times, which are now less restrictive, the general pattern is very much the same.

Use of the Library facilities as a whole seem to have increased at first, over 1,100 borrowings being made by the 550 boys in the school in 1938, of which 747 were from the Memorial Library, but by the 1940s use was reported to be declining and mainly fiction being read. Use seems to have fluctuated in the following years but was again causing concern in 1948 and attempts were made to remedy the situation. Forms were given introductory talks by the superintendent librarian, posters were placed about the school, and some of the older stock replaced, and this is said to have had some effect (Lancastrian 17, 1949, p.801).

Use was further increased about 1951 when sixth formers were allowed to use the library for private study, but not surprisingly this brought increased misuse judging by the frequency of complaints made by the librarian in the Lancastrian, including one reporting it to have become little more than a common-room at lunchtime (Lancastrian XII, 1962, p.2705).
All new sixth formers are now given a duplicated guide to the library, which is for the use of the 300 or so boys in the fifth and sixth forms. That the sheet should be given to sixth formers and not fifth formers will come as no surprise to anyone familiar with the reading habits of such boys. It is only in the sixth form that the majority begin to experience the need for wide or additional reading in their fields of study, and it seems probable that in this school much of the library stock of immediate interest will already have been introduced to them in the departments in which it is housed. In addition fifth formers may only borrow at lunchtime when a librarian is present, whereas the sixth form may use the library without supervision and therefore need more guidance. Boarders may use the library at week-ends, the duty master holding a key for this purpose.

The sheet explains the borrowing system which uses book issue cards, describes the classification system and use of the catalogue, and explains the need for quiet and responsible behaviour.

Until recently the library seems to have been used only for its original purposes, housing books, reading and study, and for meetings of the library committee. Even occasional exhibitions and displays arranged in conjunction with the library such as that of books and library equipment held in the late 1960s (Lancastrian 20, 1968, p.6), have taken place elsewhere. With increasing pressure on accommodation, however, not only has expansion of the library been prohibited, but also what space it possesses has been utilised so that it is now extensively used for ordinary teaching.

Finance

There was apparently no money for the library in 1865, nor any regular income for some time afterwards. A subscription library was suggested in 1888 (Lancastrian 1, 1888, p.83), an
appeal was made in 1903 (*Lancastrian* V, 1903, p. 206), and the governors seem to have provided money from time to time, but again detailed information is first found in connection with the Memorial Library, and the beginning of the library committee and its minutes prior to its opening.

In 1928, £500 was being raised as a book fund as part of the memorial, and it was revealed that there was an annual income of £30 from the education authority for reference books, and £30 to £40 from the sale of text books in school. There were also said to be allowances from the governors, although the sum was not given and it is not possible to tell how long these had been available. They may have been irregular donations as in the case of money available for classics books from the Bradshaw Bequest, an important endowment which helped to secure the school's survival when it was at a low ebb in 1893. The main aim of the committee was to spend the memorial fund, and this is therefore well reported. Of the £530 available, the following allocations were made:

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>General literature (fiction, poetry, biography etc.)</td>
<td>60%</td>
</tr>
<tr>
<td>Science</td>
<td>7½%</td>
</tr>
<tr>
<td>Foreign authors</td>
<td>12½%</td>
</tr>
<tr>
<td>History</td>
<td>5%</td>
</tr>
<tr>
<td>Geography</td>
<td>5%</td>
</tr>
</tbody>
</table>

History received only 5% as being already well-provided for, geography the same because it would receive the county allowance, and classics had nothing because of the Bradshaw Bequest, leaving a reserve of 10%.

A master was responsible for the spending for each section.

In 1930 it was thought that once the memorial money had been spent, the annual income from all sources would be about £60, but by February 1931 it was seen to be already greater with £40 from
the governors, £30 from the county, the interest on £120 of war loans and extras such as tuck shop profits.

In 1947 the main source of income changed with the changing status of the school and became the grant from the state. According to the librarian extra money was given at this time, following the visit of H.M.I.s, and this has happened twice since, in 1956 and 1964. An extra £1,000 was given for books on these occasions, and although welcome, brought its own problems in the need to spend it within about three months. Public funds could be used in this way for books, but not for building, even though this was the greater need.

In the 1960s the library grant from the authority ceased to be a separate item, and in view of the limitations on development imposed by the physical state of the library and the cessation of building, and of the needs in other areas, particularly the beginning of the Nuffield course at about the same time, funds were diverted from it. Some have now been recovered, but the figure is still relatively lower than it once was.

The money is spent by the librarian according to suggestions made by departments, and his own wishes regarding the provision of general books and books for sections not covered by departments.

8.4. SUMMARY

Christie reported that the school had no library, and indeed its existence seems to have been threatened many times, but at least some of the books which he might have expected to find certainly survived to the 1950s, and with them always some sort of library. If a library is held to be a collection of books, regardless of their location, then Lancaster is probably now quite well-off; if it is taken to be the room and the books which it contains, it is not.

In spite of adequate book money, the restrictions of the
<table>
<thead>
<tr>
<th></th>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of school</strong></td>
<td>Endowed grammar</td>
<td>State aided gr.</td>
<td>Day &amp; boarding</td>
<td>County grammar</td>
<td>Voluntary aided</td>
<td>Indep.</td>
</tr>
<tr>
<td><strong>Size</strong></td>
<td>150</td>
<td>120</td>
<td>430</td>
<td>600*</td>
<td>700</td>
<td>800</td>
</tr>
<tr>
<td><strong>ACCOM. Type</strong></td>
<td>Library</td>
<td>New lib.</td>
<td>New lib.</td>
<td>New lib.</td>
<td>office</td>
<td>shared office</td>
</tr>
<tr>
<td><strong>Area</strong></td>
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<td>-</td>
<td>-</td>
<td>70m²</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Seats</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>STOCK</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td><strong>Old bks</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Presumed in store</td>
<td>12,000</td>
</tr>
<tr>
<td><strong>Loc.</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Mod bks</strong></td>
<td>-</td>
<td>-</td>
<td>1,000</td>
<td>7,000</td>
<td>10,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Non bk</strong></td>
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<td>-</td>
<td>Periods.</td>
<td>Nil</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Other</strong></td>
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<td>-</td>
<td>-</td>
<td>Dep.librs</td>
<td>Books in store</td>
<td></td>
</tr>
<tr>
<td><strong>CL/CAT.</strong></td>
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<td>-</td>
<td>Chelt.</td>
<td>Card</td>
<td>Bliss</td>
<td></td>
</tr>
<tr>
<td><strong>ADDITS. Source</strong></td>
<td>Gifts</td>
<td>-</td>
<td>Gifts/pur</td>
<td>Purchase Librarian &amp; com.</td>
<td>Librarian</td>
<td></td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>ADMIN. Libr. Assist.</strong></td>
<td>- Boys</td>
<td>n/a</td>
<td>Master Com. &amp; boys</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>USE</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5th &amp; 6th</td>
<td>PS</td>
<td>teaching</td>
</tr>
<tr>
<td><strong>Age gp. &amp; Access Restr.</strong></td>
<td>Bdrs &amp; 6th All</td>
<td>Boys</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5th &amp; 6th</td>
<td>PS</td>
<td>teaching</td>
</tr>
<tr>
<td><strong>FINANCE</strong></td>
<td>-</td>
<td>Gifts</td>
<td>-</td>
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<td>£500</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sum Source</strong></td>
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<td>-</td>
<td>Govs, LEA, misc,</td>
<td>mem.fund</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig.31 Lancaster Royal Grammar School: summary of development.
Memorial Library have proved too great to be overcome when allied to those of limited government spending and the need to accommodate more pupils. Thus there is no space for a good, composite, central collection, for reading and study for any reasonable number of boys, or for the provision of any additional services. As the librarian expressed it: 'We have been the victim of planning blight for nearly 20 years'.

General progress in this school seems to have been governed principally by finance, modified in its early stages by lack of direction and then by lack of foresight, or perhaps real understanding of the provision needed, which has led to the present difficulties. Individual enthusiasm and effort have been shown here, as in other schools, but have been unable to surmount the obstacles arising from the buildings and the particular administrative problems of the school (fig.31).

It is impossible to forecast what will follow the decision in favour of independence. The school still has the ground and the plans for the new library, but presumably must now reconsider its priorities in relation to new problems.

8.5. SOURCES

Books:


Periodicals:


School Publications and Documents:


Minutes of the Library Committee. 1928 to 1931.


Correspondence and conversation with:

Mr. G.G. Watkins, librarian.
Fig. 32  Leigh Grammar School 1719 Building.
         (Lunn, frontispiece)

Fig. 33  The Former Leigh Grammar School in 1979.
CHAPTER 9

LEIGH GRAMMAR SCHOOL

9.1. THE SCHOOL

References in local wills have suggested that Leigh Grammar School was in existence by 1592. It seems to have been successful enough at first to require at least two new buildings, one in 1685 and another in 1719 (fig. 32), although the only remaining trace of these is a plaque on the present churchyard wall.

The school declined in the late eighteenth century as a result of financial difficulties, and by 1885 the number of pupils had dwindled from a norm of about 50 to as few as 16. The appointment of a new master about this time, Mr. J. Ward, coupled later with new wealth from endowed land which suddenly became valuable for the coal which lay beneath it, saved the school, although its problems were not ended.

The 1719 building was deserted in 1889 in favour of newer premises vacated by an unsuccessful private school, but although these soon became inadequate the school was not rehoused until 1931. It met for over thirty years in the technical college, renting the rooms during the day.

In 1976 the school, by then a maintained boys' grammar school of about 600 pupils, was closed under reorganisation and its 1931 buildings (fig. 33) became part of Bedford High, an eleven to sixteen comprehensive school.

9.2. THE 1885 LIBRARY

Although the Charity Commissioners made no mention of a library at Leigh in their report of 1829, one is known to have existed from about 1726 when the greater part of it was bequeathed to the school by Ralph Pilling, a former master. Christie's account was almost entirely limited to a description of the books remaining
from this collection, of which the original number is not known.  

**Accommodation and Furnishing**  

The books were kept in a cupboard in the upper room of the schoolhouse as had been the case when Bailey wrote his account in 1879, although the provision of a bookcase was anticipated at the time of Christie's enquiry.  

**Stock**  

There were about 120 books, many in poor condition, covering principally theology, medicine, logic, rhetoric and moral philosophy. Christie selected only about a dozen for special mention, and since the complete catalogue has been printed elsewhere (Lunn, pp.117-124), they are not given here.  

**Cataloguing and Classification**  

Christie spoke of a missing catalogue made by Bailey who certainly borrowed the books for this purpose in or about 1879 (Bailey, foreword), but an earlier one had been made by Rose in 1877 (Rose, p.61). The two were, however, acquainted, Bailey's study having arisen from Rose's articles in the local paper, and the present existence of an old manuscript catalogue in at least two different scripts on which is written, 'Notes copied from the "Chronicle Scrap Book". Chiefly by J.E. Bailey and Josiah Rose', suggests that they may have collaborated. From limited investigation it is not possible to date this catalogue.  

**Additions**  

Christie believed there to have been few additions, if any, and indeed he found about the same number of books in 1885, as had Bailey in 1879, and as did Pink in 1898, although the library is thought to have been much larger initially (Pink, p.23).  

**Administration and Staffing**  

Those taking an interest in the library appear to have been outsiders, suggesting no care within the school.
Regulations and Use

There can have been little use from the 16 boys then in the school, and earlier misuse is suggested by the reported decrease in the number of books and the nature of some of the scribblings which they contain.

Finance

The Schools Enquiry Commission reported in 1865 that there was a library open to all on payment of 6d (2½p) a quarter, but no other mention of money has been found.

Summary

The library in 1885 seems to have been a neglected collection of about 120 books, housed in a cupboard in a declining school.

9.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

The main Leigh Grammar School Library closed with the school in 1976 but the old library has remained intact in the care of the former headmaster, Mr. K. Bruce, now vice-principal of Leigh College where the books and some related documents are stored. This is thus the only present library to be described.

Accommodation and Furnishing

There is nothing to show if the old library ever received its promised bookcase, but it was certainly rehoused in 1898:

'Since then (1879) better care has been taken of the remnant, which is now safely housed in the town's library.' (Pink, p.23).

This no doubt had something to do with the fact that the school had lost its building and was using one also occupied by the public library. This apparently affected the general growth of the school library, hence an inspectors' report in 1903 which stated that:

'A library for the school is very desirable: the proximity of a public library does not meet the case.'

(Governors' Minute Books. 1 May 1903).
This comment seems to have had some result in that entries in the magazine show that by 1911 there was a library situated in the masters' common room (Magazine, 4, 19, 1911, p.7), but as late as 1931 it was still accommodated in a 'solitary, glass-fronted oak bookcase of some seven shelves, about four feet long.' (Goodfellow).

Not until the provision of a new building was the library given a real home and more space was provided in 1955 to replace what Mr. Bruce referred to as 'a pokey, little room'. Even so, space was still limited. The new room had windows down one side which became the seating area, and bookcases close together and at right angles to the wall on the other side. According to Mr. Cassidy it could accommodate only 30 to 40 boys in very cramped conditions.

Mr. Goodfellow described the old library as being kept in an oak chest in the headmaster's room, and there the books remained until the closure of the school when they were moved and the chest left behind. There is one exception to this: the 'Cranmer Bible', described below, which has remained in the safe of the old school for security reasons.

Stock

The 'Cranmer Bible' as it is known locally, is actually a copy of Melanchthon's Latin translation of the proverbs which bears the signature of Archbishop Cranmer, and is one of the 89 books remaining of the 117 described in the catalogues mentioned above. It is believed that the full number survived until the 1920s when the now missing volumes were possible lost as a result of being lent to one of the governors, Mr. T.R. Dootson. As far as can be determined from comparison of the lists, all but one of the books mentioned by Christie are still in the collection. The condition of the remaining books varies, but is generally poor.
and the old boys' association has been talking for some years of having them rebound. All the books bar one or two which have lost their covers bear labels on the outside showing their catalogue numbers. A great many of them bear numerous inscriptions, names and notes, which have frequently been mentioned in the sources consulted as an actual and potential source of local historical and biographical material, but which have never been fully investigated.

The first information about the general library stock was in 1911 when there were said to be 300 books (Magazine, 4, 19, 1911, p.7). In 1922 there was mention of additional sectional libraries including French, German and Russian, but nowhere is there any indication of the nature of the school library then said to be flourishing (Magazine, 8, 7, 1922, p.99). Mr. Goodfellow spoke of a nucleus of library books and teachers' copies of texts in 1931, from which the library was then built up, but again there is nothing to show the growth of the library at any period although it had about 7,000 books by 1976 (Cassidy). It is impossible to be precise since only documents connected with the old library have been preserved. Of the general books, some went for pulping; some remained to be used by the new school, although many were later thrown away as not being sufficiently attractive in appearance; and some were taken to Leigh College.

Cataloguing and Classification

The library had a card catalogue and the books were classified by the Dewey system, the impression being that both these were introduced when the library began to expand in its new home in 1931. The card catalogue has of course disappeared, and the only remaining catalogues, of which there are two, relate to the old library.

The first of these, already mentioned, is in the form of loose sheets tied together at one corner, one for each book. It is not
quite complete and some amendments and annotations have been made to it, apparently by several people. The second catalogue, which is complete, is typed on cards and seems to be a replacement for the other. Both catalogues give much more information than was supplied by Lunn's printed edition, but oddly, neither of them mentions Cranmer's autograph.

