In the following, I shall be concerned to do two things. First, I wish to explore a little of what we know about the library of the tutor to Henry, elder son of James VI of Scotland and I of England. Second, I wish to look at this from an international viewpoint: to reflect on similarities and distinctions to be found not just between Scotland and England, but more specifically to look towards France. My approach is thus at once enumerative and comparative. I shall also be concerned with some of the questions that arise in searching for the evidence of his books; for while we possess many of them today, it is by no means clear, from the mostly ambiguous evidence respecting much of what now faces us on library shelves, how much can in fact be attributed to this singular, ambitious climber of the greasy pole in the Jacobean (and later Caroline) court, Sir Adam Newton. As tutor to the prince in whom were vested the hopes of protestant Europe, he occupies a position of singular interest with respect to his tutorial duties, his ambitions, his opportunities and his place at court after his royal charge was no longer his responsibility. He was a figure of some international interest as well as attainments.

In presenting essentially a bibliographical portrait of a man at or near the centre of Scottish and English public affairs for about forty years, I pay particular attention to what are in many ways the kinds of sources that have come to be accepted as thoroughly conventional: the books that he owned, the books that he wrote (or rather, in his case, translated) and some of his correspondence. In the last, I have ignored what might be called his correspondence of office, as tutor and secretary within two royal households, of Prince Henry and then of his younger brother Prince Charles. In such an approach, essentially of

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1 For his biography, see principally the entry by Stuart Handley in the *Oxford dictionary of national biography* (ODNB). The most recent study of some of his career and work is contained in Aysha Pollnitz, ‘Humanism and the education of Henry, Prince of Wales’, in Timothy Wilks (ed.), *Prince Henry revived. Image and exemplarity in early modern England* (Southampton, Southampton Solent University, 2007), pp. 22–64. In the following, I am especially grateful to Arnold Hunt and to Nicholas Poole-Wilson for help at crucial points, and once again for help efficiently provided in Cambridge University Library.
mentalité, we have to make various assumptions that are not always acknowledged. For books, ownership is not necessarily readership. In examining annotations, the circumstances and dates of reading cannot always be determined with much surety. With access to a large library belonging to his employer, Newton must be assumed to have read amongst those books as well, but to an unknowable extent. His manuscript commonplace book was in part personal, in part formed by the educational needs of his royal protégé and in part formulaic in the sense that it was indirectly derived in its concept and choice of headings from other similar compilations. The sources were mostly from the ancient Greek and Latin authors, but they also included a smattering of modern ones: Erasmus, Guillaume Budé, Scaliger and Jean Bodin, besides Mercurius Gallobelgicus and Busbecq on Constantinople. Occasionally the entries were light-hearted. Perhaps the most difficult aspect of all in interpreting the surviving documents is that of time: the temporal relationships between these different kinds of evidence, and the constant probability that books were returned to sometimes repeatedly, sometimes rarely, but always in slightly or substantially different circumstances. Here we have a little, albeit often far from clear, comfort and guidance, in that the period for which Newton was attached to Prince Henry was for most of his protégé’s life: 13 years. For his work some years later as an author, the period is rather shorter, consisting of his self-imposed task as translator and then the period in production, through the press, of a very large folio volume.

Henry, son of James VI and Anne of Denmark (the elder sister of Christian IV) was born at Stirling castle on 19 February 1594. His childhood was dominated by arguments between his Roman Catholic mother and his Protestant father. He was taken away from his mother less than a week after his birth, and while his mother kept her principal residence at Edinburgh, Henry remained at Stirling, under the guardianship of the earl of Mar. In 1599, James had printed a few copies (he claimed seven) of his Basilikon doron, a guide for the young prince’s education.

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2 Trinity College, Cambridge MS R.14.10. For various kinds of commonplace books, see Earle Havens, Commonplace books. A history of manuscripts and printed books from Antiquity to the twentieth century (New Haven, Beinecke Library, 2001), with further bibliography.

3 The most convenient recent summary biography (on which the following paragraph draws) is by James M. Sutton, in the odnb. Roy Strong, Henry, Prince of Wales and England’s lost Renaissance (London, Thames and Hudson, 1986) needs to be balanced by more recent work, especially by the collection of essays Prince Henry revived (see note 1 above) and by Catherine MacLeod (ed.), The lost prince. The life and death of Henry Stuart (London, National Portrait Gallery, 2012).