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A review of reports, studies and surveys related to school libraries in Australia 1973-1976

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TO SCHOOL LIBRARIES IN AUSTRALIA, 1973 - 1976.

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INTRODUCTION

The large number of reports, studies and
surveys related to Australian school libraries which
have appeared in recent years, and in particular
since the influential Fenwick Report of 1966, testify
to the upsurge of interest in school libraries during
the 1960's, an interest which was rewarded by the then
Commonwealth Government's 1968 commitment to the
provision of substantial financial aid for secondary
school libraries.

The period 1973-1976 was chosen for this
review because most of the relevant documents to the
end of 1972 were discussed in the Commonwealth Secondary
School Libraries Research Project paper No. 3, A Review
of Studies and Surveys Related to School Libraries in
Australia, by R. Lundin (May, 1973). The purpose of
the present paper is to continue on from where that
Review finished, and by bringing together as many studies
as I could gain access to, to help update the record of
Australian school library studies.

I have not isolated the "academic" studies
as a group as the above-mentioned Review did, for some
"academic" ones, such as the School Libraries Research
Project studies from the Faculty of Education at Monash
University, define their area of research on a state
or national basis, and so the category of national,
state or local seems a useful and meaningful division
for these later papers.

It will be noticed that I have included some
papers, such as the 1976 report, Public Libraries in
Australia, which appear to be unrelated to the study
of school libraries. However, with the current emphasis
on rationalisation of different types of library services
and co-operation between libraries, such reports as this
contain many important implications for school libraries.

NATIONAL REPORTS, STUDIES AND SURVEYS

The Commonwealth Government's granting of considerable financial support for school libraries was a landmark when announced in 1968, and much of the subsequent research into Australian school libraries has been concerned with the impact of this innovation. The most comprehensive account of the origin and implementation of the Commonwealth Libraries Scheme appears in an unpublished Ph.D. thesis by Smart (1975), <u>Federal Aid to Australian Schools</u>, which puts this scheme and the earlier Commonwealth Science Laboratories Programme into historical perspective as the first two major national schemes of Federal aid to schools. Smart carried out the study between 1971 and 1975 in the Education Research Unit within the Research School of Social Sciences at the Australian National University, and through extensive documentary and oral research, set out "to provide .... an understanding of the origins, implementation and implications" (Preface,xvii) of the Commonwealth Science Laboratories Programme and Commonwealth Libraries Scheme.

These two educational innovations were considered within the context of "the troubled area of Commonwealth-State financial relations in education" (p.330), which the researcher noted at times resembled "frictional federalism" rather than "co-operative federalism", as some States were trying to maintain some degree of independence, but did not want to reject Commonwealth financial aid. Specific areas of conflict centred on the adherence to Commonwealth standards for buildings, the use of the new library facilities as interim classrooms, and the decision to concentrate on secondary libraries rather than primary ones. This context, and the prevailing political situation described in this study, give it a new dimension which sets it apart from most other school library studies, for it reveals many of the complexities of this massive financial undertaking.

Two particular problems mentioned by Smart with respect to the implementation of the Libraries Scheme were the inequities between State and independent schools in the allocation of funds and the scarcity of qualified teacher-librarians and other library personnel. The latter deficiency was also emphasised in the Commonwealth Secondary School Libraries Research Project report, Secondary School Libraries in Australia: a Report on the Evaluation of the Commonwealth Secondary Schools Libraries Programme (C.S.S.L.R.P.,1972:215), which was included in Lundin's afore-mentioned 1973 Review(C.S.S.L.R.P.,No. 3, 1973:21).

The preparation of suitably qualified school librarians received attention at a residential workshop organised by the Commonwealth Department of Education and Science and held in Canberra, 1-4 August, 1972. Thirty-five representatives attended from State Education Departments, non-government schools, tertiary institutions then running courses for school librarians, the Library Association of Australia, and the Australian School Library Association. This event, and its subsequent Report, Education for School Librarianship (1973) are significant in the development of school librarianship, for they represent the first official national statement on the education of the school librarian in Australia, being more comprehensive in scope, for example, than the 1967 L.A.A. Committee report, The Training of School Librarians.

In the Keynote address, Dr M. Balson, of Monash University, detailed changes in concepts of education in recent years, and placed the role of the school librarian within the context of individualised learning and resource-based, research-oriented teaching and learning. Thus there was no doubt about the importance of the school library:

> The success of any individualised programme
> depends upon the availability, selection and
> utilisation of learning resources, a group of
> services best met through the school library.
> Regardless of the size or organisation of the
> school, a strong central library, serving as an
> instructional materials centre, is the keystone
> of quality education (p.24).

In their final statement on education for school librarianship, the participants recommended three areas of competence: in the fields of teaching, librarianship and administration, as well as the undertaking of tertiary education to the level of a third year major within another academic field. An admirable feature of the report is the way in which it analysed objectives for each of these three areas of training, with respect to both general aims and specific outcomes, so a composite picture of the role of the school librarian emerges in some detail.

The final Recommendations of the report listed the variety of possible approaches to education for school librarianship, suggested that a survey be undertaken on possible external courses for school librarianship, that guidelines be established for a course to prepare audio-visual specialists in resource centres, and that criteria be examined to provide suitable selection procedures for entrance to teacher-librarian courses.

Follow-up on the above recommendations was slow, but external courses in school librarianship are now a reality, and further attention to resource staff training was given by the Schools Commission's sponsoring of a workshop on the education of resource support staff at Port Sorell, Tasmania, 8-13 June, 1975. A draft report of this seminar, entitled <u>A National Seminar Workshop for the Education of Resource Support Staff</u>, was printed as a record of proceedings, and it is expected that this will shortly be edited and revised before publication.

The purpose of the seminar was "to analyse tasks and develop strategies of school support staff for resource services and to establish guidelines for their preparation"(p.ii). The report acknowledged the difficulty of this task, and the need to have different patterns of support staff for schools according to different priorities and available facilities. It was suggested that the term "support staff" be used in a

broad sense to include all staff in a resource centre
other than the person in charge. This would then
cover other teacher-librarians, librarians, library
assistants, media/audio visual specialists, media
assistants, library technicians, clerical assistants
and aides.

One of the problems which arose in defining
types of support staff required, in describing
competencies, identifying tasks to be performed by
different support staff, and developing guidelines for
the preparation of support staff was that many terms,
such as "library technician" and "educational
technologist", could be interpreted in different ways.
Despite such differences, agreement seemed to be
universal that the provision of resource service support
staff was an important priority. Thus the following
two draft recommendations were made:

1. That the Schools Commission be requested to provide
   funds for courses in all States to prepare resource
   service support staff along the lines of the guidelines
   approved at this Seminar/Workshop.

2. The Schools Commission be approached for funds to
   assist institutions to prepare and/or recruit suitably
   qualified staff who can teach in programs designed to
   prepare resource service staff.

(PR32)

Two particular deficiencies in the 1968
Commonwealth Libraries Scheme which Smart (1975)
emphasised, namely the inequities between State and
independent schools in the allocation of funds and the
scarcity of qualified teacher-librarians, received
partial remedy in the recommendations of Schools in
Australia (1973), the Report of the Interim Committee
of the Australian Schools Commission, known as the
"Karmel Report". In comparing the two earlier
Commonwealth financial schemes for science laboratories
and libraries with the later Schools Commission
programmes Smart commended the latter for their
"new concepts of need and priority in Australian
education." (1975:335).

The recommendations for school libraries
in Schools in Australia were a natural extension of

the Commonwealth Libraries Scheme, as they provided for
the establishment of a primary libraries programme
(which began in 1974), the training of teacher-
librarians (plus the replacement of those undergoing
training), and the continued extension and expansion
of the existing secondary libraries programme.

One of the main concerns of the report was
its attempt to meet the needs of disadvantaged students,
and in making the above recommendations the Committee
stressed the importance of a variety of good school
library materials for children "in whose homes there is
no access to books and where the level of literacy is
relatively low" (p.82).

Special areas of library need are also
identified in the report by Pickering and Modra,
Library Services to the Disadvantaged: a Report to the
Nation (1973), one of a series from the Australian
Library Promotion Council. It is a provocative
document containing much food for thought, and although
it makes little specific reference to school libraries
as such, it has many implications for those who believe
that there should be close liaison between school and
community libraries and who see the school library as
part of the educational centre of a community or as
part of the community's information network. In addition,
of course, many of the "disadvantaged" are of school age,
so school libraries are directly involved.

