

## Case studies

# In Hortis Reginae: an introduction to the archives of Queenswood School



*Dr Fiona Kisby, a historian, musicologist and teacher at Queenswood School for Girls, provides an introductory survey of just one of a number of rich but often little-known repositories of young women's history, the school archive.*

<sup>1</sup> Trew House, Queenswood School, 2005. Originally used when the school relocated to Hatfield in 1925, this building was reconstructed after extensive fire damage in the 1930s. It is now a boarding, social and administrative centre

Set in 120 acres of verdant Hertfordshire countryside near Hatfield, Queenswood is an independent boarding school currently educating some 400 girls between the ages of 11 and 18 from the UK and abroad. It was founded in 1894 with the support of several prominent members of the Wesleyan Conference and Education Committee. Originally situated in Clapham until it relocated to its present site in 1925, in its first year it educated just 23 girls.

It was one of a number of religious schools founded in the late 19th century which supplemented the many other private establishments such as the public, high and charitable schools that were offering increasing opportunities for the education of middle and upper class girls. Many of these arose as a result of the increasing Victorian interest in female education prompted to some extent by the recommendations of the 1868 Schools Enquiry Commission Report and the 1870 Education Act, and also championed by prominent social commentators and pioneering educationalists such as John Ruskin, Dorothea Beale, Frances Buss and Emily Davies. Indeed, the motto and ethos of Queenswood itself was initially based on theories of education and ideals of

womanhood outlined by Ruskin in his lecture *Of Queen's Gardens* delivered in Manchester in 1864. In an early edition of the school magazine the headmistress quoted the writer and endorsed his ideas in her statement that "the first aim of the school is ... to teach them the value of what are called the little courtesies of life, to inculcate a realisation of the dignity and power of womanhood, thus fitting them to live good and useful lives". This was an aim echoed, in various forms, in the prospectuses of many girls' independent schools founded in Victorian and Edwardian Britain.

Many Queenswoodians and girls from similar schools did indeed go on to live worthwhile and rewarding lives in the military, political, educational, domestic, cultural or scientific spheres – lives enhanced by the extension of the franchise and the sexual revolution of the 1960s. Some (such as Alison Richard, the first actively managerial female Vice-chancellor of Cambridge University in 800 years and Queenswood Head Girl in 1965) have, in the 20th century, become high-profile, pioneering leaders in their field whereas others have performed more inconspicuous, but nevertheless crucial, roles as nurses, carers, civil servants, physicians, artists, lawyers, scientists or



academics – often combined with marriage and motherhood. It is the archives of their schools that bear witness to the educational theory, political and economic forces and inspirational people that shaped the formative years of these individuals who have realised 'the dignity and power of womanhood' and thus it is these that provide a rich resource for women's history in modern Britain.

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Photograph of Miss Trew, Headmistress, with the fifth form in 1921

### The nature of the Queenswood Archives

Since the foundation of the school, the Queenswood archives have been kept in a small room annexed to the library and supervised by a succession of librarians and other teachers. Owing to the pressures on staff time no attempt has ever been made to catalogue the materials deposited and thus a rich collection has accumulated which has remained, until 2005, relatively well-preserved but largely unsorted.

With the formulation and implementation of the National Curriculum for History in the 1990s, with its emphasis on historical knowledge of local, national and international affairs and the developing of historical skills including source work, increased interest in the archives has resulted as the history of the school has been incorporated into the Year Seven curriculum. In the light of this it has rapidly become clear that in order to facilitate efficient use of the documents for teaching and indeed academic research purposes, and to prevent loss or misplacement, an ordered catalogue of the archive is urgently required. The process of cataloguing has begun with the creation of an extensive and detailed shelf list and using this a 'names' and 'subject' list are currently being compiled.

Several issues will affect the design and rationale of the final catalogue. A simple, practical system could be derived through denoting the present physical location of the materials (e.g. Shelf B1/ box 2/ piece 1). A more time-consuming approach would be to produce a catalogue that reflects the organisation of the school, the physical nature, date, provenance and internal relationships of the documents. This would necessitate partial physical rearrangement and if done may mean that current shelf provision – already very limited – becomes inadequate. Owing to the personal nature of some of the information contained in the records, and the fact that many individuals whose names occur in the archives are still living, issues of privacy and confidentiality may also arise.

The archive consists of an assortment of several thousand documentary, visual and material sources including, amongst many other things, letters, books, governmental and academic reports, registers, minutes of meetings, clothes, cinetapes, videos, LP records, photographs and artwork. At the core of the collection are the School Registers covering the period 1894 – 1966. These list individual pupils entering the school and are of particular interest as they record girls'

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occupational or educational destinations upon leaving. These are complemented by some separate volumes entitled *Registers of Queenswood New Girls* which list new girls, their fathers' professions and family religious affiliation (1928 – 1970) together with vaccination records. The School Minute Books (covering the period 1893-1976, with a few omissions) supplement the registers and record the decisions made relating to the running of the school in all its guises. The professions and identities of those interested in the running and funding of a private school are revealed in the 'Register of Directors or Managers of Queenswood School'. Much interesting material relates to teaching and learning in the school. Prospectuses from the early 20th century outline the aims and ethos of the school and comparisons with later ones reveal how this has developed throughout the school's history. The training and qualifications of the dedicated staff who taught and looked

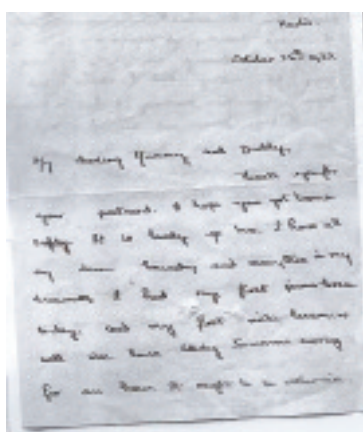
after the Queenswood girls were listed in some of the earlier prospectuses and staff lists, in the Commemoration day booklets and school calendars. They provide a fascinating view of the increasingly highly qualified personnel employed and show the shifting gender balances of adults working at the school (photographs also reveal the living accommodation used by those living on campus).

The daily routines and curricula followed by pupils are outlined in some surviving timetables. School Inspection Reports (the earliest from 1915/16) complement these learning maps and shed light on official educational values and standards attained at Queenswood and provide information on what occurred in the classroom in the wake of the 1902, 1944, 1976 and 1988 Education Acts. Another glimpse of classroom activities is provided by a few surviving pupil exercise books from music and history lessons. In the latter, a fact-based chronological understanding was clearly a learning objective, for the pupil has written down a chronology of the world from 400 BC to 1950 A.D. The academic achievements of individuals are revealed in school reports, collections of public exam statistics and early papers such as the Cambridge University Local Examinations School Certificate exam. In fact a rare glimpse of an individual pupil's own personal evaluation of the level of difficulty of the 1938 Higher School Certificate is contained in annotations on surviving exam papers themselves – 'moderate'; 'quite nice', 'nice' and 'horrible'!

Occasionally glimpses of teacher expectations are also provided. An English Department reading list for sixth formers survives from 1967 which stipulated that girls were required to read 'a novel a week, a play a fortnight, a poet a month, two prose works of

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A letter from a pupil to her parents, 1933

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general interest a term'. Given the variety of duties and responsibilities the average Queenswood girl was expected to perform this must have required a certain level of studious commitment and one wonders how today's pupils would view this requirement.

In addition to material relating to the academic side of school life the archives contain a wealth of items connected with the changing provision made for the spiritual, moral and physical welfare of the pupils through the school's pastoral and extra-curricular programmes. For example, the physical and mental health of the pupils was, as indeed it is today, carefully monitored. A Medical Register from the 1930s and 1940s has been preserved which sheds very interesting light on the physical development, weight and constitution of young girls during those war-torn decades. Vaccination records are noted in the School Registers and rules to be observed by girls who had been exposed to infectious illnesses during the vacations were issued – vital guidance given the speed with which infectious diseases could spread through a boarding school population. The characteristics of school worship can be gleaned from the many liturgical and religious books formerly belonging to the chapel now deposited in the archive. A very large number of photographs, letters, minutes of meetings, pamphlets and rare film footage reveal the many social events, fund raising, and community work which involved pupils, staff, governors and parents.

One of the most notable characteristics of the Queenswood archive is its potential to yield information not only on personal histories but also on how internationally significant events in the political, social, cultural and economic arena affected these. For example, a set of reports, timetable, exercise book and photo album of an individual girl together provide a very interesting overview of a single pupil's personal biography and school experience in the 1930s. Papers shedding light on the career of Earnest Read are available, Read being one of the number of dynamic British musicians (such as Gustav Holst) who made a pioneering impact on school music in the twentieth century. One pamphlet reveals that Queenswood girls had agreed to give up their prizes and bursaries so that the money could be sent to a fund to buy a motor ambulance for service with the British army in the field in the First World War and a photograph shows the actual vans purchased.

