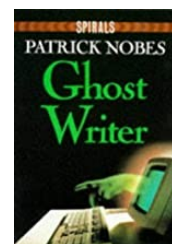
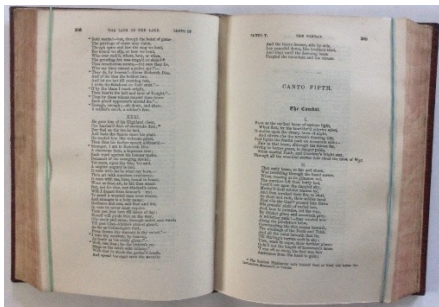



# Lion Pride



Piness School & Headmaster's House in West Street.



## Chapter 14 The Library

Lion Pride	Chapter 14	
	The Library	

*For many a young secondary pupil, helping in the Library is a way of staying away from those who would rush around the School in some kind of game, or being somewhere warm and dry in inclement weather. Doubtless this applied in some cases. Yet it is clear there was much more in the “career” of a pupil who stayed the course, providing a service in the process, and gaining useful skills as set-out at the end of this chapter. Actions of this kind stand in every way a parallel as any sport or cultural pursuit to the school as a whole, with outcomes improving usefulness across all genres of books and all ages, as well in terms of personal development.*

*Libraries are a nerve centre for a modern School, acting as a hub for so much that goes on and having technologies that would make the early-day pupils amazed, yet impressed. The location has changes several times. The furniture has increased and improved. The Library also stated to take-on a display role for paintings and Cups and gradually it began its journey through seasons of increasingly relevant technology towards the future. Cut-off in its prime (for the time), the Library showed the great benefit of the pursuit of ambitious goals to put it in the position that present day (2020s) School / College libraries fulfil, that of being a hub for all kinds of communication technology. In that process, they meet the same obstacle as in the beginning - that of limited funding.*

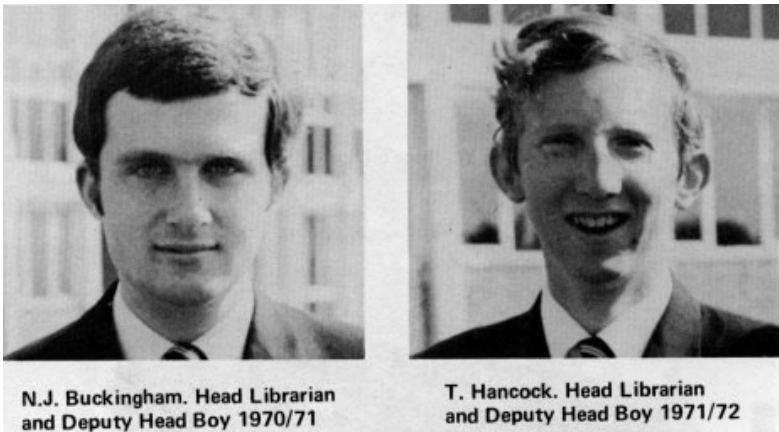
*This account tracks the evolution of the School Library and gives testament to the quality of service of the known Staff Librarians and to the sterling work and service offered to the School by so many of its Senior Librarian pupils and their own younger helpers.*

*Persuading Subject Departments to release their treasured stock of references is an ongoing battle in every School!*

Principal Contents	
	A Chronology of Lion magazine entries
	The Locations of the Library
	Other Work on Display.
	Price's own creative workers
	Price's College Library Hub

## Library entries in the Lion magazine.

Date		Item	Staff / Pupil involvement
1936	Easter	Largely re-organised and re-catalogued. Hoped-for more use.	S.C. Phillips
1938	Apr	P.J.Willis & M.Thorne for donation of books	C.W.Barter & C.J. Verdon for assistance
1949	May	Donations from Ellis & Parfitt to Junior Library. Invitations to all to donate. Library not widely used. Mr Marsh encourages Juniors. <b>No public library in Fareham</b>	
1949	Aug	Thanks to Miskin & Paterson for donations. Senior Library open to 4 <sup>th</sup> forms and up, Tuesday and Thursday breaks.	
1950	Jan	Cooper – donation. More using Senior section. Opening to 3 <sup>rd</sup> Years.	
1950	Aug	L.Williams – donation. Thor Heyerdahl's Kon-Tiki Expedition in much demand – need several copies.	
1951	Jul	Reader & Barker – donations. <b>New public library in Fareham</b> – less uptake in School. Junior section has benefitted from the hard work of <b>Mr Marsh</b> – he will be missed. Library appears to be a Form room for VI Arts which limits its use.	C.P.Nobes & C.Shaddock have catalogued the Senior section
1955	May	2 prints from <b>Mr Marsh</b> hung in the Library	
1959	Jan	Library in new quarters, though with old bookcases. No longer a Form Room. Donations and a generous loan from ADA.	Cousens & Chamberlain helped.
1963	Oct	Old Hall was converted into a Library in Christmas Holidays, with improved individual study facilities. <b>Mr Thacker's</b> 32 years i/c Lib acknowledged here. Much still to do. Catalogue needs a detailed check once exams are over.	K.J. Sterk
1965	Oct	PTA donation – a share of £350	
1966	Jun	A marked increase in book stock and the use made of them. A.D. Alderson	P.D.Arnold and assistants gave freely of their time - now manning desk across every period & break – reduces losses.
1967	Jan	A.D.A.	S.G. Eyles & Mr. M. Howard-Jones have continued
1967	Dec	A.D.A.	Farmer succeeded Eyles when he was made Head Boy. Foster, Hughes, Kahn, Reddaway, Olding, Kill, Cluett & Roberts
1968	Dec	PTA £50 E.H.F. Gros	Reddaway is Senior Pupil Librarian, + Cluett, Kenway, Kill, Oldings & Bard.