This small but comprehensive report has much
to say about the following "disadvantaged" sections of
the community: people from low socio-economic groups,
migrants, people suffering from learning disabilities
which hamper their reading, aboriginals, teenagers,
aged and handicapped people, hospital patients and
prisoners. The basis of the authors' concern is the
consideration that "a community service which is funded
by all the community but which is utilised by less than
30% has a responsibility to discover why the remaining
70% do not use their free service"(1973:3).

Whether or not one agrees with this statement, it is pertinent to keep in mind the general comment that "the same form of library service is not suitable for all groups in the community"(p.30), and there are many valuable suggestions for improved services. For example, it is proposed that the person of low socio-economic status may reject the local library because of its hushed atmosphere and rules, and because much of what it offers appears irrelevant to his needs. What would be more appropriate would be for the library to provide "information relating to the essential tasks of day-to-day living"(p.32), such as information on local community agencies, proposed local or State government works and activities (slum clearance, freeways), and health and family welfare agencies, with staff presenting a more sympathetic face than public libraries usually do. Suggestions of this type receive more detailed treatment in Trask (1974), through the concept of a community library and information service.

Pickering and Modra emphasise the library needs of migrants, including foreign language print materials which can inform them about Australia, supplies of foreign language bookstock, and bi-lingual librarians. The report lists adults with reading and learning problems as another disadvantaged group; public libraries as they exist at present must appear to them as simply another irrelevancy in a print-dominated society. It is suggested that a library's stock should include more easy-to-read adult material as well as audio-visual material to cater for adults who are barely literate. The findings of the later Westudy Report (1976:19) indicate that progress is being made in provision for both these disadvantaged groups.

Aboriginals are regarded as a group sharing many of the disabilities of the low socio-economic status Australian and the migrant, and it is suggested that similar services could be provided for them, along with an information service relevant to their needs. The Department of Aboriginal and Island Affairs is mentioned as the appropriate authority to instigate this.

with co-operation from locally active aboriginal centres.

The quietness, orderliness and rules traditionally associated with libraries have been mentioned by Pickering and Modra as inhibiting factors to teenage library users, and it is proposed that a change in library planning and atmosphere could do much to bring more young adults into libraries; or perhaps a library could be set up in a more accessible place such as a storefront in an urban area.

The aged and handicapped make up a large section of the community, with enormous and varied needs for library services. Their lack of mobility, special handicaps such as loss of sight or hearing, loneliness or pain necessitate library services of different kinds, with ease of access to suitable materials being one of the main needs. Hospital patients share some of their problems, with the added difficulty that for most, their stay is relatively short.

The provision of library services to prisoners is probably the most controversial area listed. The authors state that the potential role of effective prison library service in education and rehabilitation is worth investigating, and suggest that a law library service should be considered, as well as educational and recreational library services.

The first section of Trask's report for the Australian Library Promotion Council, Library Service and the Community: a Report to the Nation (1974) exemplifies the kinds of library services envisaged in Pickering and Modra's report. I refer particularly to her projected pattern for future services, "Westland Community Library and Information Service" (1974:9-11), with its idea of a store-front library located in a shopping mall (and so seemingly more accessible than libraries usually are) and an information centre with resource files on information sources, including government departments.

Although all the divisions of services
make the scheme sound rather top-heavy, the suggestions
do exemplify the need for libraries to look outwards
to the community they serve, particularly the 70%
who are "informationally disadvantaged", and to use
"a variety of outlets to suit varied needs and
situations"(p.21), which is also one of Pickering and
Modra's main theses.

One planning concept particularly applicable
to school libraries is the use of regions as a base for
the provision of library service. With the growth of
regional education offices, informal school library
networks are now being established so that libraries
can assist each other.

One of the main contributions of this
report is the way Trask emphasises the idea of a
library as a network of services, not just a building.
The report stresses the importance of information
services being available to "all levels of the
community in an easily understood format and from
readily accessible centres"(p.16).

Although Trask concedes that the combined
school-community library is still only a possibility
because of conflicts in its implementation with dual
responsibility, she feels that there is nevertheless
a need for a more open approach to library service,
quoting W. Brown, the Tasmanian State Librarian (p.20)
on the value of integration and co-ordination in
providing a more efficient service than otherwise.
The desirability of information networks also receives
a brief mention in the 1969 Australian Library
Promotion Council publication, Libraries for the
Public: a Report to the Nation, by J. McLaren, in the
1976 Report of the Committee of Inquiry into Public
Libraries, Public Libraries in Australia, and is given
a detailed examination in Brown's 1976 report, Libraries
in Schools, Colleges and the Community: a Report to the
Tasmanian Minister for Education.

The possibility of future school-community library co-operation is suggested in the wide-ranging Public Libraries in Australia: Report of the Committee of Inquiry into Public Libraries (1976). Although this report set out primarily to "inquire into and report upon the current role and effectiveness of State, regional and municipal libraries in serving the information and recreation needs of the community"(p.1), attention was also to be paid to the "relationship between public libraries and libraries in education centres"(p.1).

Commenting on the fact that the term "Community Library" means different things to different people, the report makes a cautious assessment of the future potential of school-community libraries, and recommends (p.114) that "arrangements should be made by State Library Authorities for monitoring and evaluation of all projects for school-community libraries, and of other projects involving co-operation between public libraries and libraries in education centres". One of the main problems pin-pointed by the report is the fact that many school libraries are still only barely serving their school's needs, and so as yet are "not well placed to attempt to provide joint school and public library service"(p.31).

However, on many occasions (see Recommendation 24, for example) the report commends the idea of liaison and co-operation between libraries, and stresses the need for "all information sources [to] be inter-related"(p.28). This emphasis on libraries as information services and not just places to obtain books can also be seen in Pickering and Modra(1973) and Trask(1974), which likewise stress the information requirements of the whole community. All three reports make particular reference to the special needs of people who are often the main non-users of libraries: ethnic groups, the aged and physically handicapped, low income groups, the illiterate and other minority sections of the community.

One of the most obvious avenues for
rationalisation and integration of library services
is in centralised technical services, and Public
Libraries in Australia sounds a timely warning in
its statement that "there is a real danger that
incompatible systems will be developed in Australia
because of the lack of guidelines which can be
observed by those developing such systems"(p.83).
This report foreshadows "great developments" in the
field of centralised bibliographic services, but it
remains to be seen how much integration there will
be of public and school bibliographic services.

In 1974 the Schools Commission made funds
available for the Working Party on Research and
Development of AACOBS (the Australian Advisory
Council on Bibliographical Services) to bring together
twenty-four librarians, educators and computer
specialists for a three-day conference on the
establishment of national bibliographical services
for school libraries. The conference report, National
School Library Services(July,1974), refers, like
Trask(1974) to changing informational needs
generated by new patterns of education, in particular
to the "shift from centralised and prescriptive
syllabuses towards local and individualised
curriculum developments"(p.1). It is felt that because
of the resulting increase in demand for access to
resource materials, school library staff should be
freed from time-consuming tasks associated with the
selection, acquisition and cataloguing of library
materials. For this purpose systems are needed to
avoid duplication of effort, provided that systems
could be designed "in a manner which would allow them
to respond to local needs and which would permit
input to the system from the local level"(p.3).

Specific services suggested are technical
services(including cataloguing), information services
(a national periodicals index, reviewing services and
selection aids, national information networks), and
library development services (a clearing house and

co-ordination of research. The main recommendation
was that a feasibility study be undertaken with
Schools Commission funding to determine the best way
to establish central school library services which
would be sensitive to local needs.

Accordingly, in late 1974 D. Down and W.
Young were seconded from the State College of
Victoria for several months to complete a feasibility
study on central card cataloguing services. Their
report, Cataloguing for Schools: the Feasibility of
Catalogue Card Services for All Schools in Australia,
was presented to the Schools Commission early in 1975.
Specifically, the study aimed to survey existing card
services and identify levels of duplication, to
develop a cost analysis of present card services for
schools, including that of the National Library, to
examine the range of automated and manual systems
suitable and recommend the most appropriate system,
and to make recommendations on the methods and
procedures necessary to implement a catalogue card
service for all schools in Australia.