Queenswood, Hatfield, Hertfordshire

REPORT for the Summer Term Term, 1932

Form III containing 17 Girls. Average age 14 years 6 months

MARKS—CLASS I. 10%	CLASS II. 70%	CLASS III. 40%	Form A. 10%	Form B. 40%	REMARKS
100	100	100	100	100	
80	80	80	80	80	
60	60	60	60	60	
40	40	40	40	40	
20	20	20	20	20	
0	0	0	0	0	
<p>average 45.</p> <p>Form <u>Sixteenth</u>.</p> <p>Lessons Retained by <u>Conduct Marks</u> —</p> <p>No. of times absent —</p> <p>No. of times late —</p> <p>General Remarks: <u>Good at the whole.</u></p> <p>Special Remarks: <u>Has done a good term's work; sometimes results disappointing.</u></p>					

Something of the sadness and sense of impending doom felt by ordinary people at the start of the Second World War is revealed in the editorial address of the headmistress in *The Queenswood Chronicle* in December 1939. Informing the readership that she was writing at 2a.m. Miss Trew wrote with great tenderness and a clearly heavy heart,

"In spite of the very heavy stress and strain which my work is entailing during these exacting days, I feel I cannot let our...Chronicle go to press without sending you...greetings. Many of you, I know, are passing through hard times, but don't forget you are constantly in my thoughts and prayers..."

Indeed Queenswood did not escape the destruction experienced in the following years: a photograph shows a

girl and her mother standing smiling beside a large crater in the hockey field created by the first bomb to fall in Hertfordshire. A letter of reply concerning an invitation from the headmistress to a fundraising event dated 2 March 1957 refers to the petrol rationing introduced in Britain for the first half of that year as a result of the Suez Crisis when Egypt and Syria blocked oil supplies. Finally, a fascinating insight into contemporary theories concerning the validity of educating females in the 1950s is provided by a dialogue between a child, father, mother and teacher to feature in propaganda for a school appeal. It describes the educational opportunities of past and current generations of young women and was presumably created in order to persuade potential sponsors to donate and invest in the future.

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A pupil's school report from 1932



Farewell editorial written by Miss Trew upon her retirement in 1944 and published in The Queenswood Chronicle in 1946



**Conclusion**

The brief survey provided above shows that virtually all eras of the school's history, and all aspects of school life during six reigns, two world wars and several education acts, are represented in some form in the school archive. These are likely to be of interest to current and former pupils and staff of the school for research and learning purposes. They are also likely to be of some interest to a wide variety of academic and other researchers studying the history of education and women in modern Britain and those seeking biographical information relating to individuals.

The contents and state of the Queenswood archives are representative of many such collections housed in the scores of girls' independent schools around the British Isles and there is undoubtedly a certain amount of material relating to the educational experiences of girls attending single sex state schools waiting to be discovered. Given the value of these collections, it is

regrettable that, owing to time constraints and the pressure of school work, many teachers are still meeting the daunting challenge of properly organising, preserving and cataloguing the archives in their care although pioneering work is beginning to be done by the School Archivists' Group and a few individual schools such as North London Collegiate School and Manchester High School for Girls.

In the light of recent and ongoing debates about boys' and girls' achievements and the still limited representation of women in school history texts and exam syllabi, research in, and practical use of, the material in girls' schools archives could now be timely, useful and highly relevant. Not only would this allow pupils to meet broadly defined National Curriculum goals, it could also draw attention to and celebrate the achievements of girls and young women who, at Queenswood, were and indeed are (in the words of the current headmistress) trained to be 'the thinkers and leaders of tomorrow'.

**Further information**  
For a good introductory survey to the history of girls' independent schools see G. Avery, *The Best Type of Girl: a History of Girls' Independent Schools* (London, 1991); N. Watson, *In Hortis Reginae. A History of Queenswood School 1894-1994* (London, 1994); H. M. Stafford, *Queenswood. The First Sixty Years 1894-1954* (St Albans, 1954).

Enquiries about Queenswood and its archives may be directed to Dr Wendy Bird or Dr Fiona Kisby at [go@queenswood.herts.sch.uk](mailto:go@queenswood.herts.sch.uk).

The School Archivists' Group may be contacted via [archives@harrowschool.org.uk](mailto:archives@harrowschool.org.uk)

# Black history is not just for October: Northamptonshire Black History Project

The award-winning Northamptonshire Black History Project (NBHP) is an innovative, community-led initiative that ran for three years from July 2002.

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Letter from Caesar Montague seeking employment in 1754 (Northamptonshire Record Office)

Stemming from the local community but quickly establishing a national profile, the aim of the project was to record and promote the Black histories and stories of Northamptonshire's Black communities and individuals over at least the past 500 years, with 'Black' defined in the context of the project as people of African and Asian origin.

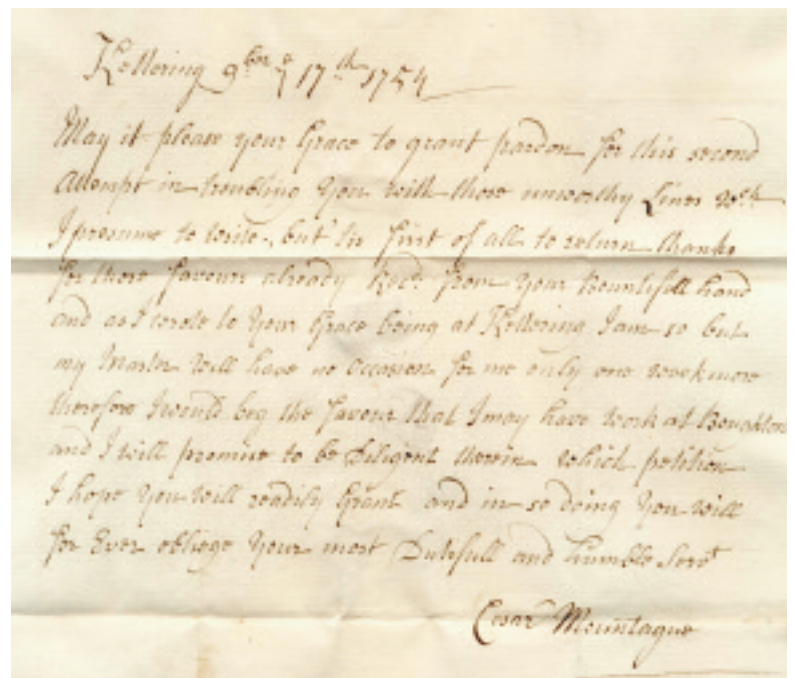
To this end the project encompassed three major areas of activity which included:

- Historical research to reveal the Black presence by looking at newspapers, parish records, paintings, photographs, gravestones and other media.
- Oral history interviews to document the stories and experiences of people living in Northamptonshire today.
- Community archiving to preserve the records of today's Black communities and individuals for future generations.

The project was the culmination of activities that took place over the past 20 years. In the 1980s an informal group in the local community began to research the Black presence in Northamptonshire. By 1998 it became clear that the stories being uncovered had enormous potential to not only bring these forgotten histories to the surface but help develop wholly new audiences for local and national heritage.

Northamptonshire Racial Equality Council (a charitable organisation, independent of the local authorities

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and lead agency for the project), invited groups and individuals to get involved and together they developed a three-year project that secured significant funding from the Heritage Lottery Fund. The remainder of the funding, secured after the project began, came from the Home Office and other grant-making bodies.

Other partners were brought in to develop the work of the project and included community groups such as Sri Guru Singh Sabha in Kettering, Wellingborough Black Consortium and the Liberian Association, as well as Northamptonshire Libraries and Information Service, Northamptonshire Record Office, University of

Northampton and Northampton Museums and Art Gallery. However, the project remained firmly grounded in the Black community and the project staff reported to a management committee comprising 13 Black community organisations, with representation from the partner institutions.

The day-to-day operations were delivered by four full-time staff: a Project Director, Community Research Officer, Oral History Officer and an Administration Officer, largely recruited by the management committee. In turn the staff successfully recruited over 40 sessional workers and volunteers from a vast range of

"I feel like the sun..." Launch of the film and exhibition at Northampton Museum and Art Gallery (Northamptonshire Black History Project)

backgrounds, ages and educational experiences. All were provided with relevant training to enable them to undertake the work of the project such as conducting oral history interviews or archiving community records. The engagement of such a diverse group of people has proved fundamental to the success of the project and ensured that it has reached a wide audience both within the Black communities and beyond.