Additions

The library seems to have been heavily dependent on gifts for much of its life, and indeed the library reports in the magazine were little more than acknowledgements of these gifts, the impression being that if there were no gifts, there was no report. The reports are disappointing too in that, although the number of books received was sometimes given, their nature was rarely indicated.

Donors ranged from publishing houses to pupils, but overall there seems to have been a mere handful of books each year prior to 1931. At that time great efforts were made to raise money and books for the library, including a scheme organised by the Old Leighians Association to provide books suggested by the librarian (Magazine, 12, 5, 1932, p.80), and thereafter books were purchased from the headmaster's annual grant from the capitation allowance. (Goodfellow).

Administration and Staffing

The earliest mention found of a school librarian was in 1911, when it was clearly one of the girls (Magazine, 3, 17, 1911, p.65), even though the books were in the master's room. She was followed by a boy, and again 1931 seems to have been the time of change. Mr. W.P. Williams, the senior history master, was in charge of the library by then, and according to Mr. Goodfellow, who succeeded him in 1945 and later became senior English master, he built up and organised the library so well that, 'no fundamental change was ever
necessary'.

A year later there was a library committee but no details of its activities have been found. In Mr. Goodfellow's time, however, there were certainly groups of pupils operating the library, trained by him to offer a service to readers, not simply to carry out routine tasks.

Mr. J. Cassidy, also of the English department, took over the library in 1961, and was in charge when it closed.

Regulations and Use

The original library was apparently intended for the use of the masters rather than the boys:

'This book belongs to Leigh School; was ye gift of Mr. Pilling (Schoolmaster) and is to be returned and preserved for the service and improvement of ye Masters of ye above said School' (Inscription, book no.2), but as was said in 1898, the books were at first useful but:

'as the years went on and many of the volumes became old fashioned or were superseded by others, the old dominie's gift ceased to be regarded with favour. Indifference led to neglect, the boys were allowed to scribble in and misuse the books, and had not the late Mr. Bailey some twenty years ago pointed out the interest which attaches to some of them, probably by this time most of the volumes would have disappeared altogether.' (Pink, p.23).

So much for the old library, but even after the formation of the new one entries in the minutes and accounts suggest more money spent on books for teachers than on a library as such, although here the proximity to the public library must be borne in mind. That it was used by the pupils is indicated by an article in the school magazine concerned with the difficulties of using a catalogue, which was clearly referring to the public library,
obviously closed access at the time (Magazine 1, 2, 1906, p.25), and by a somewhat feeble attempt at humour from the same source in which the writer of an imaginary diary passed from the public library to the school library, which was then open during the lunch break:

'1.00 Stroll into the Lounge (i.e. Public Library)
1.05 Sent out for "creating a disturbance"

........

1.40 Borrow a few books without leave, thinking at the same time that I shouldn't be surprised if I forgot to return them'.

(Magazine 111, 16, 1910, p.57).

Even allowing for its context this has something to say about the attitude to the library at the time - and that some things have changed very little.

The next ten years showed fluctuating library use; only a quarter of the school were members in 1917, the middle school were not patronising it in 1920, the upper in 1921, but apart from the information supplied by Mr. Bruce that private study took place in the library in the new building, and some evidence that meetings were held there, there is no real information after 1938.

Finance

The earliest mention of money was in 1907 when it was recorded in the magazine that there was a subscription of 3d (1½p) for the library (Magazine 11, 8, 1907, p.22), reduced to 1d (½p) by 1911, and the governors' minutes and accounts included entries for expenditure on library books. In fact £10 was allowed but only £5 recorded as being spent. Similar sums were made available by the governors from time to time at the headmaster's request, but not in every year.

Apart from the money-raising activities of the early 1930s,
<table>
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<th>1905</th>
<th>1925</th>
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<th>1965</th>
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<td>Recogn.</td>
<td>Maint.</td>
<td>Closed</td>
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<td>117</td>
<td>89</td>
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<td><strong>Loc.</strong></td>
<td>Town library</td>
<td>Chest in school</td>
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<td>Dispersed</td>
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</tr>
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<td>300+</td>
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<td>7,000</td>
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</tr>
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<tr>
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<td>Master</td>
<td>Com. &amp; pupils</td>
<td>Pupils</td>
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<td><strong>Other</strong></td>
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<tr>
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<tr>
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<td></td>
<td>Govs, subs</td>
<td>LEA grant</td>
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</tr>
</tbody>
</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig.34 Leigh Grammar School: summary of development.
the library appears to have received no injection of money until 1955 when the arrival of a new headmaster, Mr. Bruce, was accompanied by a sizeable grant of about £800 from the Lancashire Education Authority for expansion of the library. Thereafter the library received a reasonable allowance which it had not previously done, the former headmaster not believing in spending money on library books.

9.4. SUMMARY

Information about Leigh Grammar School Library is very limited as a result of its closure and the associated loss of most of the records. The general impression is that there was eventually an adequate supply of books, but that there was perhaps too frequently a shortage of money and lack of importance given to the library. Adverse comments made by the inspectors in 1903 seem to have had little effect, no real activity taking place until the provision of a new room and the advent of a master in charge in the new building in 1931. Growth seems to have been slow, however, no other great changes taking place until the appointment of a new, interested headmaster in 1955. Its closure was a straightforward result of the closure of the school in line with government policy (fig.34). This is, of course, the pattern followed by the modern library; the situation has been quite different for the old one.

Apart from the unfortunate loss of books in the 1920s this library has been preserved by being kept apart, and has been given a considerable amount of attention, and thus whilst the ordinary school library has come and gone, most of the books which Christie inspected may still be seen. With the exception of Melanchthon's work, which is considered to be one of the town's treasures, the books are destined for the public archives, although now held by Mr. Bruce who hopes to make a more thorough study of them than has so far been undertaken.
9.5. SOURCES

Books:

Bailey, J.E. The Grammar School of Leigh and its library. Wigan, 1897.


Pink, W.D. The Leigh Grammar School and its associations with a glance at the origin of the grammar school system. c.1897.


School documents and publications. (held by Mr. Bruce):

Leigh Grammar School Magazine. 1, 2, 1906-19, 3, 1939.

Old library.

Old library catalogues.

Items in the Wigan Record Office:


Correspondence or conversation with:

Mr. K. Bruce, headmaster 1955-1976.

Mr. J. Cassidy, sometime senior English master, librarian 1961-1976.

Mr. L.A. Goodfellow, sometime senior English master, librarian 1945-1961.
Fig. 35  The Gable End of the Original Manchester Grammar School Building. (Open Day Brochure, p.16)

Fig. 36  Manchester Grammar School 1979.
CHAPTER 10
MANCHESTER GRAMMAR SCHOOL

10.1. THE SCHOOL

This well known school was founded on an earlier chantry school in 1515 by Hugh Oldham, a native of the area and later Bishop of Exeter.

The school apparently flourished at first, but declined in the late 1720s, reflecting the decline in the fortunes of the mills with which it was endowed. Indeed the costs of associated law suits caused its temporary closure at that time, but increased income restored it and helped it to survive the widespread problems of the late eighteenth century.

There was a further decline in the first half of the nineteenth century, once more mainly a result of financial difficulties connected with the endowments, from which the school was rescued principally by the efforts of the High Master, F.W. Walker. He brought about the introduction of fees, found new benefactors and reorganised the school to such an extent that, in 1865 the Schools' Enquiry Commission reported that, even though a day school, it had the best examination and university record in the country.

(Mumford, p.340).

Thereafter the school thrived, with a slight setback between 1885 and 1903 when numbers fell from nearly 1,000 to only 720 as entrance standards were maintained in the face of increasing alternatives in secondary education, but by 1947 there were over 1,400 boys, as there are now, and in 1976 the school became independent.

The original Free Grammar School stood in Long Millgate (fig.35) in the centre of medieval Manchester, but the building was replaced in 1776 and again in 1870, and added to in 1880 to
accommodate the growing numbers (fig.37). This proved inadequate, and in 1931 the school moved into new premises in Rusholme where it is today (fig.36). Obviously the curriculum has also changed and expanded, but the school remains a highly academic establishment with a selective entry preparing many local boys for the universities as its founder intended, although for most boys the education can no longer be free.

10.2. THE 1885 LIBRARY

Christie's account of the library was very brief; he noted that mention of a library was made in the statutes, repeated Carlisle's statement that most of the books were acquired as payments in money or kind for Tuesday afternoon holidays, and gave an account of some of the books which he found there, but there is much more information available.

Accommodation and Furnishings

A room had been set aside for the Library when the school was extended in 1881, said to be at the instigation of a governor, Mr. Henry Lee, rather than as a result of internal pressure (Mumford, p.371). Nothing in the sources consulted has given any indication of the housing of the library before this date. The new room was located in the tower of the new building (fig.37), a factor which seems to have contributed to its neglect. As early as 1882 an article in Ulula describing an imaginary visit to the school by a prospective parent raised some of the problems:

'Comin' out of the gallery, so to speak, and up another flight o' steps, I walks into the library which was very quiet, wot with no one bein' in it, and just the place for them wishin' to spend an hour or so in solicitude. A long table was down the middle and books all round the walls, these bein' locked up in cages resemblin' sheep pens; no doubt so as refractory pupils, as they call 'em, could be locked up with their books and not let
Fig.37 Manchester Grammar School c.1880.
(Open Day Brochure, p.21)

Fig.38 Manchester Grammar School Library c.1915.
(M.G.S. Library)
out till they 'ad learnt 'em up. Pickin' up a book from the table I found it was trigernometry, no doubt for teaching young ideas how to shoot, as is often remarked respectin' schools. All the book-cages bein' locked, 'owever, I went downstairs again as was a relief ....'

(Ulula, 63, 1882, p.125)

A general impression of the room and its fittings can be obtained from the photograph (fig.38). It is just possible to detect the 'cages', and the general bleakness of the room is apparent. The whole room measured 19m. by 14m.

There is further evidence to suggest that early doubts were justified and that the unattractiveness of the room and its contents, its inaccessibility and remoteness discouraged use of the library. Although the efforts of the first librarian, Mr. Joseph Hall, an English master, seem to have staved off disaster (Mumford, p.371), it is clear that the library soon declined. It must already have been in a poor state at the time of Christie's enquiry, and the current decline in the school's fortunes cannot have helped.

Stock

The number of books in the library at this time must have been something over 4,000 since this information was given in a Speech Day Report of 1882.

'The Chairman said this was the first year in which the library had been completely opened, and the results on the whole had been satisfactory. They had 1,000 volumes to start with; then came about 2,000 volumes from the sister of the late second master, Mr. Thompson; and then they got the generous gift of £500 from Mr. Chadwick, only a portion of which had so far been spent on books. There were now about 4,000 volumes in the library, and to increase the number they would receive £40 every year from the Manchester
Corporation so long as it remained solvent.'

(Ulula, 67, 1882, p.33)

Christie, however, seems to have restricted his enquiries to the 600 or so books mentioned in the 1856 printed catalogue described below, and particularly to the 40 of these which he did not dismiss as 'modern books', most of which he found still in the library. To four of these he gave special mention since they bore the inscription of the lost Manchester parochial library, and selected eight others as being the most interesting books:

Camden's _Britannia_. London, 1637.
Pagnini's _Hebrew Lexicon_. 1614.
Origen's _Homilies_.
Livy's _Historia Romana_, 1578.
Pliny's _Historia Naturalis_. 1582.
_Epistolae_. 1600.

Most of these contained inscriptions which were also given, and the selection is indicative of interest in the books themselves rather than the situation in which they were to be found. It is strange, therefore, that no mention is made of the two fifteenth century works which must have been in the library at that time. They are believed to have been part of the Thompson Library and therefore acquired in 1876, and volumes of this date were mentioned, although not named, in _Ulula_ in 1884, and again in 1930.

This omission and others, and the dependence upon the 1856 catalogue, and the account of it in a newspaper article at that time, (_Manchester Guardian_, 19th Aug. 1856) and not in its original form, tends to reinforce the impression of the neglect of the library at this time. It suggests that there was no later
catalogue, or even perhaps no clear arrangement of the books, inspection being necessary to determine what was there. Since the enquiry did not pretend to be exhaustive, and reads as if Christie dealt with the library personally as would seem likely from its location next to Chetham's Hospital and Library, it may be that he was unable to look further in the time available, and had little help from within the school. He made no acknowledgement to the High Master as he did in the case of most of the other schools.

Mumford, writing in 1919, was able to be much more precise about the origins of books in the library, and specific gifts and purchases from as early as 1725, perhaps because of his closer association with the school and thereby access to documents, and the existence of an apparently enthusiastic librarian, Mr. J.R. Broadhurst (Mumford, p.371).

It is difficult to be precise about the nature of the books in the library at this time, but judging from the first catalogue, lists of additions given in Ulula and purchases recorded by Mumford, there had been some attempts to lighten the stock. For the most part, however, it must have been at this time mainly scholarly, and lacking in interest for the average schoolboy, since little contemporary material would have been added in what seems to have been a period of decline.

The 40 or so books which Christie mentioned were perhaps those mentioned in the Guardian article which said that before 1856 there was:

'a skeleton of a library consisting of a few musty folios and quartos of a character not very interesting to schoolboys'.

The article went on to say that it had been improved of late; 'owing to donations in money and books of more readable character', but they would obviously have been less readable some thirty years
later. Mr. Thompson was himself a book collector which might well have made his 2,000 books less interesting to boys, and in any case they were not given to the library until 14 years after his death. The £40 from the Corporation and Mr. Chadwick's £500, still unspent in 1882 and mentioned as being intended for reference books, must therefore have been the only real source of contemporary writing, and the absence of records of additions in Ulula at this time suggests that little was done with it.

Classification and Cataloguing

In the absence of any record of the stock in 1885, it seems pertinent to mention the 1856 catalogue in more detail, particularly since Christie took it as his starting point, and it seems to be the basis on which the present library was built. It seems, however, that there must have been some sort of later record since in 1881 it was possible for the librarian to ask for the return of books known to be missing from the Thompson Library.

(Ulula 61, 1881, p.38).

The catalogue was prepared by Mr. Richard Thompson, then the librarian, whose own library was later given to the school. The printed version had 603 entries, but the manuscript copy has 630. Mr. Jennings is currently studying the catalogue and says that some of the extra books are accounted for as duplicates, and that the remainder are mostly works by Marryat. There is no explanation of the omissions from the printed version, and in any case it is likely to have contained only a selection of the stock, that is books added recently, since part of the reason for its compilation seems to have been to record and thank subscribers.

The manuscript version also gave the subject classifications used which were as follows:

- Biography
- Theology
- Classics & Classical Criticism
- Science & Metaphysics
Time did not allow for detailed study, but the largest section seems to have been history and the smallest natural history. The absence of mathematics and languages reflects the fact that these subjects were not introduced in the school until the 1860s.

There is no readily available information about cataloguing or classification between 1856 and 1900, when a new catalogue was being compiled (Ulula 200, 1900, p.140).

Additions to stock

Nothing is apparent about the methods of book selection at this time and it must be assumed that the choice was left to the librarian and the many donors.

Lists of additions appeared in Ulula from its beginning in 1873, but not between 1874 and 1884. In 1884 there was a short article about the library and lists of additions were promised (Ulula 79, 1884, p.136), but they did not appear. There was one list of 30 books in the next issue and the receipt of a collection of works by Old Mancunians was noted and described in 1888, but there seems to have been very little activity round about 1885.