The report recommended the establishment of
a central agency, the Australian School Bibliographic
Information Centre (ASBIC) in order to develop a data
bank of catalogue information and to achieve maximum
co-operation among existing catalogue services. Four
phases were distinguished for the establishment of
central cataloguing services, continuing through to
the 1979-1981 triennium, and the Australian MARC
record service data base was to be incorporated into
the system.

Down and Young's recommendations received
financial endorsement in the Schools Commission's
Report for the Triennium 1976-1978 (June,1975), which
recommended funds for the development of State and
national support services such as an Australian
schools cataloguing service. This report continued
the theme of the Schools Commission's 1973 Schools in
Australia by re-stating its belief in "the importance
of the library in the learning process and in the

organisation of the school"(June,1975:273) and stated
that levels of financial support would be maintained
for primary and secondary school library programmes.
Funds were to be allocated for the planning and
construction of libraries, extending bookstock and
other services, and for the continued training of
teacher-librarians.

The Commission's proposals were subsequently
revised after the 1975/76 Budget was brought down, a
new triennium was declared for 1977-1979, and 1976
was made an "interim" year, with present standards
being maintained with regard to current expenditure,
but new initiatives deferred and capital expenditure
curtailed. In this light, then, it is encouraging
that the Schools Commission's Report for 1976 (October,
1975) continued to recommend support for a national
school cataloguing service and for the general
improvement of library provision.

It is interesting to note that among
earlier reports related to school libraries both
Trask (1968:15) and Sullivan (1970:5) also commented
on the value of central processing services. If
sufficient funds continue to be made available, the
development of a national school card catalogue
service could rank next in importance to the
Commonwealth Government's commencement of direct
funding for secondary school libraries in 1968 as
milestones in the progress of Australian school
libraries. Unfortunately, the cautious wording
of the Schools Commission's Report: Rolling Triennium,
1977-79 (July,1976), that the "library construction
programme will be continued at a modest pace"(p.59)
does not provide grounds for great optimism for the
immediate future of school library spending.

The earliest evaluation of the effects of the Commonwealth Libraries Scheme came from the series of Commonwealth Secondary School Libraries Research Projects (C.S.S.L.R.P.) commissioned in 1970 by the then Commonwealth Department of Education and Science and undertaken by the Department of Education at the University of Queensland, with Professor W. Campbell as Chairman and R. Lundin as Project Research Officer. The most detailed Paper in this series is the preliminary report, Secondary School Libraries in Australia (1972), previously reviewed (see p.3 of the present review). Since 1972, nine others have appeared, each treating a different area of secondary school library research.

Paper No.1, School Library Research: Literature Reviews (March,1973) is a listing of the major American reviews of school library research literature now available, with brief comments on their use and limitations.

The second Paper, On Establishing Standards: Theory and Research (April,1973), is a discussion of the complex and controversial matter of school library standards. Lundin considers Spain's distinction (1943:269) among three kinds of standards: quantitative, qualitative, and evaluative criteria, and after examining their inadequacies and the problems of applying such standards offers an alternative which implies that the whole approach to standards should be re-thought.

On the matter of quantitative standards, Lundin acknowledges their usefulness as "practical standards for a particular programme"(p.2), but feels that there are still many problems concerning the establishment of quantitative standards for bookstock, library area and library staff. The report describes a study which explored the relationship between some library facilities (bookstock, library area, library staff) and various kinds of library usage in Australian secondary schools. It was hoped that the relationships discovered might assist in determining

what should be the recommended quantitative standards
with respect to these three aspects of library
facilities. Based on 47 secondary schools in South
Australia in 1971, the study showed that there was
"no complete, simple relationship between any single
facility variable and usage" (p.26).

This result is not surprising when one
considers the obviously complex nature of library usage
within a school. Moreover, the report further states
that for bookstock, quantity alone will not ensure
usage, as quality and relevance are important factors.
On library size, the study found that the library's
seating capacity is the single most important factor
in determining usage. There are limits here, though, for,
as the report suggests, one could hardly have a school
library to accommodate 100% enrolment!

Lundin appears to dismiss qualitative
standards and evaluative criteria as being too subjective
and vague to be useful, and then commends a fourth
approach, that of the Santa Barbara High School
District, in establishing library goals expressed in
functional and behavioural terms. He quotes
extensively from this programme, listing the 17 goals
and accompanying objectives, including the general
goal that "given an interest or assignment in
reading, 90% of the time students using the library
during its hours of service will find material within
their ability level" (p.39). Thus, it is suggested,
a school could evaluate its own library service and
provision against the needs of its users. The proposed
method of evaluation, a check-list, is not discussed
in detail, and herein lies one of the problems. The
distinction (if any) between "qualitative standards"
and "evaluative criteria" has not been explained, and
one could also say that the fourth approach suggested
above is really an example of "evaluative criteria",
for it stresses "the relationship of library service
to the needs of the school" (p.31). Likewise this
fourth approach is prone to the dangers of evaluative
criteria, namely, being too vague or subjective.

Reference has already been made in the present paper (p.1) to the third C.S.S.L.R.P. Paper, A Review of Studies and Surveys Related to School Libraries in Australia (May,1973), whose work the present review continues. A wide range of documents has been included in the 1973 review, from the 1935 Munn-Pitt Report to the previously mentioned comprehensive C.S.S.L.R.P. Paper of 1972. They are grouped according to "academic" studies, historical items, state surveys and national surveys. A valuable section of the Paper is Lundin's classifying and listing of a large number of areas of needed research in the field of school librarianship which were mentioned in the various reports. This list, and the number of studies discovered for the present review, suggest that school librarianship in Australia is becoming a prolific area of research.

A later C.S.S.L.R.P. review, The School Library in Education: a review of research and theory relating to school libraries (No.6, September,1974), also lists a variety of school library research papers. The scope of this paper is broader than No.3, for it includes journal articles and does not confine itself to Australian publications.

Lundin places school library research within the framework of the "ecological" model used in the 1972 study of secondary school libraries (C.S.S.L.R.P, 1972:2). This model considers school libraries and their users within their contexts or environments. Thus studies are categorised not according to topics but along an Environment - Organism - Environment continuum, depending on the relationships investigated. Five categories of studies are identified, according to whether they relate:

A — environmental influences to library operations and accessibility.
B — intra-library operations and accessibility.
C — library/teacher/student interactions.
D — proximal stimuli to proximal outcomes.
E — proximal stimuli to intrapersonal characteristics to proximal outcomes.

(p.19)

Most studies were found to belong to Category A,
while relatively few attempted to relate proximal
stimuli to outcomes (D), and very few were in
Category E.

The main findings from Category A to
Category E across the model have been summarised as
follows:

- lack of funds has been the greatest single
  inhibiting factor in school library development.
- a school's educational climate is an important
  influence on the library's effectiveness, as is
  accessibility in terms of provisions and services.
- library-oriented teachers resulted in library-
  oriented students.
- resource-based, research-oriented teaching and
  learning tend to result in more positive outcomes
  than "traditional" methods.
- finally, there is some evidence that school library
  activities result in permanent changes in patterns
  of students' library usage, especially if
  reinforced by teachers.

(pp. 52-53)

Further encouraging conclusions have been
reached by Campbell in C.S.S.L.R.P. Paper No.4, The Effect
of Commonwealth Libraries Upon Academic Motivation
(October, 1973). In evaluating the educational effects
of Commonwealth libraries, he uses the same continuum
referred to above:

1	2	3	4	5
Provision of C'wealth funds $\longrightarrow$	Provision of library facilities $\longrightarrow$	Significant use of facilities $\longrightarrow$	Increase in academic motivation $\longrightarrow$	Increase in cognitive and affective outcomes

Focusing his research on effects within the fourth area,
Campbell based his study on 484 Grade 10 students at a
representative sample of eight Brisbane secondary
schools with and without Commonwealth libraries.

The study concludes that "it would appear
that the new strategies of learning and teaching,
which seem to be a consequence of Commonwealth
libraries, are beginning to be reflected quite
strongly in the academic motivation of the students"
(p.23). Campbell concedes that other variables

would be involved, but feels "it would be difficult
to believe that there are variables with over-riding
power that have not been included" (p.23). This
study also suggests implications for the fifth
area along the continuum, in that "enhancement of
academic motivation .... is likely to generate
its own effects upon both cognitive and affective
outcomes" (p.24).