*"The project is important for the whole community in Northamptonshire. It makes the history of Black people accessible to everyone. It is a cosmopolitan society, and it is good that White people are involved in collecting and recording Black history. The project highlights the importance of Black people in society – the fact that they can make a difference, and have done".* (Project participant)

The result of all this hard work has been that the Northamptonshire Black History Project has been able to achieve the following tangible results:

- From an original list of over 700 potential entries, it has now recorded and verified 575 historical references relating to the Black presence in Northamptonshire stretching back 800 years. This is a substantial resource that challenges the commonly held notion that Black people have only been living in Britain since the Second World War.
- Recorded and archived oral history interviews with over 200 individuals, which have been placed at Northamptonshire
- Preserved and archived the records of 15 Black community organisations. The majority of these have been placed at Northamptonshire Record Office, although one collection has been deposited at Northamptonshire Studies in Northampton Central Library. Prior to this, only one organisation was represented in the official repository for the county's history. Staff also provided preservation and record management advice to a number of other groups and organisations which decided not to place their archives at the Record Office.

Record Office so that they are available to members of the public and research communities. Many of these interviews are supplemented by additional resources such as photographs and personal records. NBHP also secured additional funding from EMLAC (East Midlands Museums, Libraries and Archives Council) to create 'sound booth' areas within the Record Office to ensure that dedicated spaces could be found by people wishing to listen to interviews or read the full transcript and long summary. A small exhibition about the oral history collection is also available at the Record Office.

*"The interviews increase people's sense of self-worth and pride in their history and contribution to society. It helps to dispel myths and give people a better sense of perspective, like emphasising that Britain has always been a mixed society".* (Project participant)



*"Important things happen because of ordinary people and it is vital therefore that their records are preserved for future generations".* (Project participant)

Together this material represents a fantastic and unique resource which will be available via local venues and the project's on-line database. The project has also created a touring exhibition highlighting just some of the county's local Black history.

In addition to the core activities, the project undertook a number of educational initiatives, partly driven by the need to make-up the shortfall in funding. For example, in 2003 the Oral History Officer worked with a young Somali woman to create a short film about her experiences of coming to Northampton as a refugee. The resulting film was called "I feel like the sun..." and was made available to local schools undertaking work on Citizenship. Meanwhile, Northampton Museum and Art Gallery agreed to host the film and an exhibition of Somali objects, which provoked a range of reactions and debates in the local community. The young woman and members of her family have continued to work with the project over the past two and half years.

In 2004, NBHP staff played an important role in another project run by Northampton Town Football Club with a grant from Awards for All. Led by the Community Research Officer, the project delivered after school sessions to 20 primary schools in Northampton and used football and Black history to explore issues of racism and prejudice. Schools continued to work on these themes and produced work which appeared in an exhibition at the Football Club in December last year. Students at the winning school wrote and produced a play based on the lives of three of the Black historical figures NBHP staff had introduced to them, as well as a wonderful tapestry depicting these figures.

Students from Eastfield Primary School in sessions delivered by NBHP (Northamptonshire Black History Project)





*"there is no proper account of Black history, there is a need for 'everyday' people to have a voice. Otherwise the record will be made by the educated and the powerful. It is very important for Black children to know about their own history, and to have role models".*  
(Project participant)

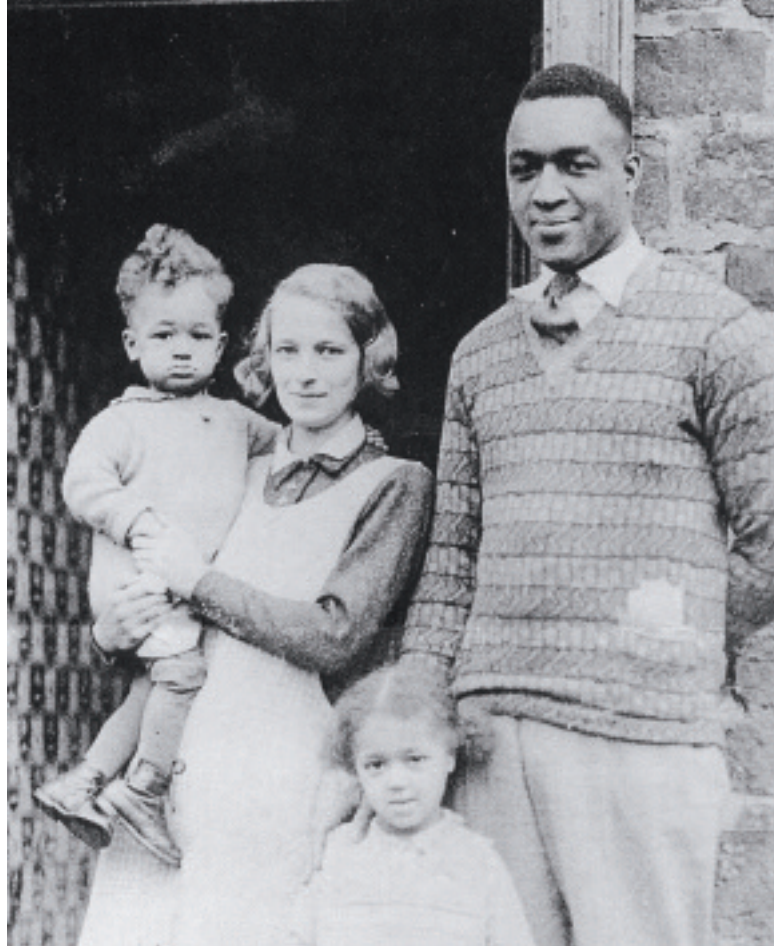
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Boxer Larry Gains with his family in the 1930s (Market Harborough Museum)

Other educational initiatives included the Ferrers' Voices project, which resulted in a film and exhibition that toured local libraries, and the Life Work Programme with young Black people in care, which explored issues of identity and cultural heritage.

Northamptonshire Black History Project also developed a strong partnership with the University of Northampton and secured an extra £15,000 from the University's Widening Participation Scheme to pilot three projects. The first was to develop and implement a new Black history course which drew upon the substantial resources collated and created by the project and put them into their global and social context. The course was over subscribed, attracting a wide range of participants, and will run again in the Spring term of 2006.

The second employed a school teacher consultant to investigate the needs and opportunities for including Black British history in the National Curriculum in Northamptonshire schools. The resulting report clearly demonstrated a gap in provision and the need to provide significant training and support to encourage teachers to mainstream Black history within the Curriculum.

Importantly, QCA (Qualifications Curriculum Authority) in a recent report reviewing the History



curriculum, identified the work of the Northamptonshire Black History Project as a model that could be "replicated" in other areas and offered opportunities for developing an inclusive curriculum with schools.

The third, which is still ongoing, is using the oral history archive to create performances as another, more accessible vehicle for sharing these histories and engaging with wider audiences. It is worth noting that the success of this partnership with the

University of Northampton has led to a more formalised agreement and ongoing financial and institutional support for the organisation.

Whilst it has only been possible here to touch on some of the work that the project has undertaken over the past three years, these successes culminated in NBHP winning a national award from the Chartered Institute of Librarians and Information Professionals in April 2005. This award, given directly to the project but acknowledging the support of agencies such as the University of Northampton, Northamptonshire Record Office and Northamptonshire Libraries, was a significant recognition of all the hard work put in by the communities and individuals who have worked with the project over the last three years and more.

As project funding comes to a close, the team has worked tirelessly to explore the opportunities for sustainability. Without going in to the finer details of this long process, the result is that the project has evolved into the Northamptonshire Black History Association. It is a membership organisation which still has considerable community backing. The Association will, as far as possible, continue the work of the project and remain the guardians of the resources collected by the NBHP. It will produce a regular newsletter and publications, organise events and offer a range of training

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Archiving the records of United Social Club (Northamptonshire Black History Project)





opportunities. With a substantial mailing it will continue to work closely with local communities, organisations and statutory agencies. The Association also intends to submit another funding application to the Heritage Lottery Fund to develop National Curriculum resources and build upon work with other heritage partners.

Fundamental to the project's success has been its ownership by local people and their passion to see that it was successful. It has been aided by the willingness of the team to be flexible, open and responsive to local communities and ensure that everyone had the opportunity to be included. Emphasis has been placed on highlighting this as a local history project with a Black perspective. Thus local history groups and more traditional audiences have found opportunities to become involved in the project.

Moreover, it has raised the profile of heritage and educational institutions among Black communities and is already resulting in partnership spin-offs with other groups.

In all respects, this project has outstripped all expectations, due to the dedication of individuals, communities and agencies to ensuring that goals were achieved. Moreover, the key to its success has been the fact this project stemmed from local communities who felt that they were doing rather than being done to, as has been the case for many of them in the past. This is an important lesson for any organisation wishing to embark upon a similar venture.

