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School Libraries in View

Issue 41

Dear Colleagues,

Welcome to Issue No 41 of School Libraries in View.

SLiV is very excited to announce, that, along with our regular submissions, this issue will feature the launch of a new series of articles by Darryl Toerien, over the next couple of years. We hope that the articles, focusing on the need for collaboration, will both enrich our readers experience and our understanding of the need for partnership between librarians and teachers in creating independent learners of the future.

Other contributors in this issue are Angela Platt, Mat Galvin and William Wood. Angela's article is titled 'A Brief History of School Libraries', and delves into the fascinating history of school libraries. Mat Galvin's article, 'Luscious Literacy Learning' and puts forward an innovative strategy for improving literacy in his school. William Wood is the Archivist at Whitgift School and he gives readers an insight into his involvement in hosting a major exhibition commemorating WWI in 'Remembering 1916, Life on the Western Front'.

Many thanks to all the contributors and may I point out that in this issue, as in all issues of SLiV, views expressed are those of the authors and not of the SLG or the Chartered Institute of Library and Information Professionals (CILIP). I hope you find the articles in this edition to be both stimulating and informative; if you are interested in contributing an article for publication, please get in touch with me at the address below.

Best wishes,

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Darryl Toerien

Between the library and the classroom

The first article in a new series exploring collaboration between departments and libraries.

The literature is clear, and has been clear for a remarkably long time, that independent learning does not happen without intervention. However, most interventions fail because they are overly simplistic in both understanding and approach. As the DCSF Independent Learning Literature Review (2008), for example, highlights, strategic and operational consideration needs to be given to the “progressive and systematic preparation for and development of pupils in becoming independent learners within the curriculum” (p. 9). This, in turn, requires heightened collaboration in and between academic departments, which includes the library. This series, therefore, aims to explore how this heightened level of collaboration may be achieved.

The problem that I intend to address in these pages is how learning, which is active, becomes being taught, which is passive. This degree of oversimplification in stating the problem – which some may not recognise as a problem, or agree is a problem – is unavoidable at the outset, simply because we have to start somewhere. What prompted this question is also what compels me to address it: as a father, I am watching my son, who will soon be three, take his first enthusiastic steps towards the school down the road, a journey that, as a librarian and a teacher, I am watching other sons and daughters end in a different school some 15 years later. Now it is clear why these children are, mostly, enthusiastic about leaving school. What is less clear, though, is what has happened to their enthusiasm for learning along the way, which in my son’s case is bound up with going to school.

To broaden our perspective on the problem, consider John MacBeath’s¹ observation that one of the most important lessons to come out of more than 40 years of literature on school failure is that “teachers must recognise the limitations of teaching and become much more sophisticated in their understanding of learning”. Now, MacBeath made this observation in 1993, and one could argue that we have become much more sophisticated in our understanding of learning, and arguably we have. However, for this to make any actual difference to learning, one would also have to argue that we have become much more sophisticated in our teaching for learning, which is arguable.

To broaden our perspective even further, and to bring our problem into focus, consider Jesse Shera’s² observation that “even the most nearly ideal curriculum can be only the beginning of the educational process, and the student’s years of formal education can accomplish little more than create an awareness of the knowledge he must master and the ways in which such mastery may be achieved over his entire professional life”. Now, Shera’s observation is even older than MacBeath’s by a good couple of decades, but, if anything, the response that his observation called for; namely independence of learning is even more pressing now as the fourth industrial revolution.³

What is implicit in Shera’s observation is made explicit in the DCSF Independent Learning Literature Review⁴, and also confronts us with our problem head on, namely that independent learning requires the “progressive and systematic preparation for and development of pupils in becoming independent learners within the curriculum”.

Perhaps the largest reason why we have made little progress with purposeful teaching for independence of learning is that, it hasn’t been necessary to get good grades. The fact that getting good grades for university is necessary but increasingly insufficient preparation for real success at university – or work, or even life for that matter – has not yet built up enough pressure to shift this paradigm, although when it does, the memorable image from Dilbert of a paradigm shifting without a clutch springs to mind.

Shift happens.