1969	Dec		<b>C. Bard</b> is Senior pupil Librarian + <b>R.Scammell, S.Dear, M.Osbourne, K.O'Carrol, S.Emery, D.Cottrell, &amp; R.Ward.</b> + 8 volunteers from 4 <sup>th</sup> to learn the job
1970	Dec	Building of new gallery at the rear of the Hall. <b>E.H.F.Gros</b>	<b>N. Buckingham</b> is Senior Librarian. <b>N.Astley</b> is Deputy
			
1971	Dec	Card Indexing system is now complete. <b>E.H.F.Gros</b>	<b>T.Hancock</b> is Senior Librarian + 16 Assistant Librarians.
1972	Dec	Thanks to <b>Mrs Pemberton</b> for typing-up Card Index System. When <b>C. Bard</b> was Senior Librarian, he decided to simplify the system of positioning, giving-up the Cheltenham system and decided against the Dewey system and made our own – alphabetic as far as subjects are concerned, with fewer sub-categories <b>PTA £100</b> . Mr & Mrs Balchin donated a set of “The New Illustrated Library of Science and Invention” in memory of their son Trevor. <b>£15 for picture frames</b> <b>E.H.F.Gros</b>	<b>T.Hancock &amp; T.Bayliss</b> have continued the good work of the past – by ADA + <b>S.Eyles</b> .
1973	Dec	All good. <b>PTA £150</b> . 700 new books this year. Mrs Pemberton. etc. (tbc) <b>E.H.F.Gros</b>	<b>N.Groves</b> is Senior pupil Librarian, <b>J.Lamont</b> = Deputy.
		Mr. N.Jones succeeds Mr. Gros i/c Library	N.G. replaced by <b>C.Alford as Head Librarian</b> .
1974	Dec	No entries	
1975	Dec		

## The Locations of the Library

**Dec 1923** Valuable scientific books have been presented by Mrs. Ramsay; a copy of the Field Archaeology of Hampshire, by Capt. Williams-Freeman and a very handsomely illustrated Bible, by Mrs. Woodward; while a grant from the Governors has been expended upon several historical and reference books.

**Dec 1923 The French Library.** The Lion is pleased to register this term the creation of a new French library. It is quite an innovation, and so far it seems to have been very popular amongst the boys of the upper forms. About thirty books have been lent this term, a very good start. It might have been even better, but for the difficulty in finding suitable reading books for boys with a medium knowledge of the language. We had a peep at the new books, bought during last summer holidays, and we noticed the names of well-known French classic authors. Victor Hugo, Anatole France, Pierre Loti, Alexandre Dumas, and Alphonse Daudet, are represented by one or two of their best books. Before finishing this, one word must be said concerning the great benefit which boys learning a language, can derive from reading. They will enrich their vocabulary with very useful words, colloquial expressions, and idioms; their style in writing French compositions will also improve very quickly; in a word, it will repay them a thousandfold in the future. Our best wishes to the French library for a prosperous life ! *(Nos meilleurs vœux à la bibliothèque française pour une vie prospère!*

**The May 1949** Lion carried a comment that there was no Library in Town, and it wasn't until 1951 that Fareham had it's first Public Library.

The first Lion comment about a School Library appeared in the **Easter 1936** edition.

To a casual observer, a Library in school will be somewhere to browse shelves, select a book, register it out and return it later. And that is much as the public at large would see any library in a community.

Public Libraries have not been around for ever and were part of the post WW2 evolution of communities and raising of educational standards and general level of informed choice. It is for sure not something that would have featured in the first 200 hundred years of life in William Price's school, where the main purpose was to educate people the better to fit the needs of their job and / or to read the Bible.

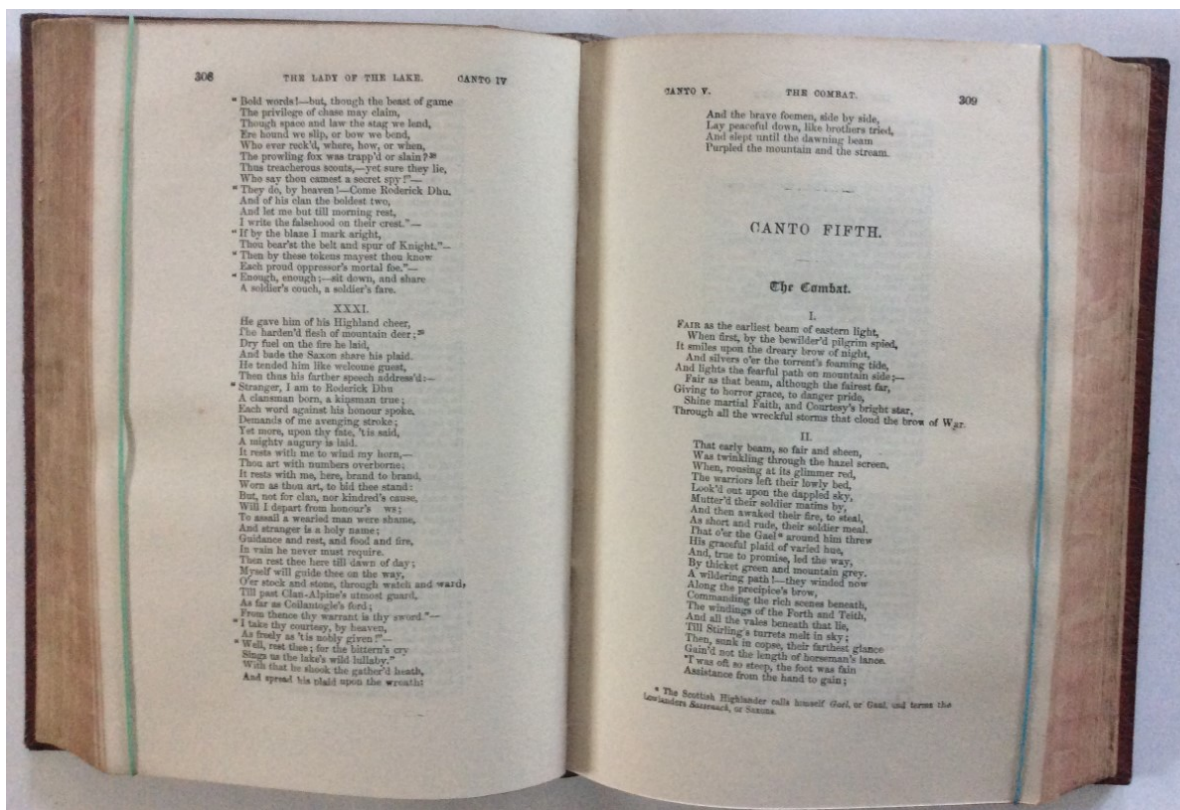
Education was progressing however, no matter how slowly that seemed to be. William Price's endowment was aimed at the education of 30 poor boys and girls, not to create an elite, which was what was beginning to happen. There was a background struggle between the Charity Trustees and the Public at large that weighed-in on that front, but that is a story for elsewhere.