*"I would be gutted if it ended after three years. People have put a lot of themselves into the project, and it is helping to widen their ambitions – but it is making a valuable contribution to the whole community, not just for Black people".*  
(Project participant)

**Carolyn Abel**  
Director  
Northamptonshire Black  
History Project

#### Further information

To find out more, or to become an individual or institutional member, please contact the Association at:

Northamptonshire Black History  
Association  
Doddridge Centre  
109 St James Road  
Northampton NN5 5LD

Tel. 01604 590967  
Email: [research@northants-black-history.org.uk](mailto:research@northants-black-history.org.uk)  
[www.northants-black-history.org.uk](http://www.northants-black-history.org.uk)



# 200 years of support to mariners: a major addition to The National Archives' holdings of naval records

The United Kingdom Hydrographic Office (UKHO) has a global reputation for providing accurate worldwide marine navigational information in chart form and through related publications. Set up in 1795, the department produced its first Admiralty chart in November 1800 and has continued ever since to provide and maintain a variety of products and services to support safety at sea.

Some 3,300 navigational charts and over 200 navigational publications are currently maintained, with *Notices to Mariners* (providing up-to-date information about hazards, positions of navigational aids and changes to published charts) now available online. Other specialist services relate to the position of wrecks, marine environmental data and the law of the sea.

Many of the surveys and charts would have been drawn while at sea, and are the work of such renowned naval officers as William Dampier, James Cook, William Bligh, George Vancouver and others.

**Transfer to The National Archives**  
UKHO is a place of deposit under section 4(1) of the Public Record Act,

1958, but has found the demands of its secure Ministry of Defence site at Taunton have restricted its ability to provide the required standard of public access. Consequently the content of the historic archive is being transferred to The National Archives (TNA) in Kew, a process that began in 2005 and will take several years to complete.

## Historic archive

An extensive 'historic archive' of charts and other records has been accumulated by UKHO, with the earliest record dating from 1683. This archive is considered to be the pre-eminent hydrographic collection for the 18th and 19th centuries not just for UK waters but also for the world's seas.

Included are manuscript surveys and printed charts and maps; coastal and riverine views of the shoreline as seen from the ship (original watercolours, drawings, engravings and photographs) created as an aid to navigation and subsequently included on charts and in other publications; ships' remark books recording details of voyages; and minute books containing correspondence and other papers relating to the charting of the seas.

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Plan of the Channel Fleet anchorage at Bear Haven, SW Ireland thought to be William Bligh's work, c. 1800. Part of the UKHO transfer to TNA

### Publicity

Until now these records have been used mostly by specialists. Their transfer to Kew will make them more accessible to the general public. The great historical value and potential wider interest in this important transfer meant that a special publicity effort was required.

So far this has taken the form of museum exhibits; talks at a cartographic conference; articles for a family history audience, including the magazine *Ancestors*, and for archives professionals; and a specific focus event.

Publicity for the transfer was included in the TNA exhibition *Captains, Pirates and Castaways*, which ran from June to November 2005. The curator, Andrew Lambert, selected three items from the historic archive for use in the exhibition: an 18th century survey of New Zealand by Richard Pickersgill, artwork created by William Bligh whilst fighting under the command of Nelson at the Battle of Copenhagen in 1801, and a plan of the Channel Fleet anchorage at Bear Haven, thought to be Bligh's work executed around 1800.

During September 2005, TNA and UKHO staff offered linked presentations at two sessions of the British Cartographic Society's 42nd Annual Symposium at the University of Plymouth.

#### Focus event: *Sea charts and surveys: the official British record*

In October 2005 TNA hosted a free full-day public event at Kew to highlight the beginning of the transfer, and invited the National Maritime Museum (NMM) and UKHO to contribute. The seminar looked at the volume and variety of Admiralty and charting records already held at Kew, the scope and content of the transfer and the potential value to the research community of this collection of records.

TNA was keen that NMM publicise the range of complementary Admiralty records in their care, and that UKHO had an opportunity to indicate that they continue to be a place of deposit and will still hold non-digital records at Taunton, despite their request to transfer the historic archive to TNA. UKHO were also asked to provide information on the style and scope of their work in the 21st century, and thus the range of records being created by UKHO in the electronic age.

Elizabeth Hallam Smith, Director of Public Services at TNA, welcomed the assembled audience of academics, special interest researchers and interested members of the general



public. Eunice Gill, TNA Client Manager for UKHO, then explained the riches of the historic archive, its unique global coverage (making it of interest to researchers worldwide) and the work to be undertaken by UKHO and TNA staff to prepare these records for public access at Kew.

So far, 13 new catalogue series have been identified for these records within the Hydrographer to the Navy division of the letter-code ADM (for Records of the Admiralty), and there are approximately 4600 flat sheets and 255 linear metres of other records to transfer. With this quantity of records the transfer progress will be steady, but will still take some years to complete.

#### The National Archives

Geraldine Beech, Senior Map Archivist at TNA, illustrated the range of records already held at TNA relevant to UKHO. Early manuscript charts can be found among the records of the State Paper Office, Exchequer, Colonial Office, Foreign Office, War Office and of course, the Admiralty from c1660. The earliest is a 14th century portolan chart of the eastern Mediterranean.

From the end of the 17th century the Admiralty sponsored many voyages of discovery. Newly found coasts and seas were charted by Royal Navy officers in British survey ships. TNA holdings include the work of such naval officers as Beaufort, Bligh, Cook, Flinders,

Franklin, Ross and Vancouver. Besides charts, TNA holdings also include views, botanical and zoological drawings, ships' logs, narratives, reports and despatches. Records about the Hydrographic Office can also be found, often from the records of other government departments with which it had dealings. There are Treasury finance records, staffing records of the Civil Service Commission and Ministry of Labour, Office of Works and Property Services Agency buildings records, and HM Stationery Office printing records to mention but a few.

TNA holds many printed Admiralty charts since they were used by numerous government departments and by the armed services in the course of their normal administrative or operational functions. However TNA has no discrete chart collection, since published material is deposited as a matter of course with the Legal Deposit Libraries.

In conclusion Geraldine noted that TNA's existing holdings are not exclusively about British hydrography. Early charts were captured from foreign ships, and can be found amongst captured archives. There are also records of hydrography in British colonies and former colonies, and records relating to reciprocal agreements with foreign governments and participation in the International Hydrographic Bureau.

### United Kingdom Hydrographic Office

The history of the accumulation of the Hydrographic Office historic archive was described by Phillip Clayton Gore (UKHO Archivist) in an engaging and informative presentation. He related the varied fortunes of the archive, from the establishment of the Hydrographic Office on 12 August 1795 and the appointment of the first Hydrographer, Alexander Dalrymple, to the present day.

The content of the archive, it seems, had not been consistently or comprehensively catalogued during this period; and the curators involved had been numerous and of varying commitment to the cause. There had also been several physical moves to new locations, mostly occasioned by the need to move away from London during World War II. However, he was able to conclude that the situation was now well in hand, with an archivist in charge, and a new archive building (the Ritchie Building) completed in 2003 to BS 5454 standard.

### National Maritime Museum

Gillian Hutchinson (NMM) considered related records in the National Maritime Museum at Greenwich. The archive collections, acquired by purchase and donation, account for around half of the Museum's entire holdings. They contain treasures formerly in private hands, including the 'Lady Nelson letters', recently acquired at auction, and documents relating to polar exploration during the 19th and 20th centuries by Shackleton and Franklin.

Dr Janet Owen, also of NMM, outlined plans for improving access to these collections through the National Maritime Museum Collections Reform Project. This is a fundamental programme of reform of the stewardship of collections it holds and consists of a number of parallel projects, some of which are listed below.

- The NMM catalogue is being updated, increasing the Museum's knowledge of its collections,



clarifying the relative significance of items and recording their condition.

- Galleries are being developed to place on public view a greater percentage of the core collections.
- There are plans for a new archive in Greenwich to house selected items from the paper-based collections and enhance the Museum's capacity for supporting research and learning.

### Document displays

After the presentations, small groups were given the opportunity to visit four separate displays of documents, the exhibition in TNA's Museum (Captains, Pirates and Castaways) which included some items from the historic archive, and a UKHO online presentation on modern digital charting activity including up-to-the minute views of sea-bed surveys of the earthquake area responsible for the Boxing Day 2004 tsunami.

The four document displays, curated by Geraldine Beech, covered charting before the UKHO, the Admiralty chart (including some items loaned by

UKHO), new transfers from the UKHO historic archive, and UKHO administration buildings etc.

### A successful day

The success of this event depended on a multitude of different contributions from across TNA and on willing and enthusiastic contributions from UKHO and NMM staff. Thanks are due to all those who took part.

There were around 70 people at the event. Reports suggest that they had an enjoyable and worthwhile day and went away with a much better idea of the wealth of TNA holdings, the richness of the ongoing 'historic archive' transfer, the contribution of the UKHO staff, the links with NMM holdings and the potential of current hydrographic records as archives of the future.