C.S.S.L.R.P. Paper No.7, The Secondary
Schools Libraries Programme, 1969-1975: a statistical
summary of expenditure of federal funds on buildings
and resources, was printed in October, 1974. It is
a short but comprehensive account of expenditure
on the Commonwealth Libraries Scheme, up to and
including the predicted figures for 1974 and 1975.
The report covers both government and non-government
schools, and indicates that "the Secondary Schools
Libraries Programme will be about half way
completed at the end of 1975".

Another of the smaller C.S.S.L.R.P. Papers
is No.8, Conditions for Employment as a Teacher-
Librarian in Australia (October, 1974), in which
Lundin describes the policies formed by government
and non-government authorities on conditions for
employment of teacher-librarians, including
recognition given to qualifications in librarianship.
Policies for both primary and secondary government
schools in each state have been detailed, revealing
differences in policy with regard to the employing
of school librarians without library qualifications
or with limited teacher-training, and in the degree
of recognition given to L.A.A. Registration papers.
Much greater variation is found to exist in non-
government schools, to the point where "many
non-government schools have employed people without
any qualifications in teaching or librarianship"
(p.1).

C.S.S.L.R.P. Paper No.5, <u>School/Community</u>
<u>Libraries</u>, by Lundin (February, 1974), touches on a
controversial area of current interest which is
apart from the main emphasis of the other C.S.S.L.R.P.
Papers. The aim of this report is "to describe and
discuss the issues related to school/community
libraries"(p.2). Information for this study was
obtained from a national survey conducted from
December, 1973 to January, 1974, a literary search,
and direct observation of school/community libraries
in operation.

Focusing on the integrated, single-
building approach to school/community library service,
the report sums up basic issues on which there is
considerable agreement:

- neither school nor public library service should
  be compromised.
- complete integration should be effected to avoid
  a schizophrenic type of operation.
- reconciling the different roles of the two types
  of library is the biggest single problem.
- it is difficult to define what is meant by
  'community' in this context.

(pp.4-11)

Next it considers in detail the many complex problems
and possibilities of such an undertaking within the
areas of standards, professional staff, administration
and control, accessibility, the educational process,
atmosphere, social factors, and advantages to school
and community.

The Conclusions (pp.47-48) suggest that
careful co-operative planning and a thorough
investigation of a community's total library and
information needs are necessary before such a venture
is undertaken. To this end, the Recommendations
include various forms of national and state-level
consultations which could serve as a guide for future
planning in addition to research into the whole area
of school and public library co-operation and integration.
Moves towards school/community libraries have begun in
Australia, described in this report as "cautious but
definite activity"(p.49). The 1976 report, <u>Public</u>

Libraries in Australia, indicates a continued
interest in the concept; the way now seems open
for schools and local communities to make
proposals for such ventures where the need arises.

The final C.S.S.L.R.P. Paper is No.9,
An Evaluation of the Australian Secondary School
Libraries Programme: a summary report off findings,
1970-1974(January,1975), in which Lundin brings
together the conclusions from earlier C.S.S.L.R.P.
investigations into the Secondary Libraries Programme.
The report traces the development of the Project,
whose scope includes conducting 28 case studies of
school library programmes, handling questionnaires
from over 8000 secondary school students and 530
teachers, obtaining detailed task information from
50 teacher-librarians as well as observation and
interviewing in over 150 school libraries. The
difficulty of attempting to monitor any improvement
in the quality of education as a result of improved
library provision is acknowledged, for this
necessitates establishing "cause-and-effect
relationships across a framework which ranges from
physical entities at one end to psychological
outcomes at the other"(p.4).

Detailed findings are tabled in the areas
of improvements in library provision, changes in the
roles of the library and the teacher-librarian, changes
in curriculum and instruction, and changes in student
behaviour, motivation and satisfaction. Other, unintended
effects of the Programme are listed as a heightening of
community concern regarding library provision and
information services generally, a re-analysing of
other library services, growth of State School
Library Service branches, some regionalisation
and development of networks in school library support
services, planning for a national school cataloguing
service, increased research in the field of school
librarianship, the continued involvement of the L.A.A. in
school libraries, the growth of the Australian School
Library Association, and a growing overseas

interest in Australian school libraries (pp.99-110).

In concluding, Lundin stresses the need
for special federal funding to continue "for at
least six more years"(p.112) in order to meet the
Scheme's original objective of providing every
secondary school in Australia with library resources
and facilities up to minimum published standards,
including adequate professional and support staff.
Special funds, it is felt, are also needed to maintain
library collections to cater for increased demands
concerning a wide range of ability levels, foreign
language materials, remedial and developmental reading
programmes, non-print materials, new courses and
support services to non-government schools. A
particular need is in-service trainihg courses to
familiarise teachers with the role of educational
resources.

On the credit side, the report commends the
opportune timing of federal funding, which has helped
to provide a variety of resources necessary for new
programmes in education which followed on the widespread
abolition of external examinations. Publishing and
other resource industries have benefited from these
changes, as have the State School Library Services.
Finally, the report declares that studies conducted
in the research project have indicated that "the
increased availability of materials has had a
positive impact on student satisfaction, motivation
and achievement, generally"(p.116).

Some of the first feedback from the
Australian Government's School Libraries Programme
for primary schools has come from the Schools Commission-
sponsored School Libraries Research Project (S.L.R.P.)
undertaken between 1974 and 1976 by the Faculty of
Education at Monash University, with Associate-
Professor A.Balson as Director, J.Fyfield as Co-Director,
and R. Lundin, J.McArthur and J.Blizard as
Research Fellows. The general aim of this Project,
like that of the earlier C.S.S.L.R.P., was to
"conduct evaluative and developmental studies of

the Australian Government's School Libraries
Programme and to examine the educational benefits
of alternative resource provisions to schools"
(Preface,v).

The first report in this series, Primary
School Libraries in Australia: a Statement of
Provisions and Needs,1975, appeared in February,
1975, and was the result of a national count of
primary school library buildings, materials and
staff, the purpose of which was to "indicate progress
in meeting specific objectives in resource provision"
(Preface,v). Four basic areas were considered: space,
materials, staff and support services. Objectives
for these were based upon the 1974 Guidelines for
Library Services in Primary Schools prepared by
the Primary Libraries Committee of the Schools
Commission.

According to these criteria the report
concluded that primary school libraries represented
a major area of disadvantage, especially in non-
government schools. It was found, for example,
that by the end of 1975 less than 29% of government
primary schools would have library space provision
near, at, or above Guidelines standards. With regard
to materials, Queensland government primary schools
would have book collections up to half State
standards, which were just below the Guidelines level,
and it would take a further 5-6 years to reach full
State standards. On staffing, all Queensland government
primary schools of 450+ had a full-time teacher-
librarian, as did a few with 300-399 enrolment.
Victoria was better off, with a full-time teacher-
librarian for schools of 225+, which is close to the
Guidelines requirement of a full-time teacher-librarian
for an enrolment of 200+. (However, a 1976 Submission
prepared by the Victorian Teachers Union sub-branch,
discussed on p.29 of the present review, urged the
provision of funds for ancillary staff to help free
teacher-librarians from routine organisational tasks).

Support services constituted another area of
need. Although the report acknowledged that there were

well-developed School Library Branches for government
schools in each State, there was a need , for example,
for provision of shelving and personnel whenever
large grants of books were made, for consultation
services, regional demonstration libraries and for
a nationwide catalogue service flexible enough to
meet local needs.

It was generally concluded that school
libraries still needed to be singled out "as an
educational facility needing special attention"(p.33),
for, according to the findings of the Project, "only
about a quarter of the primary schools were being
served by reasonably adequate libraries"(p.33).