A school just for the poor it wasn't to remain. The ability or not, to read Biblical texts would have been measurable by teachers of the day. It didn't need certification to do that, but surely enough, with external examinations dangled in front of their eyes and noses, the educators and the educated, parents and all began to see what benefit that some kind of certification might bring. And that is where entries for External Examinations began to take hold of the work of Price's School. For example, the December 1916 Lion records eleven boys receiving prizes for passing the Oxford Local Examination.





The images here are of text in a book: Scott's "Poetical Works", awarded as a prize to 14-year-old William Percy Fielder, a charity boy admitted in the 2<sup>nd</sup> intake in 1909. There were no other kinds of reading materials. Everything had a heavy moral purpose but, of course, there was nothing to compare it with – no distractions. Children learned well, from really demanding tasks. Some may even have understood the message conveyed!



In ways that would perplex young people of the early 21<sup>st</sup> century, once attained, reading standards were high, dealing with the printed words in very small font, on pages with a high line density. Certainly no colour or illustrations. The view of the open book above, almost actual size, intentionally to show just what kind of appeal it had then.

The early series of Lion magazines, from 1915 to 1930 had no references to a School Library - which later, was to be situated in what might be referred-to as the Lantern entrance room on the right, later a Sixth Form room and after that the Headmaster's office.

Up to the start of and into the early **1950s**, in the few Lion listings for "Library", there wasn't much to say, save for acknowledgements to individuals who had donated books to the Library



*The old library before the move to the Old Hall!*

On the retirement of Mr Marsh, aka "Boggy", he presented two paintings to the School which were to be hung in the library. It was the Lower School pupils who were principally the beneficiaries of the work of this friendly man.

A steady trickle of donated books ensued. The Library moved, with its old shelves, to the end room of a set of 4 rooms facing onto the field where it also enjoyed the re-location of its Sixth form group into new quarters.

**1963:** The growing trend of outlying stocks of Library books in Departments was halted with the transfer to the main Library. Now recovered to central management, and benefitting from generous co-operation by subject teachers, such transfers of stock contributed to greater central use and a better oversight of stock maintenance.



Fig 17

The School Hall was a bleak place to be in, however. Austere and lacking in interest. In this space there were only 5 radiators, and it was generally cold. The Hall doubled as a Gymnasium in the sense that it had gymnastic equipment as can be seen below at what was the front end of the Hall, with a small dais and the Lectern





Fig 18

With the building of a new Hall, the old Hall was converted into a new Library. New, save for the fact that it still had to use the old bookcases from the earlier location. And what a contrast after the Hall's conversion to a Library. It looks purposeful, colourful and was no doubt greatly needed at the time of its change of use. In more recent years, traditional patterns of Library use have changed, with their evolution into multimedia study / learning centres with computers in great use, alongside a reduced level of book readership.



Fig 19

This photo immediately above shows the contrast between old and new, **1963**-converted Hall to Library use. What a bit of colour and a decent layout had! The outlying, departmentally-held stocks of specialist books were retrieved back into the central stock at this time.

Work for this move started back in July 1962 when all books were prepared for a new ticketing system – a book plate for date-stamping, a pocket & title card x 3,400 – there was plenty to do. A Headmaster's public appeal to parents brought in c 1000 books, each needing the same treatment. Fitting out was completed in January, shelves were stocked without delay – there wasn't much excess space. This was the first time all Library books had been brought together, and the foresight of earlier Librarians was to be seen in the balanced set of books. Mr Herbert R. Thacker's 32 years as Librarian is acknowledged here.

**Mr. A.D. Alderson** – wrote a long article and included a plan of new Library. Formerly a Sixth form room, now the HM study, it migrated, shelves and all, + sixth form to the end hut facing the field. In 1963, on completion of the new School Hall, the old Hall became the Library, a more dignified & suitable setting for it. New shelving around the walls and projecting into the floor space, with much new equipment provided. Divided into Senior and Junior reading rooms and became the main centre for VI form Private Study. But all was not good – corners tended to be hideaways for gossiping, secluded retreats. The open-shelf system resulted in the loss of books, resulting from a "forget-to-return" effect, often the most important and expensive ones. All who use the Library must realise that money available is quite inadequate to supply the growing demands of each Department for new books to meet the requirements of new syllabi. Being forced to spend money on replacements should be regrettable. Future generations needs will be thus thwarted.

Floor space was redesigned by [Ken Raby](#) and, with their tools, [P.A.Osborne](#), [R.C.Hammond](#), [R.P.Naylor](#), [I.G. Reeves](#), [M.J.Beaumont](#) and [A.B.Hall](#) made an excellent job of dismantling, re-siting and re-erecting the shelves – all in three days. During the fortnight thereafter, and in the holidays, the books were re-sorted and distributed. And generally the Library was cleared-up. The helpers were brilliant in giving their time when it would have been much nicer to have been outside.

Something new in **1966** – the organisation of a Penguin Book Exhibition – regarded as good, with lots of purchases made and orders from subject teachers.

The PTA gave £30 to add to previous year's donation - complete set of the Arden "Shakespeare" for English Dept., and 4 volumes of the International Encyclopaedia of Science for that Dept. A £200 County grant was used to acquire a Chamber's Encyclopaedia (15 vols) + a wide range for other Departments. As members of the Readers' Union, the Library was entitled to good discounts on books. Subscription to Science and Nature libraries published by "Life". More than 500 books were acquired in the year.

More magazines available, including those of foreign origin "Paris Match" & "Westermann", Time, Life & Scientific American, to give a more cosmopolitan view. Some magazines retained by Depts., others are auctioned-off. Constant outflow & inflow of books + frequent crowding is sufficient proof their efforts have been appreciated. But, with a growing Sixth form and more books – more shelf space will be needed. ..

**1967:** The end of last summer term saw more changes, Entrance to Reference section was changed to face down the Hall, and an extra peninsular stack included. Junior section included with the rest. More tables to permit seating of 80 people – often fully used. Taton's 4 vol. History of Science Larousse' Encyclopaedia, Thames & Hudson "History of Civilisation", Life's "Nature, Science and Ages of Man" is a well-written series, of which the Mathematics volume is out more or less

continuously. Gifts by Old Boys continue to be valued and a series of costly Chemistry books were donated by W.D.Wellman., while R.W.Clarke funded some Geography books.