About Darryl: Darryl studied philosophy at university and developed an abiding interest in education, particularly in the context of a society increasingly contoured by emerging technologies. He has been at Oakham School since 2008 where he has been specialising in the complex problem of teaching for independence of learning, which is also the main focus of his writing and speaking engagements, both here and abroad. He serves on the National Committee of the School Libraries Group of the Chartered Institute of Library and Information Professionals.

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3. Schwab, Klaus. The Fourth Industrial Revolution: what it means, how to respond. World Economic Forum. [Online] January 14, 2016. [Cited: June 24, 2016.] <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond>.
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Mat Galvin

simple to use. This article looks at the process and the next steps, as we look to continually improve our provision.

Step 1: Build a team

Our first step was to bring together a working party of teachers from across the faculties. This allowed us to see literacy from all of the angles, from Maths and Science through to MFL, humanities and Performance. This group was made up of motivated, intelligent teachers with an interest in literacy.

We worked together on the policy, thrashing out both what it could look like and the overarching strategy into which it would fit. Everyone was keen for it to be paperwork light and impact heavy, in line with our Academy's aim to significantly reduce bureaucracy and streamline workload. We looked at other initiatives going on in school and sought out ways to combine them, e.g. the Word of the Week (WOW) drive by our fantastic librarian, Alison Edwards.

Step 2: Finalise the vision

After several meetings, we finalised what our strategy for the year would look like and more importantly, how the resources we created would fit into the classrooms. We nicknamed the A1 posters we developed the 'BLUTAC THEMATIC' posters, which should become clear later! It also brought together the seven most common literacy sins and a space for the WOW.

Step 3: Share the vision

Next was to share this resource and strategy with our Teaching and Learning team, colleagues from other schools and finally our Senior Leadership Team. We were genuinely open to improvements and both the strategy and resources evolved over the course of several weeks. We then launched the BLUTAC posters with the teaching staff. The posters had some well known

Luscious Literacy Learning

Improving provision for Literacy

We all know the importance of reading, for our students' futures and life chances. As such, we recently reviewed our literacy policy at Firth Park Academy, a Sheffield inner city comprehensive rated as 'Good' by Ofsted.

Our charismatic Principal, Dean Jones, wanted our new system to be engaging, relevant and

logos on them with three sections.

● Section 1

This is the mnemonic section, trying to make the resource memorable and easy to communicate with students

- | | |
|----------------------------|----------------------------------|
| B Be the Keyword Scribe | T Think it, say it, ink it |
| L Learn the Keywords | H Highlight SPaG* in yellow |
| U Use connectives | E Every topic has a keyword list |
| T Think it, say it, ink it | M Maintain your literacy board |
| A Answer in full sentences | A Appoint a Keyword scribe |
| C Correct your spellings | C Complete sentences only |

Many of the aspects are very straightforward. For example, we've gone for a very simple literacy marking policy which shows errors with a yellow highlighter. These are then corrected by the student in green (Green for Growth), with spellings corrected three times. To reduce workload and maintain student morale, we tend to pick on two or three corrections in a piece rather than every error.

The keyword scribe element was designed to make the literacy boards active rather than wallpaper. In lessons the scribe is asked to jot down keywords on pieces of paper or card, then stick them onto the literacy board. This keeps it up to date, visible to all students and most importantly keeps the process active for pupils.

Finally, the 'Think it, say it, ink it' initiative came from research findings, both from outside of the school and our own literacy research as part of our PEG (Professional Enquiry Group) CPD. Giving students time to think then discuss was leading to higher quality answers and deeper understanding.

*Spelling, punctuation and grammar

● Section 2

The Word of the Week. This is an A5 whiteboard, onto which the WOW is written by form tutors and the form's WOW sentence written. This is seen by other students and quality assured by students to check it's taking place.

EVENTS

SLG REGIONAL EVENTS 2016



24th October 2016

**9.30 coffee/registration for 10.00-3.00
at Eltham College, Grove Park Road, London SE9 4QF**

PROGRAMME

- 10.00** SLG News Update.
- 10.30** *Using technology for teaching and learning (including Diigo, Dropbox, Evernote, OneNote, Voicethread)*
– Caroline Roche, Librarian, Eltham College.
- 11.00** *The Librarian as Leader of Learning* – Rebecca Hemming, Librarian, City of London Academy
- 11.30** *Rebuilding the library presence* – Maggie Thomas, Librarian, Bacon's College, South London .
- 12.00 - 1.00** Lunch
- 1.00 - 1.30** *"Murder by the Book"* – Alex Gillespie of Box Clever Education
- 1.30 - 2.00** Group discussions
- 2.00 - 3.00** *Using fiction to highlight human rights issues* – Rowena Seabrook, Human Rights Education Manager at Amnesty International UK

Cost including lunch: Members £20, and Non-members £25.