Another S.L.R.P. report, Implementation of
an Innovation: the Pilot Library Scheme in Non-Government
Primary Schools, by McArthur (1976) is a study of
"a very interesting side-development"(p.1) from the
general policy of Australian Government grants for the
improvement of library resources in Australian primary
schools. The Pilot Library Scheme involved the
development of a number of complete facilities as
Pilot Libraries, and represented about 50% of the
non-Government grants. Schools included came from
each State, with a range of enrolment sizes, from both
urban and rural areas, and for the most part demonstrating
a need in terms of very poor existing library resources
(p.2). The report refers to the aim of the Pilot
Scheme as stated by Mr. K. Beazley, the Minister for
Education: "The Pilot Scheme is envisaged as a means
of providing leadership, example and research data
on library usage in schools ...."(p.2). The report
aims to summarise the early investigations carried
out by the Project research team at the implementation
stage of the Scheme as the first stage in a planned
long-term evaluation.

Among the conclusions reached are:

-- the existence of a relationship between the
   "readiness" of a school to receive a new library
   fully equipped and the likelihood of future
   successful utilisation of resources.

- the need for short-term appointments of trained teacher-librarians to assist schools in selection, processing and use of resources.

- the need for more consultants to visit schools to assist in planning.

- the existence of a conflict between "incentive-funding" and "needs" schemes as funding policies. It is suggested that the former could be ultimately more successful but could also be counter-productive.

- the desirability of a dual basis of "needs" and "readiness" as a criterion for assistance.

- the need for grants to be allocated on a per pupil basis rather than in enrolment intervals of 100, in order to produce a more equitable result.

(pp. 21-22)

Not surprisingly, the report concludes that though the Pilot Library Scheme was "overall a generally beneficial exercise for the schools involved" (p. 20), the implementation of innovations such as this "is a far more difficult and complex stage than the relatively simple one of conception" (p. 20). Smart (1975:330) has shown that the origin of the conception was not so simple either, as it was caught up in the controversial area of Commonwealth-State financial relations in education.

Further research into the impact of funding for non-Government primary schools has come from the S.L.R.P. report, Needs, Incentive and Initiative: a Report on an Evaluation of Substantial Book Grants to Non-Government Primary Schools, by Johnson (July, 1976), which investigates the impact of a different kind of funding from the Pilot Scheme, namely the allocation of substantial sums to non-Government primary schools to lift their present book stocks to 25% of Guidelines standards. Information was obtained from the schools through a questionnaire sent out to a random sample of 253 schools. 203 replies were received, representing just under a third of the schools that had received book grants.

Results indicate that "not only have
75.4% of schools reached the objective of 25% of
Guidelines, but 31% have bookstocks equal to 50%
or more of Guidelines basic bookstock"(p.7). It is
noted that a further impact of the grants has been in
the evidence of school initiative in spending other
funds on bookstock, in "processing, organising and
housing library materials and equipment"(p.18) and
in attending seminars and in-service courses associated
with the use of libraries.

The report states that the grants "have
acted as an incentive to many schools to provide a
more adequate library service"(p.19), but have also
placed demands upon the school community through
the need to select, purchase and organise the books.

Like the previous S.L.R.P. report, this
one comments on the problems of establishing fair
criteria in giving grants, as the "needs" basis,
if used particularly with later grants, could lead
to unfair treatment of schools which had built up
their stock from local funds following the original
grant. It is suggested that "untagged" grants
would assist schools which had already shown a
degree of "readiness" to choose in which areas the
funds could be spent. Likewise Johnson states the
need for non-Government schools to have support
services, especially at the implementation stage,
if grants are to have the maximum effect.

STATE REPORTS, STUDIES AND SURVEYS

VICTORIA

The recent growth of libraries in primary schools and subsequent demand for more teacher-librarians has shown the need for information on projected levels of supply and demand for teacher-librarians. One of the studies which attempts to meet this need is reported in the paper An Investigation into the Demand for and Supply of Trained Teacher-Librarians for Victorian Government Primary Schools, 1955-1973, by Bate et al.(1973). This study was mostly limited to teachers in the Primary Division of the Education Department of Victoria who were graduands of the Trained Teacher-Librarians Certificate Course conducted at the State College of Victoria, and aimed at seeking information which would be valuable to those involved in "making decisions about the establishment of new training courses or the increase of existing courses for teacher-librarians"(p.4).

Acknowledging the complex nature of this type of supply and demand, the study postulates seven hypotheses concerning the inadequacy of current levels of staff provision, comparative length of service for males and females respectively, and the effect of promotional opportunities on wastage rates of teacher-librarians (p.13).

In concluding (p.33) that the output of trainees would fail to meet even the modest demands of the present staffing schedule during the period under discussion, I feel that the report has reached an unnecessarily pessimistic conclusion (or perhaps this simply points to the acknowledged difficulty of trying to account for all the variables in predicting future staffing levels and wastage rates). According to the Victorian figures quoted in the previously mentioned S.L.R.P. report, Primary School Libraries in Australia(1975), all Victorian government primary

schools with an enrolment of 225+ had a full-time
teacher-librarian, even though only 114 primary
teacher-librarians graduated from the State College
of Victoria in 1974 (S.L.R.P.,February,1975:13).

Thus, the recommendation that the
training rate be increased to 200 for each of 1975
and 1976 seems unnecessary, unless the wastage
rate increases greatly at this time. Two other
recommendations are that a detailed study be carried
out during 1976 to determine the training rate for
the future, and that a cost benefit analysis be
carried out into the advantages of training
in-service as against extension students (p.60).

Another Victorian study which attempts
to provide guidelines for future planning and
expenditure is the S.L.R.P. report, Impact and
Adequacy: a Report of an Evaluation of Government
Post-Primary School Libraries in Victoria, by
Lundin and McArthur (June,1976). Commenting that
despite the expenditure of $50m. on Victorian
government post-primary schools from 1969 to 1975,
"only a little more than one third of these schools
have adequate library buildings, materials and
staff" in terms of the 1971 Standards for Secondary
School Libraries, the researchers give as their
specific aim the assessment of "the impact and
adequacy of present library provision so that
policies, priorities and plans can be formulated
for the next stage of the libraries programme in
Victoria"(p.1).

Measures used to assess impact and
adequacy include comparing 1975 survey information
with the Victorian figures from the 1972 C.S.S.L.R.P
report, visiting 30 schools to observe library
usage and interview teacher-librarians, conducting
a survey on teacher attitudes, and obtaining
information on finance and resources from the 1974
"Census Returns" from the Library Branch of the

Education Department (pp.2-4).

A very detailed summary of findings and
recommendations is given (pp.50-53). One
significant finding is the fact that "in all
aspects of library use, services, and the
satisfaction of teachers, students, and teacher-
librarians, the Commonwealth libraries surpass
non-Commonwealth libraries"(p.50). On the matter
of materials, the study has shown that 30% of
schools still have bookstocks below the basic
minimum of 10 books per student.

Not surprisingly, a great area of need
is found to be in A-V materials, especially with
regard to more adequate storage and production
facilities, advice on the selection of equipment,
in-service training for teachers in the use of
A-V items, services of A-V technicians to operate
and maintain equipment, and the extension of support
cataloguing services to include A-V materials.

On the complex matter of usage, the report
gives similarly encouraging conclusions as the
1972 C.S.S.L.R.P. report did, stating that, "the
impact of the new libraries and teacher-librarians
appears to be not only permanent but gathering
momentum"(p.51) and "the new libraries have had a
significant impact on the more varied use of resources
in teaching"(p.51).

The concluding statement suggests that
future priorities for Victorian post-primary schools
should be library buildings, support services, library
staff, and materials, and urges the need for
continued special funding by the Australian Government
to bring Victorian educational resource centres up to
target standards as soon as possible.

The need for continued funding for
Victorian school libraries is echoed in a 1976
'E' Day Submission for School Library Development
prepared by the Victorian Teachers' Union sub-
branch at the Library Branch of the Victorian
Education Department for distribution to members
of the Cabinet and Shadow Cabinet. The Submission
recommends that funding be made available
particularly for buildings, for ancillary staff
(in accordance with the Guidelines level of 1
ancillary staff member for primary schools of 500+),
for bookstock (from the present level of 8.7 books
per student in primary schools to the recommended 15),
for in-service education programmes for teachers, and
for a national schools cataloguing service.

Costing for adequate library facilities in
all Victorian government schools within two trienniums
is given in the Submission(p.5). However, when one
compares these figures for projected needs with the
statement in the Schools Commission's Report: Rolling
Triennium, 1977-79, that only $2.97m. has been
allocated for the buildings and resources aspect of the
Library Programme(p.59), it seems that only limited
progress will be made in meeting these demands.