Range of magazines has been extensively increased, with an intent to broaden perspective on critical issues: New Statesman, Spectator, Time, Punch, National Geographic etc. 23 magazines – auctioned off at the start of the next term. A neighbour has just donated a 12 vol. set of Shakespeare - the Cambridge Annotated Edition with translations. A few losses each term continue. Some 250 books in circulation each year. Donation of Library books in memory of C. Butler

**1968:** Mr Alderson's re-organisation made the task of taking over from him a relatively simple and enjoyable one. [S.L. Eyles'](#) help was invaluable. When he was made Head Boy, his Deputy, [Farmer](#) stepped-up. Effort made to enlarge the Fiction section in both age groups, with Sports & Hobbies titles. **PTA £50** + several boys and parents contributions also. Hartridge, on leaving donated "Gypsy Moth encircles the World" by Sir Frances Chichester.

The Librarians suggested the Desk be changed to face the room and a small gate added to the Reference section, enabling it to be closed when necessary. Boys have own borrowers' ticket and an access timetable has been implemented – 2 lunch hour periods per week, which has worked well, with co-operation. Each Librarian has a specific job, e.g. looking after magazines, fines, tickets, etc. – very efficient. A glass-fronted cabinet from the HM study is used to house some old and special books and trophies. Eyles donates books on Wrestling & History of the Gun. First Eyles, then Farmer and latterly Reddaway in the lead as Librarian!

A glass-fronted cupboard has been used to store special items – old books, Cups etc.

**1970:** A gallery was built over the corridor at the back and joining the two sides of the old school. External noise disturbance has ended. 17 special study booths have been built-in. Accessed by a staircase which deprives of 1 set of shelves. A further 7 study bays have been placed with tables for use by boys and another 28 incorporated into one of the everlasting huts. Now far less overcrowding & noise. 800 books donated after an appeal to Parents.

**E.H.F.Gros**

**1971:** Everything is going well. Exhibition of "Priceana" in the Library organised by [Buckingham](#) for the 250<sup>th</sup> Anniversary. Donations from T.Smithin, Buckingham, **Mr.Rowlands** (M/S.).

A poll to decide which magazines to deselect. [T.Hancock](#) + helpers completed the books classification during the summer holidays

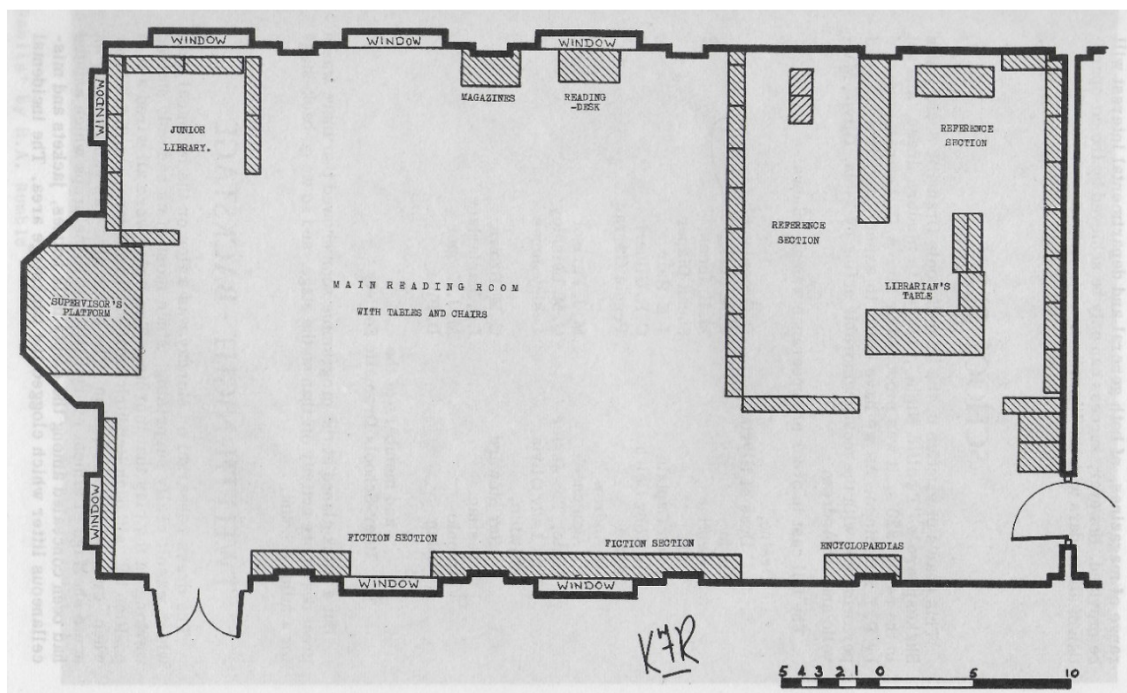
**E.H.F.Gros**



The author of the 1971 History of the School, [Frank Gregory](#), was much involved in the ticketing system redesign. There was much still to do, however. The catalogue still needed a detailed check once exams were over.

The October **1971** issue of the Lion held a long article by Librarian Mr Alderson with a plan of the new layout drawn up by [Ken Raby](#). The Library was then in a more dignified and suitable setting. There was new shelving around the walls and projecting into the floor space, with much new equipment also provided. Divided into Senior and Junior reading rooms, it became the main centre for VI form Private Study.

And, to cap it all, the P.T.A. donated a share of £350 from a fête to the Library



New floor layout by pupil Ken Raby

But all was not good – corners tended to be hideaways for gossiping, secluded retreats. The open shelving system was resulting in the loss of books, resulting from a “forget-to-return” effect, often the most important and expensive ones. All who use the Library had to be made to realise that money available is quite inadequate to supply the growing demands of each Department for new books to meet the requirements of new syllabi. Needing to spend money on replacements was regrettable. Future generations needs would be less easily met.

The PTA gave £30 to add to previous year’s donation, with which a complete set of the Arden “Shakespeare” was purchased for the English department and 4 volumes of the “International Encyclopaedia of Science” as well. A £200 County grant purchased a 15 volume “Chamber’s Encyclopaedia” set and a wide range of books for other departments. As a member of the Readers’ Union, the School was entitled to good discounts on books. There were subscriptions to Science & Nature libraries published by Life. 500 + books had been acquired during the year.

More magazines became available , including those of foreign origin: “Paris Match” and “Westermann”, “Time”, “Life” and Scientific American, to give a more cosmopolitan view. Some of the magazines are retained by departments, others are auctioned-of at the start of the next term. Space limitations determine that should happen. The constant out & inflow of books and the frequent crowding is sufficient proof their efforts have been appreciated.