For further information and bookings please contact: Sheila Compton, 18 Lords Wood, Welwyn Garden City, Herts AL7 2HF
Email: sheila8@hotmail.com

Please download a booking form at: www.cilip.org.uk/about/special-interest-groups/school-libraries-group

Registered Charity No 313014

The aim was to get students thinking about different uses for the WOW and ensure form teachers filled it in.

● Section 3

A list of common literacy errors e.g. there, their and they're. This was designed to bring student's attention to common issues and prompt teachers to weave these into the lesson.

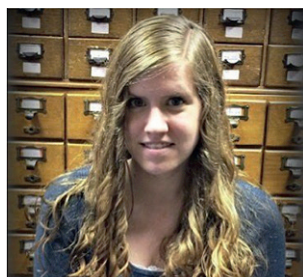
Step 4: Launch and CPD with students and staff

The strategy and resources were launched over two events, with our AET expert Wendy Lee giving some high quality sharing of best practice around students learning 'tier 2' keywords, which would have the greatest impact on learning and performance. Over the next five weeks, the literacy team quality assured that BLUTAC posters were up in classrooms, WOW boards were being used and that teachers were appointing keyword scribes in lessons. As always, teachers took the ideas and evolved them, with some really interesting uses of the keyword elements, especially in Humanities. The final element was a competition to focus on homophones to create competition and awareness.

Step 5: Evaluation and next steps

As with any change cycle, our group will be meeting soon to evaluate impact and plan for next steps. These are likely to include increasing parental engagement in literacy and ensuring the embedded strategy continues to be used and updated. On a personal level, the group felt very proud of the distance travelled. Staff use the term BLUTAC as part of Firth Park parlance and students are aware of the importance of literacy through assemblies and events e.g. World Book Day. If you have similar experiences or want to see our plan in action, please get in touch! We're an 'open doors' Academy and love to share great practice.

About Mat: Mat Galvin is an Assistant Head for teaching, learning and literacy at Firth Park Academy, an inner city school in Sheffield rated 'Good' school and on the journey to 'Outstanding'. Mat is passionate about sharing and collaborating with schools across the country to bring the very best learning to all students.



Angela Platt

Henry Ford, American founder of the Ford Motor Company is famously attributed with saying "History is bunk." Is history a dead dry academic subject, and does the history of school libraries hold any relevance to our profession? School librarians do not live in an isolated bubble; everything they have was inherited from previous generations of professionals. Everything they create will pass on to the next generation. Thus, the moments in which we live in the present quickly revert to history; a history which forms our identity, both collectively and individually. Penelope J. Corfield, professor emeritus of Royal Holloway, puts it eloquently: History "helps people to establish a secure footing... within the unfolding saga of time... the metaphor is not one of fixation, like dropping an anchor or trying to halt the flow of time. Instead, it is the ability to keep a firm footing within history's rollercoaster that is so important... it [provides] secure roots that will allow for continuity but also for growth and change."

This short article will tackle the history of school libraries for this precise purpose, to share the inheritance, which has been passed down to school librarians from their ancestors, and secure connections between our past and future in this profession.

When did the first library arise?

Considering the scarcity of evidence, this question is difficult to answer. Evidence does exist of school library catalogs in Hellenistic Secondary Schools in Ancient Greece; however, it is unlikely that these "libraries" were accessible to the children in attendance. It is probable that any libraries connected with schools in Ancient Greece were for teachers only, due to the nature of books in this period. Before the codex, which emerged later in the Roman Empire, 'books' were simply rolls of papyrus which were copied by the pupils as they were learning to read and write. Another candidate is the late Roman and early Anglo-Saxon period during which monastic schools were founded, attached to their local churches or monasteries. In these monastic communities, the need for the written word was crucial. Literacy was important in its provision of access to the scriptures, an essential for monastic communities. The third candidate, argued by the American Library Association, is the Ancient Library of Shrewsbury School. In 1578 an ordinance was passed in Shrewsbury, which mandated the inclusion in schools of a "library and a gallerie... furnished with all manner of books, mappes, spheres, instruments of astronomye and all other things appertyninge to learning which may either be given to the schools or procured with school money."