**Eunice Gill**  
Client Manager, Records Management Department  
The National Archives

With additional comments from Rose Mitchell, Research, Knowledge and Academic Services Department, The National Archives



# Bethlem Royal Hospital Archives and Museum

Bethlem Royal Hospital Archives and Museum is committed to sharing the stories of those who have suffered mental illness or who have worked in the hospital during its long history.

Bethlem's collections can be a focus for fostering a better understanding of mental health and addressing the stigma and prejudice surrounding mental illness. In 2005, a dedicated education and outreach service was set up to make the collections accessible to a wider audience, especially schools.

Until recently, Bethlem Archives and Museum had no real profile as an educational resource. Not everyone who works on the site in the London Borough of Bromley knew it was there and even local schools did not realise that the museum can be visited. The challenge was to make such a wealth of resources accessible and relevant for a new audience. This was not without difficulty, not least in making initial contact with schools, though where this happened the feedback was positive. We have consulted with teachers on developing a range of resources and outreach sessions, covering not just PSHE (personal, social and health education) topics but also other curriculum areas such as History and English.

Mental health remains a sensitive topic despite the fact that one in four will suffer mental illness at some point in their lives. For schools, mental health education can be particularly problematic. It is a designated topic on the PSHE curriculum at all key stages and society's reactions to those with mental illness should be part of citizenship education. Such a sensitive issue can be difficult to approach for both staff and students. It may touch on personal areas which are difficult to deal with in a school environment, or articulate problems felt but not previously acknowledged.

are well placed to provide resources for this complex area. By adding a historical perspective, difficult topics can be approached from a distance. Bethlem was founded in 1247 and as early as 1403 was noted as a place of treatment for the mentally ill. The archives hold a wealth of documents relating to its history including casebooks, committee records and early photographs. Considering the circumstances of those in the past can initiate discussion on modern issues at a 'safe' distance.

Art often produces an immediate reaction, thereby providing a valuable point of discussion. Analysing the work, ideas and motivations behind it can be a way in to difficult areas. The museum houses a substantial collection of art relating to mental health. Some works were collected by Dr Hyslop,

superintendent of the hospital at the turn of the last century and others formed the collection of Drs Guttman and Maclay working at the Maudsley hospital in the 1930s.

The material held at Bethlem has potential for other areas of the curriculum, from History, through Psychology and Health and Social Care to inspiring creativity in English, Drama and Art. Opening up the collection and encouraging its wider use further encourages discussion of more complex themes surrounding attitudes to mental illness. We have already provided individual sessions for schools and are currently working on a cross-curricular initiative in partnership with a particular local school. This is an especially valuable experience for the development of the education service. By working with a school to develop a

14  
Photographs of a Bethlem patient, after admission and again when convalescing, used by the students

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The Archives and Museum at Bethlem

programme we can gain a better understanding of how we might best meet their needs and those of other schools. Likewise, we are hosting a professional development day for art and psychology teachers this term. This is also a valuable marketing tool for the archives and museum.

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Examples of the students' work

The significant stumbling block to developing the education service is lack of profile. We are confident that the



collections form a valuable resource, if only they are allowed to come out of the closet. Our initial feedback has borne this out. Therefore, in addition to the ongoing development of resources, we have looked at 'one off' higher profile initiatives as a means of trialling new ideas and audiences.

Young Cultural Creators (YCC) is a visual literacy project which brings together cultural institutions, libraries, schools and children's authors or illustrators. It aims to open up cultural institutions to a wider audience. Students visit the museum, archive or gallery for an 'inspiration session'. They use the collection to inspire their own creativity, facilitated by the author.

As part of the Archive Awareness Campaign for 2005, Archives, Libraries and Museums London (ALM London) funded six YCC projects. The YCC programme seemed an ideal opportunity for a new education service. It allowed us to make local contacts and work with them in such a way that we would hopefully develop a relationship for the future. As a new service, it was useful to have the

structure of an established programme, not least in marketing ourselves to schools.

The scheme also allowed us to address our two main aims of education and outreach. We would be making the collection accessible to a new audience, who were local and who may in turn bring in others by talking about their experience to those around them. At the same time we would have the opportunity to tackle some of the negative images associated with the

hospital and the prejudice which surrounds mental illness. Bethlem is well known in the area, though few have a clear idea of who is treated here and what the hospital is actually like. There has been local controversy about some of the building projects.

Our school partners were Langley Park School for Girls and the students were all from Year 9 and identified as 'Gifted and Talented'. We decided to take the broad theme of self image and discuss how we see ourselves and other people



and how that can be influenced by a range of factors. Our author was Bridget Crowley who has written extensively for children and whose latest book concerned anorexia. Taking the broad theme of self-image, we asked the students to think about what makes them individuals and the factors that might influence that, what pressures they felt to be different people for different audiences and how much they were influenced by their own and others preconceptions. We hoped also to challenge their own prejudices about others.

The first group of students worked with a number of the paintings. With guidance from Bridget, they examined their own responses to the work, how it made them feel and what they thought the artist was trying to say. They speculated on what the artist would feel on seeing their work now, when they had recovered and how they would respond to the reactions of present viewers. The second group considered a selection of Victorian photographs where the patient was photographed twice, once soon after admission and again when convalescing. It was possible to locate medical records for some of the patients photographed and thus track their time at Bethlem. Using these sources, the students were asked to imagine themselves into the mind of the patient. They

developed fictional conversations between those in the photographs and speculated about how they might have interacted. Following the inspiration session, the students had two weeks to work on their own pieces. We allowed them as much flexibility as possible. Their responses could be visual or written, prose or poetry, story or dialogue. Whatever they were inspired to do after seeing the collections. Students, especially those of secondary age, are often set very specific parameters for their work. In this project, we wanted them to have the opportunity to develop their ideas in their own way. The results were impressive.

Challenging attitudes to mental illness is one of the main aims of the education service at Bethlem. The YCC project was illustrative of what can be done in this area. At the beginning of the project we asked students to jot down the words they associated with Bethlem. The expected came back. It was thought to be a tense, weird place full of scary, disturbed and mad people. Others though, commented on how surprised they were on walking in to find such a calm place and how guilty they felt that they personally did not need Bethlem's services. The feedback we had at the end of the project was striking:

*"I was inspired by some of the stories the paintings told."*

*"I was inspired by the idea of people showing their inner feelings through art."*

*"Now I want my friends and other people who stereotype to come here and understand how they really feel."*

*"It has shown me that these people are normal people with feelings and sensitivity sort of trapped in their problems."*

Details of the project and examples of the work can be seen on our website [www.bethlemheritage.org.uk](http://www.bethlemheritage.org.uk)

The students' work was exhibited at City Hall at a collective celebration for the ALM projects, and in Beckenham Library, one of our partners, in January. We are also planning an exhibition in the Bethlem Gallery in May to coincide with Museums Month in which the students' work will be displayed alongside the art and historical sources which inspired it.

We must also address other audiences and try to make a contribution to education beyond school. Reaching audiences through other institutions such as libraries or local government agencies is helpful, especially as at the moment our own space is limited. In October 2005, we produced a World Mental Health Day exhibition using the Victorian photographs and archive material from the time to address the way society makes judgements about those with mental illness. This was initially displayed in the local studies section of Bromley Central Library and we are planning to make it more widely available.

A crucial way of reaching those further afield will be the Archives and Museum's website, and the launch of the online catalogue last summer made archive material available for the first time on the net. The next phase is to develop the specific education pages so that online resources are available where visits and outreach sessions are not possible. The website will also act as a showcase for work produced.

We are still in the early stages of engaging with schools and building a wider audience for the unique collection at Bethlem. The feedback on our activities so far has been both positive and instructive. By being open to the needs of other professionals and imaginative in the way we use the material, we can work towards shaping attitudes and raising awareness of the mental health needs of all in society.

**Caroline Smith**  
Education and Outreach Officer  
Bethlem Royal Hospital Archives and Museum

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Our author  
Bridget  
Crowley  
works with  
the students





# Worcestershire's County Archives in a new partnership

In Summer 2005, the Department for Culture, Media and Sport announced that Worcestershire would receive Private Finance Initiative (PFI) funding for a new Library and History Centre in Worcester City, subject to the submission and approval of the full business case in 2006. At the time of writing, £36.8m has been granted and a further £10m is being sought from Advantage West Midlands, our regional development agency.

*"The project proposed is an innovative integrated public and university library, which also includes the county's archives...such a development will create a cultural, learning and information centre of excellence".*

By 2010, the promise of the bid must be realised into a successful building and set of services to benefit Worcester City, Worcestershire and beyond. Five years is not long for a project that needs to consolidate the requirements of several partners and to progress the necessary legalities and logistics.

How Worcestershire County Record Office came to be one of many partners in this project is a story in itself, but this article will focus on where we go from here and, in particular, the multi-partner experience. Who are the partners? What benefits can be gained from working together in the same building? What issues need to be addressed?