But, with a growing Sixth form and more books – more shelf space would be needed, too..

The end of the 1966 summer term saw more changes. The entrance to Reference section was changed to face down the Hall, and an extra peninsula stack included. The Junior section was included with the rest, more tables were introduced to permit the seating of 80 people – often fully used.



Taton's 4 volume "History of Science", "Larousse' Encyclopaedia", Thames & Hudson "History of Civilisation, Life's "Nature, Science and Ages of Man" - a well-written series, of which the Mathematics volume is out more or less continuously, were added. Gifts by Old Boys continue to be valued and a series of costly Chemistry books were donated by W.D.Wellman., while R.W.Clarke funded some Geography books.

The range of magazines had been extensively increased, with an intent to broaden perspective on critical issues: New Statesman, Spectator, Time, Punch, etc. - 23 magazine titles in all. A neighbour had donated a 12-volume set of Shakespeare - the Cambridge Annotated edition with translations. A few losses each year continued. Some 250 books in circulation each week. A donation of Library books was made in memory of the late Christopher Butler by his Parents.

**Much of the narrative content above has been adapted from Lion articles by Mr A.D.Alderson , whose own scholarship in the authoring of substantive works on the Turkish language, is acknowledged below.**

In **1968**, New Librarian **Mr. E.H.W. Gros** assumed responsibility and the copy that follows is acknowledged to his work.

The reorganisation implemented by Mr.Alderson and the work of his Senior Librarian S.G.Eyles is recognised as having made Mr.Gros' tasks relatively simple and enjoyable,

December, **1968** notes that the effort must be made to enlarge the Fiction sections in both age groups, and for sports and hobbies, too. The PTA gives another £50 and several boys and parents contribute in the familiar tradition.

The desk has been changed to face the room and a small gate added to the Reference section so that the Reference section can be closed if desired. Boys have their own borrowers' ticket and an access timetable has been implemented – 2 lunch hour periods per week for each form. Each Librarian had a specific job, and that led to a very efficient running of the Library. A glass-fronted cabinet from the HM study is used to house some old and special books and trophies. Eyles donated books on Wrestling & History on his departure

The **1969** Lion reports that the Library continues to be filled to capacity, and almost every period it has Sixth form studying. Losses were reducing.

The task of classifying and Indexing new books continued. The Card Index System received yet more attention. C.A.Young donated a 4 volume work on Mathematics. **Mr Alderson** donated a dozen new books and D.Astley and Ian Virgo give a 21-volume set of the "Times History of the First World War" The Library received a share of £350 Fête proceeds.

**A share of £300 for books, from the PTA Fête proceeds, was warmly welcomed.**

In December **1970**, the proposed Gallery is completed at the back end of the Hall. With the loss of one set of shelves, stairs up to the gallery give access to 19 booths for Upper VI study, with a further 7 places in the Reference section for the use of Lower Sixth boys. One of the rooms in the row of 4 temporary structures is fitted out with 28 study units. This all makes for a much quieter working environment. The far end of the Hall now has a complete soundproof screen enclosing what was *de facto*, the corridor at that end of the Hall. A further 800 books donated as a result of another appeal to parents.

Progress continues into **1971** when an exhibition of Priceana is mounted in the Library, organised mostly by [N.Buckingham](#) for the 250<sup>th</sup> Anniversary celebrations. More book donations. A poll is organised to decide which least-read magazines could be discontinued.

The long-awaited Card Index system is now complete, thanks to the work of Hill whose impetus was crucial with Head Librarian [Tim Hancock](#) leading a team of helpers to conclude the work in the holidays on the Fiction section.

Donations were received from T.Smithin, N. Buckingham, Rowlands and members of Staff.

**Mrs Pemberton** continues the typing-up of the Card Index System – a much appreciated service.. When [C. Bard](#) had been Senior Librarian, it was decided to simplify the system of positioning. Giving-up the Cheltenham system and decided against the Dewey system, a more home-grown variation was implemented – alphabetic as far as subjects are concerned, with fewer sub-categories.

The [PTA](#) advances a further [£100](#), and £15 for picture frames was donated by Mr.Gros.

Mr & Mrs Balchin donated a set of “The New Illustrated Library of Science and Invention” in memory of their son Trevor.

Consultation by means of a poll will take place to reduce the expenditure on magazines.

The [1973 P.T.A. donates a further £150 for new books](#), of which altogether, there have been 700 this year.

### **Dec 1973**

On the night of September 29<sup>th</sup> / 30<sup>th</sup> a burglar, or burglars started several fires, doing considerable damage in the Library. Apart from burnt books, shelves, flooring Is we are sad at the loss of many school photographs hanging round the walls of the Library, We are indebted to Mr. Crossman but for whose vigilance the old part of the School would have been completely gutted.

Mr. Jones is now in charge of the Library but, there are no Lion entries for the Library in 1974 and 1975.

[Ed; See later section on the Library in the context of Price’s College.]

This review defines a number of important points:

- Ongoing, active support from Parents, as individuals or through the P.T.A. is important for more than the obvious reason - that act of giving is for the benefit of all. Such input is a boost to the Staff morale also
- Every £1 donated means a £1 for spending in a subject department which will benefit all pursuing that subject
- Relationships between Pupil, School and Parents improve, to the benefit of all.
- The growing book stock means it is more likely for boys to find something that suits their needs.
- The use of the Library for its primary role gives pupils confidence in operating in a formal situation, where they understand and accept the rules that apply, and which become transferable skill.
- A specific sample that derives from such use is the interrogation of a database – searching and finding-out.
- Effective use of the Library resource means there is co-operation with and consideration for general rules that affect the needs of others.
- Gainfully, it fills free time that might otherwise be wasted.
- Librarian service roles are a service to the whole School
- The elements of the Librarian role are structured, expansive and progressive
- Contributing such a role imbues self-confidence and facilitates the discharge of responsible authority

- Develops team work skills
- Develops leadership skills
- Facilitates personal growth.
- The teams that have kept the Library going over the years have been every bit as important to the general well-being of the School as have been teams and groups of other sorts, such as sport of music or drama or public speaking

The smoothly-running “machine” that was the Library functioning as it did so well, is down to: capable Pupil volunteering, and then for these to train others. Leadership with involvement by experienced pupils enables a team spirit to emerge which is a credit to the School, and to the Staff who oversee it develop.