WESTERN AUSTRALIA

Further information on the complex problem
of supply and demand for teacher- or school librarians
appears in the Western Australian Report on an
Investigation into the Factors Affecting the Supply
of, and Demand for, Professional Librarians in W.A.,
in the Period 1974-1980 from the L.A.A.'s Western
Australian Branch sub-committee on recruitment. This
report was written just after the Schools Commission's
1973 report, Schools in Australia, appeared, and
acknowledged that in repect to school libraries, recent
political events had caused "some uncertainty" re the
employment of librarians in schools.

However, the prediction that because of
projected rapid expansion in school library development,
there was "no prospect of a sufficient supply of
adequately trained librarians being available in the
short to medium term"(p.17) appears to be borne out by
available short-term figures. The report includes
requirements for primary, secondary and non-government
schools, and if one compares the projected needs for,
say, W.A. government primary schools for 1975 in Table
6 (p.18) with the figures on W.A. in the 1975 S.L.R.P.
report, Primary School Libraries in Australia, it
seems that, even allowing for the inclusion of Junior
High needs in the W.A. paper, there would be a
tremendous shortage of trained school librarians.

AUSTRALIAN CAPITAL TERRITORY

The only A.C.T. report located for the present review is entitled A Report on Existing Library Facilities in A.C.T. Primary Schools with Recommendations for Standards for Primary School Libraries, by Baxter and Redpath. Presented in November,1973 before standards for Australian primary school libraries were published, this paper resulted from a survey made of conditions existing in government and non-government primary school libraries in the A.C.T., and contained recommendations for standards based on the survey results.

Many specific problems in relation to present conditions are mentioned, ranging from the poor siting of libraries which makes them less accessible than they should be, the lack of space for both storage and use of A-V equipment and a lack of awareness of the educational potential of A-V materials, to the shortage of trained full-time teacher-librarians (only 8 out of 58 schools had a full-time teacher-librarian).

The recommended quantitative standards stated by Baxter and Redpath show much similarity to those of the 1974 Guidelines for Library Services in Primary Schools. For example, working on the regular A.C.T. government primary school enrolment of 500, they suggest one full-time teacher-librarian and one assistant, with basic bookstock of 5000, recommended bookstock 7500. For the same enrolment category, Guidelines lists the same staffing and bookstock of 4500 basic, 7500 recommended.

Unfortunately the 1975 S.L.R.P. report, Primary School Libraries in Australia did not include A.C.T. schools because of their different funding arrangements, so no comparisons can be made between the two reports for improvements in conditions in the primary schools between 1973 and 1975.

SOUTH AUSTRALIA

A most thought-provoking study which in
a sense followed on the work of the C.S.S.L.R.P.
evaluation reported in Secondary School Libraries
in Australia(1972) but focused on South Australian
metropolitan secondary schools is A Study of the
Changes Brought About by the Introduction of the
New Library Resource Centres in South Australian
Metropolitan Schools, by Dent et al. Sponsored by
the Research Committee of the Adelaide College of
Advanced Education, and printed in August,1974,
this study attempts to assess the impact of Library
Resource Centres funded by Commonwealth Grants,
1970-1972, and so to assist in future planning for
School Librarianship courses. Questionnaires used
were based on those of the above-mentioned C.S.S.L.R.P.

The results are rather disquieting, for
they suggest that although in general terms teachers
are paying lip-service to the high educational value
of a school library and obviously appreciate the new
resources, such as videotapes, the actual usage of
the new instructional materials by teachers is
rather limited. Moreover, the researchers suggest
that the relatively large number of "don't know"
responses - even allowing for teachers with little
experience - indicates that there is still a lack of
communication in some schools between the teachers
and library staff (p.5).

Thus the study recommends that student
teacher education and in-service education of teachers
are very necessary so that there is a greater appreciation
of educational technology on the part of teachers and
of communication and interpersonal relations on the
part of teacher-librarians. The study concludes that
"the impact of Library Resource Centres is not as
significant as some have suggested; any impact there
has been is more noticeable with the more experienced
teachers"(p.6), adding that more research is needed

into the practical problems encountered in schools
by those attempting to use resources. These results
indicate that, for South Australian metropolitan
secondary schools at lease, the Commonwealth Libraries
Scheme has not been as impressive in its results as
the concluding comments of the earlier C.S.S.L.R.P.
report seem to indicate (C.S.S.L.R.P., 1972:215).

Another South Australian report deals with the
familiar theme of school-community sharing of resources.
This is Community Use of School Libraries, the report
of the committee appointed by the Hon. the Minister
for Education(1974). This committee was appointed
on 13th September,1973 as a result of the South
Australian Government's policy objective "to encourage
Institutes and local governing authorities in South
Australia to come together to co-operate in the
provision of local library services"(p.1). Its major
task was to recommend "a detailed working scheme for
community use of secondary school libraries in small
rural communities"(p.1), also briefly considering the
possibility of such ventures in more populous areas.

Many separate problems are considered,
including the need to cater for local community needs
for bookstock and hours, and the strains caused by
the administrative division of responsibility. The
Appendices give detailed Guildlines for the
establishment and management of community-school
libraries, the format of applications for establishment,
opinions on such ventures, and estimated costs.

Some of the recommendations are that the
Education Department should be responsible for the
community-school library building, for staffing and
for the school section, that the Minister for Education
should establish a Committee of five, with
representatives from the Education Department, Libraries
Board and Institutes Association, and that copies of
several of the Appendices be distributed to all
schools, local government authorities and Institutes
in appropriate areas so that applications for the
establishment of community-school libraries could
be made.

NEW SOUTH WALES

Further emphasis on the library needs of
migrants is given in the L.A.A. report by Thomas,
Library Services to Migrants in N.S.W. (1975),
based on a 1973 pilot survey. Like Pickering and
Modra (1973), Thomas makes the point that minority
groups are members of the general community and
are entitled to adequate library facilities and
services. Likewise this report suggests that the
Department of Immigration could take responsibility
for funding services to migrants.

In its identification of problems
experienced by migrants and its statement of library
needs, Thomas's report continues many matters
discussed by Pickering and Modra, including suggested
avenues for improvement. Some of these are liaison
between library services and migrant education, the
training of librarians with language qualifications
to work in appropriate ethnic areas, and the
provision of information books on Australian life at
a reading level suitable for migrant adults who do
not yet have an extensive command of English.

TASMANIA

The most wide-ranging account of existing
State library services is in the report, Libraries in
Schools Colleges and the Community (1976), a report
to the Tasmanian Minister for Education by the State
Librarian, W. Brown. The scope of the study recorded
in this report was to examine present library services
in schools and colleges administered by the Education
Department and "make recommendations for the integration
of school and college libraries with the State Library
Department's libraries into a single system"(p.1), as
well as to examine situations in which the joint use of
school libraries by the public would be a possibility.
In so doing this study is also "the first attempt to
quantify existing library services in schools and
colleges in Tasmania administered by the Education
Department"(p.1) and so forms a valuable record of
present resource provision.

In summarising the findings, the report
reveals serious deficiencies in school and college
library resources when compared with Schools Commission
standards, with primary and district schools being the
areas of greatest need. Emphasis is placed on the
desirability of managing existing resources better
by co-ordinating and rationalising services, sharing
professional expertise, and using centralised
technical services.

As a means of effecting such rationalisation,
the report recommends the establishment of a new
Tasmanian libraries and archives authority, "with
powers to undertake the provision of library and
information services to any or all libraries under
the control of the Minister for Education"(p.69).
Other recommendations include:
    — the integration of the library collections of
       primary and district schools and the State
       Library's regional children's services into
       a single system.

- the appointment of regional consultants
  to advise school libraries.
- the linking of college libraries with
  public libraries through regional networks.
- investigating circumstances and localities
  in which existing library facilities might
  be shared, and where new facilities might
  be provided to serve either combined
  educational needs or educational and
  community needs.
- establishing a library technical service
  centre to serve libraries.

(pp.69-71)

QUEENSLAND

Further results from research into the
impact of the Commonwealth Libraries Scheme are
given in Lundin's unpublished M.Ed. thesis,
A Study of the Influences of New Library Facilities
and an Increase in Qualified Library Staff on
Secondary School Library Usage (1974). Using the
previously-mentioned Environment - Organism -
Environment model (see p.16 of the present review),
Lundin attempts to establish causal links across
this continuum at the institutional level, using
the library as a behaviour setting and describing
broad usage patterns.

