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

Dorothy Marsh

Follow this and additional works at: https://research.acer.edu.au/educationalstudies

Part of the Educational Assessment, Evaluation, and Research Commons

Recommended Citation
https://research.acer.edu.au/educationalstudies/3

This Book is brought to you by the ACER Archives at ACEReSearch. It has been accepted for inclusion in Australian Educational Studies by an authorized administrator of ACEReSearch. For more information, please contact repository@acer.edu.au.
Harsh, Dorothy


[1977].
A REVIEW OF REPORTS, STUDIES AND SURVEYS RELATED TO SCHOOL LIBRARIES IN AUSTRALIA, 1975 - 1976.
# CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>XI. National Reports, Studies and Surveys</td>
<td>2</td>
</tr>
<tr>
<td>II. State Reports, Studies and Surveys</td>
<td></td>
</tr>
<tr>
<td>Victoria</td>
<td>26</td>
</tr>
<tr>
<td>Western Australia</td>
<td>30</td>
</tr>
<tr>
<td>Australian Capital Territory</td>
<td>31</td>
</tr>
<tr>
<td>South Australia</td>
<td>32</td>
</tr>
<tr>
<td>New South Wales</td>
<td>34</td>
</tr>
<tr>
<td>Tasmania</td>
<td>35</td>
</tr>
<tr>
<td>Queensland</td>
<td>37</td>
</tr>
<tr>
<td>IV. Local or Regional Reports, Studies and Surveys</td>
<td>39</td>
</tr>
<tr>
<td>V. Conclusion</td>
<td>43</td>
</tr>
<tr>
<td>VI. Bibliography</td>
<td></td>
</tr>
<tr>
<td>- Reports, Studies and Surveys</td>
<td>50</td>
</tr>
<tr>
<td>reviewed</td>
<td></td>
</tr>
<tr>
<td>- Additional references</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 1975 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.
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), *Federal Aid to Australian Schools*, 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.

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 *A National Seminar Workshop for the Education of Resource Support Staff*, 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 commented the latter for their "new concepts of need and priority in Australian education" (1975:585).

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 Moore,
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
50% 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 Hedra’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, Librarians 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.29). This emphasis on libraries as information services and not just places to obtain books can also be seen in Pickering and Kodra(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 cooperation 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 interpersonal characteristics to proximal outcomes.

(p.12)
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.

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:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of Commonwealth funds</td>
<td>→</td>
<td>Provision of library facilities</td>
<td>→</td>
<td>Significant Increase in use of facilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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.25). 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, School/Community Libraries, 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.

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. 4-11) 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. 19). The 1976 report, Public
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 of 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 training 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. Salson as Director, J. Pyfield as Co-Director, and R. Lundin, J. Heartlau and J. Blizzard as Research Fellows. The general aim of this Project, like that of the earlier S.S.E.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.B.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.I.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.
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, 1955-1972*, 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 194 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
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 respect 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.I.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.
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 least, 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 Guidelines 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.
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)

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.1). 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).
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 (WRILIA), 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 nationwide 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.153).

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 co-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.153). 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 Westbury 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
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.
BIBLIOGRAPHY

Reports, studies and surveys reviewed in this paper:


Other references