Administration and Staffing

1885 seems to have been a period without an active librarian, possibly following the departure of Mr. Joseph Hall and the end of initial activity generated by the new library (Mumford, p.371). Without access to staff lists it is impossible to be sure since the reports in Ulula are for the most part unsigned.

As early as 1849 a payment of £10 had been provided for a librarian (Mumford, p.306), who seems always to have been a member of the teaching staff, perhaps a volunteer and perhaps not, a
factor which might well affect efficiency.

Regulations and Use

There is little indication of what the regulations were, although some idea of these and library use, or lack of it, may be gained from the passage quoted in connection with accommodation. Clearly the books were locked up and probably available only at limited periods outside school hours.

Mumford spoke of a borrowers list from 1845 onwards with details of changes made for use, indicating once a week opening (Mumford, p.523), but this cannot now be found and may well have ceased long before the period in question.

Books could not be borrowed in the last week of term or retained during the holidays (Ulula 79, 1884, p.136), but the frequency of requests for the return of books, particularly the number addressed to Old Mancunians, suggests a rather inefficient system.

There were also in the school at this time several other flourishing society and group libraries, possibly resulting from dissatisfaction with the school library, and certainly thereafter affecting its use. Foremost among these was the Fifth Form Library, not by this time limited to fifth form use, which had a printed catalogue of its 300 books, and a subscription of 1/-d (5p) per term. The Debating Society Library seems to have been similar, and amongst others there were a Music Library and a Junior Library.

Finance

The only regular source of income at this time, and for much longer, seems to have been the £40 from the Corporation investment.

Summary

Thus the library of 1885 seems to have been rather uninspiring. Evidence suggests that it was badly situated, and by this time
Fig. 39 Manchester Grammar School Library: the 1931 room in 1979.

Fig. 40 Manchester Grammar School Library: the 1967 Extension in 1979.
poorly cared for, despite its £10 librarian's allowance and its £40 book money, and that its 4,000 or so books were serving little useful purpose.

10.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

Accommodation and Furnishings

The present library comprises two large rooms off the main corridor on the ground floor of the east wing, and is therefore readily accessible. One of the rooms is the original library provided in the new building of 1931, so perhaps some notice had been taken of complaints about the location of the old one which had continued until its closure. In 1894 a contributor to Ulula wrote 'What is the reason why the library is not more used? Possibly it is news to you that it is used at all.' and after commenting on its use went on to say: 'A more unfortunate position cannot have been chosen for it. Is it too late or too expensive to remedy this?' (Ulula, 152, 1894, p.142), and as late as 1929 an editorial suggested that during Education Week when the school was open to visitors, even masters had hesitated when asked to point out the library (Ulula, 409, 1929, p.177).

The older of the two rooms now in use (fig. 39) is the larger; about 240m.\(^2\), seating 44 at matching large tables and chairs, in light oak, supplied in 1952 following reorganisation and redecoration in 1950. Six easy chairs and a librarian's desk were also supplied at this time, and island bookcases to accommodate a further 6,500 books, thus trebling the capacity. At some time one of the built in alcoves has been given a door to form a lockable librarian's room, and recently a rack for depositing bags has been added, but otherwise the room must be much as it was originally.

It is typical of its period, having a high ceiling, tall windows and poor heating, and is perhaps a little gloomy. Most
of the wall space is covered to ceiling height with rather dark shelving, and in the main area all the higher shelves are empty since many of the books have been transferred into the new room. The present librarian does not intend to use the higher shelves, holding the view that boys and ladders, or apparently inaccessible books, form a bad combination. The west end widens slightly and in it are the easy chairs and the periodical racks, and also the locked bookcases, glass or wire-fronted, which contain special books. This room still forms the main part of the library; the main entrance opens into it and the librarian's room and desk are there, but an extension was added in 1967 as part of a sixth form block, which was itself part of a more general building plan.

The two rooms are joined to form an L shape, the connecting angle being reserved for display purposes, and at once linking and dividing the old and the new so that the styles of the 30s and the 60s do not conflict.

The newer room (fig.40) is completely different from the old; lower ceiling; wider windows; better heating and lighting; shoulder height bookcases, both wall and island; and seating in the form of carrells in matching light oak. There is a master's desk for supervision. This room will seat 52 boys in an area of about 192m.$^2$, and although pleasant, lacks the apparent spaciousness, and possibly character of the older room. Seating in this area is reserved for the use of the sixth form which contains about 500 boys.

**Stock**

The present librarian estimates the stock at approximately 20,000 books, about 12,000 of which have been added since 1950, when the current accessions register began. The apparent rate of increase is deceptive, however, since about half of the earlier stock was disposed of in the 1950s by Mr. J.B. Parnaby, some of it
destined for sale in America by Mr. Gibb, the bookseller who acted as advisor.

There have obviously been losses over the years, and the many pleas for the return of books which appear in the pages of Ulula bear witness to this. Their frequency suggests little success, as do some of the comments:

'The School occasionally receives neat parcels of books bearing its library stamp "with the compliments of the executors of the late Mr. Blank".' (Ulula 409, 1929, p.177).

Losses are still a problem and bags have recently been prohibited in the library in attempts to combat this.

Most of the books shelved in the normal sequence which is continued through from the old room to the new, appear to be relatively recent and in good condition. New books are backed where applicable and paperbacks strengthened. There is plenty of room on the shelves, and some space is used for display.

The approximate proportion of books to subjects is as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionaries, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Religion</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Languages</td>
<td>1</td>
</tr>
<tr>
<td>Pure Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Art &amp; Music</td>
<td>4</td>
</tr>
<tr>
<td>Other Recreation</td>
<td>1</td>
</tr>
<tr>
<td>General Literature</td>
<td>2</td>
</tr>
<tr>
<td>Eng. &amp; U.S. Lit.</td>
<td>18</td>
</tr>
<tr>
<td>Fiction</td>
<td>6</td>
</tr>
<tr>
<td>German</td>
<td>11</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
</tr>
<tr>
<td>Latin</td>
<td>2</td>
</tr>
<tr>
<td>Greek</td>
<td>3</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
</tr>
</tbody>
</table>

There are no separate sections for Biography or Reference.

The bias towards the arts is obvious but is no longer a clear indication of teaching bias, since about half the sixth form pursue science courses. It is more a reflection of the place books hold
in the teaching of different subjects.

About half the German section is made up of old books which have been given to the school, some 450 of them as recently as 1964. Many of them are unclassified but they are shelved in sequence and so appear in the figures given above, even though they are not properly books in general use.

There are in addition some 500 or 600 older books of various kinds which are kept separately, mainly in locked bookcases at the west end of the library. These include the books by Old Mancunians collected by the Rev. Jeremiah Smith and given by his son in 1888. A list of the 50 books and the two manuscripts appeared at the time (Utula 108, 1888, p.138). Other books of this kind have been added since, but the collection is dispersed.

There are also some of the books from the 1856 catalogue. Mr. Jennings has located 61 of these in the library and traced 6 others as forming part of a gift of 23 books made to the Rylands Library by the High Master in 1957. Two of these were books mentioned by Christie; Pagninus, S. Lexicon Hebraicum and Smith, P. Synopais papismi, respectively numbers 1 and 11 in the old catalogue, and 106313 and 106320 in the Rylands Library (Jennings). No reason was given for the gift, nor for the choice of books, but it may well have arisen from the general withdrawal of books which took place about then.

Also still in the library are the two fifteenth century works mentioned above; a missal dated 1474 which has been bound up and is not complete, and a book on military tactics dated 1475, an example of early Roman printing.

Of the 12 books which Christie mentioned; 2 were given to the Rylands Library, 9 are still in the school library and only one, Origen's Homiles cannot be accounted for (Jennings).

Obviously there was movement of stock connected with rehousing...
of the libraries, but there seem to have been other movements from time to time, perhaps connected with attempts to make books more accessible. As long as the library remained in the 1880 building these seem to have been out of the main library:

'A separate History Library has been formed, which is in the charge of Mr. Cox: to this a large number of history books from the school library have been lent. Most of the books in Modern Languages have in the same way been lent to the Library of the Modern Sixth.' (Ulula 360, 1921, p.125), but with the new building the books began to come back in again. This seems to have begun with the addition of the J.L. Paton Travel Library in 1934, which eventually gave its name to the whole library, and ended in the late 1960s when all the collections which had found their way into the library but remained as separate entities were finally integrated with the establishment of a single sequence throughout the enlarged library (Ulula 533, 1968, p.5).

Smaller book collections still exist in the school but they are discouraged, and the only other library of importance is the Junior Library, a separate organisation with about 5,000 books, which it is not proposed to deal with here.

Apart from books the library contains only periodicals and a small archive collection.

The question of developing a resources centre was raised a year or two ago, but since there is a great amount of audio-visual material already available in the school, nothing came of it:

'We have investigated the possibility of developing a centralised Resources Base for the school. But individual Departments have their own well-established systems; some also are very widely separated from others. However, we have achieved a central Audio-Visual reference library for staff use.' (Open Day Brochure, p.50).

The periodicals are the expected publications; Listener.
Economist, Punch, Paris Match and so on, and the purchase of similar serious magazines such as Classical Review and Chemistry Society Journal is recorded from 1893, before which time only the magazines of other schools were mentioned. Russian magazines are taken now, presumably to support teaching, and there seems to be a lack of purely recreational material, Bridge Magazine being the closest approach to this.

The archive collection is the work of the present librarian who decided to sort out the material reaching him in the way of gifts and bequests, and eventually advertised for more in Ulula. The collection is fairly small and housed in a filing cabinet in the librarian's room, but contains many interesting documents and photographs connected with the school's history.

Classification and Cataloguing

The Dewey classification system is used for all books in general use but this has only been so since 1950. The system generally used prior to this is not known, although there are signs of a simple shelf system. There is, however, a record of the classification of some of the older German books which, although rather curious, must have resulted in a helpful arrangement. The method was to take the author's date of birth, subtract 1,000 and then add the year of publication from which 1,000 had also been subtracted. Thus a book by Goethe, born 1749, published in 1781 would become 749,781, and the system would bring the writers and their works together in reasonably chronological order. Authors with the same date of birth, and multiple copies of books, were distinguished by the addition of letters. The system is described in the note book catalogue which exists for these books.

There is now a card catalogue for the books in general use which was amended in 1950 when the majority of them were classified, and completed in 1964 (Ulula 479, 1950, p.838 and 525, 1965, p.9).
The catalogue was originally begun in 1918 when there was an earlier period of great activity for which no particular reason can be found, although there was at that time an obviously interested librarian, Mr. J.R. Broadhurst (Mumford, p.371).

Additions to Stock

Book selection is in the hands of the librarian who accepts suggestions, primarily from members of staff, and makes choices of his own. He is not inclined to purchase books which are purely recreational, believing that boys can find their own material to support hobbies and activities. He also selects from the many gifts which are made to the library, rejecting a few of these volumes.

Entries in Ulula suggest that the system of book selection has not changed much over the years, the additions normally being allied to subjects taught, although the addition of the stocks of the many smaller libraries after 1932 must have widened the content.

There is a brief accessions register recording the additions in 1938 which shows clearly that heads of departments were responsible for the selection of books at that time, submitting suggestions to the value of the money allocated. Only six departments were involved: classics, modern languages, science, English, maths, and history. There is no further accessions register until the present one begins in 1950.

At this time a selection committee was formed, but this no longer exists.

Staffing

The present librarian, now head of the mathematics department, accepted the post of assistant to the then librarian, Mr. P.C. Hill a classicist, when he joined the staff in 1960. There is also a clerical assistant, Miss P. Mottershead, seconded to the library
but liable to be recalled to the school office in emergencies. She is normally in the library and in charge of its daily operation, including supervision of the main area and the issue of books.

Before his appointment to head of department the librarian had only two extra free periods during the week which were allowed for his work on the examination timetable and his library duties, and therefore much of his work was, and still is, done in his own time. He feels that the situation could be improved.

It is difficult to work out what the history of library staffing has been, but the general picture is of a master appointed to the task, with no real system, and no clerical assistance other than what would normally be provided by the school office, again until the early 1950s. Since it was stated at that time that a permanent librarian had been appointed (Ulula 479, 1950, p.838) the post must formerly have been casual, or even lapsed, and the amount of work done certainly seems to have varied according to the enthusiasm of individuals. This 'permanent librarian' was still a member of staff, Mr. Parnaby, who taught English. The High Master offered him the job of 'getting the library going as a school library' which he undertook, helped after a short time by the first appointment of a library assistant, Mrs. J. Critchley. He left in 1956 and was followed by Mr. Hill.

Earlier librarians who seem to have made some impact during the school's history are: Mr. Thompson, the compiler of the first catalogue; another Mr. Hill, who was in charge when the library opened in the 1880 building and Mr. Broadhurst, the instigator of the present catalogue and the first person to write lengthy, signed reports in Ulula. In addition there is a record of assistance rendered by an Old Mancunian, Mr. Oswald Baxter, in 1914, apparently for work connected with the attempted revival by Mr. Broadhurst.
about that time.

Pupils seem to have played little part in the library in the past. All the other libraries in the school seem to have had, and been run by, committees of boys, but this does not seem to have been so for the main library. The only obvious signs of boys' activity in this sphere are a detailed report in 1921, prepared by a boy and bearing his name as well as that of the librarian (Ulula 360, 1921, p.125), and mention of prefects helping with supervision in 1918.

Prefects still assist with supervision, and although boy librarians apparently exist, their duties seem to be nominal except in times of particular activity as when the library was extended in 1967 (Ulula 583, 1968, p.5).

Regulations and Use

Use of the school library is restricted to the third year and above, that is about 1,250 boys including a sixth form of 500. There are no timetabled library periods except for sixth form private study, and therefore no instruction in library use.

Boys have tickets and issue is mainly supervised, although older boys seem to help themselves if there is no one at the issue point, which is Miss Mottershead's desk in the older room.

A prefect supervises this room and issues books at lunch time, and in theory the other room is supervised by a master during lesson time when it is used by the sixth form for private study. Copies of the rules are duplicated for distribution. They are fairly standard.

In earlier times use of the library seems to have been restricted to particular age groups, and only available at certain times. The following entry is typical of many which appeared in Ulula over the years:

'Boys are reminded that the Library is now open every day from
12.45 to 1.10 and 3.15 to 4 p.m. Boys in the various sixth forms may borrow books from the Library on their own responsibility; boys in the lower forms will require the counter-signature of their Form Master. (Ulula 228, 1904, p.52).

This passage indicated a recent improvement in availability, but even so, would-be borrowers must have needed determination. Exactly when borrowing became relatively easy is not clear, and it may simply have been a gradual process. Loan figures for the present time are not available for comparison but it seems worthwhile to quote the figures for 1921 which are available, and indicate that by then at least there might have been more use made of the library than other matters would suggest. There were at this time about 1,200 boys, all of whom could borrow books.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics</td>
<td>498</td>
</tr>
<tr>
<td>English - poems &amp; plays</td>
<td>111</td>
</tr>
<tr>
<td>essays</td>
<td>115</td>
</tr>
<tr>
<td>fiction</td>
<td>61</td>
</tr>
<tr>
<td>various</td>
<td>106</td>
</tr>
<tr>
<td>History</td>
<td>133</td>
</tr>
<tr>
<td>Science &amp; Maths.</td>
<td>65</td>
</tr>
<tr>
<td>War books</td>
<td>13</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,125</strong></td>
</tr>
</tbody>
</table>

This was the period when stock had been lent to the History and Modern Languages Libraries, and therefore the figures for these sections were said to be low. The list was compiled by a pupil, presumably an enthusiast (Ulula 360, 1921, p.125). Later, in Mr. Parnaby's time, deliberate efforts were made to increase use, which he thinks rose to about 400 loans a week.