A Brief History of School Libraries

Does the history of school libraries have any relevance on our profession?

Alcuin and his Garden

This overview of school libraries will start just before the 8th century, when we meet Alcuin of York, just asked by Charlemagne to assist in developing a new school in the Great King's court. Alcuin's scholarly reputation had preceded him, and he had studied in the York Episcopal School. This school, attached to monastery, had contained an extensive range of books for Alcuin to study, which fostered his lifelong love of literature. When the great Frankish King invited Alcuin to found a school similar to the one he attended as a boy, Alcuin immediately thought of his old school's immense reading collection. A letter was sent to Charlemagne, asking the King to permit Alcuin to send copyists to York Episcopal School, to duplicate the vast volumes, which had been available to him. These books, Alcuin clearly believed, would be an important addition to the formation of an effective educational environment. Thus, Alcuin wrote:

"I have need of the most excellent books of scholastic learning, which I had procured in my own country, either by the devoted care of my master or by my own labours. I, therefore beseech your majesty... to permit me to send certain of our household to bring over into France the flowers of Britain, that the Garden of Paradise may not be confined to York, but may send some of its scions to Tours."

Thus, we have the first advocate of the Library as the "beating heart of the school" declared back in the 8th century. Alcuin's childhood school was the norm during this period; most schools educated boys, generally the sons of gentlefolk, who either performed duties in church services or planned to become clergy. Their libraries consisted chiefly of the scriptures, church fathers, commentaries, histories, philosophical writings, and some secular classical literature. These schools continued to proliferate so that by 1100 you would scarcely find a church without a grammar school connected.

John Parkhurst and the Post-Reformation Libraries

During the 16th century, church control in schools began to drastically decline. After Henry VIII disconnected from Rome, he dissolved the monasteries across his kingdom. Alternative schools arose from private funding by wealthy beneficiaries. These schools frequently included the provision of libraries. One such example is the Grammar School at Guildford, where John Parkhurst bequeathed a substantial library in 1575. Parkhurst, a former pupil of the school, had fled to Zurich during the reign of Bloody Mary, due to his protestant views. During his exile, he built up a large library, which he brought back on his return during

Elizabeth's reign. His vast personal library was bequeathed to the Royal Grammar School upon his death.

What characterised the libraries of this period? These libraries, attached to privately funded schools, were typically open to the community, as well as the staff and pupils of the school. The first catalogue arose in 1613, with five classifications: theology, law, medicine, philosophy, and mathematics. The majority of resources were "reference only" due to their expense; they remained chained to the shelves to prevent removal.

Christopher Wase and the Modern School Library

It is said that the rise of the modern school library as ought to be largely attributed to the hard work of one 17th century schoolmaster and scholar, Christopher Wase. After the restoration of King Charles II, rumors grew that free grammar schools were responsible for the civil wars. Critics held that these schools incited dissension and threatened the established social distinctions, by educating lower classes. To debunk these criticisms, Christopher Wase set out to conduct a large survey in England to show the social and economic advantages of free schools. This detailed survey was the first of its kind to look at school libraries in detail and treat them as a necessary feature of schools. During his research, Wase also developed a list of "best practice" for school libraries in free schools. These included having a register of benefactors, a catalogue of books, lending records, and a library keeper. John Drury also added to the following this list in 1650: the need for well-paid Library keepers, the promotion of universal learning and literacy, and a catalogue, which separated books by category, followed by title, and included a location.