Nine Brisbane government secondary schools
were surveyed: two without a Commonwealth library or
teacher-librarian, two without a Commonwealth library
but one teacher-librarian, four with a Commonwealth
library and one teacher-librarian, and one with a
larger-type Commonwealth library and two teacher-
librarians(p.i). Thus the two major variables,
staff and building, could be controlled for the
purposes of comparison.

Information was obtained from students,
teacher-librarians and other staff on the use of the
library and its facilities, library programmes and
library activities. More specifically, accessibility,
and the quantity, quality and variety of library
usage was described.

A large number of concluding statements
are made (pp.234-236), tending to the general
conclusion that "there are several differences
between libraries with full-time, qualified teacher-
librarians and those without, and between schools
with a Commonwealth library and those without"(p.237),
and that in fact "definite relationships exist
between improved library provision and accessibility,
between increased accessibility and usage, and
between improved usage and satisfaction in students

and teachers"(p.iii). Lundin points out that
there are important financial and educational
implications from these results, for he feels
that they constitute "a considerable amount of
tangible evidence .... of the value of
Commonwealth libraries and teacher-librarians"
(pp.254-255), and concludes that if the library
is to effect desirable educational change, every
school must have a library "at least to the
standard of the Commonwealth libraries in this
study"(p.iii).

LOCAL OR REGIONAL REPORTS, STUDIES AND SURVEYS

The Westudy Report (1976) is a report to
the Minister for Environment, Housing and Community
Development on the information and library needs
of the citizens of the Western Region of Melbourne,
prepared jointly by the Library Council of Victoria
and the Victorian Council of Social Service. In
broad terms, the objectives of this study are to
investigate the information and library needs of this
area, identify and evaluate the area's existing
library and information services, and propose plans
for the development of services to a standard which
could serve as a model for similar developments in
other regions (p.7). The existence of this report
is a reflection of the current interest in urban
planning at the regional level and of the Department
of Urban and Regional Development's attempts to
improve community services. In its awareness of the
needs of special groups such as children, migrants
and the aged, it seeks to find solutions to many of
the problems mentioned by Pickering and Modra (1973)
and Thomas (1975).

Through the Westudy emphasis on the need
for "co-ordination of resources and services ... for
giving adequate information and library service"(p.46),
school libraries have a part to play in overall
planning. In Chapter 7, "Issues for Future Study",
the report acknowledges that "the degree of co-operation
between the different sorts of libraries in the West -
school, public, special, academic - is as inadequate as
anywhere else in Victoria, or, in fact, Australia"(p.63),
and refers to hopes held by the St. Albans High School
of developing an integrated form of library service
for the wider local community.

The St. Albans Pilot Project is one of many
projects recommended by the report, to be co-ordinated
by the overall planning body, the Western Region
Information and Library Authority (WRILA), which would
be jointly funded by the Commonwealth, State and local

governments, and comprise 26 members, including
representatives from municipalities, commissions,
authorities, information officers, librarians,
employers, unionists and consumers. The WRILA
would become a part of what the report hopes will
be "a national network of information services,
including libraries"(p.1).

Another of the recommended projects
listed in The Westudy Report is the allocation of
$75,000 for a Western Region Public Libraries
Technilib Project (p.2), which the report believes
would be an excellent agency for the centralised
technical services of Western Region libraries.
During its inquiries, Westudy became aware of
Technilib, which is a technical services unit
initiated by the Library Council of Victoria, who in
1973 asked the Camberwell-Waverley Regional Library
Committee to carry out a feasibility study into the
establishment and operation of a computer-based
central technical services agency for the public
libraries of Victoria. The ensuing report from the
Technilib Feasibility Study Committee, known as
Technilib Feasibility Study: Phase I and Phase II
Report (May, 1974) was accepted by the Library
Council of Victoria, who have allocated funds for
the further promotion and establishment of Technilib.
Although Technilib is relevant to all of Victoria,
and therefore is a State report, it has been included
in this section because of its possible adoption at
the regional level.

The Committee sent questionnaires to all
Victorian public libraries concerning their procedures
for selection, acquisition and cataloguing of materials.
Of the 65 libraries concerned, 40 replied, of which
37 indicated they would be interested in at least
one of the proposed services offered, which include
acquisition, cataloguing and classification,
circulation systems, processing, inter-library loans,
and storage of 'little-used' material.

The report concludes that it would be
desirable to have a Centre offering the above
services as part of the development of automated
sophisticated cataloguing services, and recommends
steps for the obtaining of finance at State and
national levels to establish Technilib(pp.11-12).
Unfortunately it makes no mention of school libraries.
At a time when there is so much emphasis on
co-operation between different types of libraries,
as documented, for example, in the Tasmanian report,
Libraries in Schools, Colleges and the Community, it
seems that technical support services which make up
the Technilib concept could be a valuable area of
co-operation. At the moment there appear to be two
parallel developments, for school and for public
libraries, in the establishment of State- or nation-
wide cataloguing support services, and the cautionary
comment made in Public Libraries in Australia (p. 11
of the present review) is pertinent.

Similar in its objectives to Westudy is
the study reported in Access and Attitude: the Report
of the Library and Information Services Study, Sydney
Western Region, by Trask and Garlick (December,1975).
This research was commissioned by the Department of
Urban and Regional Development following a 1973
seminar, Breaking Down the Barriers -- Community Library
Service at Waverley Municipal Library. Trask refers
to the concept of "community library service"(p.16) as
discussed at the seminar, and the study examines
Sydney's Western Region (Region 14) with regard to the
possibility of developing a total system of library
and information services there. The aims of the study
are listed in more detail on p.16 of the report.
The investigation was carried out from November,1974
to July,1975, which the researchers felt was not
sufficient time for an exhaustive study. Thus they
describe their paper as "not a report of a research
study but a description of a process of discovering
resources and needs and developing strategies which
provide better access to information for people"(p.2).

Methods used to obtain data about the library and
information services in this Region include interviews,
visits, questionnaires, special studies, acceptance of
submissions and attendance at meetings (p.17).

The 29 recommendations of the report (pp.i-vii)
suggest many ways in which library and information
services can be co-ordinated on a regional, State or
national basis and otherwise improved to better meet the
needs of users. Specifically, Recommendation no. 29
states:

> That the State Library of N.S.W. be asked as a
> matter of urgency to prepare a state plan for
> library and information services in N.S.W. in
> consultation with an advisory committee
> representing N.S.W. Departments of Education,
> Technical and Further Education, N.S.W. Advanced
> Education Board and the N.S.W. Council for
> Social Services;
> That such a plan consider the position of
> university and college libraries as major
> resource collections, the development of library
> and information services on a regional basis
> with enlarged regional headquarters libraries,
> the co-ordination of library and information
> services provided by different types of library
> at local, regional and state levels, the planning
> of joint school and public libraries and of
> libraries as a major component of community
> centres, in certain rural and inner city areas
> which now lack any form of library service.
>
> (pp.vi-vii)

Of future relevance to school libraries is
Recommendation 27, which urges the discussion of proposals
for the provision of bibliographic services for a
number of different types of libraries, including
college, school and public, and the consideration of
the Technilib concept as a means to that end. On
community use of school libraries, the report also
recommends discussion "on ways of making government
school library collections and school libraries
more accessible after school hours and during
vacations" (p.ii).

The school-community library is one of
several current concerns discussed in the well-
documented chapter, "Issues in Provision and
Organisation of Library and Information Services"
(pp.97-116). The final chapter, "Principles for the

Development of Library and Information Services"
(pp.117-122), pinpoints the main problems in
library and information service today, which can
be summed up as the need for an awareness of the
individual's information requirements, and the need
for leadership and planning on the part of authorities.
The emphasis given to these matters here, and in other
reports such as the Tasmanian blueprint, Libraries in
Schools Colleges and the Community, and Public
Libraries in Australia, indicates that the time is now
ripe for a concerted planning effort in library and
information services at all levels.