## The Partners

The Partners comprise:

- The County Council's Worcester City Library, County Archives and County Historic Environment and Archaeology Service
- Part of the University of Worcester's Library
- Worcester City Council's Customer Service Centre (otherwise known as the one-stop-shop/Council shop/Worcestershire Hub)

Further partners who may be involved to a greater or lesser extent include the City's College of Technology and the Chamber of Commerce.

There are others who will not occupy the building but with whom the Project Board needs to work closely, including:

- The PFI provider, once selected after tender
- The City and County Highways and Environmental departments and in-house architects - addressing access to the site by various means of transport is crucial
- The University's Campus Project (the site is being built next to the new Library and History Centre)
- The Funding partners, including Central Government, Advantage West Midlands and links to the City's recent submission to the Living Landmarks Big Lottery
- The professional partners - for the archives in particular, The National Archives, and of course our depositors and the Diocese

For such a varied partnership to be successful, the range of interests,

audiences, requirements and directions need to be understood as a whole. Several hands-on planning sessions held between the partners and facilitated by architects in off-site locations have proved extremely productive in developing this learning about each other and planning how we will work together. For example, one whole morning dedicated to how our visitors would enter the building, with all the partners' services in mind, caused hair-tearing frustration at attempting to achieve the balance for the visitor and the various service needs between security, grandeur, warmth, efficiency, enticement and clarity - but the session resulted in a possible design which met everyone's needs.

## What benefits can be gained from working and living together?

The Project Board's vision is to deliver a range of services from one building to a user who may, at different points in their day, or in their life, have a variety of hats on in this large public space. For example, the child who borrows a picture book could see ahead of them the University's open doors. The student who uses the adjacent campus may find the History Centre brimming with original sources for their

dissertation. The teenager who meets up with friends in the foyer may later be tempted to the audio-visual performance in the rooftop performance space (possibly!).

Some benefits of being co-located include:

- Providing a one-stop information resource to the visitor. Worcestershire's experience of co-locating, for example local studies with archives and council shops with libraries, have proved successful.
- For all partners, a wider user base can be developed once visitors are in the building and can see all that is on offer, including parts they may have previously never encountered.
- Mapping workflows for the Records and Archaeology services showed how many similarities there are and how benefits can be brought to the user by starting to join the History/Heritage arm of Worcestershire together. Although the County Museum will not physically be in the building, there is a determination to make virtual links to external activities such as archaeological excavations and museum role-plays. The new building aims to create a strong cultural centre in Worcestershire.
- Space savings – a practical point that efficiencies can be gained from co-locating similar services. Time savings too, for staff and users, can be gained by purely joining the two public archives branches (and out-stored material) together, providing more opportunities to work on outreach and education.

Appropriate partnerships between archival and other bodies ensure that the vitality and importance of the written word is kept alive and archives can succeed in the context of a larger whole. For Worcestershire Record Office, the benefits that we believe can be gained from working and living together with our partners could be grouped under many of the recommendations of the Archives Task Force. Some examples include:

*The Digital Gateway and Encourage the creation and sustainability of moving image, sound, photographic and digital archives through support for relevant strategies.*

The provision of ICT, audio-visual technology and digital media will be an integral part of the new building. Currently, Worcestershire Records and Archaeology services are working closely to attempt to link the Historic Environment Record and the electronic archival catalogue. To be co-located will give further focus to this work. Specialist storage for digital media is being factored in to the new building as are joint use rooms to provide audio-visual experiences to visitors. The Archives Task Force recommendations about digitisation strategies will be vital to overcoming physical space limitations, even in a new building, and to encouraging deposit from a wide range of sources.

*Release the potential of archives to enrich and enhance teaching and learning and contribute to raising standards in education.*

By planning together for facilities in the new building, the need for good quality multi-use teaching and learning rooms,

for all ages, has been identified. The University of Worcester majors on teacher training, providing a wonderful opportunity to apprise students of the importance of original sources in education. Worcestershire Record Office already works with teachers in developing cd-roms for use with key stages; this work can be developed further with the new site. The numerous school visits must be paired with the facilities available in the Record Office. Education for life long learners will be well fed by linking up courses currently provided across the Archaeology, Records and University/College domains.

*Increasing community participation in UK archive activities with particular focus on engaging hard to reach communities.*

We are keen to ensure that in this new location the Record Office can break down some invisible walls. Perhaps it's the services themselves that are hard to reach. What is a Record Office? What can it do for me? These questions can be answered by careful planning now for the new building.

All partners agree that the building should advertise itself internally as well as externally, so that visitors to one part of the building are made well aware what can be found in another area. Signage is critical to this. Circulation areas can be used to display items or exhibitions from other parts of the building, and the building should be truly a public and social space to provide a welcome and non-confrontational front to the various elements within. Exhibition and performance space will provide opportunities to encourage community participation and to incorporate archives as a crucial element in this activity.

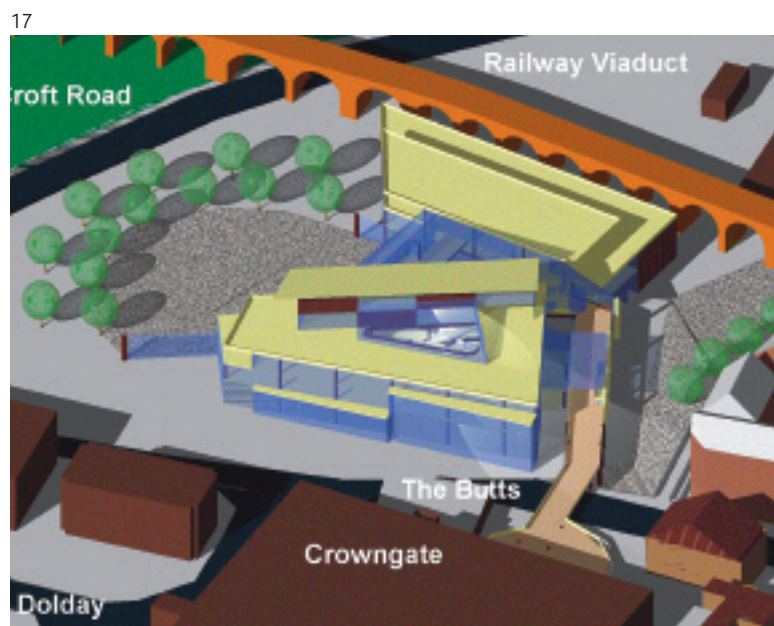
*Modernise service management, improve workforce development opportunities.*

Working in partnership with professionals from other sectors will bring many opportunities for existing staff to develop new skills. New management structures should also bring a fresh way of providing a set of cultural and information services to the visitor. Currently, job shadows and job swaps between staff in the partners are starting to develop these relationships.

**What issues need to be addressed?** Providing a new home for the County's archives in such a varied multi-partner building requires us to:

- look inwards to the successes and limitations of our own buildings and

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One of the design proposals for the new building



facilities, and to those of other Record Offices, and to consider the needs of archive users and potential-users

- look outwards to the needs of our partners and to the needs of their users and, most crucially, the needs of our joint future users.

This is not always easy. We have found the most productive approach has been to ensure we research fully the needs of each individual service and then work with our partners to identify any overlaps or efficiencies that the partnership brings. However, as part of this we also have to be clear what is and is not negotiable to ensure we get the level of provision our service needs. This has made for some challenging but productive joint planning sessions amongst the partners. For archives, the first challenge is to explain to some what a Record Office provides, who are its audiences, why integrity and security, temperature and light are critical factors.

There are many issues to be addressed to ensure the partnership remains productive. These include:

- Management structures
- Designing the building to allow for a variety of noisy and quiet spaces, differing opening hours, specialist air and light requirements, ease of user and staff movement, as well as ease and security of document and object movement
- Identifying what functions the PFI provider will carry out and where the services themselves take responsibility
- True visitor counting in a large and multi-purpose building
- Listening to those who will use our services...

#### Consultation

A vital part of planning and working together is consultation with users and potential users. Although much consultation is traditionally carried out service by service, since the Government announcement we have started to build up a consultation stream together.

In September 2005, people were invited to scribble their views on a large jigsaw puzzle in Worcester city centre. The jigsaw was split into nine separate sections: History, Exhibitions, Design Ideas, Meetings and Conferences, Food and Drink, Quiet Study, Children, Busy Zone, and finally,



What Else? for anything we had missed. More than 200 people visited over two days. This same jigsaw puzzle has been used with staff and students at the University and in Worcester City Library for a visit from school children, who spent nearly an hour writing and drawing their ideas for the new building.

During November 2005, the Worcestershire County and Worcester City Citizen's Panels were given the opportunity to comment on the project. The Panels are made up of self-selected residents who anonymously answer questions about the services provided. The same survey will be offered to current users of our services.

All of this consultation is being developed and carried out in partnership.