Becoming a part of a Librarian team wasn’t just a way of staying warm and dry in the winter, but for those who remained, it became a developmental process, as good as in any team sport or CCF role. On an organisational point of view, it contributed greatly to the running of a key service in the School and that effort was a driving force in the structural and process evolution that the Library underwent.

It is a pity in many ways, that this area of knowledge and skill development didn’t have some sort of national recognition process to provide a tangible certificate or badge in acknowledgement.

A modern day School Library is a very different place. In older Schools there will have been comparable evolutionary stages, but in all, there will be a need for greater space to accommodate the diverse activities associated with the service – computers for independent or on-line study, booths for viewing video or sound recordings and not least a ticketing system that probably relies on a credit-card type or swipe process encompassing all School-related details of a child: photo ID, non-sensitive personal data, possibly encrypted and privileged-access personal, health data, Library usage records, an attendance marker, even a canteen payment / credit account, as well as a host of all-purpose school-routine data and of relevant External Examination validating material. Most Schools will be part-way along this route to a Student I.D. card where its very nature raises little principled concern, in contrast to the personal I.D. card system used in many countries which is such a politically sensitive idea here in the U.K.

.....

An entry just after the start of this piece on the Library raised the matter of reading materials. Teenage boys and those of lesser years have ever been reluctant readers – a stereotype, I accept – and so it must have been very difficult to induce in them a sense of desire to learn and enjoy the text when both the presentation – font, size and lack of colour-stimulation – all modern day essentials, were not as presently seen. As treasured a tome as Percy Fielder’s School Prize would have been, It would have been a real labour to endure that reading challenge.

In the earlier years of my working life as a teacher, and in the company of teachers in a large Comprehensive School with a successful learning Support Department, it was customary to discuss with colleagues the learning challenges within the subjects taught. Outcomes were judged by what product there was – some practical work in itself often did not present the obstacle; it was more the matter of reading the instructions, and later to be able to record results and to interpret them and explain – in writing – what meaning they might have.

It was an area of recurrent difficulty in most subjects, the more so where there was a terminology to master also. Getting that wrong can change the meaning of a word, or magnitude of values.

English, as a language that needed to be mastered to be able to read and respond – an absolute necessity, was thus an obstacle and the self-perception that derived from such difficulties was a causative agent in related behavioural issues which further fuelled a decline in self-esteem.

I remember conversations with Learning Support Department colleagues around the matter of reading material for 13- and 14-year-old boys in particular, that was appropriate to their chronological age compared with their reading age of about 7 or 8. Oh, for something that would attract their attention and generate a drive to read more, to get around problems of expression and thus to be able to enjoy the subject matter.

Moving on ----

Researching an aspect of Creativity of pupils at Price's School where I had been a pupil in my Secondary years (1955-62), I came across (in 2020) to reference to work by Patrick Nobes who is President of the Society of Old Priceans. Hitherto, I had been unaware of such output, though conscious of his high-performance past.

Googling the "Patrick Nobes books", I was surprised to see listed a large number of titles I had thought were written by the authors popularly attributed to the titles. So, I wrote to Patrick, for clarification:

*"The books you refer to constituted a series called Bulls-Eyes. The series was for adults and young adults with reading difficulties. All the titles were modern bestsellers, e.g. the James Bond books. I started the series in 1973 when I had my first experience of teaching in a comprehensive school, and found little or nothing available to interest the (then) 15-year-old tough school-leavers with low reading ability. All the books I worked on were shortened and the vocabulary simplified. I realised that these tough lads, and even tougher prisoners, members of the Armed forces, etc., would not be interested in the sort of reading books then available for people of limited ability, but would be interested in, and would not be ashamed to be seen with copies of the books their more able peers and the general public were reading. There was nothing like this on the market at the time, and Hutchinson took up my idea. In its heyday the series had more than forty titles. Hutchinson was bought by another big firm, and they in turn were swallowed by another, and the series was dropped by one of these successors. By then it had been running for some 20 years, and the big boys, e.g. Penguin and O.U.P. had cribbed the idea.*

*I was the inventor, General Editor, and main adaptor of the series.*

*My book of poetry, which I called "Eighteen to Eighty", was a collection of some of the poems I had written over those years, and was privately published in 2013. Apart from the one or two copies I hold on to, all were sold."*

*Patrick Nobes* 16/08/2020





*A selection of Patrick Nobes' adaptations.*

**Ed:** I don't know if Patrick was a pioneer in this area of need, but it was certainly a major development to facilitate the process of reading ability. It served a great need, then, as it has continued to be.

One of Patrick's poems: "Their Names Liveth for Evermore" appears in the Society of Old Priceans Chapter.

Patrick's initiative was a somewhat belated response to the situation alluded-to in the passage that follows, bewailing the reluctance of teenage boys, and in general, males of younger and older persuasions to read.

#### **A Lion Editorial of 1916:**

"Why is there so little "out-of-school" reading amongst us here? \*We have a School Library, but for all the practical use it is, it might as well not exist. We are all well-acquainted with the phrase "*mens sana in corpore sano*". It is murderous to try to feed it on a never-varying diet of Vergil, Caesar, Gibson on the Articles, and kindred works Let the mind dwell on those masterpieces of thought and of language which are the priceless heritage of all English-speaking races.

Do we hear cries of "No time for that sort of thing!"? It is worth a little self-denial and the hour between prayers and bedtime seems to commend itself to us as very suitable. That period is usually spent in horse-play which prevents those who would read from so doing. Is it the expense that is the objection? The market is flooded with cheap editions, especially of the novelists, and publishers vie with one another in producing neat little books of selections from the best English prose and verse. The time spent over "cheap literature"(save the mark!) of the Penny Dreadful type is deplorable. We unhesitatingly rule out this class of reading. Our serious reading must not be confined to examination work or else we shall find the range of our mental vision becoming narrower and narrower, until we shall be left with the daily newspaper with which to satisfy the appetites of the mind."

**Phillip Pierrepont-Meadows**, Lion Editor

\*Nothing much changed, 107 years on!

### **Price's School Alumni (Authors, Writers, Composers, Artists, Personae dramatis)**

The Library is the obvious place to situate the record of known Priceans who have gone into print or reached an equivalent stage in their respective work or passions. Scrolling through the list below gives a sense of amazement at the diversity of outlook and a cause to reflect on those personal developmental attributes that were acquired during their Schooling years that led to the level of capability inherent in these works. In some cases, there might be little that is a direct line of continuity from School successes to what is recorded here, while for others, there might be a very clear link with what they knew of and were aware of during School times shared.