Observation suggests that the present library, open all day,
<table>
<thead>
<tr>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school</td>
<td>Ended school</td>
<td>Direct grant</td>
<td>-</td>
<td>-</td>
<td>Indep.</td>
</tr>
<tr>
<td>Size</td>
<td>900</td>
<td>1,200</td>
<td>-</td>
<td>-</td>
<td>1,400</td>
</tr>
<tr>
<td>ACON. Type</td>
<td>Library</td>
<td>New lib.</td>
<td>-</td>
<td>Re-equip,</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>130m²</td>
<td>240m²</td>
<td>60</td>
<td>office</td>
<td></td>
</tr>
<tr>
<td>Seats</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>extension</td>
</tr>
<tr>
<td>STOCK Old bks</td>
<td>600*</td>
<td>Main lib.</td>
<td>Separate</td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td>Loc.</td>
<td>-</td>
<td>-</td>
<td>shelves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mod bks</td>
<td>4,000</td>
<td>15,000*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non bk</td>
<td>-</td>
<td>Periods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Dep. libs</td>
<td>Fewer dep</td>
<td></td>
<td></td>
<td>Archive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>libs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL/CAT.</td>
<td>Own subj.</td>
<td>Card</td>
<td>-</td>
<td>Dewey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDITS.</td>
<td>Gifts</td>
<td>Gifts/pur</td>
<td>-</td>
<td>Pur/gifts</td>
<td>Librarian</td>
</tr>
<tr>
<td>Source Method</td>
<td>-</td>
<td>-</td>
<td>By heads of deps</td>
<td>Librarian &amp; com.</td>
<td></td>
</tr>
<tr>
<td>ADMIN. Libr.</td>
<td>Master</td>
<td>Boys</td>
<td>Library assist, boys</td>
<td>-</td>
<td>3rd to 6th</td>
</tr>
<tr>
<td>Assist.</td>
<td>-</td>
<td>-</td>
<td></td>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>USE Age gp.</td>
<td>All</td>
<td>Teaching</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td>Restr.</td>
<td></td>
<td>-</td>
<td>PS, meetings</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>FINANCE Sum</td>
<td>£40</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No fixed limit</td>
</tr>
<tr>
<td>Source</td>
<td>Investments</td>
<td>gifts</td>
<td>-</td>
<td></td>
<td>govs.</td>
</tr>
</tbody>
</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig. 41  Manchester Grammar School: summary of development.
is quite well used. The older room was full during a lunchtime visit and there were still several boys there at 5 p.m., apart from a fair amount of coming and going during lesson times.

The room is occasionally used for non-academic purposes; governors' meetings, parents' meetings, recitals and so on. The Chess Club holds matches there, but societies are not encouraged to use it although most of them have done so in the past.

**Finance**

The present librarian does not have a book allowance, but may spend as much as he feels necessary and this has been the case since the 1950s.

Clearly the sources consulted do not give financial details for the last 90 years, but the 1938 accessions register does show that at that time the allowance was £40, possibly still the money from the Corporation. It was strictly divided between the six departments named to give them £6.13.4d (£6.66½p) each. Thus there has been a considerable change here.

10.4. **SUMMARY**

The overall impression is of a well-kept academic library of traditional pattern, that is a room for study and books primarily connected with those studies, and in this the present library is not far removed from the old.

The stock is up to date and the library reasonably well staffed, even though the librarian is short of time and expressed the view that a qualified librarian might be preferable.

It does still have a considerable number of interesting old books which are in the process of being sorted out, and some of them are occasionally displayed. The main part of the library is properly classified and catalogued, a far cry from the situation which must have confronted Christie.

There is no apparent shortage of money, an enviable situation,
but this, and many of the other satisfactory features seem to be of relatively recent date, that is mainly since 1950. The activity of the early 1900s and 1940s was apparently the result of interest shown by individual librarians, although the 1902 Act and the associated change in the school's fortunes may have had some influence. Only the incorporation of the library into the building schemes of 1931 and 1967 seems to have been the result of general demand from within the school. When the library was at its lowest ebb, however, there was an astonishing number of smaller flourishing libraries within the school and perhaps improved accessibility has been one of the most important factors in the development of the library (fig.41).

10.5. SOURCES

Books:


Mumford, Alfred A. The Manchester Grammar School 1515-1915: a regional study of the advancement of learning in Manchester since the Reformation. 1919.

School documents and publications:

Accessions registers, 1938 and 1950 -

Catalogues; 1856 manuscript, 1856 printed, German books.


School Magazine, Ulula. 1873 -

Correspondence and/or conversation with:

Mr. D.C. Jennings, Librarian.

T. Maskell, sixth form prefect.

Miss P. Mottershead, library assistant.

Mr. J.B. Parnaby, librarian c1950-1956.
Fig. 42  Merchant Taylors' School, Original Building.  
(Clode, p. 492)

Fig. 43  Merchant Taylors' School 1979.
CHAPTER 11

MERCHANT TAYLORS' SCHOOL, CROSBY

11.1. THE SCHOOL

Merchant Taylors' School was founded in 1619 under the will of John Harrison, the Merchant Taylors' Company being made trustees. The school began life in 1622 with two masters and thirty boys in a fine stone building (fig.42), which is still in use today as the library and sixth form area of the younger Merchant Taylors' Girls' School.

The school suffered in the civil wars and seems to have made little progress in the first 30 years of its existence, although things improved for a time thereafter, and by 1750 there were about 80 boys. It declined again, however, mainly as a result of mismanagement locally and government from afar, to the extent that about 1850 the headmaster was found to be drawing his salary but taking no pupils. This naturally brought about changes and these, coupled with the appointment of a new and very different headmaster, the Samuel Crawford Armour with whom Christie corresponded, saw the beginning of real development.

New buildings were soon found to be necessary and in 1878 the 96 boys left their old building and moved into new premises half a mile away which they still occupy (fig.43).

The Merchant Taylors' Company is still associated with the school but ceased to control it when it received direct grant status in 1910. It is now an independent school attended by some 700 boys, about 200 being in the sixth forms.

11.2. THE 1885 LIBRARY

The information given by Christie was very brief; he listed the 21 books provided for the school by the Merchant Taylors' Company in 1630 and quoted Canon Armour's reply to his questions:
Fig. 44  Merchant Taylors' School Library c.1890.
(M.T.S. Library)

Fig. 45  Merchant Taylors' School Library 1972.
'there is nothing now remaining of the small library to which you refer'.

There is still no trace of the original books which Mr. Luft believes to have been lost in the period of the civil wars, but there is evidence that there were other library books in the school from about 1852. These were again purchased by the Company whose representatives recommended in that year:

'that a library should be introduced into the school, and regular sums of money donated from Company funds for the purchase of library books'

(Luft, p.167).

It is, therefore, the general library provision which the school had at the time which is to be considered, excluding the fate of the old library which had already disappeared by 1885.

Accommodation and Furnishing

Provision was made for the library when the school was re-housed in 1878, and the photograph (fig.44), shows Canon Armour in that room, which then doubled as the headmaster's study and is now the masters' common room. The whole room is about 9m. \times 12m. with large windows on two sides which suggests that there was little more shelving than is shown.

Stock

There are about 600 volumes visible in the photograph and the empty upper shelves suggest that there were not many more. Titles cannot be determined but a former pupil, Mr. H.W.H. Roberts, recalled that in his time, 1910-1918, there was no light reading but a collection of history books, classical texts and edited French books, and it seems fair to assume that this was the sort of material available at the earlier date.

Cataloguing and Classification

There is no trace of early catalogues and the only sign of
classification is an entry in the magazine in 1912 which asked for the return of Clough's edition of Plutarch and gave the number C.8.12., which suggests classics, shelf 8, book 12, and therefore a simple system (Review, XVII, 54, 1910, p.69).

Additions

Purchases at this time seem to have been few, but numerous gifts were recorded in the magazine and the impression is that these formed the greater part of the additions.

Administration and Staffing

The headmaster seems to have been in charge of the library in its early days although no real evidence has been found to support this impression.

Regulations and Use

Early entries in the Review reveal nothing about library regulations, but do show something about its use, although not as a library. The first issue, for example, contained mention of societies meeting there, and articles by old boys show quite clearly that in or about 1885 the room was used for such diverse activities as play rehearsals and the beating of miscreants.

Finance

There seems to have been money from the governors from time to time, but details are not available.

Summary

Thus, whilst Merchant Taylors' School had lost its 1630 library by 1885, it did possess a collection of about 600 books and a room to house them, albeit used for numerous other purposes.

11.3. THE PRESENT LIBRARY

Accommodation and Furnishing

The photograph (fig.45) shows the present school library in the converted assembly hall which it has occupied since 1963. The move had been planned as early as 1950, but had to wait for the
completion of other buildings before it was achieved, assisted by
the gifts of several individuals:

'In September 1963 the library opened in what had previously
been the School Hall. The cost of the new fittings was largely
borne from the benefaction of the late Mr. L.M. Hayes. Memorial
tables were given by the family of C.J. Moore, by Mr. C.H. Stein
O.C., and as a bequest by the late Mr. E.W. Hodson O.C. It should
be recorded that the woodwork of the new library was constructed
on the school premises by the school joiner, Mr. Jeffrey Guttridge.'
(Review XLVI, 166, 1964, p.16).

The room is lofty, about 20m. x 9m., and unfortunately some-
what inadequately heated for its present purpose although improve-
ments are currently being discussed. It is on the ground floor of
the main school building, entered from the main corridor by double
doors placed centrally in its west wall. There is light oak
shelving on all walls, rising to 2m. where the windows permit, and
additional shelving forms alcoves in the northern half, below the
impressive war memorial. The southern half has been left open
although gaps have been left in the wall shelving so that addition-
al bookcases may be added within the same layout.

The library seats about sixty-five at large tables with the
few matching wooden chairs which have withstood the hard usage, and
a majority of modern tubular framed replacements. Catalogue
cabinets and a periodicals rack make up the rest of the furnishings.

The high windows which occupy most of the south and east walls
are uncurtained, but the wooden floor was carpeted in 1978 which
has considerably reduced incidental noise and improved the atmos-
phere. Another recent addition has been the large collection of
university plaques donated by old boys which have brightened up
the walls above the bookcases.

One of the corner alcoves has been partly closed off by
matching cupboards and this area, about 3m. x 3m., is used as a working space for the librarians. It is adequate for most purposes although there are obvious limitations on noise, and supervision of the library is not possible from it. There is in addition a librarian's desk in the centre of the library to provide for the latter.

The occupation of the hall was not the library's first change in accommodation, however. In 1943 the original room had become a lending library and the reference section had been moved to form a reference library in the room immediately above it, and both these rooms were decorated and provided with new light oak furniture in the mid 1950s, presumably that which is now found in the main library in addition to the presentation items. The last trace of the former reference library, now a classroom once more, disappeared very recently when the construction of fire doors led to the removal of the newspaper reading desk which had stood outside it for about thirty years.

A junior library also developed and was separately housed, and this division was continued when the new library was opened.

Stock

The school now has two central libraries, one junior and one senior, supplemented by one or two departmental collections. The junior library has about 2,000 books, mainly fiction, and the senior, or school library some 12,000, principally non-fiction. The school library caters primarily for the sixth form and staff and the book stock reflects this, being mainly, though not exclusively, of an adult and academic nature. Other aspects of school life are represented by a limited number of books associated with various sports, activities and societies, but the bulk of the material is connected with subjects studied. The proportions are as follows:
Some of the apparent imbalance is offset by the existence of additional departmental libraries, notably in geography and the sciences, but the overall impression, supported by entries in the magazine, is that the library has grown rather haphazardly at the whim of the person in charge of it, with much reference to subjects taught, and great dependence on gifts.

The donation of books has affected the size of the library and the nature of the stock. Although this has meant that much of the material is of little use to the majority of today's pupils, it has also led to the accumulation of some unusual and interesting volumes, particularly those written by old boys, or connected with local or school history. There has never been a need to reject stock on grounds of space alone, thus books of special interest or merit have remained whether of immediate use or not, to the extent that many of the volumes consulted for this piece of work have been readily available on these library shelves - some justification for the policy!

The library has a special collection of about 200 books locked in glass fronted cupboards and available for loan on request, but as yet unsorted. The more important items such as the 1724 Prayer Book of a former headmaster, the Reverend Wilfred Troutbeck, are no longer kept in the library, although some of the school's records
have recently been deposited there preparatory to Mr. Luft's retirement.

Some 14 periodicals are purchased covering both academic and recreational interest: they include Punch, Paris Match, New Scientist and Rowing Magazine, and there are two daily papers. There is in addition a large amount of free literature, both regular and occasional.

The library also has a small record collection of about 200 items, mainly classical music and spoken word, and some cassettes have been added to this recently. The school does not provide audio visual material for individual use, and class and staff requirements are met by the technical department. This also provides reprographic services, and additional facilities are offered by the school's printing press.

Classification and Cataloguing

There seems to be no record of activity in these fields prior to Mr. E.B. Powley's address to the S.L.A. in 1948 in which he spoke of cataloguing, card-indexing and shelving, and said that:

'An unorganised, unclassified, uncatalogued, ruleless, casual Grammar School Library will never fulfil its proper function in a school ...'.

Unfortunately he supplied no details of the system of classification which he used which, according to Dr. J. Mackay, was of his own devising, loosely based on Cheltenham. This was not finally abandoned until 1968 under one of his successors, Mr. R.C. Shepard, as a result of the pressure exerted by the expansion of the science and sociology sections, and enthusiastic pupil librarians. The Dewey system is now in use, but not yet without some of the errors made by those same enthusiastic boys.

No date has been found for the commencement of the present card catalogue which is currently being revised.
Additions

According to Mr. Powley the library had reached about 2,400 books in 1944, an average increase of about 40 books a year. By 1948, under his rule (and rule would seem to be an appropriate term), it had grown to over 5,000, an impressive rate of about 600 books a year. He described the subjects collected by his predecessors:

'... classics, Biblical criticism, history, more and more modern history, a certain amount of English literature, a rather inordinate quantity of literary criticism, a small batch of mathematics - Newton's Principia is there, a neat collection of French and German texts, atlases, some science, ranging from Lyall and Darwin after 1900 increasing rapidly; the Dictionary of National Biography, a set of good language dictionaries, crowned at last with acquisition of the great New English Dictionary. We have Chambers Encyclopaedia, but our Britannica is out of date ...' thus giving a good indication of the nature of the library in 1948, and then set out his own ideas of a good reference collection, demonstrating his own policy in book selection. Interestingly, he advocated a fair amount of recreational material, but apart from that the emphasis seems to have been on English literature and the arts generally, consistent with his position as head of English. He is shown to have selected books personally, both new and second-hand, from local bookshops, to have consulted publishers' catalogues and other book lists, and to have encouraged gifts.

There were clearly some areas of study and interest ignored by Mr. Powley, for example he mentioned neither philosophy nor fiction, and there have since been occasional attempts to rationalise the stock as in 1956 when Mr. A.H. Aldous spoke of the expansion of the music, biography and philosophy sections in this context (Review, XLIV, 158, 1956, p.20). Despite this, the influence of donations
in the form of books has also remained strong, especially in the history sections. Almost every entry in the Review, that is from 1890 until the present day, has included thanks for such gifts, and the proportion of the stock which is formed by them must be quite high.