There is much more to be done by way of consultation. We plan to invite special interest groups to briefing sessions and to reach out to people who currently do not use our services. The results from all the consultation exercises carried out are being compiled and fed back to the project

team. We cannot be everything to everybody, but we need to evaluate the views that are expressed and include them where feasible.

The work has only just begun on this project and already the partners are understanding each other's services better and finding ways of making the links invisible to the user, where appropriate, and clarifying the boundaries where necessary. Job shadowing and site visits to other specialist buildings by all partners help to develop this understanding. We hope that by 2010 we will have a truly integrated set of services for Worcestershire and a proud new home for the County's archives.

**Debbie Wilton**  
Records and Information Services  
Manager  
Worcestershire Record Office  
dwilton@worcestershire.gov.uk



# Services to Academics: what The National Archives offers to the higher education community

Postgraduate students and higher education teaching staffs comprise some 12% to 15% of The National Archives' (TNA) users. It is recognised that their needs are specific and different from those of other members of TNA's user community.

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Online  
palaeography  
tutorial

The academic  
e-newsletter

A strategy document was produced with this in mind, to ensure an overarching long-term plan in this area, and this is a reflection on this document, one year on. Just last December activities in this area were given an exciting boost, when TNA was recognised by the Arts and Humanities Research Council (AHRC) as an academic analogue. The implications of this are explained below.

Academic users, unlike many others, are often regular and frequent users of TNA, both onsite and online. Their research and professional standing may, in a large measure, depend on how well they are served by TNA. They can attract large secondary audiences, and carry an influence beyond their mere numbers. Many possess an unrivalled expertise in our records, which they are willing and able to deploy in our support, meaning that networking with them enhances our knowledge and understanding of our holdings, to the benefit of all users, not just academics.

Continuing activities which already have a proven track record is an integral part of the strategy's action plan. These include the academic induction for new postgraduates. The inductions offer a practical introduction to TNA, with useful information, tips, and internet links; they are offered both onsite and offsite. In the 2004 to 2005 academic year, there were 30

onsite and six offsite inductions. Likewise, the academic research pages on TNA's website are regularly updated and enhanced. These can be accessed at [www.nationalarchives.gov.uk/academic/](http://www.nationalarchives.gov.uk/academic/) and contain items of interest, practical information, and useful links for the academic. These pages also contain the link to the academic e-newsletter. To date, two of these have been produced, and new newsletters will now make regular appearances. A future development might be to put together a programme of teaching sessions and tutorials on specific records-based subjects, both onsite and online. Discussions with interested parties are underway as to the best way forward.

Most of the academics using TNA are historians. However, not all historians are aware of TNA and its holdings, so there is a need to disseminate this basic information effectively. The induction is an ideal vehicle for this, and, to this end, TNA is currently working on setting up at least one contact in every UK university history department, to act as a conduit to colleagues and students. TNA would also like to work more with historians of specific subjects, in which there are considerable, and sometimes largely untapped, record holdings. These are as diverse as sources for historians of music, drama, literature and art; gardens, textiles and ceramics; diet and fashion; and medicine and health, to

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Extract from the inventory of paintings forming part of the estate of Sir Robert Walpole (Catalogue reference: C101/20 p. 83). This is an exciting find from an ongoing programme of cataloguing Chancery equity records

Item	Artist	No.	Price	Value
Judgment of Paris	Andrea Schiavoni	48	1-4s	1-10s
Apollon & Daphne	Titto	49	1-4s	2-0s
Landscape small	Bongiorno	100	1-0s	2-0s
Titto w/ Companion	Titto	101	1-0s	2-0s
Small landscape	Luca da Borgo	102	1-0s	2-0s
Titto w/ Companion	Titto	103	1-0s	2-0s
A Woman's Head	Bandolo	104	2-7s	1-11
A Woman's Head	Bandolo	105	2-10	2-6
Jesus	Salomon Rosa	106	1-0	1-2s
Holy family	Willeburte	107	2-0	1-7s
Virgin and Child	Guido da Sordani	108	1-1s	1-7s
Titto on horse	Renoldo	109	1-0s	1-0s
Titto	Sebastiano Concha	110	1-7	1-4s
Titto on horse	Alexander Veronesi	111	1-4s	1-0
Holy family	Altenhamer	112	1-0s	1-2s
Edward the Sixth	Holbein	113	2-2	1-0
A Woman's Head	Ambrasci	114	2-4s	2-0
Jesus's Head		115	2-4s	2-1s
Several Cards small	Donato	116	1-0s	1-1
A Companion	Titto	117	1-0s	1-1
A Small Landscape	francesco molli	118	1-9s	1-9s
Titto	Titto	119	1-9s	1-9s
Mary Magdalen & Christ	Rubow	120	7-0	9-0
The Dance of Angels	Bandolo	121	2-1	12-2s
A Woman	Bandolo		2-0	2-1
A Man	Ign. Dow		2-0	2-1
Death of Constantine	Julio Romano	122	2-7	2-2s
Holy family	Luca da Borgo	123	2-0	2-0
Abraham's Sacrifice	Abbo Cariani	124	10-0	2-0
Group	Donato	125	2-7s	2-0s
Jesus	Veronesi	126	2-0	2-1s
Jesus's Head	Carlo Cignani	127	2-7s	2-1s

give but a few examples. Beyond this, there is a need to interact more effectively with those from other disciplines, such as social scientists, geographers, natural scientists and archaeologists, again, to name but a few. Specialist tailor-made inductions may be a way forward here.

A further TNA product which is of use, particularly to those starting out on their research is the online palaeography tutorial for 1500 to 1800. This can be found at [www.nationalarchives.gov.uk/palaeography/](http://www.nationalarchives.gov.uk/palaeography/). It will be followed shortly by a beginner's Latin tutorial.

As with other users, information gathering and liaison with academics is also carried out via questionnaires and surveys, which ensure that their views as to our onsite and offsite services are sought and taken into consideration. Setting up user groups or involving individual academics with TNA projects

are ongoing possibilities. The valuable networking of TNA staff, via their individual contacts, built around areas of records specialism and expertise must never be under-estimated.

Connected with this is the networking built around events of all sorts, from major conferences to workshops. These might be events attended, or at which expert staff present papers, or events hosted by TNA. At least two events aimed at the academic audience are hosted each year. The most recent have been a conference on migration to the UK entitled *From Alien to Citizen, 1905 to 2005*; another conference entitled *Sea Charts and Surveys: The Official British Record* (see page 28), which covered charts from the 14th century to the 1994 tsunami seabed charting; and a witness seminar entitled *Britain and Rhodesia: the Route to Settlement, 1979 to 1980*, which had attendees including Lord Carrington, Lord Steel and Peregrine Worsthorpe.

It is not always easy to ascertain what the academic community wants from TNA. Interests are very diverse, and may be contradictory, so arriving at a consensus and prioritising any activity, given limited resources, can be a challenge.

Catalogue enhancements are always welcomed, as are new research guides, and proposals for the former are discussed and prioritised by a Cataloguing Panel within TNA.

Publications specifically aimed at the academic market were the subject of a separate strategy, written a year before the 'Services to Academics' strategy. As a result of this there has, over the last few years, been a steady production of volumes, including additions to the traditional calendar series, published by commercial publishers, or jointly with the Institute of Historical Research and the List and Index Society. The most ambitious of these projects was the publication of the *Parliament Rolls of Medieval England, 1272 to 1504*, which produced hard copy, online and CD versions of the content, published jointly by TNA, the History of Parliament, Scholarly Digital Editions, and Boydell and Brewer. In order to take forward a prioritised and balanced programme four advisory panels (considering medieval, early modern, modern and post-1945 sources) have been set up, alongside an academic publishing board into which their deliberations feed. The discussions of the advisory panels tend to be far-ranging, and also provide valuable views on possible cataloguing and digitisation projects.

To date the potential of electronic publication has been much discussed, and the potential offered by the digitisation of document images goes hand in glove with this. Some exciting developments are already taking place, such as the 'Fine Rolls' project for Henry III, which is a joint project between TNA and the Centre for Computing in the Humanities, King's College, London, which will provide a calendar and digitised images of the documents on the King's College website, as well as a printed edition, published by Boydell and Brewer. To take forward developments in these areas, a strategy for publication and digitisation for the academic sector has recently been ratified by TNA's management board. TNA's own digitised images, on DocumentsOnline, can now be downloaded on a

subscription basis via the Athens system. Eduserv Athens is contracted by the Joint Information Systems Committee to control access to web-based subscription services for UK higher education institutions. It authenticates and authorises users for access to online services. Digitisation of images is one of those areas over which academics do not necessarily agree, some finding it much more useful than others.

### Expertise

All, however, are agreed on the importance of TNA maintaining and developing staff with records expertise. This also offers, as suggested above, valuable networking and engenders lively debate.