We laud the intellectual endeavours recorded here.

### **Price's Own Creative Writers and Performers**

Alderson	A .D.	Turkish Culture
Armstrong	Nicholas	Classical Music conductor
Astley	Neil	Literature Poetry
Bailey	Anthony	Literature
Bayliss	Tom	Music
Bayliss	Mike	Music
Bundell	Kevan	Music
Bundell	Ivor	Music & Literature
Carpenter	Peter	Engineering
Cawte	Chris	Musician
Chaffey	John B.	Geography
Chignell	Guy	Chemistry
Crossley	Steven	Actor, Narrator
Daysh	Mike	Music
Dennis	Roy	Conservation
Devlin	Keith	High Court Judge
Doggett	Peter	Music Journalist
Duffy	Mike	History
Edney	Spike	Music
Escolme	Jacqueline	Life Coach
Evans	Charles W.	Mathematics
Fuge	Richard	Artist
Gateshill	Paul	Music
Gaulter	Brian	Maths textbooks
Goddard	Robert	Literature
Goldring	David	Osteology
Grace	Sally	Photographer
Grace	Nick	Entertainments promoter
Grace	Paul	Birmingham Royal Ballet Technical Director
Gregory	Francis E.C.	Economics, Author
Grimble	George K.	Nutrition textbooks
Harley	Trevor	Psychology
Head	Anthony	Writer
Khan	Nick	Music
Malone	Peter	Art
Manley	Ray	Photographer

Manley	Nick	Music
Meadows	Phillipe & Constance	Poetry & Prose
Nash	Chris	Music
Naylor	Rod	Antique Wood Restorer
Neville	John Oliver	Drama
Nobes	Patrick	Literature & Poetry
Owen	Alison	Writer
Norbury	Sarah	Writer and Editor
Ozzard-Low	Patrick	Music
Pechal	Katrina	Ceramic Artist
Pepper	Duncan	Photography
Poyner	Eric	Literature
Raby	Fiona	Product / Industrial Designer;
Raby	Ken	Author
Reading	Steve	Music
Russell	Peter	Poetry
Shurlock	Barry	Local Studies Author
Simpson	Michael	Literature
Smith	Alan	Science
Stapley	Ronald	Literature
Starr	Christopher	Astronomy
Tappenden	Bruce	Local History writer
Thomas	Derek	Music
Tomkins	Cyril	Corporate Financial Management
Vores	Andy	Music
Watkins	Peter	Local history and religious author
Woods	Terence	Military Insignia
Woolfrey	Celia	Writer & Editor
Young (Smyth)	Joyce	Creative Business Management

This listing is likely not to be complete, in terms of those known to warrant inclusion here, but it stands as a list comparable to that of any team or Society membership. Had the School still existed, the glass cabinet referred-to to house treasured artefacts, could well have been filled with the products of these folk.

## **Price's College Library Hub**

**The Following 3 pieces are extracted from the Report section: "Cross-College Provision", in "Price's College 1974 – 1984", by its 2<sup>nd</sup> Principal, Peter Martin**

**Ed:** These three Report extracts are grouped together by virtue of the nature of the emergence and evolution of aspects of school life to which they refer, introducing new resources that were not limited to any particular department. Starting from models that were not far off prototype standards e.g. the BBC Computer, there appeared with increasing pace and technological advance, new resources which when settled into regular use, gave rise to the "cross-curricular" epithet.

One thing to be able to use, but another to sort-out when not functioning, so the technically-minded found a new preserve, with the rise in computerisation of aspects of the school routine. Arise the School I.T. Technician, an essential resource in his / her own right to any School or College of size. At its best, the I.T. person was a golden asset. In its absence, a scene of dismay arises as staff, leaving preparations too late are denied the use of their cherished teaching products.

Science-teaching support needs engendered the first Science Technician, growing in specialisms in its own right to 3 or more full-time equivalents, so Libraries, becoming more computer-dependent for administration needs had a Library Assistant, and then came the I.T. Technician, sometimes also the person delegated with the task of being the School / College data-processing resource. P.E & Games teachers also had their resource, too, but in the shape of the Groundsman, that soul never achieved the status that the indoor-technicians had, and these, with clerical staff, were not very high in the hierarchy, either.

The Computing section does touch a bit more on the Curricular provision, but that is incidental to the widespread usage of Computers right across the Curriculum and in Administration.

### **Library:**

During the re-organisation of 1974, there was no attempt to provide a Library appropriate to a large Sixth Form College: facilities were poor, there was no Librarian, nor Library Assistant and little money was available for books\*. Consequently there was a heavy reliance on donations from students, parents and staff.

In recent years, however, there has been an attempt to re-organise the Library, with the aim of meeting the needs and expectations of staff and students in an open-access Sixth Form College. Generous allowances from private funds in the last three years have permitted an up-dating of stock, purchases to cater for a wider range of abilities, and for over a year, the appointment of a part-time Library Assistant, though she was paid-for from private funds.

Since 1981, the number of books issued has doubled, although the overall figure, in excess of 3200 items per annum, remains disappointing. This can be attributed to poor accommodation, the limited number of volumes and the existence of large departmental collections.

Along with the aim of broadening students' reading and interests, it has been necessary to work toward the creation of a split-site Library (**Ed: Why, and where else?**) under Further Education conditions It is hoped, however, that the aims established will be carried-on and eventually fulfilled.

**David Startin**

[\* **Ed:** The remark above takes into account none of the achievements of the Library's development from its beginnings to the closure of the School phase, as illustrated above. That it had become an integral part of the School's operations, and undergone such developments in structure and working, was entirely due to the combined endeavours of teacher Librarians, their Schoolboy assistants and of funding from the P.T.A. and other individuals.



None of these had been charged with the task of metamorphosing the School Library into one suitable for the Sixth Form open-access College. That has to be seen as an administrative failure of the Local Education Authority and school management (inasmuch as can be inferred from a lack of documents and the remarks above.), in providing no funding for the purpose. Times of change-over such as the School Staff faced were stressful enough – job security, loss of esteem for the job well-worked over the years, loss of traditions without having to look over an uncertain horizon into an unknown future.]

The deficit mentioned in the piece by David Startin speaks ill of the kind of management of changeover that neglected such an important aspect of the workings of School or College and it's not as if there was a change of site involved, or rearrangement of buildings. What a neglect to have to answer for.