New books are now purchased through a local library supplier, mainly from suggestions made by members of staff, and are added at the rate of about 150 to 200 a year, although this figure is still increased by donations, and in some recent years has been doubled by them.

Administration and Staffing

The post of librarian existed by 1909 since the school librarian is mentioned in the magazines after that date, but it has not been possible to find much beyond the names of what appear to have been the first two holders of the position, Mr. E. Hartley and Mr. H.T. Crawford-Smith. The latter, a classicist, is said to have developed the library (Luft, p.247), but detailed information only begins with his successor, Mr. Powley.

Mr. Powley took over in about 1943. He is remembered in the school as the man responsible for the development of the library, and is frequently mentioned as such in the records. Typical is the mention in the headmaster's report of 1950:

'Overlapping with the work of all subjects at all times is the library, which has made remarkable development under the direction of Mr. Powley and Miss Parker .... It is not too much to say that the influence of our library is felt far outside the walls of the school.'

The latter claim was borne out by the fact that Mr. Powley's address of 1948 was basically giving advice for the setting up and running of school libraries in view of the prominence given to them under new ministry regulations (Min. of Ed. Bldg. Regs. 2nd
Sched. 1944, p.19) with his own library as a model, and by his election to the chairmanship of the School Library Association a short time afterwards (Review XLII, 151, 1950, p.225). He does not seem, however, to have been the most popular of masters, nor as entirely admirable as official reports suggest. Dr. Mackay reported that:

'He was so proud of it (the library) that one sometimes wondered whether the books were meant to be borrowed at all,' and although tales such as that of the boy who brought him Jehovah instead of the hoover to clean the library floor, because he dared not question his instructions might amuse, they also indicate his harshness.

Nevertheless, Mr. Powley seems to have been almost entirely responsible for turning a fairly small, haphazard and possibly not much used library into a very different organisation, involving expansion into several sections and rooms and incorporating a general policy behind book provision and selection. Dates would also suggest that he was involved in the plan to move the library to its present location, and generally his influence was clearly of great importance.

Mr. J. Mackay followed Mr. Powley in 1951, taking over the job of librarian with that of head of English, which became the pattern. He was assisted by a parent, a Mrs. Vose, as well as Miss Parker, then head of the preparatory department, who had earlier assisted Mr. Powley and also became an official of the School Library Association.

Mr. Mackay was succeeded by Mr. A.H. Aldous in 1954, said by his successor, Mr. Shepard, to have brought some management principles to bear, although he did not explain this. Mr. Aldous it was, however, who attempted to regulate the expansion of the different sections, and in his time the reports in the magazine
began to be more comprehensive and pupil librarians to take more prominence.

Mr. Shepard took over in 1958 and was thus involved with the opening of the present library in 1963. He ran the library with the assistance of boys until 1971 when a separate post was created: that of librarian for the two schools, that is the girls' and the boys', which are in separate buildings half a mile apart. Following the departure of Mr. Shepard to a headmastership in 1972, the school library became the responsibility of the librarian whilst the junior library remained under the control of the English department.

The present librarian, the writer of this thesis and a qualified teacher and librarian, followed Mr. Shepard. The post involves some teaching as well as running the libraries so that about a quarter of the timetable is available for library work in the Boys' School, including a considerable amount of supervision.

Entries in the Review show that there was at least one pupil librarian each year from 1943, but it was not until Mr. Aldous' time that individual boys were mentioned and thanked. One of these former librarians, Dr. G.D.C. Martin, recalls:

"... being made a pro-monitor on the strength of my job as Head Librarian, which involved wielding power over fellow-pupils. ... All the donkey-work and day to day running of the Library was in the hands of the schoolboy staff ... an impression of having considerable responsibility and doing a challenging and worthwhile job'.

Boys still carry out most of the routine work, there being about fifteen of them recruited from the fifth and sixth forms. The senior boy still has considerable responsibility, particularly since the librarian is often not immediately available, or even on the premises.
Regulations and Use

The present library is used by the sixth form throughout the day for private study, and by the upper fifth during the lunch hour, about 300 boys in all. Younger boys may borrow books with special permission but this is not often done, their needs generally being served by the junior library. There is normally supervision when the library is full, this being done by the librarian if she is available, or by a master or a monitor if she is not. Lunch time supervision is one of the duties of the sixth form librarians. There is no alternative accommodation for sixth formers in free periods, but nevertheless they are expected to be quiet in the library.

Books may be borrowed at any time on completion of a borrowing slip, and may be retained for a maximum period of one term. Checking of these slips over the last twelve months revealed about 1,000 official loans. Since the boys are obliged to spend their private study periods in the library many books are read and consulted without being borrowed, and there is of course no check of the illegal borrowing which also takes place!

Mr. Powley's library rules have survived and are reproduced below, since they offer most of the information available about earlier usage. The rules for the reference section differed only in that the fifth forms were excluded, special arrangements existed for borrowing, the fines were higher and silence was expected.

APPENDIX B

MERCHANT TAYLORS' SCHOOL, CROSBY

LIBRARY RULES

Senior Library Lending Section

BOYS

1. The Lending Section is, for purpose of borrowing, open to the Vths and VIths at specified times. Otherwise it is out of bounds.
2. Access to the shelves and catalogues is open. Care must be taken not to misplace a book and, in no circumstances, may a card be lifted out of an index drawer.

3. When a book has been selected for borrowing a white ticket should be filled in, taken to the Librarian (or Assistant Librarian), who, if the book be in fit condition for loan, will date the ticket, stamp on the ticket a date for return of the book, initial the ticket, retain it, and issue the book.

4. Usually not more than 2 books will be issued to the same borrower at one time; and in no case can more than 3 volumes be held by the borrower.

5. If a book be not brought back upon the date stamped on the ticket for its return (or upon the nearest date thereto upon which the Library may be open and the borrower at school), the borrower will become liable to a fine of one penny a day for each day up to ten of the 'overdue' period. On the eleventh day steps will be taken to recover at once the book and a suspension of at least as many days as the book is overdue will be applied.

6. Notice that a book has become overdue will not be given.

7. A book can as a rule be renewed once but not without presentation of the volume for that purpose.

8. Requests for reservation of an 'out' volume will be received.

9. Marking in, rough treatment or careless custody of a book, will involved suspension from use of the Library and, it may be, the cost of repair or replacement of the book.

10. If a borrower finds a book disfigured or damaged he must at once report the fact.

11. The Librarian or Assistant Librarian will apply suspension for any unseemly conduct in the room.
12. Suggestions for addition of books will be welcomed.

13. Arrangements can be made for borrowing books during the Xmas and Easter vacations.

Such precise regulations might well have discouraged use, but in his address, Mr. Powley claimed almost 2,500 loans from about 500 boys in 1946/7. At that time the library seems to have served the whole of the main school.

No written evidence has come to hand concerning use prior to this time, but Mr. Roberts remembered a collection of about six hundred books which he did not consult and felt sure he would not have been allowed to borrow. What he remembered most clearly was that the library was also the headmaster's study, and he depicted an occasional intrepid senior boy consulting the books to the accompaniment of hissing gas-light and the distant frown of an ever present headmaster. However fanciful this may be, he believed his own lack of use of the library to have been the result of its dual purpose, as well as awareness that the books were in any case such as would have been on his father's shelves. A further clear recollection was not concerned with books at all, but with the fact that the library was a place of punishment. Notices in assembly asking boys to go to the library were then the prelude to the beatings which took place there until 1929.

This may have changed, but entries in the Review show that many aspects of the library have not. Some of the societies which originally met in the library still do so, and although the headmaster no longer beats boys, he still sees all leavers in the library on their last day, meets parents there and takes tea there after school functions, and boys still consult books beneath the gaze of Canon Armour, from his portrait on the wall.

Finance

The governors seem to have continued the grants which they
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<tr>
<th>Year</th>
<th>Type of School</th>
<th>Size</th>
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<th>Area</th>
<th>Seats</th>
<th>STOCK</th>
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<th>Other</th>
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<td>Endowed grammar</td>
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<td>1965</td>
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<td>Present</td>
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**FINANCE**
- Figures are approximate.
- * indicates an estimate.
- - indicates no information.
- A blank indicates a continuing state.

*Fig.46 Merchant Taylors' School: summary of development.*
had made to the library before 1885, shown by an entry in the magazine in 1909:

'A considerable number of useful books have recently been put into the library owing to a generous grant of the governors,' (Review XVII, 49, 1909, p2), but the value and frequency of these could not be determined. Mr. Powley, however, was again helpful:

'When I think of my predecessors' slender resources - £30 to £50 per annum - helped perhaps by a small extra grant - I consider they did well .... A grant of 5/- (25p) per head from the governing body yields about £150 per annum and it's a bad year in which I can't add another £50 from fines, lost property fines, lost property sales, and other indirect though not crooked means.'

Apart from gifts, money now comes only from the annual allocation which is still made on a per capita basis. This was about £700 in 1978, and is currently being reviewed.

11.4. SUMMARY

Thus the library of Merchant Taylors' School has developed considerably since Christie made his enquiries, at which time it was a fairly limited collection of about 600 books, although even then a room had been provided for it in the new building. It has grown with the school and possibly changed most as a result of the individuals involved, the principal periods of change being in the early 1940s and the late 1950s, although in the latter period expansion was also associated with general building schemes. Maintained interest has led to the appointment of a qualified librarian, but the library remains essentially the same as that from which Canon Armour probably wrote his reply to Christie: a collection of printed material designed to supply primarily the academic needs of the school and a room in which to study and
meet (fig.46).

11.5. SOURCES

Books:


School documents and publications:

Library rules, c.1943.

Our School Library Problems - An address delivered to the Merseyside branch of the S.L.A. - 7th February, 1948 in Merchant Taylors' School, Crosby by Edward B. Powley, M.A., B.Lit., F.R.H.S., Librarian MTS, Crosby Chairman of the branch.

School magazine, Merchant Taylors' Review, now known by its additional title The Crosbian. 1890 -

Correspondence or conversation with:

Mr. A.D. Ashcroft, senior music master.

The Rev. Canon H.M. Luft, headmaster.

Dr. J. Mackay, Librarian 1951-1954.

Dr. G.D.C. Martin, senior pupil librarian 1954-1955.

The late H.W.H. Roberts, former pupil and governor.

Mr. R.C. Shepard, librarian 1958-1972.

Personal knowledge:

as the present librarian.
Fig. 47  Rivington Grammar School as rebuilt in 1714

(Kez, p. 86)

Fig. 48  Rivington and Blackrod High School 1979
CHAPTER 12
RIVINGTON AND BLACKROD GRAMMAR SCHOOL

12.1. THE SCHOOL

Rivington and Blackrod Grammar School was formed in 1875 by the amalgamation of two separate schools but it is the earlier history of only one of them, Rivington, which is discussed here. Although Blackrod apparently had some books in 1640 (Kay, p. 119), it was to Rivington that a sizeable library was given in 1571 as a bequest from James Pilkington, who had founded the school in 1566.

The school did not prosper at first, but by 1714 funds were adequate for rebuilding (fig. 47), and despite setbacks similar to those suffered by other grammar schools in the following century, it survived to be combined with the nearby and less successful Blackrod School. This was not entirely satisfactory, however, and the school closed temporarily in 1880 pending the erection of a new building (fig. 48).

This building was occupied in 1882 and later extended, and now houses the upper part of Rivington and Blackrod High School, formed in 1973 by the amalgamation of the grammar school and the local secondary modern school. It is a mixed comprehensive school of about 1,600 pupils, the younger ones still being housed in the old modern school although the buildings are being further extended so that there will eventually be room for all on one site. At its closure the mixed grammar school had about 600 pupils although the figure had been higher.

12.2. THE 1885 LIBRARY

According to Christie, whose account was mainly concerned with the origins of the books and with the early statutes which were most particular in relation to their care, Rivington and Blackrod
School had lost its library and all trace of it by 1885, but in fact there was some record, and the school had then a more modern library. There was, however, no mention of a library in the redrawn statutes of 1737 (Kay, p.127).

**Accommodation and Furnishing**

There is no direct information but bookcases had been purchased in 1751 (Kay, p.88), and since none of the documents relating to the new school building mention a library, it may be assumed that no special room had been provided and that the books remained in bookcases in some other room.

**Stock**

Entries in the library register about this time gave catalogue numbers which suggest that there may have been about 150 books. These were mostly fiction which implies the existence of a separate reference collection which would have made the total figure somewhat greater.

**Cataloguing and Classification**

Clearly there was a catalogue of some sort in 1885 since the books were numbered, but it does not seem to have survived. What has survived, however, is a much earlier list of the dozen books which remained in 1578 from Pilkington's bequest, and thus there must have been in 1885 this record of a small part of the original library. (Govs. Acct. Bk.).

**Additions**

Since there were probably about 200 books additions must have been made to the earlier library, some evidence for this lying in the contemporary nature of some of the fiction titles entered in the borrowing records. Some book purchases were recorded in the 1830s, although not specified as library books (Kay, p.111), but it seems probable that many of the additions were gifts.
Administration and Staffing

The library was obviously cared for, witness the Library Register, but there is nothing to show by whom this was operated. Regulations and Use

In 1885 there were 107 loans made in a school of about 50, although in fact almost all the loans were made to the same dozen or so pupils. (Library Register and Attendance Register). They also seem to have read the same books, probably a result of their availability, but with a degree of correspondence which is almost suggestive of required reading.

Finance

Apart from the sums spent in the 1830s, mentioned above, there seem to be no records of expenditure on the library anywhere near the time in question.

Summary

The old library seems to have disappeared completely by 1885, not surprisingly perhaps when it was down to 12 books in 1578, but the school clearly had at least a lending library which was being well used, and possibly an additional reference collection. It seems also to have been well organised and administered, judging by the records, and it may well be supposed that this was the basis on which the later library was developed.

12.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

The account of this library ends in 1973 with the formation of Rivington and Blackrod High School. At that time the grammar and modern school libraries were integrated, the books being re-distributed between the new upper and lower schools. The library in the grammar school building, then given new accommodation on the ground floor, was very soon moved, and is now being reorganised again with the construction of a resources centre designed to serve the needs of the future school. Thus there is virtually no trace
of the former grammar school library, and information about it is limited by a lack of written records.

Accommodation and Furnishing

In 1931 an old dormitory was converted to a domestic science room and the rest of the upper floor used to make a library (Kay, p.147). No details of this have been found, however, and it must have been quite short-lived since Miss K. Brennan reported that in 1947 the library was housed in a classroom on the ground floor in high, old-fashioned bookcases with wooden doors to the lower parts and glass fronts to the upper sections. The cupboards had locks which were not used, and in about 1950 the doors were removed so that desks did not have to be moved before the cupboards could be opened.

The rather musty room had once been part of the kitchens, and indeed still had a serving hatch to connect the kitchens with the headmaster's living accommodation. It also had very deep window-sills, and they were used to house newspapers and magazines.

This unsatisfactory situation was remedied in 1959 by transfer of the library to a properly equipped room on the first floor, converted from the domestic science room mentioned earlier. This was light, airy and spacious, with seating provided in alcoves formed by bookcases. It also had a lockable librarian's office, converted from a pantry, and its only faults seem to have been that it was a little remote and too small for further expansion, hence its vacation in 1973.