The Age of Reform

By the 19th century, education had begun to take a form more recognisable to us today. The criticisms earlier mentioned regarding pitfalls of educating the lower classes had lost their momentum, replaced with a growing concern that working classes needed to be educated, in order to prevent subversive tendencies. On the heels of the French Revolution, this is hardly surprising, as middle and upper classes felt anxious over the possibility of revolution reaching Britain. The idea of universal education grew strong, and a number of schools focusing on the 3Rs (reading writing and arithmetic) developed. Near the end of the 19th century, Education Reform was in full swing. The Education Act of 1870 made provision for the education of 5-13 year-olds by establishing school boards whose job it was to set up schools across the country. In 1880 another act passed which required the attendance of children 5-10 years old. Parents were still expected to pay for the schooling of their children, which, for the poorest families, was an unbearable strain. In 1891, the Free Education Act was passed, which decreed that public elementary education was to be free, permitting each child a 50p fee grant from Parliament.

Coinciding with Education Reform came changes in librarianship. Professionalization of librarianship is evident by the establishment of the American Library Association (ALA) in 1876. The Library Association (which later formed CILIP) was established in 1877, after the first International Conference of Librarians. The first school to train librarians was founded by Melvin Dewey in 1887, at Columbia University.

These developments in education and librarianship together affected the school library as it developed into its current form throughout

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the 20th century. Standardisation in Education practices meant the development of reports to evaluate these standards. Evidence in some of these reports completed before the wars found that only a minority of schools were meeting standards for school libraries. Reports found that only 1/3 of the schools had separate rooms for the libraries, with the majority leaving books scattered throughout the school in the halls and classrooms. The Board of Education Report criticised this practice, insisting: "Where there is a special room for the library, it should form... the center of the intellectual life of the school, and pupils should be free to resort to it at certain hours for quiet reading and study."

The London County Council echoed the importance of school libraries, arguing that "As the growing child requires a variety of nourishing food for the body, so it also requires a variety of nourishing food for the mind, and this can only be supplied by placing at the child's disposal a supply of good books." Despite these recommendations, further reports conducted in 1928 and 1936 found that libraries were still being found in corridors and that few librarian staff were professionally trained, instead, the duties were typically shared by teaching staff.

Mary Helen Mahar and Changing School Libraries

In the mid-twentieth century, further changes appeared through developments in curriculum and technology. Firstly, a great emphasis grew on independent learning in the classroom. Instead of rote group memorisation, children conducted independent reading and study. Therefore, greater reliance was placed on the school library to encourage these developments.

Secondly, technology brought changes to the school library environment. Teaching machines, which look like clunky outdated computers to us, grew as popular tools for education. Children using these machines were presented with multiple-choice questions, which they answered by pressing keys or moving levers. The machine recorded and marked their responses for accuracy. School libraries were tasked with making space for these new technological devices. Regarding them, Mary Helen Mahar, an American school librarian, commented as follows: "Increased use of technological devices will influence the school library of the future."

Even before the digital revolution, which began with the internet in the 1980s, librarians felt the technological impact. School librarians face similar issues today, as we consider how to utilise library space and resources to cater to the education of today's schoolchildren. We resonate with our ancestors in the early 20th century who denounced the insufficient space and general inadequacy of school libraries. A survey conducted by CLIP in 2010 (UK National Survey School Libraries in the UK) found that 1/3 of librarians surveyed believe insufficient space is still an issue for school libraries. Additionally, we are inordinately pleased with suggestions of Christopher Wase and John Drury, who saw the essential need for a

detailed catalog of Library resources, though they preceded Dewey by nearly two-hundred years. As we develop our collections and promote information literacy, we also identify with Alcuin's statement, who saw his school library as a type of garden paradise with its intellectual treasures whose clipped twigs (scions) would provide great benefit to schoolchildren around the world. School libraries have a long history, going back as far as schools and books themselves. Noting our place, as 21st-century librarians, in this history, which is sure to continue, we are encouraged, and even challenged, by what has been, and will be.

About Angela: Angela Platt is the Librarian and Archivist at Ibstock Place School in Southwest London. She has an MSc in Library Science, enjoys learning and research so greatly that she has chosen to pursue an MA in Historical Research, which she is studying at the University of Roehampton. Her particular interests in history are cultural, gender, and religious history.

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Remebering 1916: Life on the Western Front

An Archivist's Experience of Working on a Major Exhibition

Headmaster: "Bill, I'm thinking of creating another exhibition... on 1914". Can you find items relating to the period...?" I went away to ponder the question and decide on how to approach the task I had been set. At this point, I will now introduce myself. I am archivist to the Whitgift School and Foundation which involves documenting the history of the School, collecting biographies on former students and staff, changes or additions to the buildings and grounds, collecting of memorabilia related to the above and similarly the Whitgift Foundation which was established by Archbishop John Whitgift in 1596.