Another study which examines usage and
needs in community library service, but with reference
to a city rather than a region, is the Whyalla Library
Project, in which Brown and Sharman investigated the
"feasibility of establishing a community library and
information service based on the library of the
Whyalla Campus of the South Australian Institute of
Technology" (p.vii), with a research grant from the
Commission of Advanced Education, as a reflection of
its interest in developing a wider community role
for Colleges of Advanced Education. The research was
carried out over a 9-month period from March to
November, 1974, and the final draft of the report,
Strategies for Change: Library and Information Services
for Whyalla, was printed in June, 1975. (Page numbers
refer to this draft, but the report was published
in its final form for the Libraries Board of South
Australia in 1976 as one of their Occasional Papers
in Librarianship.)

Specifically, the study aims to ascertain
the library and information needs of the Whyalla area,
especially the educational needs, to examine the
adequacy of existing library resources in meeting
those needs, and to examine alternative ways of
providing the best service to all library users, within
funding limits (p.vii).

The researchers conclude that there is a
lack of adequate library resources in both public and

educational areas (p.76). Extensive funding is
needed to improve this situation, but it is
suggested that co-ordination of the various
collections would be both"an economical and
productive means of library development" and an
"immediate step towards providing more effective
service to more users"(p.77). The report describes
the existing administrative procedures which limit
the scope for formal integration or co-operation
(p.132), and warns that any formal association
between libraries must also involve parent organisations,
and this will necessitate changes in the present
relationships between libraries, parent organisations,
funding authorities and levels of government (p.133).

For this reason it has been concluded that
"co-ordination rather than amalgamation of existing
services would be the most appropriate means of
meeting Whyalla's needs for a comprehensive library
and information service"(p.167), and so it would not
yet be feasible "to set up a fully integrated library
service for the Whyalla community based on the S.A.I.T.
Campus library"(p.167).

As a first step towards developing a regional
network of library and information services, the report
proposes the establishment of a Co-ordinating Council
for Library and Information Services (COCLIS). A
further 15 recommendations are made (pp.x-xi) as
ways of improving, extending and c-ordinating library
and information services, including the projected use
of one of the high school libraries as a community
'Reading Centre' (p.162) as part of a community
literacy programme.

Of some relevance to school libraries, and
of particular importance to an understanding of the
whole concept of library use, is the report by Handfield
and Hamilton-Smith, Libraries and People in Melbourne
(1975). Recognising that "services could be made
more effective if library planners and administrators
knew more about why people do and do not use libraries"
(Preface), the Library Council of Victoria commissioned

Consultation Planning Survey Services to carry out
a study of library use and non-use in sample libraries
in metropolitan Melbourne in order to produce "basic
data to assist practising librarians, and to form a
foundation for future research" (Preface). Between
February, 1974 and October, 1974, information was
obtained from 2188 people living in 989 separate
households selected from four library service areas,
with the aim of "elucidating one important area of
knowledge, namely, the factors which appear to influence
the extent to which individuals make use of public
library services" (p.1).

Of particular significance to school
librarians is the data in Chapter 5, "Some Characteristics
of Library Users", which indicates, as do Trask and
Garlick (1975:82) that "school students are amongst
the most likely to use public libraries" (p.55).
Further on the report comments that "student use is
probably related much more to the demands of education
than to personal preference" (p.90), and among the
areas of recommended future research is "the need
for a specific examination of the way in which
schools utilise both their own and public libraries"
(p.133). In this respect, it would be interesting to
discover, for example, to what extent school students'
use of public libraries is necessitated by inadequacies
in school library provision, and to follow through
any changes in school students' use of public
libraries as school library provision improved.

Like Pickering and Modra (1973), this
report is concerned with the non-users of libraries,
commenting on the fact that libraries are less likely
to be relevant to the less affluent and less educated
(p.118). The exceptional example is quoted of the
City of Altona library service, which "is demonstrating
an ability to become relevant to persons outside of
the normal spectrum of library users, and is beginning
to transcend some of the traditional limitations of
library service" (p.119). This continues the theme
of more user-oriented, accessible library
services advocated in The Westudy Report.

The report makes little reference to
school-community libraries or other co-ordinated
systems of library service, commenting that "mere
integration of libraries will not, in itself,
achieve either better education or better libraries"
(p.121). The authors go beyond this to make the
judgment that "the real issue in what might be
called 'education for library use' is the total
educational task of helping people to develop a
spirit of enquiry, of joy in knowledge and of
living within their own social environment"(p.121).
Pertinent to this is the evidence of the report
that "library experience while at school is likely
to have a positive effect upon library use in later
life"(p.118). This raises many interesting long-
term implications for the impact of school library
provision and usage which go beyond their
immediate educational benefits.

A great deal of the recent interest in
school-community libraries has centred on the
Boronia High School Community Library in Victoria,
the first project of its kind in Australia
involving the extension of a normal Commonwealth
library to permit a joint public and school library
service in the one building. The service commenced
in June,1974, and the official report of the first
year of operation, Boronia High School Community
Library: the First Year (October,1975), was prepared
for the Education Department of Victoria and the
City of Knox by the Advisory Committee of the Library.

This report briefly looks at the problem
of defining a community library, at the history of
the project, at the Agreement between the Education
Department, the City of Knox and the school, at the
advantages and problems foreseen, and at the patterns
of usage which have developed (p.1).

In its conclusion the Committee considers
that "the operation in its first twelve months has
been successful, at least in so far as usage is

concerned, from the point of view both of the
school and the public"(p.25), and that while the
project departed from the recommendations of the
feasibility study in some matters, such as book
selection and division of responsibilities,
"these departures do not appear to have adversely
affected the development of the project"(p.25).

Problems include lack of sufficient
space in the building, especially for a quiet area
for students, and inadequate expenditure by the
Education Department, especially on A-V equipment
and materials. Thus the Committee recommends that:
  -- for future projects a more adequate study of
     building requirements is needed.
  -- the City of Knox and the Education Department
     begin an immediate study to determine the best
     means of extending the Community Library
     building.
  -- the Education Department and the Library Council
     of Victoria should set up a working party to
     examine the question of finance,including
     adequate provision of A-V materials for both
     students and the public.
                                        (pp.22-24)

A more detailed evaluation of the Boronia
High School Community Library was made in an
independent S.L.R.P. investigation by Lundin and
McArthur in 1975 and reported in The Boronia
Experiment: a report of an evaluation of the Boronia
High School Community Library(1976). Information
concerning teachers', students' and public usage and
attitudes, and details about library staff and
service was obtained through questionnaires,
observation, reports and interviews. Also consulted
were local records and reports relevant to the
library, statements about Boronia Library, related
studies, and other articles and documents on the
whole issue of school and public library relations.
Generally the study aimed at determining "the
expectations held for the library by administrators,
librarians, teachers, students, and the general

public"(p.7), and at discovering the extent to
which expectations were being met.

Results from the questionnaires indicate
"that the Boronia Library is meeting many of the
published quantitative standards and some of the
expectations of the users in terms of provision -
facilities, materials, and staff"(p.21). Like the
previous report, this one comments on the inadequacy
of A-V provision (p.21), and the departure from the
original feasibility study recommendations, so
that there is not a Community Librarian in charge
but two "semi-autonomous" librarians operating with
separate policies and services.

This lack of true integration is regarded
by the researchers as "probably the biggest overall
weakness of the library"(p.54), and they conclude
that Boronia "is not a good example of a joint
school community library" but rather consists of
"two services from a single building"(p.54). With
reference to future schemes of this nature, the
report warns that though "rationalisation of resources
is sensible"(p.55), district and/or regional
planning is crucial to avoid foolish proliferation
or downgrading of the role of a good public library,
for at Boronia, the report concludes, "the school
appears to benefit more than the public"(p.55).

CONCLUSION

In considering the research related to school libraries in Australia, 1973-1976, one can see evidence of two main areas of evidence. There has been a substantial amount of investigation into the qualitative and quantitative impact of the Commonwealth Government's funding of school libraries and emphasis on the subsequent need for continued funding to assist school library development. Of particular interest here are the more recent plans for the establishment of a national school cataloguing service, which is part of the second main thrust of research for both school and public libraries, that of co-ordinating and rationalising services at National, State and regional levels.

The reports on public libraries have also revealed a growing awareness of the need for library and information services that meet the requirements of the individual user, and in particular the requirements of minority groups, while the concept of school-community libraries has also remained an important area for current, and no doubt future, research.

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