Stock

There is very little information about the stock. It certainly included fiction and non-fiction by 1947, normally received an annual loan of 100 mixed books from the county when these became available, and provided 'a wide selection of magazines and newspapers for all ages' (Rivingtonian, 1963, p.30). Observation of
the present stock was hindered by the current reorganisation -
the majority of the books were stacked in piles on benches round
the room - and although Miss Brennan believed that there were at
one time some ancient books kept in the safe, all historical
materials found in it were sent to the Records Office in 1973,
and books do not seem to have been included. One or two older
volumes were visible in the library, bearing the old grammar
school library stamp and thus showing some continuity, and amongst
them was a 1595 bible, but there was no information about it.

No one has been able to supply any sort of accurate figure
for the eventual size of the library, but the general impression
is that it never reached more than about 2,000 volumes, if that,
and by the time the end came there were only about 1,000 left.
Many books were in fact kept by departments, and as stock checks
were never made because of the time involved, and any records have
disappeared, it is impossible to be more precise.

Cataloguing and Classification

There was an early report of the existence of a card index
(Rivingtonian, 1937, p.25), but this seems to have come to nothing
since by 1950, although the library was classified according to
the Dewey system, the classified catalogue and the accessions
register handed over to Miss Brennan were two dirty, tattered
books tied up with string. These she later replaced, but not
until the advent of her successor some ten years later was a
card index reintroduced in connection with reclassification
(Rivingtonian, 1959, p.20).

The shelves and sections had always been marked since the
days of the cupboards in the old classroom 7, and the book spines
were labelled with paint or indian ink.

Administration and Staffing

By 1947 the library was being run by the English department
with an allowance available for it, but the then head of department, a Mr. Coward, had many other responsibilities, and when Miss Brennan offered to help him with the library in 1950 she soon found herself in complete charge, but without any official appointment, or allowance of money or time. The latter particularly affected the running of the library since she was obliged to organise it to be operated almost entirely by pupils, without much supervision, in a school of about 500. There were additional problems, too, in the fact that she had no official position, since it meant that she had no real jurisdiction over the library's general use.

Despite this, Miss Brennan inaugurated some changes and was involved particularly in the move to better premises, but in the early 1960s she relinquished the post to her assistant in the history department, Miss A. Gleave. She was then officially appointed and able to receive the allowance, and presumably some time and some proper authority.

The last occupant of the post appears to have been Mr. Metcalfe who took over about 1969 and was replaced when a qualified librarian, Mrs. O. Fisher, was appointed in 1973.

**Regulations and Use**

The few entries in the *Rivingtonian* and Miss Brennan's information show that the library was normally officially open only at lunch-time for most of its life.

An undated copy of the library rules found inside the 1914 Library Record showed that although borrowers might ask to see books, only librarians had access to the shelves at that time. The normal loan period was two weeks and fines were levied at the rate of 1d (1p) a week. The library was open three days a week, but with different times for boys and girls. Loans were recorded in a book until as late as the 1960s when a ticket system was
### Rivington & Blackrod Grammar School: Summary of Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Type of School</th>
<th>Size</th>
<th>Age Group</th>
<th>Access</th>
<th>Use</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1885</td>
<td>Endowed grammar</td>
<td>50</td>
<td>All</td>
<td>Well-used</td>
<td>-</td>
<td>£100</td>
</tr>
<tr>
<td>1905</td>
<td>Maint. grammar</td>
<td>30</td>
<td>Restr.</td>
<td>-</td>
<td>-</td>
<td>£100</td>
</tr>
<tr>
<td>1925</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1945</td>
<td></td>
<td>500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td></td>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>11 to 18 comp.</td>
<td>1,600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACCOM.**
- Type: Bookcase
- Area: n/a
- Seats: n/a

**STOCK**
- Old bks Loc.: Nil n/a
- Mod bks: 200*
- Non bk: -
- Other: -

**CL/CAT.**
- Lists: -
- Dewey Card: -

**ADDITIONS.**
- Source Method: -
- Staff: -
- Staff & librarian: -

**ADMIN.**
- Libr. & Assisting: -
- Pupils: -
- Master: -
- Mistress: -

**USE**
- Age gp. Access: All
- Use: Well-used

**FINANCE**
- Sum Source: -
- £100
- £100
- n/a

---

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.
introduced, partly because extra money was suddenly available. The introduction of sixth form private study and first form library periods seems to have followed the move upstairs (Rivingtonian, 1961, p.20), followed in turn by misuse, here affected by the anomaly of a librarian without any time allowance or proper authority. Miss Brennan spoke of books being borrowed and misplaced, of the room being used for unrelated activities, and even of quantities of books being borrowed without reference for wet games periods, or in times of staff absence, and she was obviously unable to control or keep track of what was going on since she was fully occupied by teaching.

Finance

Again there is little information since no records have been seen showing money spent on library books. There was some negligible income from fines recorded in the 1914 Library Record, and there is thought to have been some money occasionally from the Foundation, that is the original endowments of the two schools, but on the whole there has been little income beyond that made available by the local education authority. This was augmented by £1,000 for one year in the 1960s following an Inspection, but was normally only £100 a year, and it is not surprising that the library remained small.

12.4. SUMMARY

In relative terms although having lost its original stock, the library seems to have been meeting the needs of the school as successfully in 1885 as it was when it closed. About 200 books for 50 pupils compared with only 2,000 for over 600 nearly ninety years later reflects little progress, despite improved accommodation, which was not in any case obtained until the late 1950s (fig.49). The problem seems to have arisen mainly from lack of importance accorded to the library in terms of accommodation,
staffing and financing, individual enthusiasm here being unable to compensate for the official attitude.

12.5. SOURCES

Books:


Irvine, W.M.F. A short history of the township of Rivington in the county of Lancaster with some account of the church and grammar school. Edinburgh, 1904.

Kay, Margaret M. A history of Rivington and Blackrod Grammar School. Manchester, 1931.

School Publications:

School Magazine, Rivingtonian. Publication dated unknown. About a dozen copies of various dates kept by the school secretary.

Items held by the Lancashire Record Office:

Attendance Register, 1882-1894.

Governors' Account Book, 1574-1612.

Library Register, 1882-1904.

Library Record, 1914.

Conversation with:


Mr. R. Fell, headmaster 1973 -


Mrs. E.F. Roberts, school secretary 1961 -
Fig. 50 Early Bookplate showing the then new 1723 Building of Wigan Grammar School. (Wigan Record Office)

Fig. 51 The former Wigan Grammar School in 1972.
13.1. THE SCHOOL

The report of the Charity Commissioners (Ch. Com. XXI, 1829, p.263) gave the foundation of Wigan Grammar School as 1619 by James Leigh, but more recent accounts and Christie himself gave 1596 as the date of the first endowment. The original building, of which there is no trace, was deemed incapable of repair in 1723 and replaced by a schoolhouse large enough for 80 boys (fig. 50). Between 1829 and 1848 numbers fell from maximum to 29, partly because of the impoverished state of the school, but a new master, Mr. Doria, was able to effect some changes, and by 1862 it had again reached capacity. It was twice requisitioned for troops, first in the Scottish rebellion and then in the coal and cotton riots of the 1850s, and on both occasions suffered damage including some to the library books (Chambers, p.47).

Once back to normal after the riots the school grew, and yet another building was provided in 1879 following three years in temporary accommodation. By 1930 the school had 460 boys and had again outgrown its accommodation, and its fourth and last building was provided in 1936 (fig.51).

The school was under the control of Wigan Education Authority by 1923 and in 1963 it was merged with a second town grammar school, the Thomas Linacre School, which was on an adjacent site. In 1972 the much enlarged school was reorganised and Wigan Grammar School disappeared to be replaced by the Mesnes High School, a mixed comprehensive school into which the buildings have been incorporated.

13.2. THE 1885 LIBRARY

Christie spoke of modern books as well as 9 volumes which he
detailed which he thought might have belonged to the donor of the original 1647 library, the Rev. Henry Mason. He repeated the statute of 1664 which gave unusually precise instructions for the use and care of the books and the compilation of a catalogue, but said little else.

**Accommodation and Furnishing**

Christie said nothing about accommodation and although the Charity Commissioners reported the library as being kept in a room above the school in 1829, that had been in an earlier building.

**Stock**

Since Christie mentioned modern books his figure this time seems to have been inclusive, and made the total library about 200 volumes. Although he described the 9 books thought to have been from Mason's library because they were printed before his death, he seems to have ignored gifts made by early mayors, Roger Bradshaw in 1680 and Hugh Jolley in 1693, as well as substantial gifts from un-named donors in 1771 and 1775 (Hawkes, p.112). Some of these have survived so it must be assumed that they were there in 1885, and perhaps not thought of sufficient interest to warrant a mention.

**Cataloguing and Classification**

The statutes were quite specific about the catalogue. The master was enjoined to:

>'have a perfect catalogue of them written in a book to be fixed to the desk, there always to remain, of all such books as are or shall be brought together, with the names of the author, title and edition, together with the number of the volumes of the said books, with the names of any future donors, and shall be ready to give a true and perfect account of the said library when the said Mayor for the time being, and the greater number
of the trustees shall require it ....'.

(Carlisle, vol.1, 1818, p.725).

The trustees asked for the catalogue in 1798 but it was not forthcoming (Chambres, p.31), and the offending master's son was called to account for it after his father's death in 1810, but without success (Chambres, p.33), and there seems to be no trace of it, if, indeed, it was ever made. Christie believed it to have existed from the evidence of pencilled marks in the books inspected.

Additions

The main additions have been given under the heading of stock, but these were not the only ones. There was money available for purchase, and although not giving his source, Hawkes stated that:

'The library was continually augmented by gift and purchase'.

(Hawkes, pp.11-12).

Administration and Staffing

The master and the usher were made responsible under the statutes for cataloguing, care and use, and presumably remained so as long as the school was small.

Regulations and Use

The statutes also defined use in that the books were to be kept in the library, used by selected pupils and treated with respect, but nothing has been found to show if these instructions were regarded, and by 1885 there seems to have been no separate library in which to keep them.

Finance

There was a fee charged for use of the library in 1817 (Chambres, p.36), but this was discontinued in 1850 (Chambres, p.46) and nothing has been found relating to the next 35 years.
Summary

Wigan Grammar School library in 1885 was a collection of about 200 books which do not appear to have had any special accommodation, the whole collection apparently having suffered from civil strife, several changes of building and general neglect. The school was at that time reviving, having then about 100 boys, but the library had not been involved in that revival, and was not to be so for a further twenty years.

13.3. THE PRESENT LIBRARY AND ITS DEVELOPMENT

There is in fact no present library since the school is closed, the library has been dispersed, and the remaining records are incomplete. The following account, therefore, refers to the period 1908 to 1972, that is from the re-establishment of the library until its closure.

Accommodation and Furnishing

According to Mr. H.R. Nutt, the library was first housed in glass fronted cupboards in a formroom which had once been a laboratory, but this was the library founded in 1908, not the original one which had apparently fallen into disuse sometime after 1885, although some of the books were still in the school. This new collection remained in the cupboards until 1936 when the next new building was occupied in which a room was provided for it, and equipped with oak bookcases forming six bays with oak tables and chairs in each bay. (Anniversary vol. pp.44-46). A reading table was added later and the shelf space increased in 1954 to bring the capacity to 10,000 volumes (Magazine, XXX, 2, 1954, pp.12-13).

No further changes were recorded until the amalgamation with the Thomas Linacre School in 1963 brought additional accommodation in a separate building, including a librarian's room. This additional library became the main library in about 1967 when the
authorities decided, apparently contrary to the wishes of the staff, that the school should have a language laboratory and that it should be housed in the old library. Thus the library gave way to the laboratory which was in fact short-lived, and soon gave place to the art department. So much for educational fashions!

What remained of the grammar school library continued until the early 1970s in cramped quarters at one end of a classroom, at which time the space it occupied was deemed to be more useful for teaching and the whole establishment was dispersed, leaving one library in the Thomas Linacre building.

Stock

The library reopened in 1908 with 163 books of which a complete list was given in the first edition of the school magazine. Fiction predominated, but with some variety in that it ranged from Austen to Henty. There is some suggestion, too, that there may have been a collection of reference books available, perhaps derived from the former library, since the Board of Education report dated 1912 said:

'There is a nucleus of books of reference for the use of the staff, but their usefulness would be greatly enhanced if steps were taken to catalogue the contents of the library and systemise their distribution and return. Additions should be made from time to time, as in many respects the supply of books is deficient'.

Oddly, there was no mention of the lending library which was in existence by then. The 1906 report had made no mention of a library at all.

There is later evidence also of the existence of a separate reference collection for the staff and sixth form (Magazine, III, 3, 1927, p.4), and the first bound volume of the school magazine which was displayed with the main collection in 1947 is marked as transferred to reference in 1930. The implication is that two or
more collections were brought together to form one library when a special room was eventually provided in the new building of 1936.

Periodicals were provided from about 1938 onwards, at which time they included such publications as Spectator and Motor Cycle (Magazine, XV, 1, 1938, p.18).

By the outbreak of the first world war the library had grown to 350 volumes, and to 700 by 1926 (Anniversary Vol. pp.44-46). It was still under 1,000 in 1937, by which time the remnants of the old library had been discovered during the demolition of the old building and were again part of the stock. They were described in an article in the magazine in 1939 (Magazine, XVI, 1, 1939, pp. 10-11) and mentioned in connection with an exhibition held in the library in 1947 as part of the 350th Anniversary Celebrations.

The titles did not include any of those mentioned by Christie, and nor are those noted by him to be found among the remnants now held by the Wigan Record Office, where they were transferred in 1972 on the closure of the library. There are 18 books, ranging in date from 1675 to 1823, and including gifts from Bradshaw and Jolly. Eleven of them have been rebound in leather, including the volume from which the bookplate (fig.50) has been reproduced. There is no obvious explanation for the figure or date of 1850 which has been added to this, since despite the architectural anomalies the building is that of 1723 and the book also bears the inscription, 'The Free Grammar School in Wigan 1771', as do some of the others. Another of the books, Evans' Sketch 1802, bears a different bookplate with provision for accession number and other information, but there is no other old plate for comparison. Arrangements are now being made for the transfer of the collection to Wigan Library.

The bound volumes of the school magazine were deposited with
the books and other items, having once formed part of the library stock. They bear classification marks and also bookplates showing them to have belonged to the Dr. Thomas Linacre Library of Wigan Grammar School. This was the name given to the newly founded library in 1908 although Linacre, who was Rector of Wigan, apparently had no connection with the school and is no longer thought to have given books to the school as was once believed.

Departmental libraries had been started in the school in 1926 and by 1947 there were at least eight of them, some containing all relevant books, some only the more advanced works, but with the purpose built library and new activity within it, they began to return. Five of them had done so by 1953 at which time the shelves became full and withdrawals began to take place (Magazine, XXIX, 3, 1953, p.17). The library grew steadily and by the time of the amalgamation there were about 12,000 books covering all subjects. Some movement of stock took place, appropriate to the different uses of the two buildings in which the then split library was housed, but in some ways it was the beginning of the end. Many of the books were transferred to the Linacre Library, that is to say the real Linacre Library which took its name from the school, and more were moved when the room was taken over for the language laboratory, leaving about 8,000. Many of these simply disappeared following Mr. Nutt's retirement in 1968, and the fate of the rest is best described in his own words:

'The final episode was quite pathetic. I received a message from some of the staff that if I wanted to see the last of the Grammar School Library I had better come down to the old library room next Monday morning. I did so and found that the bookcases had all gone, placed in various rooms, the oak library tables had disappeared, and in an otherwise empty room about 3,000 books were piled up on the floor round the walls. I was told that the
edict had gone forth that these books must be got rid of. The headmaster later assured me that he knew nothing of this and it would seem that the master concerned must have been a complete ignoramus on the value of books. Perhaps a third or even a half were fit for throwing away (out of date, dilapidated, etc.) but there were included high-class and expensive books on art, travel, science, sports and hobbies and so on. It would have been laughable, had it not been so tragic, to see half a dozen heads of departments rummaging about among these piles to salvage books on their own subjects or interests, for taking away storing in the cupboards of their own subject rooms. Worst of all to me at least was the fact that a large number of these books I had sought out with great trouble second-hand, and I knew that they would not, in fact could not, be replaced ever again. All these books were destined for the incinerator, but I heard from the school caretaker later that at the end of the week he had met a friend of his, who was headmaster of a local secondary modern school, and he had mentioned these books to him. The head offered to look them over and was very pleased to take the majority for his own school library. I hope they were useful.