So, back to the exhibition... after an extensive search for items, I realised that gathering enough to fill a shoe box let alone anything larger was going to prove a much harder task than first imagined as so many organisations large and small were busy gathering similar WWI artefacts

to commemorate the War. I returned to the Headmaster feeling dejected; seemingly I had failed in my quest. Little did I know that fate was about to play its hand in quite an unexpected way...

I am often in on a Saturday, out of choice; a quiet time to catch up on research, scan old photographs and documents without being disturbed. This particular Saturday, I was walking along the corridor to my office when I stopped to say hello to an OW (an old boy of the School) who was on his way to their AGM. He asked if I would be interested in attending as there was another OW he wanted me to meet afterwards. I duly went and as proceedings finished I was introduced to the treasurer who intimated that he had a friend who was a keen collector of WWI memorabilia and I might like to visit him as he only lived a few roads from the School. I imagined

looking at this fellow's collection, probably, I thought, not much larger than the shoebox I had in mind. The treasurer phoned his friend and arranged for us to go and see him on the following Monday afternoon.

I asked the School's Head Librarian Atiya Afghan along as well as I thought she would be interested in seeing the collection; she might wish to use a few items of memorabilia for display in the Library. We went along and on stepping through the gentleman's front door; saw immediately on entering the hall that his collection was much more impressive than we could possibly have imagined.

From a rather large mortar bomb sitting at the bottom of the stairs to a mannequin in full WWI army uniform (4th Liverpool Pals) standing alongside. Atiya and I soon realised that this wasn't just any collection but something akin to a mini Imperial War Museum! We were soon invited to go upstairs to view more; entering one of the rooms, we could see every corner and floor space filled to capacity – mannequins wearing full uniform, British, French and German, a rather fearful looking machine gun (or two), glass cases filled with all manner of grenades, daggers, bayonets and badges to elaborately decorated Pickelhauben (German helmets with spiked tops as you might see in war films). Another room, another set of uniforms and even the station sign that was at Verdun – not a replica, the real thing! On the landing and on the stairs, walls bedecked with recruitment posters one only sees in books or on television...

Atiya couldn't believe it and neither could I. On leaving, we were shown through a side door into the garage where we were confronted by an amazing sight; a German field wagon, naturally minus the horses! The owner of this almost unique collection offered to provide items for the Headmaster's intended exhibition; whatever we wanted we could have on loan. We bade farewell, promising to return as soon as possible to discuss his amazing offer. Returning to School, Atiya raced off to speak to the Headmaster about our find. Within the hour, he, Atiya and I were on our way back to view the collection.

We now had the makings of a first class exhibition – from nothing to everything we could possibly wish for (well, almost). After much deliberation and further meetings, the Headmaster realised that he would need to decide on how best to present the collection and where. He had organised the very successful Mary Rose Exhibition in 2009 which attracted over 35,000 visitors and 11,000 schoolchildren. He wanted this to be every bit as exciting and equally as successful.

Further meetings took place, not only to view other items in his collection that we had missed viewing before but also to decide what steps needed to be taken to ensure that the content was going to be taken care of including how best to present them. I took numerous photos, not only as an aide-mémoire for planning the exhibition but also to provide scale and a visual record for cataloguing later; much of which would be carried out by my colleagues. The collector came up trumps, not only with his collection but introducing us to friends of his who were also specialists in WWI. They, in turn, pointed us in the direction of people they knew who could provide the items we were still lacking.

It was decided early on, not to place the exhibition in the Sports and Conference Centre which was used for the Mary Rose Exhibition; chlorine in the pool would cause damage to the collectors' memorabilia. The Headmaster was to make use of the former swimming pool; long-since drained, covered over and now a performing arts centre. It would need a lot of work to bring it up to a standard suitable for exhibition purposes but this was a bonus. The School would be left with a fantastic building complete with air conditioning, new windows, electrics and numerous other refinements including a professional lighting rig and associated equipment.