### Resources:

Our Resource Centre was once the pupil detention room, viewing room, Headmaster's Office, Stationery store and a cloakroom.... since the Grammar School days, the purposes of some of these rooms may have changed but one can still see ink projectiles on the ceiling and graffiti on the walls behind cupboards. In spite of this "decoration", the windows not opening and draughts that became minor hurricanes at times, the atmosphere was always warm because we were fortunate in having a happy staff.

Since 1974, the audiovisual equipment used in the College has changed out of all recognition: video films have taken over from 16mm film projection with its accompanying array of operational distractions, from reel to reel tape recorders to cassette recorders, and automatic slide projectors from strip projectors. The latter years have seen the development of film-making and closed circuit television used to aid the teaching of History, English and Computer studies.

Our Roneo printing system employed in 1974 was certainly up-to-date, but looking back, the old processes were certainly wasteful in time and materials. The present system prints ten times faster, collates up to 50 sets, staples and does much more to the copyable originals. Only by keeping up-to-date with modern processes and equipment have we been able to offer the staff a 24-hour turn around on work submitted.

When a ship is decommissioned it is usual to quote the quantity of materials consumed during its commission. In our case, since 1974, we have supplied to the staff, over 5 million printed sheets of paper, 70,000 sticks of chalk and several thousand ball point pens. The paper consumed must certainly equal the 640 oak trees felled to build HMS Victory.

**K.C.Walters**

[Ed. In the later years, there has been a further and increasingly rapid evolution of information technology, with the capacity of mobile phones to function like mini-computers and cameras, the development of white boards and associated PowerPoint projection facilities that have rendered so much of the former technologies obsolete.

Gearing-up for such resources, and with the dependant software has become a source of major capital expenditure for Schools, as the levels of sophistication approach Industry standard, and the costs of maintenance and services increase. This market has out-paced the willing and ambitious teachers who, in their own way, enjoyed working with the burgeoning market.

Schools commonly now, and have done for some time, have specialist I.T. technicians, and additionally, may offer work placement experiences for undergraduate trainees. And, as I compose this “extra” to K.C.Walters’ piece, the 2020/1 CoVid-19 Virus Pandemic has forced much education at all levels to become a distance-learning orientated process, i.e. “Zoomed”. The capacity of schools and further education to deliver course content to their home-based students has made further demands on appropriate resources and personal capabilities.]

### **Computing:**

Ten years ago, it would have been very difficult for the layman to have predicted the rapid growth in the use of computer technology in society. Improvements in manufacturing techniques and the resulting fall in prices have meant that the computer or microprocessor has become a common-place item in most places of work and to some extent in the home.

In the late 1970s, the College had some computing equipment comprising two microprocessor systems and a teletype terminal connected by telephone line to the computer at Portsmouth Polytechnic. The Physics Dept. had a computer system generously on loan from Southern Gas through their “Computers in Schools” scheme. The “O” level course was administered from within the Mathematics Department, and General Studies courses had only small components involved with the use of computers due to a lack of hardware and suitable software.

In 1982, the decision was taken to establish a Computer Studies Department within the College to administer the computing courses but equally to encourage the use of computers across the curriculum. The department had an official staff of one but consisted of a superb team of staff who taught the courses and contributed their wide range of skills and expertise.

A central resource was established within the College, based in two rooms, with 6 BBC computers, three Commodore PET machines and associated printers and disc drives. This arrangement has proved to be satisfactory from the point of view of teaching a wide range of computer courses as well as limited use by other departments.

Other departments were encouraged and were very successful in obtaining financial support from the County for their own machines for their specialised applications such as word processing, computer-aided design and for use in science teaching. Two Department of Industry schemes were taken-up in order to maximise these investments, and the College participated in trial software for use in College administration, sponsored by the Government’s Micro-Electronics programme.

The numbers of students taking examination courses has continued to rise and in 1982, a CEE\* course was introduced to enable students of lower ability to gain qualifications in the subject. (\* = Certificate of Extended Education). Staff were keen to introduce an “A” level Computer Science course but owing to the imminent Tertiary developments this was not agreed to, as it was already on offer at Fareham Technical College.

The General Studies courses have been very popular with students and we have offered a wide course choice ranging from elementary “Using Computers” to “Project Computing” for more experienced programmers. Some students have been lucky enough to sell their Programmes commercially or to have them published in magazines.

It is to be hoped that the principal of encouraging the use of computer technology across the curriculum will continue in the Tertiary College by provision of equipment and suitable advice and back-up. Indeed it should emerge as a Centre of Excellence in this respect.

**Andrew Cowley**

**Ed:** These early BBC computers were expensive, retailing in the 1980s for £300+ and coming with no inbuilt disc drive – purchasable separately. The idea of a disc drive was an advance on the entry level mechanism that required a cassette tape player to hold the programme!

This computer found its forte however, later as an ideal tool for operating the early ranges of external sensors used in many science applications. In Biology, for example, that meant independent sampling of environmental factors such as light intensity, temperature, pH, oxygen levels – all parameters that could take sample readings at, say, half hour intervals over several days. Other subjects had their own range of sensors. But they were demonstration-only resources.



*BBC Computer standard configuration*

### Chapter sequence in the Lion Pride

Chapter No.	Title	Pages	File Size (KB)
1	The Cultural Life of the School	43	6630
2	Introduction	11	4030
3	Boarding and up to 1949	44	21,285
4	The Buildings	47	136,380
5	The 50s, 60s and 70s.	56	7,236
6	Extracurricular Life of the School	45	7,230
7	The Charity School and the Family Price	50	3,901
8	The Cadet Force	62	21,452
9	Price's Sixth Form College	82	55,700
10	The Major Sports: Football, Hockey and Cricket 1 <sup>st</sup> XIs	76	7,388
11	Price's Timeline	13	1,492
12	The Price's (9 <sup>th</sup> Fareham) Scout Troop	65	57,545
13	Minor Sports	112	43,857
14	The Library	21	14,578
15	Athletics and the Steeplechase	26	3,769
16	Spirit of Adventure	45	19,214
17	Academic Performance	66	12,925
18	The Lion Magazine and Other Publications	46	12,925
19	Price's Creators	142	30,009
20	The Old Priceans	76	17,703
21	The Tercentenary Celebrations	53	40,099
22	Religion in the Life of the School.	36	11,634
23	A Portrait of William Price	13	2,500
24	Closing Thoughts	11	23,214