An area of interest to modern and contemporary historians is that of access to records. Clearly this is particularly so under the Freedom of Information Act, and valuable seminars have been organised to discuss the issues here, such as the symposium to be held in February jointly by TNA and the British Academy – *Scholarship and the Freedom of Information Act: Year One*. Policies on appraisal and selection of records are put into practice via individual Operational Selection Policies, and academic input into these is always welcomed.

Born digital records bring their own challenges, and this is a new and ever-changing world, with which archivists and record managers are getting to grips. To engender discussion with academics in this area TNA has set up a user group, which met for the first time last October, to liaise with the users of the National Digital Archive of Datasets (NDAD), which is part of the holdings of TNA, and used primarily by academics – social scientists and environmental scientists, in particular. NDAD can be accessed at [www.ndad.nationalarchives.gov.uk/](http://www.ndad.nationalarchives.gov.uk/). Another major player in the digital data field with whom TNA is in dialogue is the History Data Service of the Arts and Humanities Data Service, hosted by the University of Essex.

### Partnership

Last, but very far from least, is the partnership element of TNA's activities in this area. This is mainly with the Arts and Humanities Research Council (AHRC), the Economic and Social Research Council and the Joint Information Systems Committee, but also includes bodies such as the

Leverhulme Trust and the British Academy. TNA co-partners academic institutions in bids for cataloguing, publications and digitisation projects, as well as projects concerned with the preservation of and access to born digital record collections. These are immensely valuable as they greatly boost TNA's own resources, as well as sometimes providing host websites for the resultant products.

Some project examples are the publication of Calendars of Medieval Inquisitions Post Mortem, cataloguing of records of lay and clerical taxation from c1190 to c1690, and a programme of publications on UK Nuclear Weapons Policies and their Implementation, 1953 to 1973. The taxation records provide an interesting example of the fact that record series often do not fit into a 'silo' of user interest. These records have long been considered of interest to the academic, but genealogists are delighted by this project (which does not name individuals but highlights where they exist in the records), and find rich pickings for a period where there may well be scant documentary sources available for them (assuming, of course, that they have successfully completed the palaeography tutorial!).

A partnership forum has recently been established within TNA to share information, advice and experiences both with bidding for funds and managing the resultant projects, to ensure that this is carried out effectively. Whilst considering partnerships the valuable contribution from the large number of volunteers who work for TNA must not be overlooked. These range from a stalwart team of cataloguers and indexers fielded by the Friends of The National Archives, to groups of volunteers cataloguing Home Office judges' reports on criminals and National Trust volunteers cataloguing Southwell Poor Law Union records at the Southwell Workhouse.

This leads very neatly to TNA's successful application for academic analogue status from the AHRC. The previous Arts and Humanities Research Board was granted research council status in April 2005. This enabled it to consider applications from bodies other than institutions of higher education to be regarded as analogous with such institutions. The AHRC invited applications from national archives, libraries, museums and galleries, and an



application duly submitted by TNA was successful, to run from April 2006 for five years. This means that TNA is now eligible to apply for both research grants and research leave (sabbaticals) in its own right, though still can, of course, continue to co-partner academic institutions. This has only just been announced, so watch this space for further information on this exciting new development, which firmly embeds The National Archives' active commitment to the interests of its community of academic users.

**Vanessa Carr**  
**Head of Research, Knowledge and Academic Services**  
**The National Archives**



# Ashridge

A recent enquiry from Cornwall – from a relative of a former officer in charge of the Public Record Office, Ashridge - prompted me to write something about this 'forgotten' repository. In many ways this complements the piece about Hayes in the last edition of *RecordKeeping* and completes the triumvirate (Chancery Lane, Ashridge and Hayes) that was, for a few short years in the 1950s and 1960s, the Public Record Office.

After the Second World War the Public Record Office (PRO) began to use a repository in Furnival Street (off Chancery Lane) to house selected records that could not be stored in the Chancery Lane building for lack of space. In 1949 this branch repository was required for other purposes sooner than expected and an almost frantic search began for a new site.

The question of branch repository facilities was an issue that had long been the subject of debate between the PRO and HM Treasury. A repository at Canterbury Gaol was used from 1929 but had to be evacuated ten years later. When records returned from their temporary homes in 1946, the buildings were no longer available, hence the store in Furnival Street. Records were moved from here in 1950 to temporary accommodation in the Hayes Repository. In the meantime negotiations for acquiring buildings in Ashridge Park, Hertfordshire, reached an advanced stage. The frustration felt by Sir Hilary Jenkinson, Deputy Keeper, was very evident from his report in 1950:

"...the final stage, it is hoped, of discussions with Your Majesty's Treasury and Ministry of Works which have been prolonged over a period of more than thirty years and have been the subject of acute anxiety since 1948."

The Ashridge repository was located adjacent to Ashridge Management

College (still there), a mile from the village of Little Gaddesden in north-west Hertfordshire and about thirty miles from London. It stood on Ashridge (Bonar Law Memorial) Trust land which was itself largely surrounded by the woodlands and downlands of the National Trust. It was a most pleasant surrounding.

The site occupied 10.5 acres and consisted of 57 buildings, all of one storey except the former communal

dining hall. Together with the College they comprised an emergency hospital controlled by the Ministry of Health which was in use for both military and civilian patients and casualties until 1946. The College then reverted to an educational centre while the wards and other buildings were used for a time as a teachers' training college (the Gaddesden Training College), administered by Hertfordshire County Council. The site was redecorated and refurbished when it was handed over to

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Storage huts at  
Ashridge

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the PRO in 1950. An apocryphal story was that a senior officer at the time asked for the ends of the repository huts each to be painted a different colour so that he could see which was the preferred shade (it turned out to be a pale green).

### 150,000 linear feet

Records were first moved to Ashridge in 1951 soon after a perimeter chain link fence over half a mile long was erected around the buildings. The total capacity on site was 150,000 linear feet (about 28 miles). 37 of the buildings were developed for regular PRO use while the rest, which were mainly surface air-raid shelters, were used for domestic storage by staff or not at all.

The 32 former wards and dormitories were converted into record stores (in many cases the bedsteads were cut up and made into struts for the racks). The surgical block, containing two operating theatres, was adapted for administrative use (one operating theatre becoming a search room). A combined document binding and repair shop and film store was created from the previous linen store. The dining hall contained racking for large documents.

Staff lived on site; the officer in charge in a separate building, other staff in flats forming part of the storage huts. Jeffrey Ede, later to become Keeper of Public Records, was the first officer in charge with Ron Anslow his deputy. At its peak there were seven staff and family living at Ashridge; Ron was always proud of the fact that his first daughter's birth certificate showed 'Place of Birth' as "Public Record Office, Ashridge". There always seemed to be

big families at Ashridge – Jack Baverstock, Don Gubbins and Tom Donovan had, I believe, 19 children between them!

A number of cars were built at Ashridge. These were largely the work of Deryck Steer – a genius with the inner workings of such vehicles. Incidentally, when Deryck applied for a post at Ashridge he was told that he could not have it unless he was married. Heather received a proposal that very night and they moved into their first home a few weeks later! Deryck tells me that his first week's rent was £1-71, which included heating.

The chain link fence formed quite a barrier round the site but also sanctuary on at least one occasion. The local hunt chased a fox up to the main gates and the wily old animal dived into the repository; the Master of the Hunt demanded to be let in to continue the chase but he reckoned without Messrs Ede and Anslow in charge!

The Office ran a van service between Ashridge and Chancery Lane; three day's notice was required if documents from Ashridge were to be produced in the search rooms in London, although readers could visit Ashridge personally, if they wished.

Transport to the site was difficult. A private toll road ran up to the repository and the College. A taxi from Berkhamsted station was the usual route, although it was possible to catch a bus to Little Gaddesden. In the first few years of its existence the van

carried on average 50 documents each day. There is a story that one driver also carried bread and cakes in his (unauthorised) capacity as a part-time baker's deliveryman.

One of the most eminent residents of Ashridge was a donkey belonging to Mike Franklin, who succeeded Jeffrey Ede as officer in charge. It was particularly active on the evening of one of Ashridge's famous barbecues. For a few years there was one of these the evening before the annual cricket match between the PRO and Little Gaddesden.

These matches were dangerous occasions, at least for the local residents. The cricket pitch was set in idyllic surroundings but cottages and houses were very close to the boundary. PRO's Winston Persaud regularly peppered their gardens. They were also competitive affairs – the appealing even woke up the umpire on one occasion (a member of the PRO Assistant Keeper class who must remain anonymous!).

Ashridge closed in 1978 when the first building at Kew became fully operational. It is still remembered with great affection not least because the hospitality shown by the staff at Ashridge was second to none. Lunch was always available at The Orford Arms or Bridgwater Arms, two typical country public houses very near the site, and of course there were always those barbecues.

**Kelvin Smith**  
Records Management Department  
The National Archives