The Headmaster appointed a researcher, Zapryan Dumbalski who was to spend the next year or more gathering material from numerous WWI books and online. Later, a project manager – I would spend much of my time assisting Zapryan in researching OWs who fought in WWI, looking at Ancestry online or scanning documents and photographs

that might be used in the exhibition. Along with Atiya and my exhibition colleagues, I attended regular meetings with the Headmaster and members of his team to discuss all aspects of the exhibition and see what would work and how to accommodate all the various items in the collection, including the German field wagon! The exhibition would be dealt with in-house as much as possible. This would involve our School maintenance and ground staff including highly-skilled carpenter; a plumber; electrician, AV technicians, and others. The Headmaster after much deliberation decided to focus on two key battle of WWI – Verdun and the Somme. It would now be opening in 2016 and a title given: Remembering 1916: Life on the Western Front.

My tasks were set by the Headmaster and later, the project manager – she left to go abroad and was replaced by another who, fortunately, had a wider experience of militaria. I would spend hours scanning photographs, postcards, glass plates and documents. I felt honoured to be able to contribute to the Exhibition. I had to find a way of photographing rare and quite fragile Edwardian glass slides, a few of which were delicately hand-coloured. I bought an LED light box, perfect for the task. I set up a copy stand and made a template for the slides. I had to work in semi-darkness to achieve optimum quality, doing numerous tests to see how much detail could be kept as the images would require enlarging to a few feet in height. I was staggered by the end result; far better than I had even hoped for. It can be nerve-racking scanning an extremely fragile 100 year old original. ...!

As planning progressed, I was asked to contact the London Motorcycle Museum to see if we could borrow a Triumph motorcycle of the period. I spoke to their curator, Bill Crosby, a dedicated enthusiast and incredibly cooperative – he would gladly loan the motorcycle, a Triumph 1919 model that would be collected by two able-bodied ground staff nearer the time – on delivery, it languished in the Headmaster's study until it was ready to be placed in the exhibition! By chance, in 2014, I visited the Beane Museum in Canterbury to see a small WWI display which, to my delight included a Zeppelin bomb that had dropped on nearby Sarre and failed to detonate... it would spring to mind when planning for our exhibition came up. I phoned Craig Bowen, Collections Manager for Canterbury Heritage Museum and discussed the idea of borrowing the (incendiary) bomb – what a wonderful chap; he agreed the loan after we met all his concerns and needless to say, it is now part of the exhibition.

Luck plays an incredible part in creating an exhibition; a chance enquiry from a member of the public led to an exciting discovery. Jill Bush wrote an email to me as archivist asking whether I could provide her with details regarding former OW, Lionel Morris. She was a relation of his on her mother's side and wanted confirmation that he attended Whitgift which I quickly provided along with a few extra snippets of his time at the School; his death was recorded in the School's 1914-1919 Book of Remembrance. Almost by return, Jill wrote that she was researching his life for a possible book and indicated that Lt. Morris had been shot down by the famous German air ace, the Red Baron, Manfred von Richthoven on 17 September 1916! Not only that, but his aircraft, an FE2b was recorded as the Baron's first 'official kill'. Morris had been shot down along with his Observer, Capt. Tom Rees. The team and I had no idea that his death had been at the hands of the Baron as it was never mentioned in our records. Jill kindly continued to provide information for me as she discovered further facts about his life and was invited to Whitgift to meet the Headmaster and the team which she took up, travelling from her home on the Sussex coast.

Meeting Jill was the catalyst for the Headmaster to investigate the possibility of having a painting produced showing the aerial confrontation between Morris and the Baron, a request right up my street as I have a passion for aviation and aviation art. I decided to check the work of the Guild of Aviation Artists, the august body that provides some of the best aviation artists' work available. After looking at paintings shown at the Guild's annual show, I presented the Headmaster with a selection of works from the Guild website which allowed him to choose the best style and quality of work. From this, I then contacted the Guild and had a lengthy discussion with their commissioning officer, Hugo Trotter. He was

instrumental in advising on the best artists for the task – the Headmaster wanted the painting to be large to bring out detail and in fact, to be a major part of the exhibition. It was to be 5ft high by 4ft wide which was no mean feat for an artist, especially as it had to be in oils. This narrowed the choice of artist considerably and was finally whittled down, with the advice of Hugo to just three artists. The final decision was Alex Hamilton, a very talented artist who had won awards for his works and was to prove an excellent choice, by coincidence, he also happened to be Croydon-born!