Cataloguing and Classification

There remain four volumes of an accessions register which are not clearly marked but seem to cover the period from 1909 to 1953, and three catalogues which seem to apply to some period prior to 1944. There is little precise indication of their function, although one is clearly a catalogue of the reference library, another is marked 'Hand List' and the third 'Authors' Catalogue'. The last two are arranged alphabetically under authors and contain mainly fiction titles. It appears that special subject books were found mainly in the reference library at first, and there are about 1,500 books listed under sixteen headings, but not the
sixteen headings allotted to the library in 1944.

Re-classification was begun in 1943 (Magazine, XIX, 3, 1943, p.10), and completed in 1944, at which time a card index system was brought into use. The classification system was not standard, it being thought at the time that the library did not warrant the 'complex systems' in use in public libraries, and an account of it was given in the magazine some years later (Magazine, XXX, 2, 1954, p.12). The stock was divided into sixteen sections, each section was allocated a letter and subdivisions were given a number, e.g. R for recreation R1 for outdoor recreation and so on. The books were also given shelf numbers used in conjunction with the initial letter of the author's surname, thus R1/A2 would have indicated the second book on the A's shelf in the outdoor recreation section. The numbers were written on the spines when the classification was carried out. Books which were in departmental libraries at the time were not touched, but were dealt with later as they were returned to the central library.

The Dewey system of classification was eventually introduced in 1968 with the advent of a new librarian, and the typing of new catalogues was begun. The bound volumes of the magazine end about this time, however, and with them further information, and since the library ended only two or three years later there is nothing to show if the task was ever completed.

Additions

The first edition of the school magazine listed the 163 books with which the library was restarted, complete with their catalogue numbers, and there were regular notices of additions until about 1912, by which time there were about 300 books. Most of these had been given but some had been bought and they covered, as well as fiction, such subjects as nature study, English literature and French. There seems to have been a period of inactivity
coinciding with the war, or at least little was reported, but by 1926 there had been something of a revival, and a further 400 books added (Anniversary Vol. pp.44-45).

That date saw the development of departmental libraries which confused the figures, and it was not really until the 1940s when Mr. Nutt took over that matters became clearer. There were by then supposed to be about 3,000 books but over 800 were missing, leaving something over 2,000. By 1947 there were over 5,000, about 400 of them presented early in 1944 and others sought out and bought second-hand in a period of book shortage, as well as those bought new. The librarian seems to have been solely responsible for stocking the library at this time, and indeed, although suggestions must have been made by members of staff, there is no real sign of there ever being a formal system for this, although a library suggestions book was mentioned in the 1950s (Magazine, XXVII, 2, 1952, p.9).

The rapid rate of increase continued, the library growing from 5,000 books in 1947 to about 12,000 in 1968, although by that time the figures had again been confused by the amalgamation of the libraries of the two schools. Before the amalgamation there had been about 10,000 books in the grammar school library which, whilst it lacked modern amenities such as a librarian's room which the Linacre library provided, and probably had less space overall, seems to have been much better stocked, certainly in terms of size. The combination of the two seems to have added a mere 2,000 or so books, thus altering the ratio of books to pupils since the school more or less doubled in size to approaching 1,000.

**Administration and Staffing**

The reopening of the library in 1908 was a result of the joint efforts of the headmaster, the Rev. G.C. Chambres, and his
deputy, Mr. J.W. Jones, the latter going on to run it until he left to join the army in the first world war. It seems to have been neglected then, but to have revived under Mr. E.E. Chardon who was in charge by 1926, at which time he is said to have supervised borrowing from the cupboards every morning break as he sipped his coffee (Anniversary Vol. pp.44-45). He was a modern linguist and was followed in the post by two others, Mr. W. Savage, who left in 1936, and Mr. W.B. Savigny. There is no record of their activities.

The next librarian was Mr. Nutt who took over in 1944 and was responsible for the reorganisation and massive expansion of the library. He held the post until his retirement in 1968, his successor being a Mr. Hardman who began a further reorganisation. He may have had something to do with the closure of the library, but this is conjecture. The school must by then have been in the throes of complete reorganisation, and it is not even possible to be sure which of the school's two libraries was being reported on in the later magazine entries.

Boys seem to have been involved with the library since 1908, when two were named as assistant librarians in the account of its opening. In Mr. Chardon's time the magazine reports were written by boys, and they clearly played an important part from the early 1940s. In the reorganisation of that period most of the work was attributed to the efforts of four boys, and teams of sixth form librarians existed from that date.

There has been other help from time to time: a Miss Hosendorf was mentioned in 1942, a Mrs. Fisher was typing catalogues in 1969, and a Miss Machin was named in 1970, but the impression is of unofficial assistance and no details were given. Basically the library seems to have been administered by a master and operated by boys for most of its twentieth century existence.
Regulations and Use

When it began the library was open at 10.30 and 1.30 on Tuesdays and Fridays. By 1926 it was open every morning break and queues were forming, and by 1935 additional opening in the afternoon was being tried. In 1942 it was open at 4 p.m. with different days allocated to different age groups, but by 1944 it was shown to be open at break as well and the allocation to different days to have been ended with a subsequent increase in use. Private study was introduced about 1946, and although borrowing times remained limited, some unspecified changes were made for the sixth form, presumably to allow for their continual presence in the library.

The introduction of private study brought with it the customary behaviour problems. From that time the reports were full of complaints, mostly about untidiness and misplacement of books, but including failure to return books to the extent that a retiring senior librarian, R.B. Farley, was moved to castigate his fellows in his final report and wish his successor more luck and co-operation (Magazine, XXVII, 3, 1951, p.5).

On the whole the library appears to have been well used in the sense of books being borrowed, until the amalgamation with Thomas Linacre. The reports of the next few years all show a decline, even though library periods were introduced. Private study was held elsewhere for twelve months and its return increased sixth form use temporarily, but the operation of a split library seems to have been most unsatisfactory. By 1968 the library report read:

'The library has ceased to function in everything but name ...' but the heading 'New School Library' suggests that this was the Linacre library only, the section used by the middle school, since the original grammar school library was in Main School.
Reports after 1969 which spoke of improved use after re-classification and reorganisation were headed 'The School Library', and a year later 'smooth, efficient operation' was reported. Since the grammar school library ceased to function at all in 1971 it must be assumed that not unnaturally, in view of the accommodation, development was concentrated on the Linacre Library which was then itself taken over by the new school in 1972.

Finance

In its early days the library was heavily dependent upon gifts, although it did have limited financial resources. For the re-opening the governors contributed £5 and more was anticipated, and boys paid a subscription of 1/-d (5p) for the first term and 6d (2½p) for subsequent terms. There were initially sixty four members from a school of 142 boys. (Magazine, I, 1, 1909, pp.10-11). Other monies were also received such as the rather surprising and unexplained gift of £3.14.0d (£3.70) from Wigan and District Rambling Club in 1910.

The school prospectus of about 1930 mentioned the library as a charge included in the fees, suggesting that money may have been allocated to it from time to time, but there seems to be no record of regular payments and Mr. Nutt was not receiving any in 1944, even though the local authority had made a 'sizeable grant' at the time of the opening of the new building (Anniversary Vol. p.45). Regular local authority book grants came much later and his early purchases were made primarily from gifts, and from the profits of the school magazine. Fines have also supplied income: two books were bought in 1940 by:

'The Supporters' Club .... those boys who keep their books longer than the allotted period' (Magazine, XVI, 2, 1940, p.8).

In 1950 the Chambres-Jones Memorial Fund was set up as a war memorial to provide books for the library, the income then
<table>
<thead>
<tr>
<th>Year</th>
<th>1885</th>
<th>1905</th>
<th>1925</th>
<th>1945</th>
<th>1965</th>
<th>Present</th>
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<tr>
<td>Type of school</td>
<td>Endowed grammar</td>
<td>Maint. grammar</td>
<td>Library</td>
<td>2 libs, office</td>
<td>900</td>
<td>Closed in 1972 n/a</td>
</tr>
<tr>
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<td>100</td>
<td>145</td>
<td>-</td>
<td>-</td>
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<tr>
<td>ACCOM.</td>
<td>Type</td>
<td>-</td>
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<td>-</td>
<td>Library</td>
<td>-</td>
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<tr>
<td></td>
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<td>30*</td>
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<td>-</td>
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<td>STOCK</td>
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<td>200</td>
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<td>-</td>
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<tr>
<td>Loc.</td>
<td>Mod bks</td>
<td>-</td>
<td>700</td>
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<td>-</td>
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<td>Gifts/pur.</td>
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<td>-</td>
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<td>Method</td>
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<td>Libr. Head</td>
<td>-</td>
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<td>-</td>
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<td>USE</td>
<td>Age gp.</td>
<td>All</td>
<td>Restr.</td>
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<td>Sum Source</td>
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<td>-</td>
<td>Govs, subs</td>
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<td>fines, misc.</td>
<td>mem.fund</td>
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</tbody>
</table>

Figures are approximate.
* indicates an estimate.
- indicates no information.
A blank indicates a continuing state.

Fig. 52 Wigan Grammar School: summary of development.
being about £6 a year. This was later increased by reinvestment and presumably continued until the demise of the library. By this time the library must have been in receipt of a regular local authority grant, but details are not available.

13.4. SUMMARY

Although at least some of the books investigated by Christie were probably still in the school, Wigan Grammar School Library had ceased to function sometime between 1885 and 1908 when it was refounded by the headmaster and a member of his staff. Both world wars seem to have affected the new library adversely, but otherwise it developed quite satisfactorily, with a great increase of activity in 1944, until the first reorganisation of the school in 1963 which doubled its size and brought about a split library.

Had the school continued as a grammar school the library might also have continued, but as it was it ended with the end of the school following a short but sorry period of decline. Some of the books were simply thrown away, some found new homes, and a very few, the oldest and the connecting link with the early library, together with some of the library records, have found a home in the Wigan Record Office following their rescue and deposition by Mr. Nutt (fig.52).

13.5. SOURCES

Books:


Items held by the Wigan Record Office:

Accessions registers. 1908-1953. 4v.

Catalogues. pre 1944 3v.
Inspectors' reports. 1906 and 1912.

Library books.

School prospectus. c.1930.


Correspondence with:

Mr. W. Burley, deputy headmaster, Mesnes High School.

Mr. H.R. Nutt, former deputy headmaster, librarian 1944-1968.
Fig. 53. Present state of the twelve schools considered and the location of the remaining old libraries.
14.1. THE SCHOOLS

At the time of their foundation the twelve schools discussed were all endowed grammar schools offering the only form of what was to become secondary education. One was to close at an early stage and another to lose its status as a result of local conditions, and more recently two more have been closed by direct government interference; another two have been reorganised under the same pressure, and the remaining six have opted for independence. Thus the majority, whilst remaining true to their foundation, are no longer representative of the standard pattern of schooling. These results, therefore, as far as the present is concerned, must be viewed in the context of a localized sample of new independent schools with a strong academic tradition, and are not necessarily indicative of the general pattern of school library provision. The map (fig.53) shows the present status of the various schools and also illustrates the fact that most of them are no longer officially in Lancashire.

14.2. THE 1885 LIBRARIES

In his study of the only sizeable early libraries which he believed to have existed, a belief not always supported by other writers in a field in which every writer consulted appears to have held a different opinion, Christie located and investigated nine of the original twelve. However, since books from one of the others remained until 1951, and probably still exist, there were in fact at least ten schools which retained something of the collections originally donated. All the schools, though, had libraries of some kind, and at least half had rooms set apart for them, which is a surprisingly high figure.
Surprising also is the variation in size; from fewer than 50 to over 4,000 books, but as might be expected, roughly the same subjects were covered in all cases for which information is available. These were principally, but not exclusively, classics, history and theology. Classification was highly individual although normally involving some sort of shelf system, and cataloguing seems to have left much to be desired in the few cases where it clearly existed in some form - mainly outdated lists.

1885 seems to be illustrative of a period of inactivity: few additions were being made to any of the libraries, and of those few the majority were by gift, not purchase; the post of librarian had apparently lapsed in all cases; little use was being made of what books there were; and where money was available it was not being spent, or at least, not on the library. There had to be a reason for such widespread neglect, and generally it can be explained by the social changes which were affecting education at the time. The grammar schools were still declining in the face of alternative forms of secondary education offering less classical and more practical courses, and thus they had financial problems. At the same time they were themselves altering their curricula in order to survive, and neglecting the type of education which the libraries had supported. They had thus tended to become stagnant and be themselves neglected to a degree controlled by differences within individual schools. This neglect, however, sad though it might have been, doubtless contributed to the continued existence of some of the original collections.

There are still the remnants of at least eight of these, and probably nine, and although they suffered from misuse prior to 1885, a misuse ranging from the disappearance of complete collections during civil disturbances to the ill-treatment of
individual volumes by schoolboys, since then their only real enemy has been time, and occasionally space. Under these conditions they lasted long enough to have historical interest, and thus to be preserved.

In some cases the remnant consists of a very few books, but in others the number is quite large; five schools have fewer than 150 books, two have several hundred and the remaining two have over 1,000. Some correlation might be expected here between their survival and the nature of the school and their treatment, but there is very little before the present decade. The loss of Heskin's library may be attributed to the decline of the school to an elementary level at an early stage, but on the whole that is all. It does not even seem to have made much difference whether the collections were kept with the developing main libraries or not; both the smallest collection, Wigan, and the largest, Burnley, were housed in much the same way. Survival seems to have been very much a matter of chance, and some element of this remains. Schools which have been subjected to drastic changes have transferred their old collections to other libraries, public and university, for their better use and protection, but five have retained them. They have all been set apart, either in store or as collections within the present libraries, but in some ways they present a problem, particularly where space is limited. Many of the books are in poor condition and of little value, and really of little use, but they are not lightly to be disposed of.

Hawkshead library, of course, fits no pattern. It has survived as a museum piece, a monument to the vagaries of fortune and the influence of local environment.

14.3. THE PRESENT LIBRARIES AND THEIR DEVELOPMENT

The period of neglect shown by all but one of the libraries in 1885 seems to have continued until the early 1900s. At this
time they began to receive more attention, and two were refounded. This was associated with a wider general interest being taken in secondary education, an interest from which arose the 1902 Education Act, which doubtless had an effect on the libraries. This act regularised the provision of secondary education and led to the specification of a minimum of subjects to be studied. A system of local education authorities was created, and amongst other things this provided increased financial support for existing schools. Most of these schools clearly took advantage of the financial opportunities offered, although not to the same extent, as demonstrated by their eventual status ranging from entirely state controlled to direct grant.