The Headmaster and the team met Alex who brought some of his works along which we greatly admired. A commission was executed and Alex went off to produce initial sketches. A few months later, we were rewarded with a fantastic, detailed painting which is now a dramatic part of the exhibition. The painting was so good that it was decided that a limited edition of fine art prints be produced; with the advice of Alex, just 150 prints were made and copyright assigned worldwide to Whitgift.

In the meantime, my colleague Zapryan and I were busy trying to find out about the special commemorative cup that the Baron awarded himself with after each 'kill'. One of the collectors showed us a picture of one of the cups which at least gave the scale and detail. We could find no evidence of the first cup's whereabouts (a schnapps cup in essence); I had contacted the Omaka Aviation Museum in New Zealand which had Red Baron memorabilia but without luck. The Headmaster told me to find someone who was able to replicate the first cup which was a little easier than imagined after going online to view the Crafts Council site. I found Mark Gann, a specialist silversmith from Whitstable, Kent. He, like Alex Hamilton, proved a very worthy find. He set to work,

commissioned by the Headmaster; and just before Christmas 2015, delivered the final product which was greatly admired and is now part of the exhibition, displayed opposite the Morris painting.

I was in contact with a relation of Sir Harry Lauder; famous music hall artist popular in WW I, Jim Vallance. A popular singer/songwriter from Canada, he emailed me after I sent a message about John Lauder; Harry's son killed in the war; and was very helpful after I explained that the Headmaster had bought at auction a letter written by him to his fiancée, one of the last he wrote before his death. Jim kindly put me in touch with his good friend and Lauder specialist, James Marturano, based in New York who provided some excellent information and photos on the Lauders.

I have chosen to close the story at this point - there was a lot of frustration and many sleepless nights before the exhibition opened in March but I believe that readers really ought to visit if they have an opportunity. The feedback we have received from the (so far) over 10,000 visitors has been fantastic, many saying it surpasses anything they have seen on WWI, including at the Imperial War Museum. Along the way, I have met so many interesting people including our collectors, Jill Bush's family and her relations, all connected to Lionel Morris, the granddaughter; great-granddaughter and family of the artist Eugene Burnand whose many portraits of allied servicemen and women of WW I are on display and visitors who have fascinating stories to tell about their family members who served in WW I. I feel privileged to hear them and on occasion, view photos and documents they bring along.

William Wood is Archivist at Whitgift School.

EVENTS

SLG REGIONAL EVENTS 2016



1st November 2016

9.30 coffee/registration for 10.00-3.00

at Oakham School, Smallbone Library, Ashwell Road, Oakham, Rutland LE15 6QT

* Park in Schanschieffs car park, Ashwell Road, Oakham, LE15 6QG

PROGRAMME

- 10.00** Welcome from Nigel Lashbrook, Headmaster of Oakham School
- 10.10** *The Library At The Centre Of Teaching And Learning* – David Harrow, Academic Deputy Head, Oakham School
- 10.30** *Using data to track reading in KS3* – Karen Benoy, Librarian, The Thomas Alleyne Academy, Stevenage
- 10.50** *“Read To Succeed Week”* – Claire Scothern, Trent College, Long Eaton
- 11.10** *Curriculum Mapping* – Darryl Toerien, Librarian at Oakham School
- 11.40** SLG News Update.
- 12.00 - 1.00** Lunch
- 1.00 - 1.45** *Hands-on session exploring the 25 online resources that Oakham subscribes to*
- 1.50** *Diversity in Picture Books* - Sophie Fisher, Learning Resources Co-ordinator; Stephen Perse Foundation, Cambridge
- 2.10** *Switching sectors: bringing experience from academic libraries into school library work*
– Lyndsey Goddard, Assistant Librarian, The Leys, Cambridge
- 2.30** *Assessing the impact of an information literacy programme* – Alison Tarrant, Librarian, Cambourne Village College

Cost including lunch: Members £20, and Non-members £25

For further information and bookings please contact: Karin Carter, Librarian, West Park School, West Road, Derby DE21 7BT
karin.carter@gmail.com

Please download a booking form at: www.cilip.org.uk/about/special-interest-groups/school-libraries-group

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