The subjects to be studied, under the associated Board of Education code of 1904, were English, geography, history, a language other than English, mathematics, science and drawing, and although the classics continued to be studied, the mainly neglected and outdated libraries would obviously have been of little use. At the same time the need for books would have been felt in these schools, all still striving for high academic achievement.

Two obvious indications of interest are to be found in accommodation and size of stock, and although these showed no sudden overall improvement, there were gradual changes prior to the 1930s when there was a general increase in activity in these fields. As shown in Miss Ellis' study mentioned in the introduction to this work, there was active encouragement of the development of school libraries in official circles from at least 1910, and standards for provision were being set as early as 1912, but there seems to have been little reaction in these schools for at least ten years. Nor did these libraries entirely support the education report of 1924, also mentioned,
which claimed that many endowed schools still had excellent libraries (Ellis, pp.22-47). Only four of the ten schools then still open had anything like satisfactory libraries, and they had been revived rather than maintained. The first world war was found to have hindered development in that staff were not available, and the movement, once impeded, was generally slow to begin again. By 1925, only four of the libraries had separate rooms for their books, and in only one was the stock over 1,000. By 1945, however, the figures were nine and eight respectively. The second world war interfered to some extent as the first had done, not only in financial restrictions and staff absence, but also in the shortage of books which it produced. Nevertheless there has been a pattern of steady growth since the 1930s, although within this pattern there have been periods of exceptional activity.

Miss Ellis pointed to the inter-war period as one such time, with increasing accent on child-centred education and individual learning methods giving the library more importance (Ellis, p.27) but despite some correlation, there was again a time lag. Apart from the initial establishment or re-establishment of these libraries, there was little change until after the last war when the 1950s revealed a further period of general activity. At that time, when all secondary schools were expected to have libraries and their position as an educational force was far more widely accepted, at least one of these schools had a library which was considered to be a model for its area.

Thus these libraries have reflected educational trends, but within the general pattern of growth outlined above there have been changes at different times in different schools, demonstrating the overall importance of the individual environment, and indeed of the individual. In almost every period of activity recorded,
the mainspring has clearly lain in the presence of an interested and enthusiastic person; sometimes the headmaster himself, sometimes a member of staff, sometimes a pupil. The pupils were doubtless motivated by need, the staff by this and external pressures which must have affected the headmasters, but personal commitment to the cause of the school library cannot be discounted. It seems that in these schools at least, where the librarian is commonly working in isolation, his or her influence on the development of the library can be, and has been, enormous. Individual enthusiasm, however, has itself been limited by situation, particularly in terms of the provision of accommodation. Only one school added a library to an existing building and in all other cases it was first properly provided for either when the school was re-housed, or in connection with other building operations which provided space for it. The libraries are still in fact being extended on this basis since they are bound up with the overall expansion of, or changes within, their schools. There are signs that they are beginning to reflect the present period of educational change, but in the end, present provision varies according to the time at which it was initially provided, although in all cases attempts have been made to update it. Thus there is a complete range from a very restricted 1928 version to a developing resource centre.

It is difficult to relate these libraries to the pattern of general provision and modern trends since they form a rather specialised group, as outlined above. Briefly, though, of the eight secondary schools which remain open in some form, two (one state and one independent) are developing resource centres, one (independent) stocks some records and tapes, two (one state and one independent) employ qualified staff, whilst two more (both independent) employ ancillary staff. In all cases the money
(a) **ACCOMMODATION**

Requirement based on number of seats.

Requirement based on area per pupil in sq.m.

(b) **STOCK**

Requirement in thousands based on number of books per pupil.

(c) **STAFFING**

Requirement incr. with size.
- Librarian + 2 assists.
- Librarian + 1 assist.
- Librarian.
- Pt/time libr.+ assist.
- Pt/time librarian.
- Teacher + assistant.
- Teacher

<table>
<thead>
<tr>
<th></th>
<th>FOLTON</th>
<th>BURBURY</th>
<th>JURY</th>
<th>KIRKHAM</th>
<th>LANCASHIRE</th>
<th>LEIGH</th>
<th>MANCHESTER</th>
<th>IDP</th>
<th>RIVINGTON &amp; BLACKBURN</th>
</tr>
</thead>
</table>

**Fig. 54** Diagram to show the standards reached by the existing libraries compared with those recommended in 1970. (The black shaded area shows provision now or prior to reorganisation, the red line the standard recommended.)
allowed is thought to be adequate. Thus, although these libraries may not meet the guidelines set out by the Library Association in 1977, they have certainly been moving towards them. However, they remain principally book collections, and as such may be more easily viewed in the light of the standards recommended in 1970, before the idea of resource centres had been so fully developed.

The space suggested then was 25 sq.ft. per pupil, here approximated to $2m.^2$, with seats for one tenth of the pupils, the latter standard in fact being repeated in 1977. The diagram (fig. 54a) shows the position in the schools at the present time, or at their closure or change where applicable. Figures have been approximated and are based on the number of pupils using each library, not necessarily the number in the school. Four of the schools have junior libraries which would have to be taken into account to produce an overall stock figure, and since these were not studied, this could not be done. Thus although books are available as indicated for all upper school pupils, general provision may not be properly reflected (fig. 54b).

It is clear that on the whole these libraries meet the standards for accommodation in terms of space for pupils, although this is not the case as far as staff working area is concerned. Three of them are short of space for books and have developed departmental libraries which the librarians would rather be without, and only three offer a variety of seating and surroundings and a degree of comfort, as was also recommended. The more recent the library the better the provision in this respect.

Although the qualification of the figures already mentioned must be borne in mind, it is clear that the recommended standard for the provision of books, 15 per pupil at sixth form level and 10 below, is generally exceeded. Some of this excess can be accounted for in the retention of old stock, but by no means all,
and in any case old is not necessarily useless. Experience in one of these libraries has shown a demand for particular texts and material on obscure topics which can be met from older stock, and this is assumed to be the case elsewhere.

The general stock of these libraries is mainly specialised in that although they are school libraries they contain very few children's books, and are mainly related to academic studies. At a lecture given to a Library Association group at Liverpool Polytechnic on the 3rd May, 1979, Mr. Michael Marian mentioned as a school library problem the gap between the nature of provision and demand. This was not found in these libraries to any great extent, except perhaps in the advanced nature of some of the material. Where junior libraries are included the number of junior books is relatively low, although the proportion of fiction and recreational reading tends to be higher. Recreational reading is generally poorly provided for, and English literature and history are easily the best served subjects. Beyond this there is considerable variety in the subjects best covered in individual schools. Although some of them have had county book loans in the past, this is likely to decline with changing status, and in effect they are obliged to be self sufficient.

In fact the libraries are somewhat isolated in many respects, particularly in terms of contact with professional organisations. Several of the schools are or were members of the School Library Association and contact has been made with local libraries on an unofficial basis, but the absence of qualified staff has increased the natural isolation inherent in the situation, with some consequent effect on the libraries. Whilst there is a readiness to admit the value of qualified staff, or at least a separate appointment, there is some feeling that the Library Association and the School Library Association have little to offer those somewhat
specialised academic libraries in schools in which the importance of the library is generally accepted.

Classification and cataloguing of the books is the area in which lack of professional knowledge becomes most apparent, particularly classification. Catalogues vary in form and seem satisfactory, but the application of the Dewey system, the one most commonly used, leaves something to be desired. It has been freely, and not always consistently adapted, and the marking, re-marking, and occasionally non-marking of the spines has added to the chaos. The Brown, Cheltenham and Bliss systems were also found in use; the first two remaining as a result of dissatisfaction with the Dewey system coupled with an appreciation of the size of the task of reclassification, the third being introduced in response to the local situation.

All these libraries began from donations, and the pattern of gifts was much encouraged during their earlier years when money was not available. The tradition has continued to a greater or lesser degree in all cases so that many of today's additions are gifts, reflecting particularly the interests of former staff and pupils. Purchases are made at the discretion of the librarian, based on suggestions made by staff and pupils. Three of the schools have library committees, but despite the terminology, the system of administration for all but two of the libraries has been, and still is, a member of staff as librarian administering the library with the assistance of a group of pupils.

The Library Association, of course, advocates qualified staff, and here the remaining schools are very far from meeting the guidelines. It is in fact difficult to apply them, since most of the schools are below the size of 800 pupils taken as a minimum, but in general terms each should have at least some part-time qualified staff and clerical assistance, with additional staff according to
size. The difference between the existing situation and what might be expected is shown in the diagram (fig.54c). Some of the staff involved, however, have had some library experience or attended courses, and in many cases there is assistance from other members of staff and division of responsibility as regards the provision of non-book materials. There has been a pattern of progression from pupil to staff control parallel to the physical growth of the schools and recognition of the importance of the library, but in all but two schools there is heavy reliance on pupil assistance, which is not, of course, recommended. Surprisingly, in view of common belief, it was found that the post of librarian has been regularly associated with the English department in only two of the ten schools which survived until this decade.

In all cases there has been a gradual change in accessibility, from restricted opening two or three times a week out of school hours to permanent opening during the school day. There is still some restriction for juniors, but only in the single case where the library is regularly used for teaching is sixth form access limited. Four of the libraries are principally for the use of senior pupils and there are additional thriving junior libraries in these schools: the remainder are or were for the whole school. Considerable use is made of the libraries and some guidance is given or is available in all of them. They are well kept, although the problem of behaviour within them seems to have existed from the very beginning, to have been increased by the development of private study, and to have remained unsolved in most cases. Boys are no longer sent to the library for punishment but they are sent to do private study, frequently without any option. Particularly where the room has been un-supervised this has resulted in a pattern of disruptive or unruly behaviour which has existed since the 1940s.
Use of the libraries for purposes other than reading and study had declined, and is actively discouraged in three schools.

Book losses have clearly always been a problem. Librarians might derive some comfort from the fact that this is a common problem in other types of libraries, but they cannot escape the obvious effect which it has on book supply. All the borrowing systems rely heavily on the honesty of library users, partly a straightforward result of limited staffing in libraries which are always open. Losses have been increasing, as they have outside schools, and it would be interesting to compare figures for these libraries with those of other schools in which access is more limited and borrowing more closely supervised.

Money was clearly a problem in the early days. Until the late 1930s the libraries were mainly supported by gifts and miscellaneous profits from school activities, although the one major exception, where money was provided from as early as 1860, demonstrates yet again the influence of the local environment. Even here, however, the sum remained small until the 1950s, the time at which all these libraries began to receive the regular and sizeable allowances which they now have. The present trend towards cutting expenditure on school books, and on school library books in particular, was found in none of these schools where there are few outside limitations on the way in which funds may be allocated. There is some indication that this difference may be nothing new; in this admittedly restricted sample, a history of relatively poor provision was most noticeable in the fully state controlled schools.

14.4. SUMMARY

Much of what has been written here may already be generally known, but it is clear from the lack of information about the libraries which are now closed, that specific and detailed
information can disappear quite rapidly. Thus a record has some value, particularly in view of the current changes which are taking place in education. This is in many ways a very restricted sample of school library provision, but some of its limitations could be of use in further study. It could be interesting to consider possible differences in provision in other areas of the country for example, in newer schools, in different types of schools and perhaps in private education as opposed to state. All the Library Association had to say about that in 1970 was:

'It is recognised that some libraries in independent schools are of high quality, but this state is by no means universal'.

Any of the above comparisons might have something to say not only about school libraries, but also about educational provision.

This work is, however, mainly a record of the histories of twelve particular school libraries of ancient foundation, which must reflect something of the general pattern of school library provision and the influences which have been at work upon it. Overall the libraries are similar in history and concept, although they vary considerably in detail. They show a pattern of growth directly affected by the fortunes of the schools and subject to the limitations of finance and enthusiasm within them. Outside pressures have played their part, but the main influence seems to have been that exerted by interested individuals. Obviously these have all been teachers, and in view of the success of the majority of these libraries, perhaps professional librarians should beware of under-rating their contribution and abilities. Organisation has sometimes been hampered by lack of professional knowledge, but on the whole these libraries have been able to meet the demands made upon them as book collections.

The fact that they were very early foundations may have contributed to their development, but there is really little
evidence to support this. Most of the old collections have been long disused and frequently disregarded, and the majority of the modern ones have grown up independently, following the general pattern recommended by the authorities in the first half of this century, and in support of teaching requirements. The implication is that a good school will feel the need of a good library, and that in fact the library can only operate successfully in such circumstances since it exists to serve learning, not to direct it.

In almost all cases the libraries have been able to maintain a satisfactory standard of book provision, and most have fairly good accommodation for this purpose. Whether they will move into the future with the development of resource centres has yet to be seen. It does not seem appropriate to discuss here the setting up of resource centres in schools which for the most part already have their own long-established systems of provision based on traditional methods of teaching. Generally the need has not been felt and so they have not appeared. This study has revealed a general tendency for the library to be involved in any period of educational change, but for there to be a time lag, and this may well be the present situation. The great demand from these schools is still for books to support their curricula and teaching, and only as this changes will the libraries change to meet the challenge.
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**Bolton**


**Burnley**


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Bury


Bury Grammar School Prospectus.


Hawkshead

Miscellaneous papers in the library.


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School Magazine, incorporating K.G.S. Chronicle, Kirkhamian. 1948 -

School Statutes of 1675. 1701.

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Lancaster


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Leigh

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Manchester

Accessions registers, 1938 and 1950 -

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School Magazine, Ulula. 1873 -

Merchant Taylors' Library rules, c.1943.
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School Magazine, Merchant Taylors' Review, now known by its additional title The Crosbian. 1890 -

Rivington

School Magazine, Rivingtonian. Publication dates unknown. About a dozen copies of various dates kept by the School Secretary.

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Bury

Trustees' Minute Book.
Report of the Charity Commissioners, 1907.

Rivington

Attendance Register, 1882-1894.
Governors' Account Book, 1574-1612.
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Library Record, 1914.

Items in the Wigan Record Office:

Leigh


Wigan

Accessions Registers, 1908-1953, 4 v.
Catalogues. pre 1944, 3 v.
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School Prospectus. c.1930.

Correspondence or conversation with:

**Bolton**
- Miss M. McGavin.
- Mrs. A. Nightingale.
- Mr. M.J. Welch.

**Burnley**
- Mr. J.D. Mitchell.
- Mr. K.A. Panter.

**Burnley**
- Mr. J.D. Mitchell.
- Mr. K.A. Panter.

**Bury**
- Mr. M.J. Hately.
- Mr. D.S. Hodkgiss.

**Hawkshead**
- Mr. R.D.L. Brownson.
- Mr. B. Hornsby.
- Major M.E.M. Sandys.

**Heskin**
- The Rev. T. Walker

**Kirkham**
- Mr. B. Coates.
- Mr. M.J. Sumerlee.
- Mr. R.J. Watson.

**Lancaster**
- Mr. G.G. Watkins.

**Leigh**
- Mr. K. Bruce.
- Mr. J. Cassidy.
- Mr. L.A. Goodfellow.

**Manchester**
- Mr. D.O. Jennings.
- Mr. T. Maskell.
- Miss P. Mottershead.
- Mr. J.B. Parnaby.

**Merchant Taylors'**
- Mr. A.D. Ashcroft.
- Dr. J. Mackay.
- Dr. G.D.C. Martin.
- The late H.W.H. Roberts.
- Mr. R.C. Shepard.

**Rivington**
- Miss K. Brennan.
- Mr. R. Fell.
- Mrs. O. Fisher.
- Miss A. Gleave.
- Mrs. E.F. Roberts.

**Wigan**
- Mr. W. Burley.
- Mr. H.R. Nutt.